THE EFFECTS OF ENGLISH-HAUSA CODE SWITCHING ON THE TEACHING OF ESSAY WRITING TO ARABIC MEDIUM STUDENTS IN SA'ADATU RIMI COLLEGE OF EDUCTION KUMBOTSO, KANO

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AUGUST, 2018

DECLARATION

I hereby declare that this thesis has been written by me and that is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated and sources of information specifically acknowledge by means of references.

AMINA JIBRIL MUHAMMAD 29/08/2018

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DEDICATION

This thesis is wholeheartedly dedicated to Almighty Allah and to my late father,Alh. Jibril Muhammad, and also to my mother,HajiyaHadizaLawal, for their good upbringing. May Allah reward them with Jinnatul Firdausi, ameen.

CERTIFICATION

This thesis entitled, "THE EFFECTS OF ENGLISH-HAUSA CODE SWITCHING ON THE TEACHING OF ESSAY WRITING TO ARABIC MEDIUM STUDENTS IN SA'ADATU RIMI COLLEGE OF EDUCTION KUMBOTSO KANO," submitted by Amina Jibril Muhammad meets the regulations governing the award of Master of Arts (M.A.) in English, Department of English and Literary Studies, Faculty of Arts, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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TABLE OF CONTENTS

Title Page - - - - - - - - - - i

Declaration - - - - - - - - - - ii

Dedication - - - - - - - - - - iii

Certification - - - - - - - - - - iv

Acknowledgments - - - - - - - - - v

Table of Contents - - - - - - - - - vi

Key to Symbols and Acronyms - - - - - - - vii

Abstract - - - - - - - - - - viii

CHAPTER ONE

INTRODUCTION - - - - - - - - - 1

1.1 Background to the Study - - - - - - - - 1

1.2 Statement of the Problem - - - - - - - - 5

1.3 Research Questions - - - - - - - - - 6

1.4 Aims &Objectives of the Study - - - - - - 7

1.5 Research Hypotheses - - - - - - - - 7

1.6 Significance of the Study - - - - - - - 7

1.7 Scope and Delimitation of the Study - - - - - - 8

CHAPTER TWO

REVIEW OF RELATED LITERATURE - - - - - 9

2.1 Introduction - - - - - - - - - 9

2.2 The Concept of Code-Switching - - - - - - 9

2.3 Reasons for Code-Switching - - - - - - - 11

2.4 Code-Switching Types - - - - - - - 18

2.5 Previous Studies on the Positive Use of Code Switching in Teaching - 19

2.6 The Function of Code-Switching - - - - - - 20

2.7 The Status of English in Nigeria - - - - - - 23

2.8 The Status of Hausa in Nigeria - - - - - - 24

2.9 The Concept of Writing - - - - - - - 25

2.10 Types of Writing - - - - - - - - 29

2.11 Review of Imperial Studies - - - - - - - 31

2.12 Theoretical Framework - - - - - - - - 34

CHAPTER THREE

RESEARCH METHODOLOGY - - - - - - - 38

3.1 Introduction - - - - - - - - - 38

3.2 Research Design - - - - - - - - 38

3.3 Population - - - - - - - - - 39

3.4 Sampling and Sampling Procedure - - - - - - 39

3.5 Instrument for Data Collection - - - - - - 40

3.6.1 Treatment 1 - - - - - - - - - 41

3.6.2 Treatment 2 - - - - - - - - - 42

3.7 The Pilot Study - - - - - - - - 42

3.8 Validity of Research Instrument - - - - - - 42

3.9 Reliability of Research Instrument - - - - - - 43

3.10 Data Analysis Procedures - - - - - - - 43

CHAPTER FOUR

PRESENTATION DATA AND ANALYSIS - - - - - 45

4.1 Introduction - - - - - - - - - 45

4.2 Presentation and Interpretation of Data Using Various - - - 46

4.4 Discussion of the Findings - - - - - - - - 56

4.3 Overall Findings - - - - - - - - - 58

4.5 Summary - - - - - - - - - 59

CHAPTER FIVE

SUMMARY, IMPLICATION, AND CONCLUSION - - - - 61

5.1 Introduction - - - - - - - - - 61

5.2 Summary of Findings - - - - - - - - - 61

5.3 Implication of the Study - - - - - - - - 63

5.4 Conclusion - - - - - - - - - 66

5.5 Recommendation - - - - - - - - - 67

References - - - - - - - - - 69

Appendix - - - - - - - - - 77

KEY TO SYMBOLS AND ACRONYMS

ESL	-	English as a Second Language
SLL	-	Second Language Learners
L1	-	First Language
L2	-	Second Language
Bak	-	Background Knowledge
NCE	-	Nigeria Certificate in Education
SRCOE Kumbotso	-	Sa'adatuRimi College of Education Kumbotso.
FCE Kano	-	Federal College of Education, Kano
TL	-	Target Language
NHLE	-	Native Hausa Learners of English
HLE	-	Hausa Learners of English

ABSTRACT

The study aimed at determining whether English-Hausa code-switching can serve as a strategy for teaching content development, organization, expression and mechanical accuracy in essay writing to the Arabic medium students. The subjects who participated in the study of N.C.E 1 Arabic Medium students in their General English course from Department of Arabic in SRCOE, Kumbotso. Simple percentages were used to analyze the marks awarded. The result reveals that students' competence before treatment was very low and caused by such factors as low proficiency in the use of language, and the misapplication of rules, as well as the interference of the first language [MT]of the subjects. This study examines the effects of English-Hausa code switching as a strategy for teaching essay writing to Arabic Medium students in Sa'adatuRimi College of Education, Kumbotso,Kano. Letter and essay writing tests were collected to find out whether there are significant differences in teaching essay writing using code switching to the L2 learners or not in the respondents written English. The problem which this study examined is that a number of errors and deviant forms in language use have been noticed in the students' essay writing, such as content mastery, incorrect organization, expression and mechanical accuracy.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every language is important. However, English gained popularity as a result of its vast number of users. It is the language of education, that is why teachers in all educational sectors use English as the medium of instruction. It is also taught as a second language in all Nigerian schools. Teaching of English has been greatly emphasized by the government through ministry.

In classroom practice teaches have been instructed to teach high quality English, input must be in the target language, because an effective model of language use can ensure that the intended learning will be successful.

Teaching English tends to always be complex due to the fact that, majority of its learners already have a language (mother tongue) in which they think, reason and dream in, even before coming in contact with English. So on the basis of this, there is need to employ an effective strategy for teaching English based on the ability of the learners.

Changes in language teaching method through history have reflected recognition of changes in the kind of proficiency learner needs, such as move towards oral proficiency rather than reading comprehension as a goal of language studies. Inadequate provision for teaching the subject will course more harm not only to the English subject alone, but also to other subjects as cited in Muhammad (1977) Chindaya (1999) and Garba (2002) they revealed that because of the low proficiency of students in English language, students performances in other subject are affected negatively as well.

This research work attempt to find the possibility of using English-Hausa code-switching as a strategy for teaching essay writing to Arabic medium students who are mainly low proficient speakers of English language.

> Because of the important position of language, in any educational system, each nation has a language policy in relation to education. In the case of Nigeria, government appreciated the importance of language as a means of promoting socio-cultural interaction and national integration by stating that: Every child shall learn the language of the immediate environment, in addition for the interest of national unity, every child is required to learn one of the three major Nigerian languages other than his own mother-tongue. In this connection the government consider the three major languages in Nigeria to be Hausa, Igbo and Yoruba. (N.P.E. 2004).

The policy stipulates that the mother tongue should be used as the medium of instruction in the first three years of primary school and the attainment of basic literacy in the mother tongue was officially encouraged. While English is supposed to become the medium of instruction in the fourth year of primary school. The main aspects of this policy are:

- Mother tongue as the medium of instruction from pre-primary school until some point in primary education.
- Two Nigerian Languages as core subjects in junior secondary school and one in senior secondary school.
- One of the three major Nigerian Languages to be taught where the language selected is not be the child's mother tongue.

In short, it states that the language for instruction at primary schools will initially be the local languages while English is taught as a subject. But later English would take over as the medium of instruction, while the local languages would be taught as subjects.

Although, the policy is interpreted and applied differently in the various states of the country.

Also, in section 2 page 20, the National Policy on Education (NPE 2013) states that;

a. Teaching shall be participatory, exploratory, experimentally and child-centered.
b. The medium of instruction in the primary school shall be the language of the immediate environment for the first three years in monolingual communities. During this period, English shall be taught as a subject.
c. From the fourth year, English shall progressively be used as the medium of instruction and the language of the immediate environment and French and Arabic shall be taught as subjects.
d. Specialist teachers shall be provided for particular subjects, such as: Mathematics, Basic Science, Basic Technology, Physical and Health Education, Language Arts (in relation to English, Arabic, French, Sign Language and Nigerian Languages), Music, Fine Art, Home Economics and Agriculture.

The acquisition of skills for effective application in the teaching of English Language should be the pivot of the Nigerian education system. Education and Language practioners in Nigeria have come to the conclusion that of all the problems troubling the Nigerian education system, the of poor use of English language in our schools are the most significant. Despite the importance of English in Nigeria, the National Policy on Education (N. P. E., 1984) prescribes that the mother tongue (M.T.) or the language of

the immediate Community (LIC) should be used as the medium of instruction in both pre-primary and primary education. If properly implemented, this policy is good up to the point that children learn in their mother tongue, but as English is learned as a second language, the policy does more harm than good, as students end up having problems later in their educational pursuits.

Studies such as Muhammad (1977), Chindaya (1999) and Garba (2002) revealed that because of the low proficiency of students in English, their performance in other subjects is affected negatively as well, especially in the tertiary level. Teaching English tends to be complex due to the fact that majority of the learners already have a language (MT) in which they think, reason and dream even before coming to contact with English. So, on the basis of this, there is the need to employ an effective strategy for teaching English based on their ability . Changes in language teaching methods through history have reflected the recognition of changes in the kind of proficiency learners need, such as the move towards oral proficiency rather than reading comprehension as the goal of language studies. Inadequate provision for teaching the subject causes more harm not only to the English subject alone, but also to other subjects as well.

This research work attempts to find out whether English and Hausa code-switching has any effects on the teaching of essay writing to Arabic Medium students in their (L2) learning of English in Sa'adatu Rimi College of Education, Kano. Writing skills are very important in formal education because writing is the main medium through which 'knowledge' is tested. Students with poor writing abilities will hardly survive in formal education. Therefore, this research study aims at identifying the effects of the English – Hausa code-switching pattern on the teaching of essay writing especially in

relation to the Arabic Medium students' inadequate mastery of content, and organization, expression and mechanical accuracy.

1.2 Statement of the Problem

The present study examines the effects of English and Hausa code-switching on the teaching of essay writing to Arabic Medium students in Sa'adatu Rimi College of Education. From the number of continuous assessments and examinations conducted by the researcher for students over the years, they consistently show that students face various challenges in essay writing which lowers their overall performance in English as a subject. Also, a number of errors and deviant forms in language use have been noticed in their essay writing, such as content mastery and incorrect organization, expression and techniques of writing. The students also wrote irrelevant essays and demonstrated poor word choice, wrong grammar and spelling and lacked logical argument and coherence. Since they need to master academic language for various purposes, teachers must provide various experiences and strategies where their students will have opportunities to use language productively in oral and written tasks. Therefore, this study seeks to use English-Hausa code switching as a strategy for teaching essay writing skills to Arabic Medium students in their L2 learning of English.

Many studies of code-switching have been made by sociolinguists, psycholinguists and ethnolinguists. They have analyzed patterns of code-switching in many different speech communities, as it occurs between 2 bilinguals speaking a variety of languages. Methods of analysis have varied from detailed quantitative studies with strictly controlled variables to qualitative case studies. Some have focused on intergroup code-switching, while others have studied code-switching during interactions among

members of a particular bilingual speech community. Some have attempted to explain the way in which speakers are able to produce a mixture of languages and combining elements of two grammars, while others have been more interested in the way in which the language mixing adds meaning to discourse. Attitudes to language mixing and the place of mixed codes in the language patterns of speech communities have been referred to in many of these sociolinguistic studies.

The ability to write appropriately and effectively is considered a major part of written communicative competence among students at all the levels of the education system. However, learning to master essay writing skills is a problem to Arabic Medium students in their L2 learning.

1.3 Research Questions

The research questions that guide this study are:

1. How does code-switching facilitate the Arabic Medium students in developing their essays?
2. To what extent does code switching facilitate the Arabic Medium students in organizing their essay writing?
3. Does code switching facilitate the Arabic Medium students in their essay writing expression?
4. How does code switching facilitate the Arabic Medium students in their mechanics of writing essay?
5. What effect does English-Hausa code-switching have on teaching writing to Arabic Medium students?

1.4 Aims of the Study

This study aimed at determining whether English-Hausa code-switching can serve as a strategy for teaching content development, organization, expression and mechanical accuracy in essay writing to the Arabic medium students.

1.5 Objectives of the Study

The objective of the study is to

1. Identify whether English-Hausa code-switching has any effects on the teaching of content development in essay writing.
2. Discuss how English-Hausa code-switching can facilitate the Arabic Medium students in their L2 learning.
3. Discuss how code-switching facilitates the Arabic Medium students in essay writing expression.
4. Identify how code-switching facilitates the mechanics of writing of Arabic Medium students.
5. Analyze the effects of English-Hausa code-switching in the overall performance of Arabic Medium students.

1.6 Research Hypotheses

1. There is no significant difference in using English and Hausa code switching to teach the content of an essay to Arabic Medium students.
2. There is no difference in using English and Hausa code switching to teach the organization of an essay to Arabic Medium students.
3. There is no difference in using English and Hausa code switching to teach in expression in essay to Arabic Medium students.
4. There is no difference in using English and Hausa code switching to teach the mechanism of easy writing of an essay to Arabic Medium students.
5. There is no significant difference in the overall performance of Arabic Medium students taught using English-Hausa code switching.

1.7 Significance of the Study

It is hoped that the findings of the study would serve as a basis for assisting English teachers to adopt a teaching strategy that will enhance learning essay writing skills among the Arabic Medium students in their L2 learning of English. The Arabic medium students are Hausas by native but does not have much background in English language and are required to acquire knowledge of general studies in education in

addition to other course. Such kind of students with poor writing skills may lag behind in their academic and professional careers. This study is a step to point out the effects of English–Hausa code-switching on the teaching and the learning of the Arabic Medium students in their essay Writing Skills. Secondly, this study will be beneficial to teachers because it will help them to see whether code switching has any effects on the teaching of writing skills. This make teachers to be more resourceful in improving the use of code switching where necessary.

To the community, parents and guardians, this study is of great importance because it will help them to appreciate the importance of the use of code switching to aid their children to understand all the subjects they are taught. It will also make them join hands with school authorities in approving the use of code switching as a strategy for teaching English. To the government, it will help in improving the use of code switching as a teaching strategy to L2 learners by motivating teachers functionally, so that they will stop seeing the use of code switching as a sign of being inefficient in their teaching. To curriculum planners will also benefit through the findings of this research by implementing the process and applying the strategy in solving the immediate problems associated with teaching and learning process and in the process of curriculum development, especially in teaching writing skills to Arabic Medium student in their L2 learning.

1.8 Scope and Delimitation of the Study

The study was conducted in colleges of education operating in Kano State. These include NCE I students of Sa'adatu Rimi College of Education as the experimental group, while the control group is Federal College of Education (FCE, Kano). The study is

confined to English-Hausa code switching (independent variable) and teaching of essay writing (dependent variable).

CHAPTER TWO

REIEW OF LITERATURE

2.1 Introduction

The aim of this chapter is to review the literature related to the subject under study and theoretical frame work in an attempt to examine the use of English Hausa code-switching as a strategy for teaching essay writing to some L2 learners of English.

2.2 The Concept of Code Switching

Hymes (1974: 115) defined code-switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles" Crystal (1987) suggested that code or language switching occurs when an individual who is bilingual alternates between two languages during his or her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate to varying extents in a second language. This includes those who make the irregular use of a second language, or are able to use a second language but have not for some time dormant bilingualism or those who have considerable skill in a second language (Crystal 1987). This type of alteration, or code-switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including the alteration of sentences and phrases from both languages succeeding each other and switching in long narrative. Brethold, Mangubhai and Bartorowicz (1997: 2,13) supplemented the definition of code-switching thus far with the nation that it occurs where 'speakers change from one language to another in the midst of their conversation

. Code-switching is broadly studied in linguistics and other related fields. Linguistics researches on code-switching usually focus on grammatical perspective and

sociolinguistic points of view. A grammatical perspective focuses on the structural aspects of code switching which determines the syntactic or mophosyntactic constraints on language alternation (Poplack 2000, Sankoff and Poplack 1981, Joshi 1985, Belazi et al. 1994, and Halmari 1997). A sociolinguistic approach is concerned with the role of social factors in the occurrence of code switching, such as context and speakers role relationship (see Benson, 2000 Milroly and Muyasken 2005 and Danyaro 2011). Also, in Linguistics code switching occurs when a speaker alternates between two or more languages or language varieties in the context of a single conversation Multilingual speakers of more than one language sometimes use elements of multiple languages when conversing with each other. Thus, code switching is the use of more than one Syntax and Phonology of each variety. It is distinct from other language contact phenomena, such as borrowing, pidgins and creoles, loan transaction (calques) and language transfer (language interference). Borrowing affects the lexicon, the words that make up a language, while code switching takes place in the individual utterance. Speakers form and establish a pidgin language when two or more speakers who do not speak a common language from an intermediate, third language. On the other hand, speakers practice code switching when they are each fluent in both languages. Code mixing is a thematically related term, but the usage of the term and code mixing varies. Some scholars use either term to denote the same practice, while others apply code mixing to denote the formal linguistic properties of language contact phenomena and code switching to denote the actual spoken usages by multilingual person. In the 1940s and 1950s, many scholars considered code switching to be a sub-standard use of language. Since the 1980's however, most scholars have come to regard it as a normal, natural product of bilingual

and multilingual language use. The term “code switching” is also used outside the field of Linguistics. Some scholars of literature use the term to describe a literary style which includes elements from more than one language, as in novels by Chinese-American, Anglo-Indian or Latino writers in popular usage, Code switching is sometimes used to refer to relatively stable informal mixtures of two languages, such as Spanish, Franponais or Portunal both in popular usage and in sociolinguistic study, the name Code switching in sometimes used to refer to switching among dialects, styles, or registers, as practiced by speakers of African vernacular English, as they move from a less to a more formal setting. In relation to the above reviews, this research work seeks to see the effects of using English and Hausa code-switching in teaching essay writing to some L2 learners of English.

2.3 Reasons for Code-Switching

Bilingual speakers switch from one language variety to another for many communicative purposes, but what is important is the close observation of behaviour in a particular setting than to generally applicable explanation of linguistic capability. As Gumperz (1982) emphasized a close analysis of brief spoken exchanges is necessary to identify and describe the function of code-switching. Also, Bolinger (1975:257). pointed out that code-switching may be carried out so as to clear any obstacles that may arise in the course of communication. He also further claimed that switching is carried out some times by a speaker whose deliberate intention is to devise, disguise or brag to the hearer.

Karen (2003). listed a few possible conditions for code-switching as follows:-
Lack of one word in either language, some activities have only been experienced in one of the language, if a misunderstanding has to be clarified, one wishes to create a certain

communication effect, one continues to speak the language latest used because of the trigger effect, one wants to make a point, one wishes to express group solidarity or one wishes to exclude another person from the dialogue. Similarly, Malik (1994), accounted for ten reasons for code-switching such as lack of facility, lack of register, the mood of the speaker, to emphasize a point, habitual experience, semantic significance, to show identify with a group or to address a different audience for pragmatic reasons to attract attention.

1. **Lack of Facility:** According to Malik (1994), bilinguals or multilingual often explain that they code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. He offers the example of "*Charan Sparsh*" (touching feet) that does not convey the same meaning in the speaker's code as it does in Hindi. The reason for switching may, however, be culturally conditioned and David (2003) noted that an alien concept often has a speaker switch to the language from which the concept is borrowed. For example, like the lexical item *social drinker* in English that is unacceptable in a Malay situation because of the simple fact that drinking alcohol is prohibited in Islam and the Malay-Muslim world does not have a word for it that is equivalent to its meaning in English. Hence, the phrase *social drinker* is directly borrowed and used as an instance of a phrase level mixing, as in the following example:

   Saya difahamkan bahawa OKS jarang minum, hanya seorang <u>social drinker</u>

   [I understand that OKS seldom drinks, he is only a social drinker]

2. **Lack of Register:** When speakers are not equally competent in two languages and when they do not know the terms in two languages, then codeswitching occurs. For example, college students often code switch by moving from Hindi to English. In certain occupations, Code switching takes place in the speech of doctors, lawyers and engineers while they interact among themselves owing to the fact that proper terms in Hindi or in any other language other than English may not be available to them. As a result, they utilize the English terminology that they are familiar with. Thus, one can identify a great deal of lexical code mixing.

As David (2003) noted, it is vital for a courtroom setting in Malaysia that a specific terminology be used to refer correctly to an object or a character. The use of the exact terminology or vocabulary is important in this setting when the terminology plays an important role and has the potentiality to make a major impact on life and death, freedom or imprisonment. Therefore, whichever the code is that enables the speaker to get his/her exact meaning across will be the one that is acceptable to the interactants, including one where language mixing occurs. The following example cited by David is to the point:

Ujian alcohol telah dijalankan iaitu breath analyzer test.

[The alcohol test was conducted, i.e., a breath analyzer test]

The term *breath analyzer* is in English rather than in the matrix language, Bahasa Malaysia, simply because of its context-bound significance.

3. **Mood of the Speaker:** Malik (1994) claimed that usually when bilinguals are tired or angry, code switching takes place with a new dimension. This means that when the speaker is in the right state of mind, he/she can find the appropriate

word or expression in the base language. Very often he/she knows exactly the word in both languages (X and Y) but language Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or phrase in the language in which the speaker may be more proficient if he is not mentally agitated.

4. **To Emphasize a Point:** Switching is also used to emphasize a point. Gal (1979) reported several instances in which a switch at the end of an argument not only helps to end the interaction but may serve to emphasize a point. She has taken an example from English/German code switching and stressed that switching from English to German is a means of adding more force to the statement. Meanwhile, David (2003) used the courtroom environment to show how a defending lawyer uses dominant Bahasa Malaysia to start with and shifts to English to emphasize an important point to the judge that the accused had not committed any crime for 10 years.

Sebelum ini OKT pernah ditangkap pada tahun 1975 dan 1986. *There has been a 10 years gap since the last offence* *Semenjak itu OKT telah berumahtangga, mempunyai kerja tetap dan insaf".*

[Before this, OKT was caught in 1975 and 1986…..since then OKT has married and has held a steady job]

5. Habitual Experience: Malik (1994) stressed the fact that code switching often occurs in fixed phrases of greeting and parting, commands and requests, invitations, expressions of gratitude and discourse markers, such as *Oyes* (listen), *you know* or *pero* (but), whereas Hoffman (1971) reported that in Puerto Rican

homes, the mother gives short commands to their children in English, such as *Don't do that*…. and the rest of the mother's warning will be in Spanish.

David (2003), in turn, cited an example of habitual mixed discourse in a Malaysian courtroom where the dominant or matrix language is Bahasa Malaysia:

Kes merupakan arrest case atau kes saman?

[Is this an arrest case or a summons case?]

6. **Semantic Significance:** Malik (1994), Gumperz (1970, 1976, 1982) and Gumperz and Hernandez (1972) all stressed that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during codeswitching. Gal (1979) reinforced this view by stating that listeners interpret codeswitching as an indicator of the speaker's attitude or communicative intents and emotions, as Code switching is a tool for conveying appropriate linguistic and social information.

By the same token, David (2003) described a range of speech acts like reprimands, directives, requests and warnings that are conveyed by using different intricate strategies to show the semantic significance in certain specific situations. It is not only the lawyer who code switches, but also the judge. The example below shows how a judge shifts from Bahasa Malaysia, the national language and the official language at Malaysian courts, to English as a face saving gesture:

*Kenapa kamu tak setuju, panggilan pertama telah dijawab oleh BG Boy dan dah tentu Das mesti menanya di manakah BG Boy berada? Kamu tak faham soalan, saya maksudkan***……**

[Why don't you agree – Bg Boy responded to the first call and surely Dos asked where he was? You do not understand the question, I mean….]

7. **To Show Identity with a Group:** Di Pietro (1977) reported that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority group, with shared values and experiences (cited in Malik, 1994).

8. **To Address a Different Audience:** Malik (1994) stated that code switching is also used when the speaker intends to address people coming from various linguistic backgrounds. For example, in India the television announcer often uses Hindi as it is the national language but also switches to English. Also, he often repeats the same in English for South Indians or Indian people who do not know Hindi.

Similar types of situations have also been reported in some other settings. Linguistic reinforcement often takes place even in courts, according to David (2003), where counsels tend to speak to a number of different interlocutors at the same time. During such occasions, obviously, they mix codes or switch codes according to the ethnicity of the addressee. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes whom he/she addresses and what should be communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language. In the example below, the lawyer used a mixed discourse of English/Malay and the part

of his utterance in English is directed to the judge and the other in Malay is meant for the witness.

Objection, ada dua fakta di sini.The facts of the chart sheet are clear; it is a clear indication of misinformation. mana satu nak jawab?

[Objection, there are two facts here. The facts of the chart sheet are clear; it's a clear indication of misinformation. Which one do you want to answer?]

The code switch is important as the judgment is dependent on the argument of the lawyer

9. **Pragmatic Reasons:** Sometimes, the alternation between two languages is highly meaningful in terms of the conversational context (Malik, 1994). Gumperz (1970) also noted that switching may emphasize varying degrees of speaker's involvement. He reported on a conversation between E, a faculty member, and M, a social worker, who is talking about giving up smoking:

   An-An-an, they tell me, how did you quit, Mary. I did'n quit. I just stopped – I just stopped. I mean that it wasn't an effort that I made. Que voy a dejar de fumar porque me hace dano this or that, uh-uh.

   […that I'm going to stop smoking because it's harmful to me, this or that, uh-uh]

10. **To Attract Attention:** Malik (1994) showed that in advertisements (in both written as well as in spoken) in India, code switching is used to attract the attention of readers/listeners. In an English newspaper, when readers come across non-English, either Hindi or any one of the other Indian languages, the reader's attention is automatically drawn to depend on the language background he/she originates from. A similar situation prevails in advertisements that involve audio and video output.

Analyzing code switching utterances in ESL classes in Jaffna, Sri Lanka, Canagarajah (1995) classifies the functions of code switching according to two broad categories, i.e. *micro functions* and the *macro functions*. Canagarajah's micro functions show how Code switching takes place in the classroom for content transmission. On the other hand, he showed that there is an overall classroom management code switching that is better explained as macro function because it accounts for a specific set of activities, namely classroom management. In short, macro function involves classroom management whereas micro function involves content transmission.

It is in relation to some of the above mentioned reasons of Code switching that the researcher sought to identify the effects of English and Hausa code switching on the teaching of essay writing skills to Arabic Medium students of Sa'adatu Rimi College of Education.

2.4 Code Switching Types

According to Poplack (1979), the following types of CS can be identified:

tag-switching, inter- and *intra-sentential switching.*Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It may also occur between speakers' turns. Since major portions of the utterance must conform to the rules of both languages, inter-sentential switching requires greater fluency in both languages than tag-switching (Romaine 1995: 122–123). The name of the article by Poplack (1979) itself is an example of inter-sentential switching:

"Sometimes I'll start a sentence in English y terminó in español."

(Sometimes I'll start a sentence in English and finish it in Spanish.)

Intra-sentential switching is ascribed to the most fluent bilinguals. “Here switching of different types occurs within the clause or sentence boundary” (Romaine 1995: 123). Mixing within word boundaries is included in this type as well. Romaine (1995: 123) provided an example in Tok Pisin/English:

“What’s so funny? Come, be good. Otherwise, yu bai go long kot.”

(What’s so funny? Come, be good. Otherwise, you’ll go to court.)

Tag-switching involves the insertion of a tag in one language into an utterance, which is otherwise entirely in the other language, e.g. *you know*, *I mean*. They may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules (Romaine 1995: 122). All the tag-switches can be produced in L2 with only minimal knowledge of the grammar of that language (Poplack 1979: 56). An example from Nwoye (1993: 369) Igbo/English:

“You want to spoil my name, *okwa ya*?”

Although *okwa ya* means “is it?”, with the tag formation it is understood as negative “isn’t it?” (Nwoye 1993: 369).

2.5 Previous Studies on the Positive Use of Code Switching in Teaching

Code-switching is a popular common strategy of teaching English in some parts of our country as well as other countries. To Burden (2001), Code-switching is effective in teaching a foreign language. Students find it easy and get interested to acquire a foreign language in such a comfortable environment. They continue their learning process instead of dropping out. According to Cole, V. (1998), bilingualism assisted in English classes in Japan. Progress of learning was somewhat slow but it was not disappointing for the learners. They gained better intelligibility in grammar and vocabulary(Ellis, R (1994).

Exposure to the target language can ensure success, but it may not work in every classroom. It is often observed that English classrooms depending on Direct Method suffer to frustration, on the score that output is not possible without proper input. To Asmahhjo [Mar. (1992).The use of bilingualism has been found advantageous in learning English as a foreign language in Malaysia. He further commented that it effectively functions in the case of students who are weak in the English conversation classroom. Chi W.C. (2000) asserted that the bilingual teachers have got a lot of importance in China, especially for Chinese-oriented AMEP learners Krashen, S. (1988) holds a different view. To him, the use of effective models of the target language in the class room can be fruitful for the learners of English as a foreign Language. Greggio, S. and Gil, G. (2007) are of the view that Code-switching stands in good stead in foreign language teaching. In Pakistan, Urdu, being a national language, is understood across the country. Students of varying backgrounds encounter no problem in understanding utterances in language. Translation of different terms and abstractions in Urdu removes the cobwebs of misapprehension from the minds of English language learners.The teacher faces no hurdle in bringing home his message to the taught with the help of this strategy.

2.6 The Function of Code Switching

Many educators may have opposing views about the use of code switching in the classroom, It is important that all stakeholders have a heightened awareness of the underlying reasons for code switching or its functions . This is supported by Wheeler (2005), who investigated the effectiveness of code switching. She stressed that code switching helps teachers and bilinguals to identify and respect cultural values and norms

and also celebrate their linguistic competence. Moreover, “code-mixing and switching have a legitimate place in the multilingual’s repertoire just as switching between registers and styles has its functions in a monolingual’s linguistic behaviour” (Kachru, 2009, p. 31). Kachru argued further that there is no reason for stigmatizing such a variety, as it can be “exploited for effective language teaching as can translation between languages and varieties” (p. 31). Additionally, Montes-Alcalá (2001) emphasised that both oral and written code switching, are“ an idiosyncratic phenomenon governed by rules, both social and grammatical, and that for an individual to code switch, he or she must be proficient in both languages” (p. 194).

Further, Buell (2003) indicates that the simultaneous use of two languages creates a link between the two languages being learnt, as it is a strategy being used by children in learning the required standard. Unfortunately, many do not view the simultaneous use of two languages as a result of linguistic competence, but as a negative influence on language learning (Buell 2003). Code switching is still being regarded as an unsystematic process, which involves interference or negative transfer. Heller (1992) asserted that the “absence of code-switching can be as significant as the presence of it" (p. 124). This is because this natural language phenomenon has not been acknowledged because it is regarded as being in “direct conflict with normative or conventional forms and attitudes about what is „good language“ and thus, it is not appreciated or supported” (Duran, 1994, p. 85). In addition, Montes-Alcalá (2001) claimed that the stigmatization of this phenomenon has meant that code switching is closely “attributed to illiteracy, lack of formal education, and or/lack of proficiency in one or both languages,” (p. 193). It is important to note that teachers may not be aware of their own code switching, which is

done more frequently in oral discussions. In order for them to communicate effectively using code switching in the classroom, students must share a similar native language. This is applicable to St. Lucia because there is only one native language and many children, depending on their socio-linguistic environment, will be familiar with Kwéyòl. What is also significant is that for effective code switching to occur in the classroom, there must be some kind of mutual compatibility between the teachers‟ and students‟ native language and their second language.

Cook (2002) stressed the importance of teacher knowledge of the diverse cultural backgrounds and languages in the classroom. He claimed that the application of code switching in the classroom, where students may not share the same native language, will result in difficulties one of them being neglect. Further, Skiba (1997) explained that code switching should be viewed from the perspective of providing a linguistic advantage rather than as an obstruction to communication. Hughes, Shaunessy, Brice, Ratliff and McHatton (2006) also made a claim that when learners are able to switch between two languages and still able to maintain the grammar of both; this indicates high order thinking skills. Therefore, rather than being viewed as language interference, code switching should be regarded as a powerful linguistic skill that benefits learners in developing linguistic competence in an L2. The only way code switching would have a negative outcome on learners‟ L2 acquisition is where students have none of the pre-requisite literacy skills (Tabouret-Keller, Le Page, Gardner-Chloros & Varro, 1997).

Many people attempt to eradicate and suppress code switching because of the negative attitudes and behaviours attributed to it. However, they must realize that it is a naturally occurring function that takes place in any bilingual or multilingual society.

Therefore, contrary to the negative views on code switching, many researchers and proponents of code switching have tried to dismantle the barriers that teachers currently hold against this phenomenon. They have identified effective strategies that can be used in classrooms, especially the inclusion of real life (authentic) activities. Therefore, it is important to examine the significance of code switching as part of the verbal repertoire of a bilingual society. In Spite of both negative and positive reviews of code switching, there has been an increasing number of studies on the types of this naturally occurring phenomenon and the positive implication it has in the social functioning of bilinguals and monolinguals.

2.7 The Status of English in Nigeria

Among the different languages spoken in Nigeria, English as a language has carved a niche out for it self. It is a language of its own class that emerged out of a mammoth of other languages. English did not come to Nigeria just on its own. Its incursion was caused by lots of factors like trading, slavery, colonization and missionary activities in by Europeans . This was done in phases. English in Nigeria was imported from Britain and adequately modified from time to time through the process of adaptation since its incursion in the Nigerian environment. Its dominancy in government cycles in colonial times and particularly from the 1950's to the present is an uncontroversial fact. In fact its dominance in recent times has reached an unbearable peak with the increasing impact of globalization in the world's economy and technology. In terms of the languages aggressive expansion and spread, recently the British Council in its English 2000 Project made some interesting and impressing statements about the extent in which the language is in use in the world today. It says that it is used in over 70 countries as an official or a

semi-official language and it has important status in over 20 countries, *including Nigeria*. (italics mine). It is evident that one out of five of the world's population speak English to some level of competence and the demand for the other four fifths is increasing on a daily basis, as it is the language of books, newspapers, Airports, and Air traffic control, international business and academic conferences, science, technology, sports, international competitions, pop music and advertising. It is true that over two thirds of the world's scientists read in English. The third quota of the world's mail is written in English; while 80% of the world's electronically stored information is done in English. Of the estimated 40 million users of the internet, the majority of its users communicate in English (Arsoba 2000:1).

2.8 The Status of Hausa in Nigeria

Hausa is historically the name of a language rather than a people (Haugen 1966, Harris 1990). Hausa land in general is located at the northern parts of Nigeria and some part of Niger Republic. It comprises the following states, Kano, Jigawa, Katsina, Sokoto, Others are Kebbi and the Northern part of Kaduna State. There are also Maradi, Kwanni and Tasawa in Niger republic. Hausa is one of the indigenous languages in Nigeria. In fact, it is among the three major languages in the country. Hausa is being taught as a L1and L2 at different levels of education in the country. It is also the main language of wider communication on top of the numerous Nigerian languages that are spread across Northern Nigeria. Hausa has acquired an important position in the Nigerian Society. It is one of the three major languages considered in Nigeria, as it is being spoken by millions of Nigerians and may be regarded as the lingua franca in view of its geographical spread and the number of its speakers. Studies show that Hausa is spoken by fourteen million

people in Nigeria, Niger and the Sudan(Gregersen 1977). Hausa is used habitually by people whose mothers tongue are different in order to facilitate communication which is used in cross-ethnic interactions. As such it can be seen that Hausa is a language of the family, the farm and the market place and traditional religion and traditional social ceremonies. In terms of orthography before the conventional Western school, Arabic script known as ajami was even used to write Hausa before it began to be written in Roman script. It is due to the important position of Hausa in Nigeria that the main station, C.T.R. 67, used both Hausa and English in casting their news, films or dramas.

2.9 The Concept of Writing

Writing is a very important skill in general literacy. Although reading is very important as a source of ideas, information, education and pleasure, the ideas, information, education, and pleasure gathered through reading can be lost with time and memory lapse if they are not written down for retrieval when we need them. This is why people keep notes and diaries and writes books and reports. Writing is the main medium through which "knowledge" is tested. Students with poor writing abilities will hardly survive in formal education. Therefore teachers should try as much as possible to acquire the skills for the effective teaching of writing to their students.

Advanced Learner's Dictionary, 6th edition, defined writing as "the activity of writing books, articles etc especially as a job". Also, Ara-poff (1972) cited Isa 2010:115) defined writing as "a thinking process''. It is much more than an orthographic representation of speech; it is, most importantly, a purposeful selection and organization of ideas, facts and opinions for communication purposes. In relation to the quoted definition of reading, it could also be defined as an activity which a writer carries out rationally and includes the

selection of appropriate words and arranging them well purposely to communicate with a reader or a group of readers effectively.

The act of writing has been part of man's existence from time immemorial. advan Composition, according to Humphries (1992, as cited by Alobo 2006:87), is the act of manipulating words by arranging them in a certain order so as to communicate the desired information to the audience. Alobo (2006) further advanced this course by saying that composition is "a purposeful selection and organization of ideas, facts, and options for communicative purpose." It is some times related to as essay or continuous writing. ttheAliyu (1996:99) shared the same view as he said, "The writer of a composition is engaged in a task that is building a craft or a boat. And as soon as the then or subject-matter is identified, the enormity of the exercise becomes clear." It therefore follows that composition writing requires a mapped out plan to make it lucid and credible.

That is why Aliyu, Alobo and Ismail ((eds.) (1999:142) are quick to add that unplanned writing is often disorganized, incoherent and un-unified. Since these types of lapses are not the aim of any writing task, it is necessary for one to make it a point of duty to plan one's writing. It is a thinking process. It is much more than an orthographic representation of speech. The ability to communicate effectively through writing is a skill which takes time and effort to master. The mastery of the effective skill involves specific guidelines on planning, outlining, paragraph development and the structure of the essay.

Nordquist (2003) sees writing generally as a discovery, a process, as well as a product of ideas. It is discovery because you do not write because you know what you think; you write to find out what you think. And the more you write and re-write, the clearer and more interesting your thinking becomes. And it is equally a process and

products because the final text is only are good, not because they sit down and write effortlessly, turning out beautiful sentences without sweat. It is good because they believe that eventually, after a great deal of work and time and discarded drafts, they will come up with something worth the reader's attention. According to Marxwell-Ojo (2002:1), a composition is an expression of an individual's ideas in written form.

Adedokum (2009:212) presupposes prior competence and mastery of the rules of the language in which writing is to be undertaken. He pusit that "It involves using a variety of well constructed sentence to pass across your ideas to your readers." That is to say that the writer must be able to choose and use appropriate words to express his thoughts, feelings reactions and comments on a given topic. Adedokum (2009) further gave details of the requirements of good writing as clarity, conciseness, coherence, consistency and completeness. He also advanced an opinion that writing is a serious business which students at all levels should appreciate. He concluded by saying that people write to satisfy many purposes of our readers among which are to entertain, oppose, support, protest, educate, motivate, inform, report, advise, expose or narrate. These are the types of writing our students are examined on in their Senior School Certificate Examination (SSCE) in English Language (Adedokun 2009:212). Writing, in the view of Ukwuegbu ((ed.) 2008:5), is a means of communication using written words. Communication implies that what you are writing should be understood by the person who is reading it. If your writing does not 'communicate', then it has failed to achieve the primary purpose of writing, which is to pass your message clearly to the person who is reading your piece of writing. It is an art of communication that requires some skills, as indicated below:

I. identification of the subject matter.;

II. originality of ideas.;

III. arrangement of the points.;

IV. appropriateness of language.; and

V. mechanical accuracy (Ukwuegbu (ed.) 2008:5).

Yule (2003:12) described writing from the rebus perspective. He posited that rebus writing is one way of using existing symbols to represent the sounds of a language. This is in connection with the association of alphabets to produce words. In this process, the symbol for one entity is taken over as the symbol for the sound of the spoken word used to refer to that entity. To speak a language natively is not to write the language proficiently. Speech is an innate inheritance; writing is a skill which demands that students organize their thoughts clearly and effectively. Many teachers of the language think and have the erroneous impression that to teach the art of writing is to dose students with grammar; for to produce grammatical sentences is entirely different from producing effective prose (Ubahakwe 1979:137). It should be stressed that there is more to writing than the mere teaching of grammar.

Halliday (1990:1) saw the passage of Writing as that which consists of larger units made out of smaller units .These smaller units in their turn are made up of units that are smaller units. These units are what we call sentences words and letters. He is also of the view that a passage of English writing consists of sentences, which consist of words, which consist of letters. Each unit begins where the previous one ends Sentences follow sentences words follow words and letters follow letters 1n a simple sequence Halliday (1990) believed that these units of writing do not overlap nor do anything else occur in

between. The spaces that separate them are narrow between letters (at least in print) wider spaces between words and still wider spaces with accompanying full stops between sentences These serve to mark the units off one from another.

Rivers ([ed] 1987:83) placed writing as not necessarily a solitary activity on the part of the author but can be intensely interactive, involving the instructor, other students and individuals outside of the classroom setting. Normally, we write to be read and our writing improves as we respond to the reactions of others. Similarly, our desire or will also increase as others show interest in what we have written. Furthermore, since success builds confidence, the budding author can gradually pass from group work to self-sustained production (Rivers [ed] 1987:83).

2.10 Types of Writing

Writing varies according to purpose and structures. The commonest types of writing includes: Essays, Tetters. Reports, Technical and Creative writing, Memos, Minutes of meeting and many others. Writing is a productive skill that needs competence, such as linguistic, sociolinguistic and discourse knowledge about language use like grammar, structure and vocabulary. Furthermore, writing also calls for strategies and an organized critical way of thinking. Therefore, it is not only a single activity but a series of interrelated activities. Zamel (1982) found that competence in composing process is more important than linguistic competence in the ability to write proficiently in English. Zamel also concluded that students' writing improves when they understood and experienced composing as a process. Since process is one of the key elements leading to a good piece of writing, various academics have identified and specified steps in the

writing process based on the theories of Flower and Hayes{1987) and Bereiter and Scardamalia (1987).

Raimes (2005) suggested that the writing process consists of planning, drafting and revising. While Kunka (2005) suggested that the writing process comprises invention, collection organization, drafting, revising and proofreading. In contrast, Trimmer (2004) mentioned that the writing process can be divided in to four stages of planning, drafting, revising and designing. However, Brandon (2005) presented a writing process of only three main steps: prewriting, organizing and developing support and writing revision and editing. This research work focuses on the use of English-Hausa code switching in teaching writing process content, expression, organization, and mechanics ..

Narrative Essay:- This is the easiest type of essay. It involves the method that can be used in all the other types of writing. It entails story telling techniques on an accident of an experience during a journey, witnessing the police, etc or giving reports on a robbery incidence to the police etc. Narrative essays can be categorized in to four main types:-

i) Stories and Histories

ii) Autobiographies

iii) Minutes of meeting

iv) Biographies

Descriptive Essay: - This type of description can be found in notices about wanted person, disclaimers and those missing from their homes. The style here is merely enumerating the details concerning a person's appearance, habits or profession. In describing a person, the described can be brought to life through the following:

a) Facts must be presented to the readers in such a way that they are seen to have significance.

b) Details given must be carefully selected and arranged around a main impression, if vivid representation of a person is to be built up, i.e. let the various details as they occur to you fit into place to support the main impression in a logical sequence.

c) Effective description also gives specific diction because it enhances the reader's perception. Do not use words that are vague.

d) Description is always aimed at creating the describer's impression on readers. (Brandon, 2005).

2.11 Review of Empirical Studies

This aspect reviews other works carried out by various Researchers/Authors on the socio linguistic study of code-switching and writing skills .It is widely noted that Code-switching is broadly studied in linguistics and in related field. Some researchers focus on grammatical perspective and sociological point of view. The present study is concern with sociological factors in the accurance of code switching in teaching writing to Arabic Medium Students in their L2 learning.

Al-khasawneh (2010) investigates on the writing problems faced by Arab Student and other second language learners of English. it is discovered that Second language learners of English encounter problems in grammar organization of ideas, spelling and referencing. Most of the learners lack a reasonable number of vocabulary needed for effective writing task. This concurs with coxhead and Nation (2001) who stated that approximately 2,000 words are seen in most uses of the English language. Rabab'ah

(2003) also comments that most L2 learners lack the necessary Vocabulary, When they are engaged in authentic communication situation, such as writing and speaking. As a result the student will be unable to express their ideas freely and accurately because of limited Vocabulary. Moreover, second language learners of English are also faced with the problem of grammar. This includes important grammatical forms such as tenses, voice, modals, articles, nominalization and logical connection. (Dudly-Evans and S. John,1998).Therefore learners need to be exposed to learning materials that will help develop their use of English. Hutchinson and waters (1987) emphasize that teachers have to identify the grammatical forms and produce materials that took these forms as their syllabus. This coincide with the remarks of Allen and Widdow son (1974) that the students need could be not by a course that develop the knowledge of how sentences are combined together to make meaning. Finally, it has also been discovered by Al-khasawnch(2010) weak foundation, environmental factors and method of teaching.

The above mention studies are somehow related with the present study only that the present study uses English and Hausa code-switching as a strategy for teaching writing to Arabic Medium students in their L2 learning. Other works that are related to the present studies include, that of Mike Unukere Oboh (2013) Conducted a research on the impact of the Computer on student writing skills. His findings reveals that it is that Computer is a major aid for teaching writing skills. He stated that from their performance to the essay they typed using Computer and questions in the questionnaire, it is obvious that majority of the sampled population were in agreement that the impact of the Computer in their writing skills is enormous. The present study seeks to fill the gap left by Oboh (2013) since not all students can afford to lay hand on computer and cannot be

available everywhere. Another difference is that the present research is premised on using English –Code switching as a teaching strategy to teach writing to Arabic Medium student in there L2 learning.

Ibrahim(2010) works on English-Hausa Code switching ,he focused on ‘’A Phrase Structure Grammar Approach. His findings shows that Code-switching or English-Hausa Code-switching occurs at all grammatical level of the languages and occurs most frequently at phrasal level. This is quite different with that of the present study, which is only concern with using English-Hausa code-switching as an instructional strategy for teaching the Arabic Medium Students because of their low proficiency in English language. Gumperz (1972)discovered two types of code-switching in a Norwegian village .One metaphorical switching, was used to convey a speakers attitude towards the topic of the conversation, while the other situational switching, was used to convey the speaker’s attitude toward his audience. Similarly this is in line with the reason why the present researcher uses English-Hausa code-switching to teach the Arabic Medium Students in their L2 learning .Karen (2003) and Malik (1994) listed a few possible conditions for code –switching as follows: Lack of one word in either language, some activities have only been experienced in one of the language, some concepts are easier to express in one of the languages. When a misunderstanding has to be clarified, when one wishes to create a certain communication effect, one wants to make a point, to express group solidarity, to exclude another person from a dialogue, lack of facility lack of register, mood of speaker and to attract attention. In relation to the present study those listed reasons are the major reasons that make the researcher to use English and Hausa code switching to teach the Arabic Medium Students because of their limited vocabulary

in their L2 learning. Chamo (2012) conducted a research on Code-switching, but he focused on Kanywood Films, while the present study focuses on academic setting. Lynda (2010) work in the area of how English-Hausa Code-Switching is use among Market Treaders for easy communication. she observed that they switch consciously because most of them do not speak the languages fluently and also to keep good social interaction. It is also observed that the choice of code by a speaker in a particular time is influenced by the choice of another speaker. Example, if a speaker starts a conversation in a certain language, the other speaker will then respond.

In relation to the present study Lynda's work is different, because the switching is not only done in one language, but the present study uses only English-Hausa in their switching, .Secondly her work is focused on social environment .while the present study is concern with academic environment.

2.12 Theoretical Framework

The following theories are reviewed to provide a logical basis for the present study: One of the major theories that is relevant/ to mental switching as a teaching strategy is:

Lev Vygotsky's cognitive developmental theory: Lev Vygotsky (1962) emphasized the socio cultural influence on children's cognitive development. Vygotsky (1962, 1978, 1987, and 1997) believes that the child developmental representations of the world through culture and language and that adults do play a major role in their children's development by constantly guiding and teaching them. Once children acquire language and internalize the rules of their culture, said Vygotsky, they start using private speech,

taking to themselves to direct their own behaviour. This is where the use of English and Hausa code-switching facilitates L2 learners in learning writing skills.

It is a theory that focuses more on the processes through which children develop than on the characteristics that children of particular ages are likely to exhibit (Vgotsky, 1962) proposed that children learn very little from performing tasks they can already do independently. Instead, they develop primarily by attempting tasks they can accomplish only in collaboration with a more competent individual, that is, when they attempt tasks within their zone of proximal development. His theory also accounts for the idea of scaffolding. The term "scaffolding" is a process where an adult and other more competent individual provide some form of structure of guidance that enables students to engage in activities and perform tasks that are in their zone of proximal development. For example, a teacher might work with students to develop a plan for dealing with a new task and also demonstrate the proper performance of the task in a way that students can easily imitate. The above theory is in line with the topic of this study i.e. using code-switching as a strategy for teaching writing to L2 learners. It is seen as the best strategy where L2 learners can accomplish more difficult tasks when they have assistance of more advanced and competent person than themselves.

Empiricism is an offshoot of Epistemology, a branch of Philosophy concerned with the study of nature, sources and limits of knowledge (Internet Encyclopedia of Philosophy .

Behaviourism is another term used synonymously with empiricism. It is a school of psychology which was prevalent in the 1950s (Fromkin, Rodman and Hyams 2003; Harley 2001). The most famous proponent of this school of thought is B.F Skinner, who presented his views in a book titled: Verbal Behaviour. He shared certain beliefs with

Jean Piaget, who viewed cognitive development as a direct consequence of language development. The underlining views in this school of thought is that language acquisition is seen as purely influenced by the external factors of imitation, reinforcement, analogy and similar processes. Language to them is built from a continuous interaction with a well structured environment.

Innatism believes that language is innate. According to Harley (2001), this later developed into the Chomskyan viewpoint in the late 1950s and has been developed by Chomsky since then. Chomsky's ideas, however, differ from the mainstream rationalists in the sense that while they propose the innate knowledge capabilities that enable a child to acquire language, Chomsky believes in innate learning capacities and, therefore, situated linguistics within the broad field of **Cognitive Psycholog**. (Chomsky 1059 & 1965).

Cognitivism: Jean Piaget, one of the most prominent figures in developmental psychology proposed the cognitive basis of language. He identified four primary stages of cognitive development that a child must go through. He did not see anything special about language; it is not a special faculty but a social and cognitive process just like any other. Language therefore has a cognitive prerequisite (Piaget 1923).

Connectionism is an approach to the study of human cognition that utilizes mathematical models or artificial/neural networks. These are often in the form of highly interconnected neuron-like processing units. Warren McCullock, a neurophysiologist, and Walter Pitts, a logician demonstrated that neuron-like structures could be wired together and thereby be given the capacity to perform complex logical calculations. Connectionism focuses on high-level cognitive processes like recognition, memory, comprehension, grammatical

competence and reasoning. It uses computational data Meanwhile, human language is biologically imputed and scientifically has the ability on its own to transform from one state to another (Harley: 2001).

Social interactionism: Bruner (1975 & 1983) is the pioneer of this view; he subscribed to the innateness ideas as he suggested that the ability to learn language may be innate but needs input from the environment. Social interactionism suggests that innate ability and environmental factors are not enough to enhance language development. Bruner therefore proposed that language development takes place within the context of the language acquisition socialization system (LASS). He defines language development as taking place using social devices of first, establishing joint attention and,

This study adopted Vygotsky(1962) because the theory emphasized on the socio cultural influence on Children's Cognitive Development. His theory also accounts for the idea of 'Scaffolding' which is the process where an adult and other more competent individual provide some forms of structure of guidance that enable students to engage in activities and perform tasks that are in their Zone of proximal Development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed in conducting the study. It describes the research design and the method and instruments for data collection, a description of the population and the sample and sampling procedure.

3.2 Research Design

The study employed the pre-test, post-test experimental research design in its attempt to analyze the effects of using English and Hausa code-switching on the teaching of essay writing to Arabic Medium students in their L2 learning to control and experimental groups-which are given pre-test and post test exercises in essay writing. The subjects ware asked to write an essay of at least 150 words. The questions were supplemented with essay writing on the following topics.

a. The Unforgettable Day in your Life.

b. Letter Writing

The essay writing was assigned so as to assess the competence level in the use of content, expression, organization and mechanical accuracy that easily be detected in continuous writing than in questions where students can easily guess the answers. That is to say, L2 learners make mistakes when they are composing their own free writing which indicates that the structure has not been mastered. Therefore, essay writing was used in order to test their genuine ability in the proper use of content, expression, organization, and mechanical accuracy.

3.3 Population

The population of this comprises all the N.C.E I Students of Sa'adatu Rimi College of Education (SRCOE), Kumbotso, and all of the N.C.E I of Federal College of Education (F.C.E), Kano. According to the statistics of the institution for the 2014/2015 academic session, there are six thousand five hundred and eighty nine (6589) (see appendix III for the table) respondents studying English as their General Course. That is to say there are 6589 respondents studying English as a second Language in Sa'adatu Rimi College of Education. The Federal College of Education is owned by the Federal Government while Sa'adatu Rimi College of Education is owned by the State Government. Colleges or Institutions offer English as a General Course. One of the institutions, that is SRCOE Kumbotso, served as the source of our Experimental Group and the other institution, F.C.E, Kano, as the place of our Control Group and Aminu Kano College of Legal Studies as the place of a pilot-study. The three institutions were used because they all have Arabic Medium departments that run N.C.E. programs, Still, they are homogenous institutions in terms of curriculum content and language of study as a medium of instruction.

3.4 Sampling and Sampling Procedures

Random sampling technique was employed because it uses the principles of randomization, which is a procedure of giving every subject in a population an equal chance of appearing in the selection (Asika, 2002). It is the most fundamental method of probability sampling and this is why the researcher chose to use this method because of its effectiveness in terms of selection of the subjects or respondents. The table for determining sample size from a given population by Kreycie and Morgan (1970 as cited

in Muhammad 2012) was used to arrive at the selection of sixty (60) respondents from the large population of (6589).

The subjects in the study are largely of the ethnic group of (Hausa). Also for the purpose of comparison some samples were obtained from Federal College of Education (FCE), Kano in order to compare their performances with those that were taught using code switching, as stated in the hypothesis and the research questions.

3.5 Instrument for Data Collection

To assess the effects of using English - Hausa Code-switching on the teaching of content, expression, organization and mechanical accuracy in students essay writing, before teaching a lesson was taught using code switching.

3.6.1 Treatment 1

Aims: Learning basic essay structure through English-Hausa code-switching for L2 learners to use in writing essays in English.

Activity: Overview of basic essay writing structure presentations through English-Hausa Code-Switching.

The lesson followed these pedagogic steps (Adapted from Dorner, et al, 2007).

1. Provision of the reading passage topic by the teacher.
2. Explanation of the aim of the lesson through code-switching and the audience for whom the essay was to be composed.
3. Collection of ideas about the topic (the unforgettable day in my life)
4. Looking at organization of ideas according to sequence and importance.
5. Discussions and exchange of views between the researcher and the class.

6. Allowing students to develop their own essay. The teacher then moved around the class to skim drafts, offering suggestion, praising good work. The researcher allowed talk using code-switching to support the students throughout the essay task.
7. Correction of individual's work by pointing out errors and allowing them to rectify errors before submitting their work.
8. Evaluation of individual's work by the class under the teacher's guidance.
9. Collection of the final draft for marking.

After writing the first draft, students are to read aloud their own writing. Next, the essays were collected and was selected for general collection, which focuses on areas of content, expression, organization, and mechanical accuracy.

3.6.2 Treatment 2

Aim: understanding the proper style for writing the informal letter through Code-switching.

Activity: understanding the difference between formal and informal letter.

Outline: The class was asked which situation calls for a formal letter and which situations require an informal letter. Time for brainstorming on the differences between formal and informal letter written in which the students native language(s) and target language is allowed.

Presentation

1. Introducing the topic of differences in English letter writing by providing the formal and informal and asking student to compare the two letter samples and decide on the punctuations, as well as the layout used in the two letters.

2. Correcting the exercise as a class, discussing questions that occurred during the correction.
3. Asking learners to do the second exercise which focuses on appropriate formulas for writing informal letters.
4. Discussing the difference in layout and language between formal and informal letters (indentation, use of idiomatic language).
5. Informing students to write an informal letter on a topic of their choice.
6. Collection of the final letter writing for marking.

3.7 The Pilot Study

In order to assess the content validity and reliability of the test item, that is the essay and the letter writing, the researcher conducted a pilot study. The students of Aminu Kano College of Legal and Islamic Studies were chosen as the pilot subjects. Thirty (30) respondents were selected from N .C .E I students studying English as their general course in the college.

3.8 Validity of the Research Instruments

Validity, according to Asika (cited in Muhammad 2012), is the degree to which a measuring instrument measures what it is designed to measure. Every measuring instrument designed for a specific measurement, if it is correctly designed, measures what it is supposed to measure. The instrument was given to experts in the Faculty of Arts and Education to view and make suggestions for corrections. The corrections were made accordingly.

3.9 Reliability of the Research Instrument

Reliability is the stability, dependability and predictability of a measuring instrument. It is the accuracy or precision of a measuring instrument. The research instruments were evaluated and the questions that were not relevant to the study and could not generate good responses that could answer the research questions were restructured by the supervisor to suit the study. The reliability of the study was based on the outcome of the pilot study.

3.10. Data Analytical Procedures

The statistical analysis of the data gathered for this study was performed by using descriptive and statistical tools based on the nature of the research questions answered and the hypothesis tested. The t-test statistics is commonly used when comparing the means of two experimental groups (with normal distribution) assigned to different conditions (Field, 2006).

In relation to this study, the t-test was used to find out the differences between the two sets of students, i.e. the control group and the experimental group, in relation to their test scores.

MARKING SCHEME

In assessing the pre-test and post-test essays, the following areas were awarded marks

CONTENT:- refers to relevance of ideas to the topic and its specific audience and purpose, appropriateness of the language used, relevance to the central theme and its development.(25 marks)

ORGANIZATION:- refers to current use of formal features, such as good paragraphing, appropriate use of emphasis and arrangement of ideas, suitable opening.(25 marks)

EXPRESSION:- is refers to the vocabulary chosen, which should reflect the general audience, atmosphere or format of composition, for example, vocabulary for an informal letter. Vocabulary must also be controlled and the sentences structured. (25 marks)

MECHANICAL ACCURACY:- This refers to grammar, punctuation and spelling …rules to be complied with, maximum marks.(25 marks)

CHAPTER FOUR

ANALYSIS AND DATA INTERPRETATION

4.1 Introduction

This chapter contains data analysis and the interpretation of students' sample essay as well as a discussion of the findings. Tables, with relevant headings, are used to present the study's results.

4.1 Data Table Showing Result of Pre-test Results of Control Experimental Groups' essays.

Group	N	Mean	SD	DF	T-value	P_value	Sig
Control	60	19.5833	4.4534	118	-34.329	.000	.000
Experimental	60						
Total	120	19.8333	4.42530				

The Table above shows pre-test mean score of 19.6667 for the control group and a mean of 19.5833 for the experimental group. Similarly, the test reveals no significant differences in the pre-test control and experimental groups mean scores obtained in the pre-test. This formed the basis for a comparison of the two groups, as the results suggest no significant difference between both group performances prior to the administration of any English and Hausa code-switching treatment on them

4.2 The Presentation and Interpretation of Data using Various Tables.

Table 4.2a. Displays the post-test content result for control and Experimental Groups.

Group	Scores	N	Mean	SD	DF	T-value	P_value	Sig
Control	880.00	60	14.6667	3.82970	118	10.930	.000	0.00
Experimental	1.0660.00	60						
Total		120	17.6667	4.20317				

The Table above presents a mean of 14.6667 for the control group and a mean score of 17.6667 for the experimental group. The t-test also reveals a t-values of 10.930 higher than the .000 probability level, thus suggesting a significant difference between the mean performances of L2 learners taught essay writing. The study's null hypothesis is rejected.

The control and experimental groups post-test performances in the two types of essays (Narrative and Letter writing) were computed and compared for mean performance in the area of content, organization expression and mechanical accuracy. The results are presented in tables followed by an interpretation and analysis of the experimental and control group results. Essays of three students tagged A, B and C were selected for the analyses of narrative essay and letter writing in the area of content, organization, expression and mechanical accuracy.

To substantiate the statistics in Table 4.2a above with qualitative evidence, the researcher selected two essays to discuss the pre-test and post-test written performance of Student A from the experimental group. The pre-test essay Question asked: Write an

essay about your "unforgettable day in your life" Student A's essay is reproduced and analyzed below:

''**May** Unforgettable day in **may** life

Me I Pray in **may** life for may **friend** be a **studen** like me and **may friends**, We flying together every time every day. **may** mother she say I was **torld** may father **friend** you supporting our soon to school**. may** father **friend** was said me i will not took may soon to school of**. may** father **friend** He said i will took school of **arabic** because **may** option is **arabic** School. So now **may friend** He is going **arabic** school (**makarantar allo**) So i pray **may pried boko** father **He** will took **may friend** to school like me and **may friends** because **may friend He** want to be **studen** like me.''

* It could be noticed that in the above essay of sample 'A',. the content does not reflect the theme of the essay, rather it is more on the future, whereby he expresses his future ambition for his friend to become a student like him,. instead of reflecting on what had happened in the past, which he can never forget in his life. Furthermore, even the format of good writing skills was inaccurately followed, as the essay was written in one single paragraph full of spelling mistakes.

For content development and all the other writing skills, it could be concluded that this sample is an indication of the failure of the mastery of English by a students at the pre-test level.Expression errors could be seen from the beginning of the essay up to the end, e.g**. "Me i praying for May friend be a studen like me"** and also where he said **" So i pray may friend father he will took may friend** to school like me and **may friend".**

Also, interms of spelling errors, they fill the same gap Example: **'may'** for my 'student' for student **'friend'** for Friend. This shows greate mother tongue interference in the student essay content that is a distortion of ideas, for example, writing an essay about what he wants his friend to be instead of writing about his unforgettable day, which could either be the happiest day or a sorrowful one. So, in this regard his discussion is not related to the topic.

In the post-test, after administering treatment to the students or teaching them using code-switching, the same students rewrote on the same topic: Write about your unforgettable/happiest day in your life.

''My unforgettable day in my life was when my mother enrolled me in to school for western education. ''In the first time I was **angiry** because my father don't **whan**t to **put** 'me in school. when ever my mother ask him to put me in school, my father he will say "I will not take my son to western education school". But I will only allow my son to go to Qur'anic school''.

''As time go on my father refuse to take me to the Qur'anic school, and this make my mother to brother to much about my education because I am too big by that time and she don't have money to take me to school. Letter, after some year she get some money, then she called me and told me that she will take care of my studies from primary up to secondary school and up to now presently I am in Sa'adatu Rimi College of education. Thank to my mother. I will never forget what she did to me in my life''.

In the post test essay of sample A, the student was able to display some improvements in his content development, as the content of the essay is related to the topic about his unforgettable day, unlike in his pre-test where the content differs from the

topic. However, he also shows some improvement in the use of punctuation, as well as beginning the essay with a capital letter. The story itself was arranged logically, as opposed to the pre-test performance, which was narrated in one paragraph and shows poor punctuation and translation from the Mother tongue. For example [Makarantar allo] instead of Qur'anic School. Other mistakes that are noticed in the post-test include the use of common noun and pronoun at the same time. For example, "My Father **he** will say" instead of My Father said, **letter** for later, **get** for got, **will** for would, **angiry** for angry, **am** for was, ask for asked, **refuse** for refused, **make** for made go for goes, e.t.c.

Despite these post-test errors, this post-test sample can be said to be more comprehensive statistically in content, expression, organization and mechanical accuracy than the incomprehensible pre-test sample with a lot of glaring errors.

Based on these analysis of Student "A" pre-test and post-test performance, it can be safely concluded that a significant difference exists between the Student "A" pre-test and post-test taught essay writing using English and Hausa code-switching.

Table 4.2b: Post-test Results of the Expression Aspect for the Control and Experimental Group

Group	Scores	N	Mean	SD	DF	T-value	P_value	Sig
Control	880.00	60	14.3333	3.78593	118	7.060	.000	0.00
Experimental	1.030.00	60	17.6667	4.14326				
Total		120						

In the area of expression, the above Table 4.2b shows 14.3333 as the post-test mean performance of the control group and a higher mean score of 16.6667 for the experimental group, with a t-value of 7.060 and a probability level of .000. The study concluded that a significant difference exists between the mean performance of L2 learners taught essay writing using English and Hausa code switching and those that were not.

‘’The following is the pre-test of sample B who was asked to write about his “unforgettable day in his life”, where by he stated by saying,

Peace be upon you **mer** I was born in daura local Government, Under Katsina State. **may** parent **their** a doctors and my sister Now me I start the primary school on 2001 and finish 2006 going to 2009 This is brief History in my life.

Without a doubt, the expression of the sample above is very ungrammatical. It is in fact not relevant to the topic of an unforgettable day .The introduction starts with “peace be upon you **me**r”. The essay also contain some spelling errors and the whole expression is very faulty,for example, **”may** parent their a doctors and my sister, almost up to the end of the end .There is also omission of the –s in ending for the word parent and omission of some auxiliaries. In the post-test test excerpt the same student wrote as follows;

‘’My parents were doctors when they were a life. Unfortunately one day they go out together and they had an accident and they all die. So **me** and my sister go **bact** to our uncle house. The **Uncle house** wife is angry because we come. On that **bery** day she tell my sister to wash the plates, While washing the plates one of them break into pieces. The **uncle** wife **shoute** and my sister run so that she will not bit her as so as she go out of the

house she was heated by a car and she die too immediately I will never forget this sorrowful day in my life.

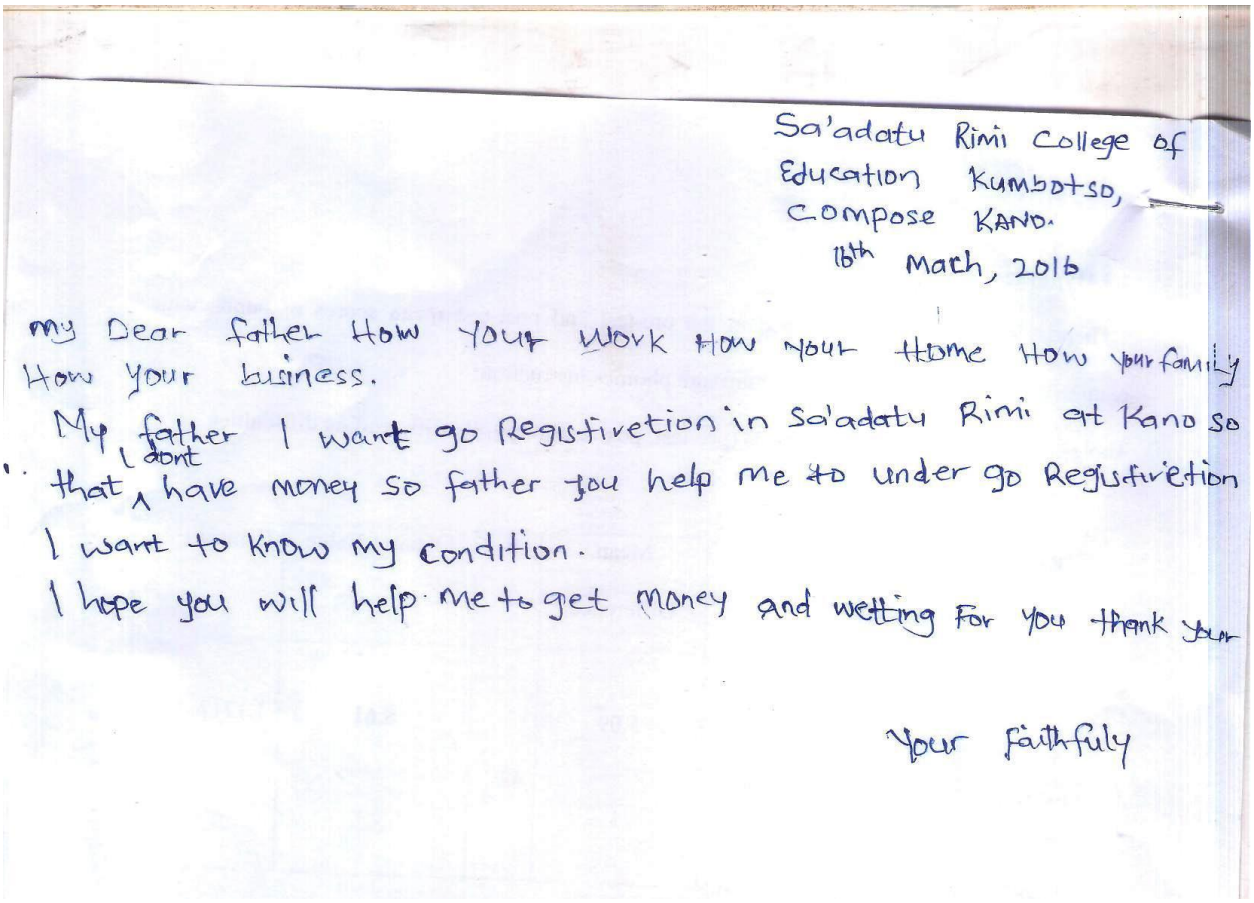
In the post-test excerpt, the same student wrote another essay after receiving some treatment, whereby he wrote as the above. When the two excerpts are compared, the post-test performance shows a lot of improvement in expression skill of the student. The student still have the problem of mixing present tense in place of past tense for example; they **go** out together instead of they went out together, **break** for broke, **shout** for shouted, and the use of **die** for died. Another mistake is the wrong use of the appropriate pronoun whereby he uses **Me** instead of I. There is also mispronunciation of the word **bery** instead of very which is said to be an influence of mother tongue interference. There is omission of the possessive –s is also noticed example where he said the **uncle** wife, instead of the uncle's wife.

Despite the few noticeable errors of spelling that still exist in the post-test sample of the students, this comparison together with the analysis of the two samples suggests a significant difference between the two groups mean performance in both the pre-test and post-test expression tasks This leads to the rejection of the study's hypothesis, which postulated that there is no significant differencce in using English and Hausa code-switching to teach expression to L2 learners.

Table 4.2c: Post-test Results of the Organization Aspect for the Control and Experimental Groups

Group	Scores	N	Mean	SD	DF	T-value	P_value	Sig
Control	867.00	60	14.4500	3.80131	118	7.060	.000	0.00
Experimental	1.050.00	60	17.5000	4.18330				
Total		120						

The Table above shows 14.3333 as the post-test mean performance of the control group in the organization aspect and a higher mean score of 16.6667 for the experimental group, with a t-value of 7.060 and a probability level of .000. The study shows that there is a significant difference between the mean performance of L2 learners taught essay writing using English and Hausa code-switching and those that were not. To illustrate the meaning of these statistics further, the pre-test and post-test letter of another subject labeled C is reproduced and analyzed below:



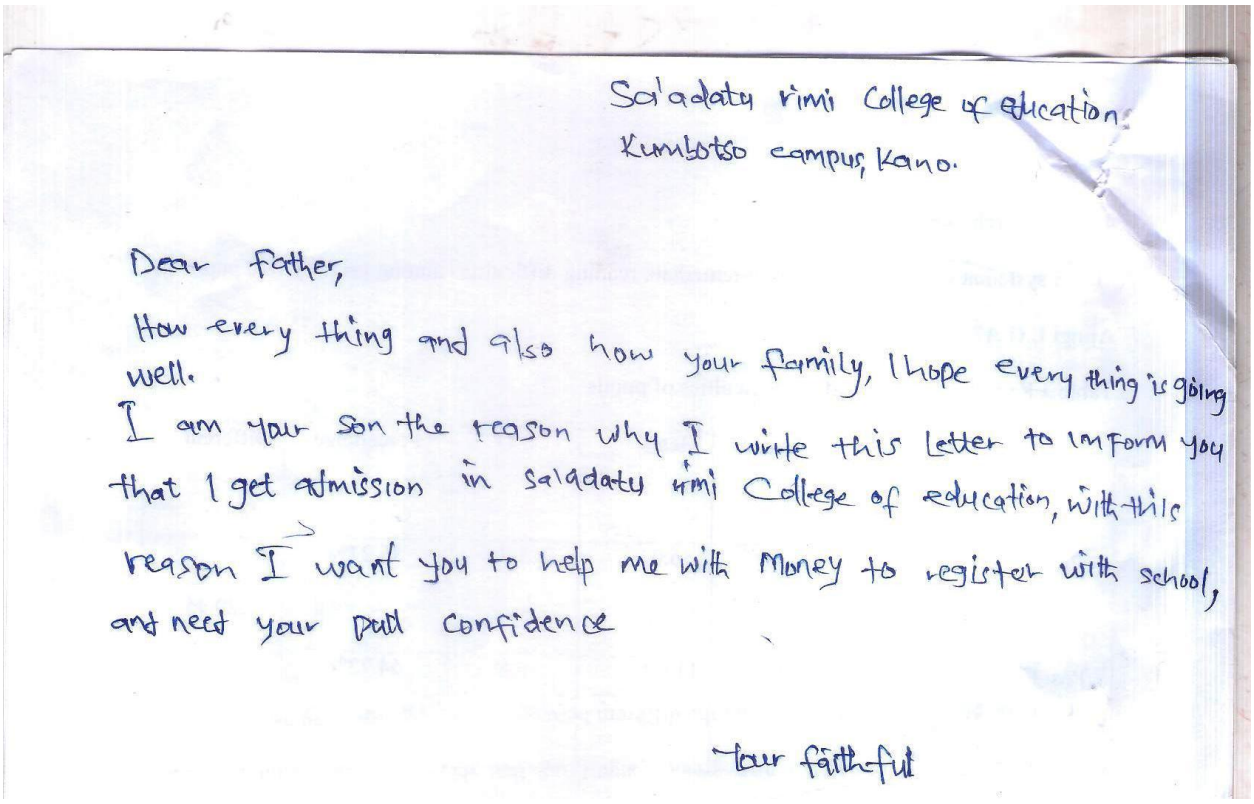
Sa'adatu Rimi College of
Education Kumbotso,
Compose KANO.
16th March, 2016

my Dear father How your work How your Home How your family
How your business.
My father I want go Registivetion in Sa'adatu Rimi at Kano so
that I dont have money so father you help me to under go Registiviétion
I want to know my condition.
I hope you will help me to get money and wetting For you thank your

Your faithfuly

In the pre-test letter of sample 'C,' the student displays so many mistakes right from the address, which was neither in a block nor slanting form. The salutation too was also not organized appropriately. Also, there is no correct use of punctuation marks. Instead he wrote "How" repeatedly. He also begins the letter with a small letter "m" instead, of the capital letter "M". The letter is full of faulty expressions of ideas and a lot of errors were underlined. In the letter, the paragraphs are not lengthy. All the –I in the letter were capitalized even when there is no full stop in the sentence. The conclusion too is written incorrectly.

In the post-test, the same student wrote another letter seeking for his father's help for a registration fee, whereby he wrote as follows:



Sa'adatu rimi College of education.
Kumbotso campus, Kano.

Dear father,

How every thing and also how your family, I hope every thing is going well.

I am your son the reason why I write this letter to imform you that I get admission in saadatu rimi College of education, with this reason I want you to help me with money to register with school, and need your pull confidence

Your faithful

The post-test letter displays some improvements unlike the pre-test performance. Despite the use of code-switching in teaching the experimental group, still there is evidence of low proficiency in language use of the student. The letter still contains a lot of spelling mistakes such as; 'imporm' for inform use of "p" in place of "F" get for 'gain' then the capitalization of R for rimi was not done, education for Education, helf, for help, Pull for full. It can clearly be seen that the post-test performance in the aspect of organization of writing skills shows a significant difference in the use of code-switching in teaching organization in writing to L2 learners and those that were not.

Table 4.2d: Post-test of the Mechanical Accuracy Aspect for Control and Experimental Groups.

Group	Scores	N	Mean	SD	DF	T-value	P_value	Sig
Control	867.00	60	14.4500	3.80131	118	7.060	.000	0.00
Experimental	1.050.00	60	17.5000	4.18330				
Total		120						

The above Table 4.2d presents the mean score of 12.3333 for the control group and a 13.3333 mean score for the experimental group, with a t-calculated value of 2.643 higher than the .000 probability level. We, therefore, reject the null hypothesis and conclude that there is a significant difference between the L2 learners taught essay writing using English – Hausa code-switching and those who were not.

The mechanical accuracy skill aspect reveals there is improvement in the students' samples, especially when compared with that of their pre-test. However, the few noticeable mechanical errors that still exist in the post-test were not as many as in the pre-test sample.

Table 4.3: Post-test Overall Average Scores of Control and Experimental Groups Essay

Group	N	Mean	SD	DF	T-value	P_value	Sig
Control	60	13.9167	.83192				
Experimental	60	16.0833	2.07215	118	7.516	.000	.000

Table 4.3 displays a t-value of 7.516, which is greater than the p-value level of .000 and an overall mean score of 13.9167 for the control group, which is lower than the 16.0833 scored by the experimental group. These figures suggest a significant difference in the post-test performance of the two groups; this leads to the rejection of the fifth null hypothesis that no significant difference exists between the mean performances in the area of the presentation of the skills of content, organization, mechanical accuracy and expression at the post-test stage. The fifth null hypothesis, which stated that there is no significant difference in the overall mean performance of the students taught essay writing using English – Hausa code-switching and those who were not, is rejected, as the pre-test and post-test performances were qualitatively and quantitatively analyzed and the scores obtained by, and the performances of, the experimental group were higher than the control group's performances.

4.3 Discussion of the Findings

English–Hausa code-switching as a strategy for teaching writing to L2 learners is the main focus of this study. Control and experimental groups were selected and administered with the treatment of writing essay or "An unforgettable day" and letter writing. The findings of the study are based on the procedures and activities discussed in the research designs (chapter three) of the study. The study's findings also correspond with the objectives, research questions and hypotheses of the study.

Table 4.2a, reveals a significant difference between the control group and experimental group in the essay writing of an unforgettable day. The statistics shows that the post-test experimental group did better than the post-test control group, this answering the study's first research question. This finding corroborated the views of

Cook (2007) and Vernoon (2007) that the pre-writing activities of planning, reading and brainstorming in addition to the provision of essay models through the use of code switching as a teaching strategy facilitate the writing of good content, as well as the better organization of ideas in students essays.

In Table 4.2b, the study also discovered a significant difference between the post-test control and post-test experimental in the skill area of expression. The experimental group performed better than the post-test control group. This finding supports the views of Coppell (2009), Harmer (2004) and Weinberger (2008) that teaching expressions should proceed from the familiarization stage through controlled writing, guided writing and free writing in addition to the intensive drilling of the second language. The finding shows that those learners who were taught expression through using English –Hausa code-switching and at the same time drills in the second language's grammatical structure often wrote with less expression errors than those who were not.

Table 4.2c, in the area of organization also the finding reveals a significant difference between the post-test control group and post-test experimental whereby the post-test group performed better than the control group as a result of using English and Hausa code switching in teaching the post–test experimental group.

Table 4.2d on the area of mechanical accuracy in which a lot of significant differences was observed at both the pre-test and post-test levels in the area of content, organization and expression of the essay writing of the whole groups.

These findings have led to the rejection of the four out of the study's five null hypotheses. The hypotheses are as follows:-

1. There is no significant difference in using English and Hausa code-switching to teach the content development of an essay to L2 learners and those that are not.
2. There is no significant difference in using English–Hausa code-switching to teach organization of an essay to L2 learners and those that are not.
3. There is no significant difference in using English–Hausa code-switching to teach expression to L2 learners and those that are not.
4. There is no significant difference in using English–Hausa code-switching to teach mechanical accuracy to L2 learners and those that are not.
5. There is no significant difference in the overall performance of L2 learners taught essay writing using English and Hausa code-switching and those that are not.

4.4 Overall Findings

a. The study's control and experimental groups exhibited similarities in their pre-test mean performance 19.6667 for the control group and mean performance of 19.5833 for the experimental group (Table 4.1).

b. There is a significant difference in the mean performance of 14.6667 for the post-test control group and mean performance of 17.6667 for the experimental group in the areas of content (Table 4.2a).

c. There is a significant difference in the mean performance of 14.3333 for the post-test control group and a mean of 16.6667 for the post-test experimental group in the area of expression (Table 4.2b).

d. There is a significant difference in the mean performances of 14.3333 for the post-test of the control group and a mean of 16.6667 for the post-test experimental group in the areas of organization (Table 4.2c).

e. There is a significant difference in the mean performance of 12.3333 for the post-test control group and a mean of 13.3333 for the post-test experimental group in the area of mechanical accuracy (Table 4.2d).

Code-switching model for the teaching of essay writing to L2 learners at the NCE I l

Step 1:- Pre-writing activities; such as brainstorming, planning.

Step 2:- Teacher writes words in the L2 language and explains the unfamiliar ones, using code-switching in a particular essay writing.

Step 3:- First draft of the essay to be written by students individually, division of the writing of the first draft, with the teacher suggesting areas to be revised.

Step 4:- Teacher should guide students through the use of code-switching to use important issues or points and grammatical structures discussed in the class to write another essay or letter individually.

Description

The introduction involves the pre-writing activities of brainstorming on the essay topic. The teacher writes the essay on the board and asks students to mention all they know about the topic. Key words and unfamiliar words would be written on the board for explanation to students during the course of the lesson.

The next step is where the teacher discusses the essay format at the grammatical structure(s) demanded by the essay type. The teacher here offers examples of the relevant structure to be practiced by students during the lesson.

Writing the first draft then follows eitsher individually or in groups. After this, the teacher then directs the students' attention to areas in the essay that may needs to be code-switched and concentrated upon in the revision.

Code-switching will be used for guiding the students to use the important issues or points discussed about the topic in the classroom and then use the relevant grammatical structure to write another essay individually.

The nature of this kind of study consist of problems to be encountered. One of the problems encountered was absenteeism on the part of the student and poor background in the English language. The study sampled only 60 students per group or schools sampled and for the weeks of the classes a few students were not present/attending regularly. Other problems consists of difficulty in the identification of basic concepts like punctuation marks and parts of speech.That made it necessary for the teacher to conduct some remedial teaching of most of these by the researcher.

4.5 Summary

This chapter presented statistical analysis of the data collected and the sample scripts of the subjects pre-test and post-test essays. Different tables were used in data presentation in accordance with the study's five hypotheses. The five findings of the study are all related to the research questions and discussed with references made to the comments of scholars in the field of essay writing. The major finding highlighted the positive instructional effects of code-switching to the teaching of essay writing to L2 learners. Also, a model for teaching essay writing to NCE I L2 learners at the tertiary level was presented for the essay writing lesson by teachers interested in the code-switching strategy in the teaching of essay writing.

CHAPTER FIVE

SUMMARY, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section contains a summary of the study, implications of the study's findings, conclusion and recommendations.

5.2 Summary

The research work contains about five chapters. The first chapter deals with background to the study, statement of the problem, research questions, aims of the study, objectives of the study, research hypothesis, significance of the study, and the scope and delimitation of the study were all discussed.

In chapter two, the research work dealt with review of literature such as the concept of code switching, reasons for code-switching, code switching types, previous study on the positive use of code switching in teaching, the function of code switching, the status of English in Nigeria, the status of Hausa in Nigeria, the concept of writing, types of writing, review of empirical studies and theoretical framework were all review accordingly.

The next chapter is chapter three. It contains research methodology, research design, population of the study, sampling and sampling procedure, instrument for data collection, the pilot study validity of the research instrument, reliability of the research instrument, and data analytical procedures.

Chapter four dealt with the analysis and interpretation of data. 4.1 data table showing result of pre-test results of control experimental group's essay. 4.2a displays the pre-test content result for control and experimental groups. 4.2b displays post-test results of the expression aspect for the control and experimental group. 4.2c displays the post-test results of the organization aspect for the control and experimental groups. 4.2d Displays the post-test result of the mechanical accuracy aspect for control and experimental groups. 4.3 Post-test overall average scores of control and experimental groups. The discussion of the findings, overall findings, there is also code-swicthing model for the teaching of essay writing to L2 learners at the NCE I level, then, the summary.

5.3 Implications of the Study

The study's findings contain a number of implications for various areas of education. These implications affect teachers or lecturers, especially those teaching essay writing at the NCE I level of education, as well as curriculum planners for the teachers of L2 learners at the NCE I level, the study's findings imply that they could improvise whenever they lecture. This means that the findings suggest no single approach to teaching essay writing works with each group of learners but that they could use English-Hausa through code-switching in the essay task could go a long way in instilling the skills needed to write better composition.

As essay tutors are instrumental in whatever writing their students produce, the finding imply that lecturers should teach separately the features of the various types of essays to be learn in addition to integrating in their lessons the mastery of grammar points

that are relevant to specific writing task through employing substitution tables and pattern drills.

Pre-writing activities such as brainstorming and planning should be encouraged as they are like a good roadmap to good composition. Teachers of NCE should encourage these tasks before requiring students to just write. These pre-writing activities do assist in producing essay that are better in content .To illustrate this point, the L2 learners were asked to write on an unforgettable day in their lives.The steps followed are presented here below:-

1. Oral discussion of narrative strategies between the teacher and the L2 learner using English-Hausa code-switching. Different types of reasons used in narration were discussed and related to the influence of the audience on the reasons selected.

2. Group work: Students worked in pairs and did some role play.

3. Joint text construction: Students wrote a narrative essay about the topic on the board. This was followed by group correction on the essay.

4. Individual text construction.

In making revisions, teachers should offer students a revision checklist for use when reading through what the teachers have compose with a view to encouraging more revisions. The checklist presented in 3.10 of this study serves as an illustration of this point.

Essay tutors should also encourage collaborative writing. Students working together in groups can respond to and benefit from each other's language and content ideas. This way contributions for changes in the essay can help in making a success of the writing. An illustration of this is treatment 1 contain in 3.6.1.

Teachers should improve the way they respond to students' essays. Instead of correcting a finished text, they should respond to what L2 learners are writing the work in progress. This could be done by talking to them individually about their draft or reading through a work and the offering written suggestions about how to improve problematic areas. Provision of model essays can also be beneficial to L2 learners as they get a chance to make fruitful comparisons of their work and correct sample.

Furthermore, the findings reveal that L2 learners need a wide range of vocabulary for writing better compositions, this implies that while teaching the necessary skills for essay writing, lecturers should also encourage L2 learners to read widely so as to build their vocabulary and develop their ideas on many themes. They should also be taught how to use the dictionary; in the absence of one, the teacher should feel free to resort to code-switching, so that new and difficult words can be understood easily.

Another implication for teachers is the teaching of essay writing to L2 learners should pay attention to the faulty instruction in sentence and paragraph structures, cohesive devices and overall essay structure using contextualized examples as a basis. L2 learners with poor expression skills often write sentences that lack syntactic maturity (Shandy, 2003, 217 – 218). A step by step illustration of this point is adapted from Harmer (2007, p. 70) and is presented below:

1. Familiarization: Teaching the target grammatical structures and vocabulary through a selected text keeping in mind the cohesive devices the essay type demands.

2. Controlled writing: Learners are trained to manipulate fixed grammatical patterns through the use of substitution tables. This structural orientation serves to emphasize writing as a combination of lexical and grammatical forms.

3. Guided writing: At this step, learners are allowed to imitate model written texts.

4. Free writing: This step is where the grammatical patterns, vocabulary and essay format developed in the previous steps are used by the students to compose essays.

The implication for the curriculum planners is that the finding that L2 learners performed poorly in all essay. For curriculum planners, the finding that L2 learners perform poorly in all essay text in the area of content, organization, expression and mechanical accuracy suggests that relevant exercises to simplify the mastery of this important skill should be included in the writing syllabus as well as in essay writing text books.

5.4 Conclusion

The study shows that code-switching as a strategy for teaching writing can enhance the composition of L2 learners. Writing can be improved significantly if educators incorporate these activities in their lessons. The study found that in the areas of content, organization and expression, L2 learners taught essay writing using code-

switching as a strategy performed better at the post-test level than those who were not. To facilitate the teaching of the written word, a model for using code-switching as a teaching strategy was offered. The implications of the study to teachers and curriculum planners were also presented. It appears that researchers do in fact make use of code-switching in language learning classrooms for purposes such as clarifying meaning, saving time in their teaching and motivation,. The participants also strongly believed that it is for the benefit of the students in this specific context where their aim of the students was to learn specific language skills focusing on writing within a limited period of time. In this regard, they all agreed that code-switching may not be useful if the students are integratively motivated, as code-switching may prevent them from developing communicative competence.

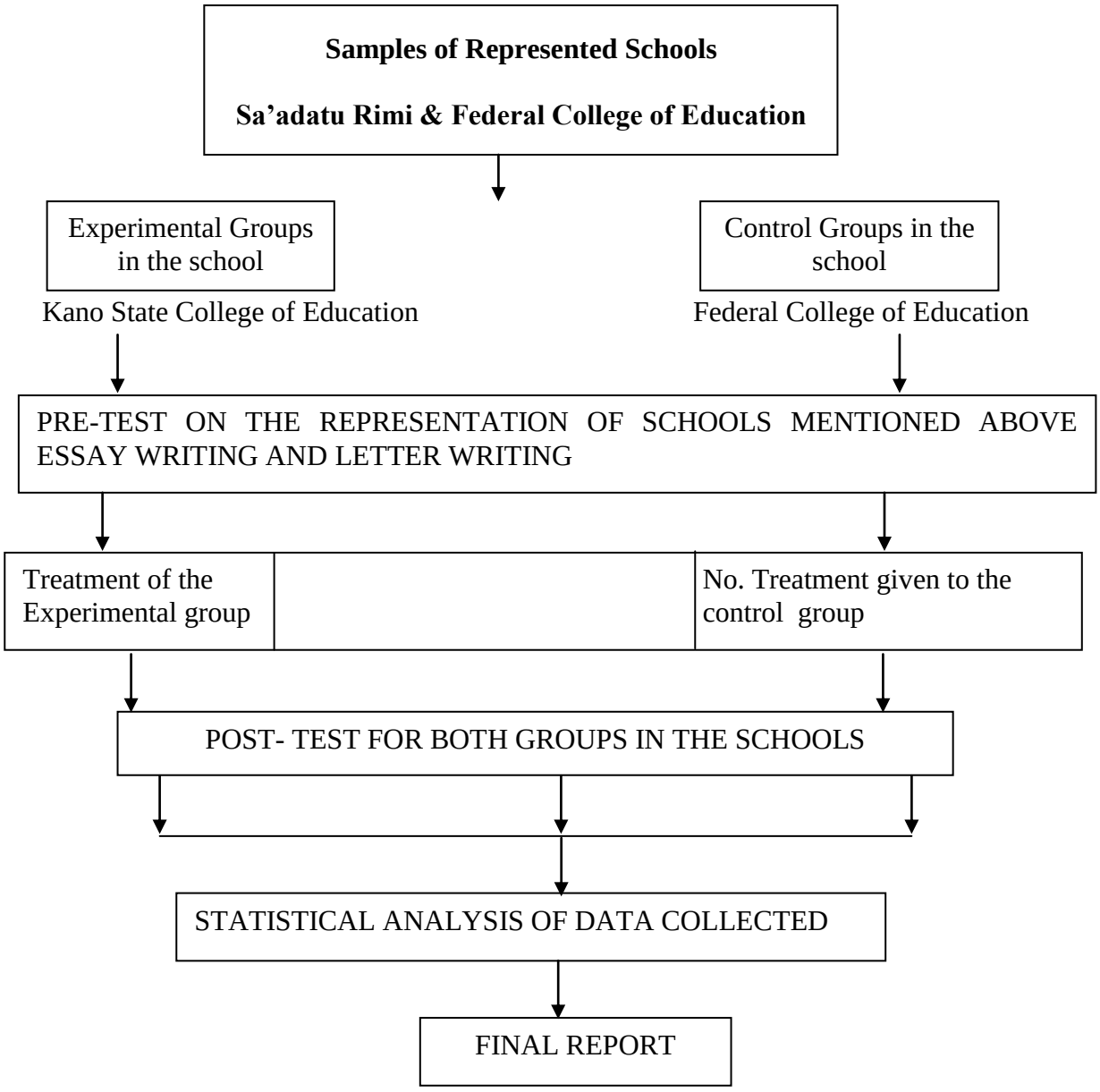
5.5 Recommendations

In the light of the investigations about the applicability of the the code-switching strategy, it is pertinent to infer that

1. It assists positively in inspiring learners to continue learning English because provides a care-free classroom atmosphere and this improves students' ability comprehend.
2. Teachers should be very careful and cautious while using code switching. Its use should not be made excessive, as it may turn the pace of learning very slow.
3. Code-switching should be used only for those learners who are weak in language acquisition.

4. It needs not be employed for learners who possess high linguistic proficiency. It has been observed that the students of rural and backward areas are weak, least pushed and unresponsive.

5. Teachers should make a wise use of it. This form of classroom instruction can yield good results by fulfilling the syllabus requirement, and leading low language proficiency learners to their projected goals.



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APPENDIX I

Essay Writing Exercises

A. Write an essay about an unforgetable day in your life

B. Write a letter to your father or friend, inform him that you have gained an admission in to sa,adatu Rimi College of education.

APPENDIX II

ENGLISH-HAUSA CODE-SWITCHING EXTRACT OF TEACHING WRITING SKILLS AT POST TEST LEVEL

Teacher: Good Morning every one.

Students: Good Morning Ma.

Teacher: Today, we shall be looking at basic essay writing structure (essay writing) which is known as Zubi da tsarin Rubutun Insha'i in Hausa language.

Student: Rubutun insha'i means essay writing

Teacher: Now abinda na ke so, shine you are to brainstorm round the topic and then come up with ire iren tsari kaidodin da suke da alaka da (rubutun insha'i) essay writing

The students were allowed to discuss among themselves by using code-switching and also asking them to write those words that are associated to essay writing e.g. content, organization, expression, and mechanical accuracy.

Teacher: Now haven brainstormed round the topic Rubutun insha'i wa zai gaya mini ma'anar Kalmar rubutun inisha'i?

Student: Insha'i shi ne war wara bayani bi-da-bi daki-daki akan wani abu da yake faruwa ko ya faru, tare da bayanin muhimman al'amu ra da iya siffanta su a lafuza masu kayatarwa.

Teacher: Thank you very much. You can sit down. Any other response? And it should be in English language now. Who can try?

Student: Essay writing means piece of writing that tell story of an event

Teacher: Ok, good essay writing ko rubutun inisha'i is a piece of writing kamar yadda one of you said, but it can be recognize through its formal features, kamar 1) content 2) expression 3) organization 4)mecanical accuracy.

Teacher: The types of essay writing include 1) narrative 2) descriptive e.t.c. amma a wannan darasin za mu fi maida hankali akan na farkon which is narrative essay.

Teacher: Now me ake nufi da narrative essay?

Student: labarin da aka kirkira, ko labari na hakika.

Teacher: Good, that is a good response.

Student: Narrative essay is an account or story of what happen or created by someone.

Teacher: Good, that is good response. So for the purpose of this course za mu fi maida haukali akan letter writing because in letter writing we can express or tell someone about something that happened or what we want from that person.

Teacher: Kamar yadda na fada a farko that there are formal features which essay writing can be recognized such as:- what an what? Who can tell me?

Student: Content, organization, expression, and mechanical accuracy.

Teacher: Very good. Now bari mu yi bayani akan kowane skill daya in relation to this letter writing essay writing

Teacher: Now, haven gone through the meaning of essay writing and narrative and the four writing skills, ina so ku tattauna a junan ku on points to consider before writing a letter or any story telling.

Student: We must consider what to write about.

`Teacher Good that what we call topic sentence okay then what?

Student: Silent.

Teacher: Letter writing is the easiest type of essay writing and it involves the method that can be used in all other types of writing. Don haka in ka zo rubutun. Wasika to dole ya zaman to yana da manufa wato objective din should be related to the content. Kuma in developing the content of your letter or any other writing the writing should be logically arranged, wato ka rubuta kamai daki-daki ba a hargitse ba. So make sure that you keep in mind the objectives of the topic da kuma incidents which are related to those objectives.

Student: Ma, ina da question.

Teacher: What is the question?

Student: Me ne ne bambancin content da objective?

Teacher: Content shine ‘kunshiya’’ wato abin da wasikar ka ko labarin ka ya kunsa while objective yana nufin “manufar ka’’

Misali: In an ce, you should write application letter as the heading, sai ka yi rubutun akan appologise letter. Here the topic is not related to the content or the content in not related to the topic but if your topic goes in line with

the content of your essay shows that incidents din rubutun are related to your objectives.

Teacher: Hope you are now clear?

Student: Yes.

Teacher; In your expression, while writing a letter or on essay, let the story be personalize wato ka yi amfani da pronouns wato wakilin suna, irin su 'I' we and 'us' i.e. if you are a participant in the story amma idan kai ne ka ke bada rahoton (reporter) labarin, you use 'they' 'he' 'she' idan ka yi amfani da wannan a wasika ko labarin ka will be well expressed.

Teacher Good,' you can now write your own personal letter to your father/friend and inform him that you have gained an admission to Sa'adatu Rimi College of Education

APPENDIX III

Krejcie and Morgan (1970)

Table for determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	150000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

NOTE- N is to population size

S is sample size

APPENDIX III

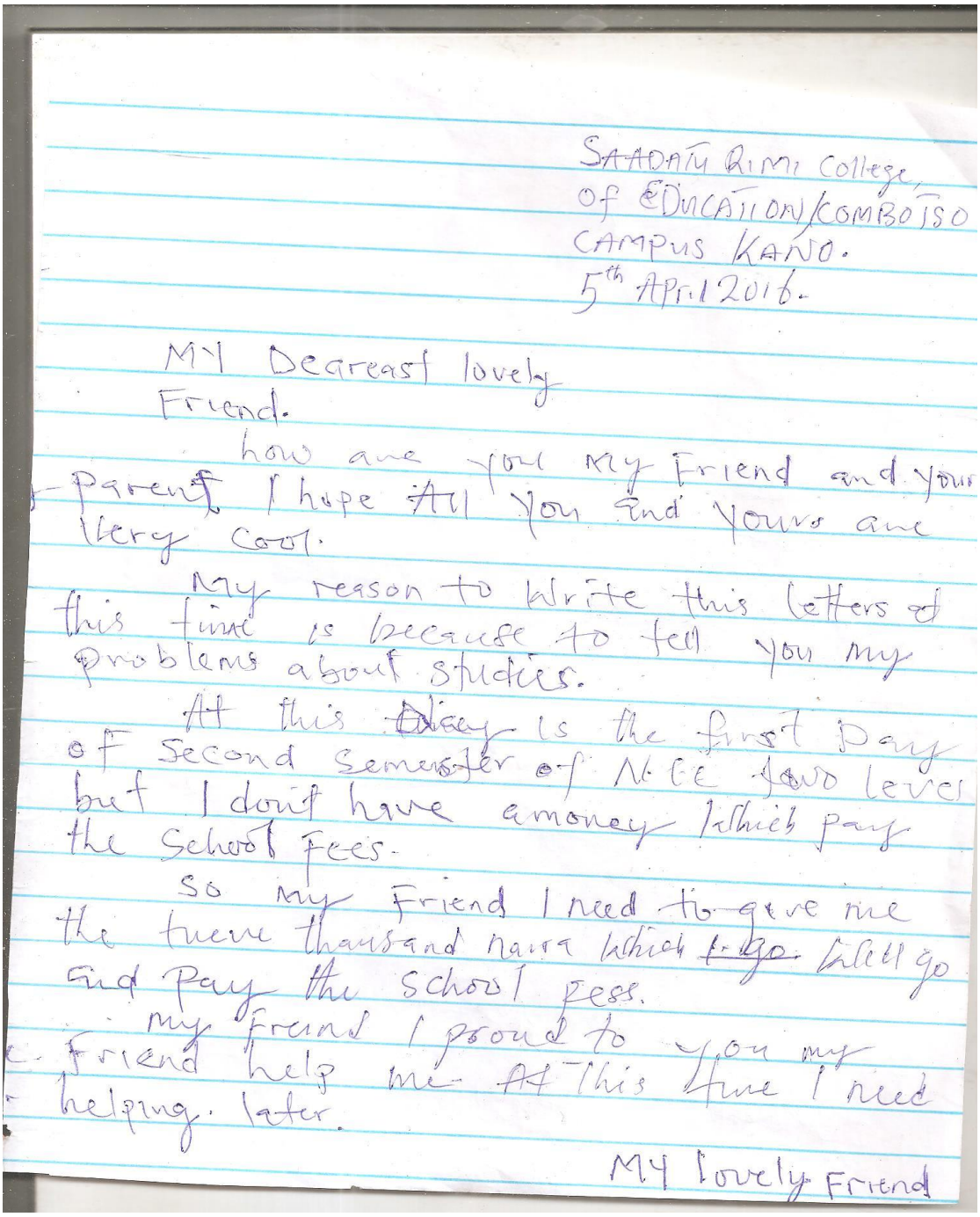
SAMPLES SCRIPTS OF STUDENTS AT THE PRE-TEST AND POST TEST LEVEL.

Sare Sare C/Gari,
Bagwai Local Government,
Kano State.
5-04-2016,
P.M.B. 3016.

Dearest my friend,

Excause me my friend How are you How is your work How is your read How is your famely The rising belid write alatter to your friend I'm looking about my Self late me tall you I have Adimision with Sa'adatu Rimi Collage of Education I'm Rijon our Day because Education is a very important, I'm tall you preace help me on my Read School it is need the money. preace your ~~se~~ help me my friend gave me Lo ~~Th~~ Sour friend because I'm a Rigistration in the School I'm Select the hard Books, I'm Select the note Books preace help me. Good ~~bie~~ by. Good luck.

the fast my story is a my life
the story is looking about my life.
I visit my sister in Lagos my sister she
Live in Lagos my father he Live in
Kano my mother she Live is Kano state
but I live in Kano that is visit my
Sister, my sister she own our Girl
the Girl she is great beautifully like
the Girl but my sister she is not agree
with my speak my familiars she is A-
griment about my took bat the
girl she accept with me.
gradually - gradually you father he is
setting our marige he. In the time
but you father he is the die.
Since ÷ (1999) before two 2 years
my sister she agree with my took
She came to the Boker She came to the
malam bat Allah accept with hope
I'm looking my Girl preace you are
about it, because your mother is not
accepting parent is a very important
Our life you want Rejous our parent
let me advice preace love you my bebie.
I went you like you I need you
the Rising behind write a Story our
my life and marrige. ^



SAADATU RIMI College
of EDUCATION/COMBOJSO
CAMPUS KANO.
5th APRIL 2016.

MY Dearest lovely
Friend.

how are you My Friend and your parent I hope All you and Yours are very Cool.

My reason to Write this letters of this time is because to tell you my problems about studies.

At this ~~day~~ is the first Day of Second Semester of NCE 2nd level but I dont have amoney which pay the School fees.

So My Friend I need to give me the twelve thousand naira which I will go and Pay the school fees.

my Friend I proud to you my Friend help me At This time I need helping. later.

MY lovely Friend

MY OWN FORGETTABLE DAY

My own forgettable day is one day in the house My Father call me ~~and my brothers and then she told~~ and then he say to me my last word to you today is "try to be a honesty don't be a lies in your life" my father told me this word.

~~And~~ then when I was a school My teacher call me and my teacher asked me My Friend what is your Name? he ask me, because In the moment he saw me when I was broke a school pot. ~~So~~ So In this time when ~~you~~ I told him my Name he ~~heard~~ heart Pilloged me So at this time I try to tell him the lies but I, repeat the last word for my father try to be a honesty don't be a lies In your life" just heard him my name because of this word.

So this day I don't forget it in my life because In the umber this word my teacher chose my And give me the Class Captain.

So ~~At~~ this level it support to me to tell you collet ~~A~~ to be a honest In your life.

Saadatu Rimi College of Education,
Kumbotso Campus Kano state.
5/4/2016.

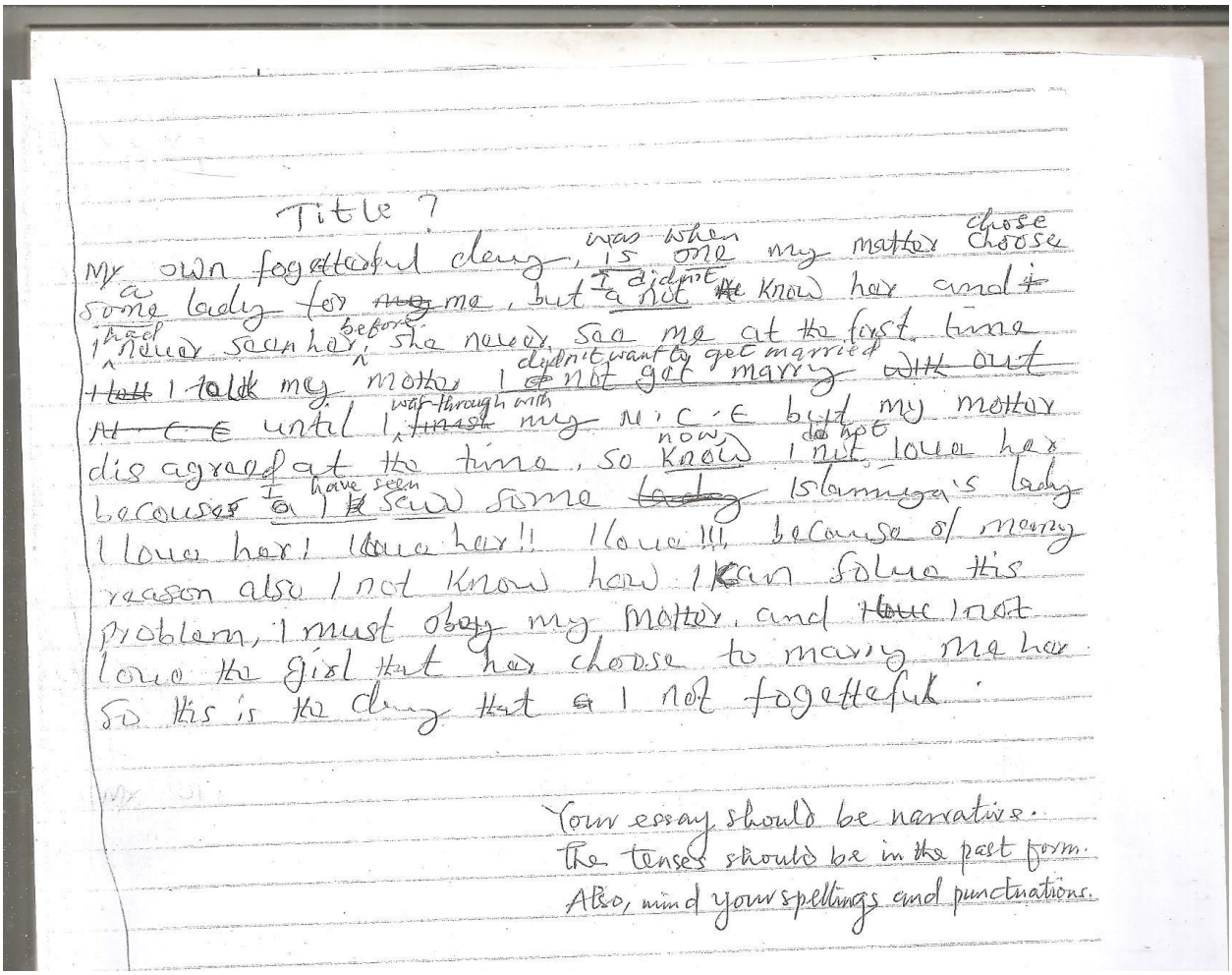
~~Dear my Brother~~.

Dear my Brother.

How are you I hope you are very Well and all of your wife and your Son Is very Well and your business I hope your business is gon sussesful may Allah help you. at every where you are.

I write this latter to you my brother because I when to talling you I have getting an admsion in Saadatu rimi College of education and when to you to help me with registeration money that I am register with school before the closed registration in the school, the money of registration of the school is ~~only~~ 20,000 thousand naira only. I hope you will help me with registration money please my brother thank you.

Your ~~faithfully~~



Title ?

My own fogetteful dang, was when is one my matter choose choose some lady for me, but I a didn't not know her and I had never seen her before she never saw me at the first time I talk my matter I didn't want to get married not get marry with out until I was through with my N.C.E but my matter dis agreed at the time, so now I do not know I not love her because I have seen some lady Islamiyya's lady I love her! I love her!! I love!!! because of many reason also I not know how I can solve this problem, I must obey my Matter, and have I not love the girl that her choose to marry me her. So this is the dang that a I not fogetteful.

Your essay should be narrative.
The tenses should be in the past form.
Also, mind your spellings and punctuations.

AN ESSAY ~~WRITTEN~~ UNFORGETTABLE DAY IN MY LIFE

The on forgetavely day :- This is may day ~~day~~ that I can not forget - ~~it~~ it. Because one day their is Something ~~that~~ happen to me ~~with~~ and my bro- ther In the School. the time That We are In Ungogo Technical College. ~~School~~ Actual We have enter the School In the year 2009 as SS one(1) Student and ~~We are~~ were had been admitted into In different departments, I'm In motor mechanic and my brother I was he is he's In elec trical department ~~and~~ One days We come to the end of first term and We are ~~facing~~ the examination, at That time. We were going to take ~~wrote~~ The exam & my brother took 3rd possition In his department ~~electrical~~ and while I took The 20th possition In my department. ~~motor mechanic~~ When We gave the result to our father - ~~my father is~~ he was unhappay With ~~My result and my father is very happy with my~~ mine but delighted at my brothers performance. ~~brother result at that time~~ the ~~my father~~ promised to buy my brother ~~when~~ a new motorcycle ~~Gyra~~ at the end of his studies but he didn't even look at me. ~~clearly from~~ The College he ~~he~~ brought him ~~new~~ motor cycle and my ~~don't~~ don't ~~even~~ look at me.

One day When We went back to School after a long holiday, then, ~~at that beging~~ ~~of~~ The day I began ~~tire~~ try my best ~~of~~ C to consentrate on my Work. ~~principle called~~ me ~~why~~ this happen but I say no sir. The principal principle adviced me to be very serious careful Next time and I took that advice. ~~very and I very happay and~~ At the end of The Second term, I'm I was The one That I took 2nd position In our department motor mechanic.

Good job, but work on your spelling and tenses.

TOPIC: MY FAVOURITE DAY IN MY LIFE IS: OR
UNFORGETTABLE DAY IS:

~~Since~~ In all my life I will never forget the day that when I was in Primary four, I took a quize completion in my Local Government Area; In that Local government of Gwarzo, ~~L.G.E.A~~ My School is was Mainika Central Primary School, In that quize Competition, I am was the one of the participate from of Mainika Central primary School, And I Play an important role Role which give gave our School to become the ~~highest~~ first place in my Local goverment. And all the - Special guests in at that Competition Show us were his de- Lighted. ~~to us, And~~ even the Chairman of our Local goverment Was ~~a~~ There, He gave us his gift that which ~~gift~~ included ~~include~~ ~~with the~~ books for reading, Calculator, Mathset, and Uniform- ~~And~~ the Also gave us money in order to help our Parents.

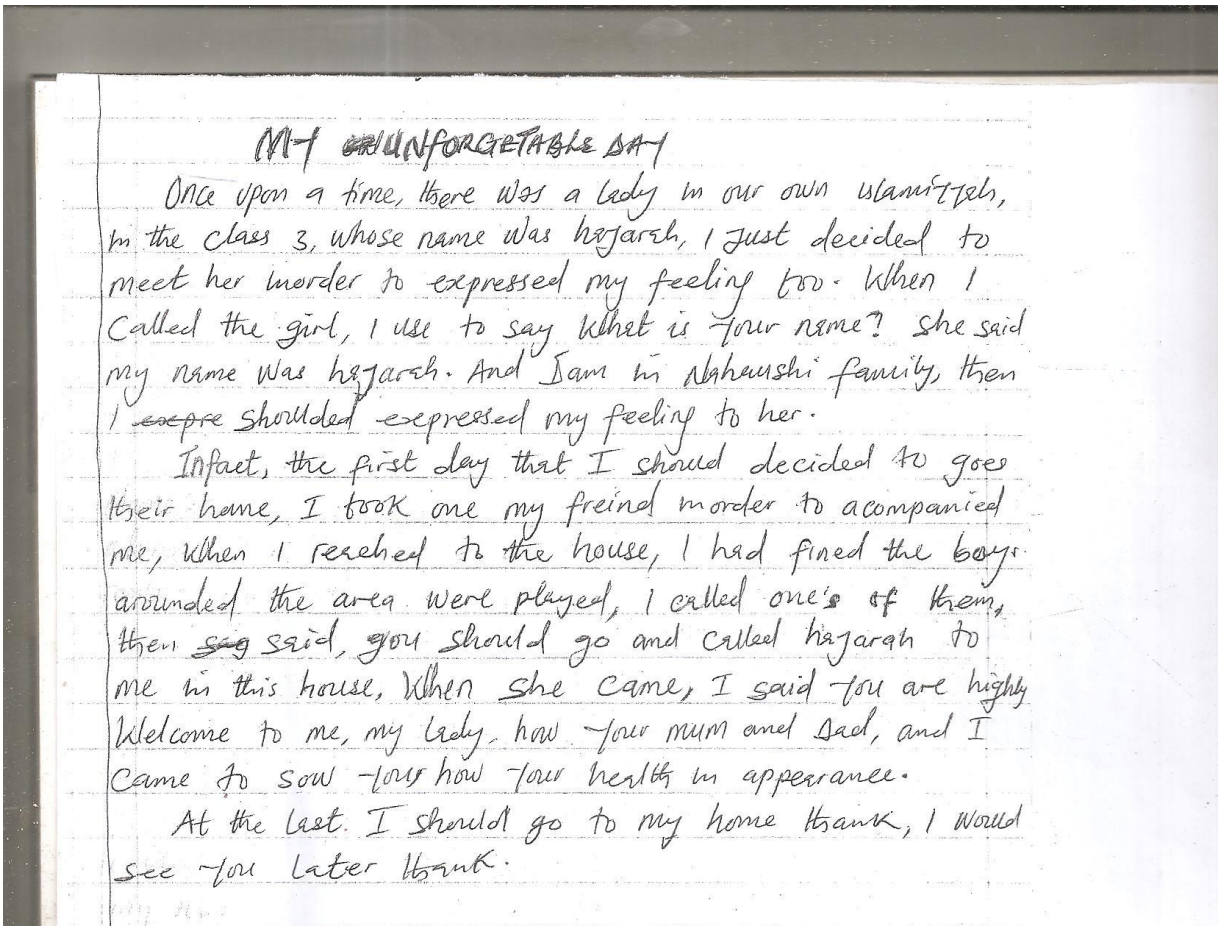
And by that Time, when I came back home, I saw my mother was ill and My father ~~no~~ had go ~~get~~ Money to take her to the hospital, So, I used that money which I ~~gets~~ got and I - gave it to my father to take my Mother to hospital. ~~at~~ No long after then, Long last my mother got well.

~~I hope my Point will be Accepted,~~ approval.

~~that is my~~ forgetting ~~day~~ forever.

That is a day that I will never forget.

A good essay, but be careful with your tenses.



MY UNFORGETABLE DAY

Once upon a time, there was a lady in our own Islamiyyah, in the class 3, whose name was hajarah, I just decided to meet her morder to expressed my feeling too. When I called the girl, I use to say what is your name? She said my name was hajarah. And I am in Mahaushi family, then I ~~escpre~~ shoulded expressed my feeling to her.

Infact, the first day that I should decided to goes their home, I took one my freind morder to acompanied me, when I reached to the house, I had fined the boys arounded the area were played, I called one's of them, then ~~sag~~ said, you should go and called hajarah to me in this house, when she came, I said you are highly welcome to me, my lady. how your mum and dad, and I came to sow you how your health in appearance.

At the last. I should go to my home thank, I would see you later thank.

MY UNFORGETTABLE DAY

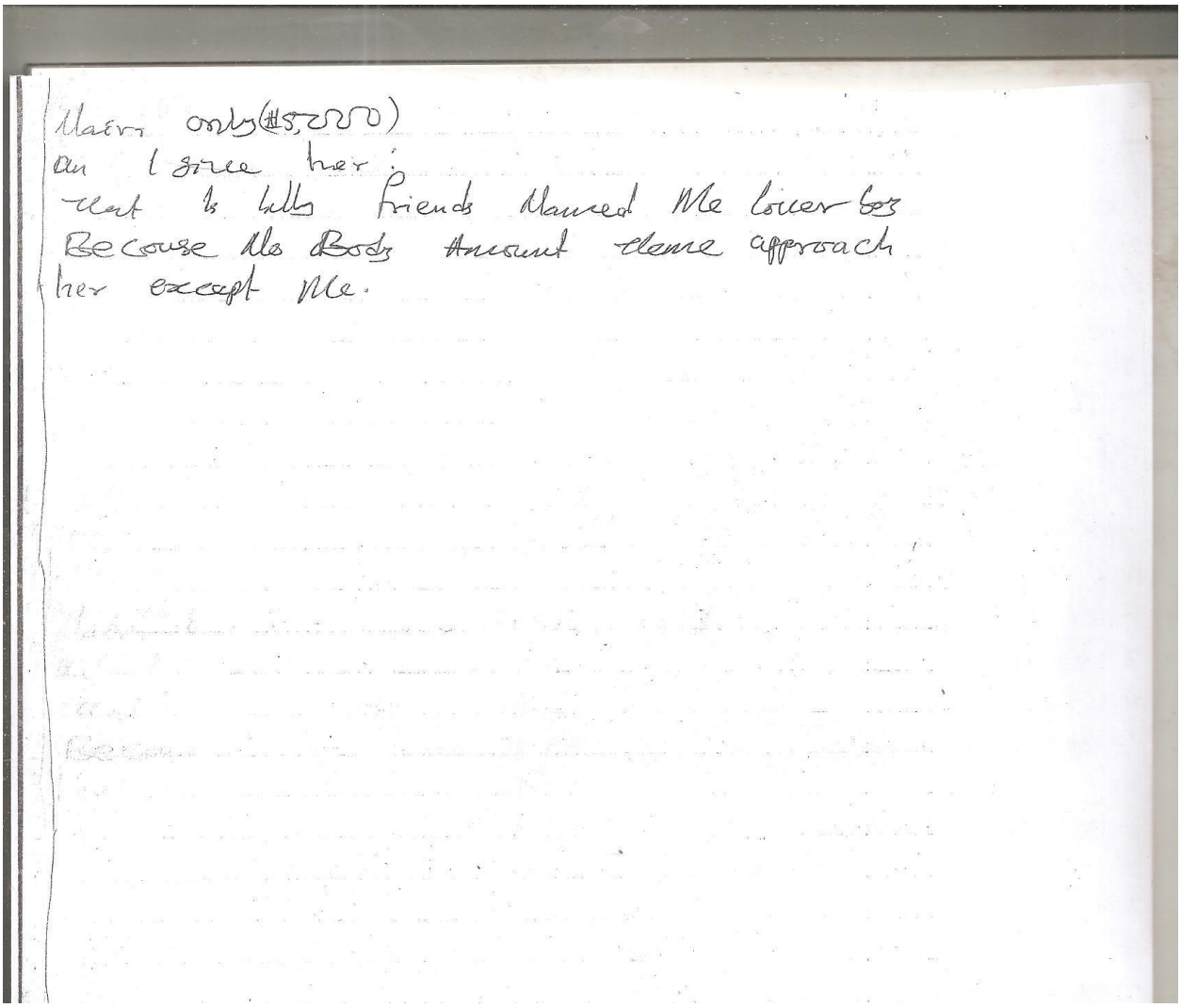
Our village people called me a deceiver.

One day when I was in S.S II, one out of my classmate ~~Sam~~ called Zainab, came to me, when She came to me, She asked, please young man Should I know your name? I answered, and Said to her my name is Abdullahi Aboubakar, When She heared my name. She ~~is very am~~ is So amazed, and me too I was asked her, what is the purposed for asking me that Question? She Smiled at me., But She did not answered my Question, then She ~~tried~~ leaved me.

Later when I was walking during breakfast, She came to, then at that moment, She told me the reason for ~~my asking~~ asking ~~my~~ name, So I just Smiled at her, Hmm!! then I went to my friends palace and narrated them all what happened to me.

then, 2 weeks later, I falled in love with her, at least we have Spent three (3) years with her loving each other, when I attended to Sa'adatu Rimi college of Educations I meet with a new one, I requested her and she accepted my requested, So one out my friends ~~Sam~~ heard all what happened, ~~he She the other laugh~~ went back to our village, and Informed them all my Story.

When I got our village, our villagers Start Calling me a deceiver boy.


Main only(#5,000)
am I free her:
that is his friends blamed Me lover boy
Because his Body Amount there approach
her except Me.

Unforgotable Days In My Life:

My Name is
born on 19/19/1996
at Tsafeniji Tudun Murtala
Nassarawa local Govt
Kano State:
My father Work at Ministry of Education at Bauchi State. My Mother Died on 15/3/2015:
There was friends Named Me lover boy.

There was a day that friends Named Me as lover boy as the Purpose of lover.
one day two ladys Come from Kaduna was Name Fiddausi Abdullahi and fatima Abdullahi where we are twins In ~~at~~ home.
~~Fiddausi Abdullahi is a Find Girl She has White Bag at hand together with Shoe; and it the one that Called Me Sweet heart Can I get your Address. I Say yes I Can give You full Address. when I was give her my full Address Fiddausi Say I will Calle You letter ok no problem~~

After two day Fiddau Came to our House and ask Mr: Gate Man where is Mubarak Gate Man Say he is inside. Mr: Gate Man Goes his Gun and Called Me. when I Came to Fiddausi Fiddausi Say Good Morning My Sweet heart ~~Mor~~ Reply Morning two day Say find Say today I will Seek to Kaduna then I don't have transport Money: and ok No problem I will Give you know how Much Did I give You: Say five Thousand

SHADATU RINU COLLEGE OF
EDUCATION, KUMBOTSO,
KAMPUS, KANO.
5TH April / 2016.

My Dearest Friend Hassan Salisu Idris:

The ~~Reason~~ Purpose of Written You this letter is nothing but is to Inform you that the College of Education Kumbotso the are near to Close NCE II Registration.

That is why I decided to Inform You that we are nearest to Close Registration So Gently you have ~~have~~ to Wake Up and Work In order to Gate the Money ~~that~~ to Pay Registration at the ~~right~~ time.

My Friend I have Already Know that we are ~~Fear~~ of you have Gate An ~~Addinission~~ In to Kumbotso this Year 2016 always You have to Pray and So on. So that ~~have~~ hard Working Plus Prayer = Success by the Way Remain the Prayer to become Constants. My ALLAH Guide Us to the ALJANNAH FIRDAUSI. AMEEN.

That is Way I Write You this letter I have You are favourable Consideration With my letter:

Yours faithfully

UNFORGETABLE DAY IN MY LIFE

One day when I'm in secondary schools, ~~I'm~~ in JSS three student, my father has ~~an~~ injected in the hospital, I'm the one that I take care with my father in the hospital before my mother come to the hospital, by the time that my mother came to the hospital I will go to school, one day when I go to school I reach the gate of our school I see their prepect and duty master in the gate they will fenesh ~~ba~~ came late, and that duty master know my father he no haute well and got to the the hospital and greet my father in the hospital and he known I'm the one that I take care with my father ontill my mother came to the hospital on morning, by the time that my mother came I will go to school and that duty master known I'm coming late and school ahourathy known that I'm coming late, by the time that I coming to school that prepect he came beat me, and I ~~ne~~ told him that thing ~~for~~ my father in the hospital and he came beat me ~~ayeat~~ by the time that heart came up I will sleep that prepect and I ~~tia~~ his sheet by the time that the school teachers seen that thing that is happen the came carry us to staff room and penalty each other.

Naibawa, Kumbotso, local govement, Kano.
Opposite, NTm Company.
6th April - 2016th.

Dear my brother ~~Kabeer~~ Jameel.
the papose of writting this letter to you is:- I want to tell you that I writed the Joining addmision and matriculation bord examinatoin at 2nd march 2016th, and I scored 282, that showed me that now I am allowed to write post Utme. but must largest problem is:- Now I did not have enogut balance to buy post Utme foam and I knew that you have enought ~~balance~~ mony to buy it for me. so~~me~~ that I am bagging you with (Allah) to help me to give at list 10,000, excluding Registration fees. from your lovely brother Muhammad Sani

your faithfully

:-This is my unforgetable Stodry :-

~~My name~~ the time when I am doing memorization of Qur'an. at that time I am duaring memorizatgn gradually gradually, but there is some certaine problbems that I am passing, the problems is: if I memorized, after 2 days than ill forgoted, ~~of~~ ~~After~~ saveral time during that than my father geted me to the makarantar alls the tyme whent Vugant, there is sow variety or many student Reciteng Quran Some of them are writing it. the time when I see them during that I ~~had~~ have been vavy happy, cuz ~~of~~ I knew that my problems will be solved Inshu allah, I stayed in ~~that~~ makarant~~ar~~ alls at list 10 months, than I need to came back to ~~the~~ our house, because my problems about memorizat-ion have been solved, at that time I renamed from sani to alavamma sani, and people ave respecting me up to now, than my father A ward me about ~~that~~, with a hight moral valu e, he gave me alot of things, than I be camed vavy happiness. ~~Till now.~~ and my fathe raised me up a into his shoulder during happy.

UNFORGETABLE DAY

STORY

One day on way of my going to school. I used to respect all who is ahead of me. When I came out from House, I take a car to the school on my way to the school I saw some people they are fighting I stope and came out from the car, when I reached the place, I ask what happen some among them told me that they are fighting because of driver's money I ask the percenger he said before he entered the car he ask the driver that his money is 80 Naira but he did not said anything so when I reach the place that I am going droped he must complete the money, therefore I ask some of the witness about the matter - they said it is realy about what percenger said I looked for the driver and told him follow the life gentle because life is so easy especially when you follow what Allah said, and dont forget that money is nothing - you can spent 2 years for achieving the money but very soon you can spent it in two days. the driver he shows me That he is happy and he will not do this again that is why I will not forget with this - day.

sa'adatu Rimi college of Edu,
Kumbotso Campus, Kano.
5th, March, 2004.

Dearest friend

Letter for gaining an admission

How are you and your parents, your school. I hope your are all okey.

the purpose of this letter is to Informed, you that I have gain an admission in to sa'adatu Rimi college of Education, kano. and I gain School of science, Chemistry/Biology Department. I am happen for gaining this admission that is why I Wrote a letter to you.

therefore How did you see about my admission ~~of~~ Because. I want arrange everything in right way In order to get a good gould

thank you my friend may Allah Make it easy for us.

yours faithfully

Abdullahi Abdu Hamma.

UNFORGETTABLE

~~one~~ one day I see daungors is my life one times, I dangours is my living works, motor side so ~~fat~~ That ~~one~~ bout me the living fast, in ~~the~~ Almas maximat kip in the way line I am the beejen. Almals.

I the vanden motorsikil masher I my body. it is ~~to~~ problam I not up ~~that~~ they pepple mabmen-nt to go hospital I stpend ~~on~~ I a not a speekh is. laun gor time it is two mothes one fame up - adway.

out in hausptal I lanes I got to my house They pieple ~~pea~~ came my house Them see Good blesd us Allha you in halthe.

I Coutinue life sloly