IMPACTS OF STUDENT TALKING TIME STRATEGY ON SPEAKING SKILLS OF SENIOR SECONDARY SCHOOL (SSS 1) STUDENTS IN ZARIA METROPOLIS, KADUNA STATE

BY

Muhibbat HAMZA

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

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BY

Muhibbat HAMZA

(NCE FCEZ 2004, B.Ed. Language Arts (English) A.B.U. ZARIA, 2013)

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ZARIA, NIGERIA

JULY, 2018

DECLARATION

I hereby declare that the work in this dissertation entitled IMPACTS OF STUDENT TALKING TIME STRATEGY ON SPEAKING SKILLS OF SENIOR SECONDARY SCHOOL (SSS 1) STUDENTS IN ZARIA METROPOLIS, KADUNA STATE was carried out by me in the Department of Arts and Social Science Education under the supervision of Prof. R. Jibir-Daura and Prof. Sadiq Muhammed. All information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree or diploma at this University or any other institution. All sources of information are specifically acknowledged by means of references.

Muhibbat HAMZA Date

CERTIFICATION

This dissertation entitled IMPACTS OF STUDENT TALKING TIME STRATEGY ON SPEAKING SKILLS OF SENIOR SECONDARY SCHOOL (SSS 1) STUDENTS IN ZARIA METROPOLIS, KADUNA STATE by Muhibbat HAMZA, meets the regulations governing the award of of a Master of Education Degree in Teaching English as Second Language (M.Ed TESL), Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

_____ _____

Prof. R. Jibir- Daura, Date

Chairperson, Supervisory Committee

_____ _____

Prof. Sadiq Mohammed, Date

Member, Supervisory Committee

_____ _____

Prof. Abdullahi Dalhatu, Date

Head, Department of Arts and Social Science Education

_____ _____

Prof. S.Z. Abubakar, Date

Dean, School of Postgraduate Studies

DEDICATION

To the memory of my late father, Alhaji Hamza Shittu: May his gentle soul rest in perfect peace. Ameen.

I will never regret meeting you in my life; Abdullateef G., Fatima H.M., Jamilah H., Suwaiba L., Bala, Ashafa, Mudassir, Mrs. Iguda, Blessing, Mojishola, Salman, among others. It is really a pleasure knowing you.

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To my wonderful angels, my lovely kids- Hafsah, Muneerah, Maryam, Khadeejah, Abdussalam (Albaniy) and Abdullah (professor) - your prayers have been answered. I wish you all the very best of luck in all your future endeavors.

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ABSTRACT

This study aimed at examining the impact of Student Talking Time (STT) strategy on the speaking skills of Senior Secondary School students 1 in Zaria metropolis. The design adopted for the study is the Quasi- experimental design. Two secondary schools were selected for the study: Govt. Girls Secondary School, Dogon Bauchi and Sheikh Ibrahim Arab Special Secondary School, Karau-Karau in Zaria metropolis. Purposive and random sampling techniques were adopted to select the participants of the study. The sample of the study consists of one hundred and twenty (120) SSI students; 60 experimental and 60 controlled groups respectively. For data collection procedure, two different lessons (in each group) were conducted, the students' performance were studied and analyzed. The students' performance were also observed and marked. Drama, Simulation, Discussion and Oral Presentation methods were used in the experimental group. Vygotsky's socio-cultural theory was adopted for the theoretical framework. The results of the study showed that STT strategy improves the speaking skills of the students. The result revealed that STT strategy can also help to foster students' capacity to generate new sentences of their own. In the light of the results of the study, the researcher had given some recommendations, such as recommending teaching of speaking skill in all aspect (grammar, pronunciation, vocabulary, etc) of the Target Language and suggested some areas for further researches; higher number of students and school can be used under this research framework. The strategy can be examined in higher classes or level of education.

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LIST OF ABBREVIATIONS

CAR: Classroom Action Research

CLT: Communicative Language Teaching.

EFL: English-as-a-Foreign-Language.

ESL: English as Second Language.

ESLLs: English as Second Language Learners.

FL: Foreign Language.

ELLs: English Language Learners.

IRE: Initiation Respond Evaluation.

IRF: Initiation Respond Feedback.

L2: Second Language.

LLs: Language Learners

MT: Mother Tongue

SL: Second Language

SSS 1: Senior Secondary Students 1

ST: Student Talk.

STT: Student Talking Time.

TT: Teacher Talk.

TTT: Teacher Talking Time.

MT: Mother Tongue

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DEFINITION OF OPERATIONAL TERMS

Teaching: The profession of those who give instruction, especially in an elementary or a secondary school or in a university

Learning: The acquisition of knowledge or skills through study, experience, or being taught

Student Talking Time Strategy: This refers to a strategy which allows the learners to participate fully in the classroom activities. This can be seen as what educationist refers to child-centered method or participatory approach

Teacher Talking Time: The amount of time which teachers spend while instructing, lecturing, managing, or/and organizing the lesson

Grammar: The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics

Vocabulary: The body of words used in a particular language

Pronunciation: This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Language is a system of arbitrary vocal symbols, permitting people in a culture, or others who have learnt that culture's system to communicate or interact (Bashir, Azeem, and Dogar, 2011). It plays significant roles in social interaction and transmission of social values. The English language is the lingua franca of a vast proportion of the world's population. There are over a billion-people learning English as a foreign language while over 750 million people have English as a second language. Global significance of English language contributes in the efforts of donor agencies in funding programmes targeting improving English proficiency of non-native speakers in developing countries. For example; British Council organized a 10- day workshop at Barewa College, Zaria in 2012.

Similar to Nigeria's situation, many African countries with linguistic diversity, such as South Africa, Uganda and Tanzania have adopted English as a second language (ESL). This was done to overcome cross tribal barriers and access the world beyond Africa (Adegbite, 2004). In most African countries where English is their (L2), children in the public schools are exposed to learning activities through English language from primary education. This is to make them competent and use English as the medium of communication. Learning through English may sometimes be a complex issue with non-native speakers, who are neither proficient in the language. Second language (L2) education in itself is not a herculean task, but its teaching requires exceptional instructional skills. Worse still, most African teachers teach English as L2 without seeking effective pedagogical strategies. These strategies are capable of maintaining a balance between the quality and quantity of teacher and learners' talk.

Many teachers of English as L2 second language are more concerned with teaching the grammatical system. They give no regard to how learners can transfer that grammatical knowledge to meet the real-

life situation language needs. Teachers lack creative teaching ability to improve learners' communicative skills (Olaniyan and Obadara, 2008). The current instructional method in most Nigerian Secondary schools is the traditional "chalk and talk" method. This involves the teacher talking and writing notes on the chalkboard. This didactic method, based on rote learning, is characterized by learners' low level of retention and passive learning.

For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations. Through this, they will learn how to express their own views and opinions and to develop their oral fluency and accuracy. These are very essential for the success of foreign language (FL) communication. Classroom Interaction then, is necessary and useful as an educational strategy to enhance learning. The method of classroom interaction plays a significant role in the process of second language learning. Understanding the role of interaction in the classroom context in enhancing the learning of English language comes from the understanding of its main types. These are teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then involves the verbal exchanges between learners and teachers. The learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed.

In order to be proficient and productive students, English-language learners (ELLs) need many opportunities to interact in social and academic situations. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices. However, many educators often allow their less proficient students to remain silent or to participate less than their English-fluent peers. Teachers miss many opportunities to help ELLs communicate in class, allowing them to be less involved in oral interactions. While first-language learning is largely motivated by a child's intrinsic desire to socialize, second-language learning often needs more extrinsic influence (Elley and Mangubhai, 1983). Students may not wish to participate if

the teacher expects them simply to recite low-level knowledge or if the teacher sets low expectations for students. Clarity, wait time, higher order thinking, and higher expectations are factors that influence the quality of teacher interactions with all students. Although some factors pertains more specifically to the participation of ELLs.

No matter what teaching strategies a teacher uses, it is necessary to give directions, explain activities and check students' understanding (Schmidt, 1995). A teacher's ability to orchestrate the interaction not only determines who may participate and when. It also influences opportunities for learning. The consequence of this is that the teacher clearly talks more and occupies more of the interactional space of the classroom. Learners' opportunities for classroom participation are largely controlled by the teachers. Yet, no matter how natural the dominance of teacher talk in language classrooms seems, its excess has been the source of criticism. This is especially for restricting learners' opportunities of language production and classroom participation. Harmer (2007) claims that learners will have less opportunity for class participation if teacher talks and talks. Long (1996) in his Interaction Hypothesis, suggested that when L2 learners experience communication problems while having opportunity to negotiate solutions, they will acquire new language. In other words, opportunities to negotiate, participate, and discuss are considered crucially important in the learning process. Hence, teachers are recommended to provide learners opportunities to negotiate meaning.

Active use of target language (hereafter referred to as L2) by students is considered to be an integral part of language acquisition process (Nunan, 1999). An effective learner-centered L2 classroom should provide an environment in which students can contribute to learning activities and maximize their use of the language. In an English-as-a-foreign-language (EFL) classroom, in particular, the opportunities to practice verbal communication outside the classroom are often significantly limited.

Much research has focused on Teacher Talk Time (TTT) strategy its quantity (amount) and/or quality (effectiveness). This will be discussed in the literature review. These studies have provided new

insights into the ways EFL teachers teach in the classroom. The aim of the present study is to evaluate Students' Talking Time strategy and TTT in the teaching of English language speaking skills. This will be assessed in SS1 arm of Senior Secondary Schools in Zaria metropolis of Kaduna State, Nigeria.

1.2. Statement of the Problem

Many students have problems in learning and communicating in English language in schools. They tend to have low self-concept and self-efficacy when using English as a tool for communication (Choy, 2002). These situations decrease students' motivation to participate actively in English language classroom. Students have individual needs when learning English language such as the need for more meaningful interactions with their learning environment and teachers. Through the inside and outside the classroom interactions, their confidence will be developed and motivation to learn the English language will increase.

In Nigeria, education is regarded as the instrument for socio-political development and the determinant of economic mobility (Rahji, 2005; Lawal, 2007). It follows that, if some children are allowed to remain educationally disadvantaged, the national economy would be affected due to reduced pool of skilled workers. David (2008) opined that the absence of conscious efforts in effective teaching of basic language skills; will leave pupils' competence in ESL to chance.

Students who interact and speak in the classroom tend to achieve better in oral expression in most cases than those who always keep silent. Therefore, the problem we are confronted within this research is the existing relationship between classroom interaction and developing English language learning especially the speaking skill. The precise questions are:

a. Will students learn better through (STT) classroom interaction inside classroom?

b. Does STT strategy lead to a better achievement in learners' English language speaking skill?

1.3 Objectives of the Study

The general objective of this study is to evaluate the impact of Student Talking Time (STT) strategy on students speaking skills mean performance in SS1 arm of Senior Secondary students in Zaria metropolis. The specific objectives are to:

1. assess the ways in which STT strategy improves the learning of pronunciation in Senior Secondary students 1 in Zaria metropolis,

2. ascertain the impact of STT strategy on the learning of English language speaking skill (oral fluency) among Senior Secondary students 1 in Zaria metropolis,

3. assess the impact of STT strategy on the learning of speaking skills among Senior Secondary students I in Zaria metropolis,

4. find out the impact of STT strategy on students' learning grammar among Senior Secondary students 1 in Zaria metropolis, and

5. find out the impact of STT strategy on students' learning vocabulary among Senior Secondary students 1 in Zaria metropolis.

1.4. Research Questions

The following research questions were raised to guide the study:

1. What are the differences between the mean performance score in speaking skills of SS I students taught using STT strategy and those taught using the conventional method?
2. What are the differences between the mean pronunciation performance score of SS I students taught using STT strategy and those taught using the conventional method?
3. What are the differences between the mean oral fluency performance score of SS I students taught using STT strategy and those taught using the conventional method?

4. What are the differences between the mean grammar performance score of SS I students taught using STT strategy and those taught using the conventional method?

5. What are the differences between the mean vocabulary performance score of SS I students taught using STT strategy and those taught using the conventional method?

1.5. Null Hypotheses

The following null hypotheses were formulated for the research:

Ho1: The mean performances score in speaking skills of SS I students taught using STT strategy and those taught using the conventional method are similar.

Ho2: SS I students taught using STT strategy have the same mean pronunciation performances score as those taught using the conventional method.

Ho3: The mean oral fluency performances score of SS I students taught using STT strategy and those taught using the conventional method are the same.

Ho4: SS I students taught using STT strategy have the same mean grammar performances score with those taught using the conventional method.

Ho5: There is no significant difference between the mean vocabulary performances score of SS I students taught using STT strategy and those taught using the conventional method.

1.6. Significance of the Study

The main significance of this study is categorized to highlight the impact of STT strategy on English language speaking skill at Senior Secondary students 1 in Zaria metropolis and how this strategy may help improve the learners' communicative (speaking skill) and interactive performance.

The targeted interventions designed for this study have the potential of intervening positively in this problems facing learners' speaking skill. It may proffer significant contributions and value to the lots

of ESL learners (ESLL) in Nigerian Secondary schools. The significance of this study involves evaluation of a way to teach ESL based on the use of Student Talking Time (STT) strategies. This will promote learning and develop pupils' communicative competence in Nigeria. The significance of Teacher Talking Time will be reviewed due to its paramount role in effective teaching and learning of ESL.

The study can help articulate principles for the design of a new English language curriculum that gives priority to interactivity and task-based language learning strategies, such as drama, interview, discussion, etc. The study will provide information on how to improve general communicative competence among Nigerian learners.

The study hopes to give illumination to the Ministry of Education and other agencies saddled with the responsibility of education management in Nigeria. The outcome of this study could be very beneficial in several ways. Firstly, it could be a search light on the power and efficacy of Student Talking Time (STT) strategy in improving L2 pupils' communicative proficiency in English. Secondly, it can well-serve as a basis for the improvement of STT in the classroom. Thirdly, it may also be extended to a higher level of education or a higher number of students at the Secondary school level. Fourthly, it may help concerned authorities develop educational policies that may encourage the adoption of the intervention strategies to rescue the nation's education from imminent collapse. Fifthly, it might provide convincing evidences for Secondary school teachers on the need to change their pedagogical approaches to the teaching of L2 in schools. Sixthly, adoption of the above interventions can assist in achieving the ultimate educational objectives of the L2 learning as contained in the National Policy on Education.

The choice of this research work arose from the mass awareness of poor usage of English speaking skill in Kaduna State Senior Secondary schools.

1.7 Scope and Delimitation of the Study

The study is confined to assess the impact of STT on English language speaking skill in Senior Secondary students SS one (I) in Zaria metropolis. Zaria metropolis has a total student population of 14,396. The coverage of this study was delimited to two (2) Senior Secondary Schools in Zaria zonal inspectorate division. SS I arm of the Senior Secondary Schools was used.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews related literature in the area of evaluation of Student Talking Time strategy (STT) on speaking skill at Senior Secondary schools. The review of related literature was carried out under several sub headings which include English language in Nigerian Secondary schools, English language teaching in Nigerian Secondary schools and Teacher Talking Time (TTT) strategy. Others are evaluation of Student Talking Time (STT), steps for implementing Student Talking Time (STT) strategy in the classroom, speaking skills, speaking skills assessment techniques and importance of speaking skill in English language classroom. Furthermore, oral communicative strategies, English grammar, vocabulary, pronunciation and oral fluency were also reviewed.

2.2. English in the Nigerian Educational System

After independence, English became a core subject in the school curriculum while a credit pass in English is mandatory for admission into Nigerian tertiary institutions. It is also a prerequisite for participating in some professional examinations. Nigerian students are required to pass English language before they can be awarded a certificate of completion (Edem, Mbaba, Udosen, and Isioma, 2011; Oyinloye and Babatunji, 2011).

Similar to what operates in many parts of the world, Nigerians widely use English. The language has attained an enviable position in all sectors across Nigeria. Proficiency in, and functional knowledge of English are keys to getting a fantastic job, and to be regarded as a socially responsible person (Akande, 2003). Many Nigerian parents thus try hard to enroll their children in schools where the language is the medium of communication. They also encourage their children to continue learning English (Ogunbiyi, 2008).

English language is a paramount subject in Nigerian education system. As mentioned earlier, every Nigerian child who attends public schools uses English as the medium of instruction and means of communication (Akande, 2005). Teachers teach pupils in schools and expose them to English as a medium of communication from the beginning of their schooling (Edem et al., 2011). Despite the significant premium placed on English in the Nigerian education system, students find it difficult to express themselves in it (Olateju, 2006). Many live in the environment where the spoken (indigenous) language discourages the use of English (Komolafe and Yara, 2010). This to a large extent becomes a hindering factor in the learning of English language. This is because they are not conversant with the English language which is not the language of communication in the indigenous setting.

2.3. English Language Teaching in Nigerian Secondary Schools

In Nigerian secondary education, teachers teach English language five days a week while they teach other subjects, excluding mathematics three times a week (Olajide, 2010). The prominent method employed by many secondary school English teachers is the "traditional" pedagogy (Amuseghan, 2007). In this method, teachers often employ the lecture method, do most of the classroom talk and learners assume the role of passive recipients of information. Rather, students are supposed to be active members of the instructional process. On many occasions, students are less involved in the process of knowledge development. This is because teachers direct more efforts towards pupils' cognitive learning outcomes than the development of their communicative skills.

Many Nigerian Secondary School English Teachers rely mostly on textbooks (Ekpo, Udosen, and Afangideh, 2007; Obayan, 2002) rather than having an ESL classroom. This ESL classroom is facilitated by multi-way interaction and multimedia exchanges. The textbooks used in most Nigerian secondary schools lack exercises and activities that support modern techniques of language teaching; many teachers in Nigeria also lack the necessary exposure to the essentials of the language teaching

and learning (Okon, 2003; Olateju, 2006). The teaching is more of teacher-centered than learner-centered.

The use of text books in English language teaching is not condemned totally, but rather, teachers should plan their lesson with ample language teaching techniques. This is to achieve a communicative output. English language is seen as a subject that must be passed in all examinations, rather than as a tool for effective daily communication (Obayan, 2002). Teachers often teach the language content in abstract form, which negatively affects learners' participation in the instructional process.

Despite the need to encourage learners' development of communicative proficiency, teachers place little or no emphasis on Nigerian pupils' development of communicative skills. English is the second language (L2), and the key language of communication among the various ethnic groups in Nigeria. Moreover, most primary school pupils in Nigeria enroll in schools without the necessary English skills. These skills are capable of facilitating their effective communication in the English language (Abioye, 2010; Akande, 2003). Some educators have associated pupils' overall performance in school with their level of proficiency in English language (Abioye, 2010; Akande, 2003; Jibowo and Olayemi, 2009). Pupils' ability to answer questions in the class is dependent on their level of literacy skills, knowledge and understanding of concepts. This in turn depends on their individual fluency level in English.

Before 1977 in Nigeria, teachers measured learners' academic potential through summative assessment with a single or one-shot terminal examinations (Abioye, 2010; Elui, 2008; Obioma, 2008). The issue of students' assessment thus became one of the focal points of discussion during the Nigerian Curriculum Conference held in 1969. The participants of the conference recommended continuous assessment as an alternative form of classroom assessment. This according to their view will make assessment school-based, cumulative, systematic and comprehensive (Ojerinde and Falayajo, 1984; Ubong and Wokocha, 2009).

The Nigerian National Policy of Education of 1977 revised in 1981 and 2004 eventually adopted the recommendation. This policy in its philosophy remarks that individual educational assessment and evaluation should be based in whole or in part on continuous assessment (FGN, 2004). The policy stipulates that students' continuous assessment should be through tests or examinations, assignments, projects, observations, questionnaires, socio-metric techniques and other modes of evaluation. This will ensure effective student's assessment. According to Afemikhe (2007) and Elui (2008), teachers measure students' cognitive, affective and psychomotor domains through the process of continuous assessment. The National Policy on Education emphasizes the importance of continuous assessment in Nigerian primary education. However, classroom assessment practice in Nigerian schools limits its scope to the cognitive aspect (the use of tests and examination scores). Rather, the use of tests, projects, interviews, observations, checklists, portfolio, assignments and other forms of assessment should be employed (Ehiametalor, 1983; Osokoya and Odinko, 2005). Hence, English teachers can also make us of the evaluation of learners' ability to participate in the classroom interaction as part of the classroom assessment.

Some students who perform very poor in the classroom may present the best performance when given the chance to interact and communicate in classroom activities. Some teachers rely on the performance of the students in their exams or test scores. The teacher will be surprised or amazed with output he will get when he maximizes the students' talking time and minimizes his own talking time. Some students may perform better when given chance to express their feelings verbally.

2.4. Teacher Talking Time Strategy

Teacher Talking Time (TTT) is an indispensable part of language teaching in an EFL (English as a Foreign Language) context. This can bring about significant instructional benefits for teachers when applied meticulously and learning opportunities for language learners when noticed purposefully. It can lead to success or failure in teaching and meeting learner needs. Nunan (1991) asserts that TTT is

of crucial importance, not only for the organization of the classroom but also for the processes of language acquisition. It is important for the management of the classroom because it is through the language used that teachers either succeed or fail in implementing their teaching plans. In terms of language acquisition, TTT is important because it is the major source of comprehensible target language input the learner is likely to receive. Teacher Talking Time (TTT) is the amount of time which teachers spend while instructing, lecturing, managing, or/and organizing the lesson. However, the amount of talk time the teacher use in a given lesson is not the same; it depends up on both the specific goals of the syllables adopted and their pedagogical principles (Nilton, 2005; Tsegaye and Davidson, 2014).

For a proper and comprehensive target language output, the EL teacher need to plan his lesson; considering the time allocated to for his period. This will enable his students do most of the classroom activities and interaction. He shouldn't bombard the students with lots of grammar and talk. Teachers feel that when they go to class with lots of stuff without giving students chance to fill in some gaps, it gives them respect. It is likely unknown to these teachers that they are killing the innate capabilities of their students. However, the best language teaching techniques is not the one that is full of teacher-talk, but the one that inspires learners to discover critical thinking and the use of the language on their own (Olaofe, 2013).

Also, the importance of TTT and its instructional components have been outlined by Stern (1983). He claims that language teacher's capability of teaching is determined by language background, previous language teaching experience and formulated theoretical presuppositions about language learning and teaching. All these mentioned characteristics can affect the quality and effectiveness of TTT, which is regarded as the major medium of instruction.

A large number of publications and studies on teacher language awareness have focused on the forms and grammatical aspects of TTT. These are regardless of the kind of language skill taught to language

learners (Murray, 2002; Chadwick, 2012). How this awareness–raising should be deployed to boost specific language skill of language learners is not extensively discussed in language teaching publications and forums. Teacher Talk has widely been investigated in terms of its discourse and interactional features. This is mostly focused on the Initiation-Response-Feedback (IRF) exchange (Warford, 2007; Nakaruma, 2008; Hale, 2011). This is also regardless of its instructional and pedagogic impacts on teaching a specific language skill such as writing. However, Andrews (2003) has defined teacher language awareness as teacher's knowledge about various linguistic components and the subject matter. This view is manifested in carefully context-embedded TTT in which teachers can have a range of potential options to manage students' language learning input. This can be achieved through purposeful coverage of relevant pedagogic features, hence affecting their learning quality.

This is a very important aspect of language teachingW2 which most of EL teachers in our schools fail to lay more emphasis on. There are some EL teachers who use a single lesson note for almost ten years. This they do without updating or changing any word; even the examples in the note always remain as it was.

Communicative approaches to language teaching may depict TTT, aside from its scaffolding role, as an obstruction when it reduces students' active participation. However, teachers can utilize their talk and make it constructive through a controlled use of their talk (Walsh, 2002). Hall (2011) holds the opinion that the amount of TTT should be discussed not only in terms of control and management. This author suggested that it should rather be more importantly for the sake of pedagogy and quality of class interaction. This view towards TTT can be explained better by Nizegorodcew (2007) who argues that TTT provides the learners with second language input. This according to him is mainly by interactional discourse modifications leading to negotiated meaning. Thus, the contextual sensitivity and its role in the manipulation of the language channeled to language learners would be of immense importance. This will maximize learning opportunities and compensate for inherent existence of

unequal communicative rights through revealing the manifest and hidden forms of an English curriculum.

Ellis (2003) makes an instructional claim about TTT on the grounds that it should coincide with a clear thematic focus and level adjustment. He believes that this deliberate TTT brings about opportunities for students' self-regulated comments. This is because it can make students better exposes their learning concerns in the form of comments on pedagogical points and other students' presentations.

One of the pedagogy-oriented frameworks for TTT has been proposed by Walsh (2006). His revised model of Self- Evaluation of Teacher Talk (SETT) goes beyond the traditional IRF-type (Initiation Respond Feedback) analysis. He takes four modes of language teaching, namely managerial, material, skills-systems and context into account. However, the framework is not skill-specific in as much as all language systems and language skills are embodied in the skills-systems mode. The language systems referred to are phonology, discourse, grammar and vocabulary while the language skills are writing, speaking, reading and listening. Further, the inseparable concept of context mode has been detached from other modes. This is merely for its role in enabling learners to talk by promoting oral fluency practice and activating mental schemata.

Given that TTT should be seen as a major source of input and pedagogical contents, code-switching is another neglected area in the proposed framework. This is due to the fact that thematic development of some lessons is carried out through the alternating use of L1 and L2. A full consideration of context and a pedagogy-oriented investigation of TTT, especially when it comes to a specific language skill, can doubtless afford teachers and teacher trainers more penetrating and practical insights into this potentially rich source of input. The current study has taken these issues into account and has shown the exclusivity of instructional function of TTT in speaking skill.

Teacher Talking Time is one of the components of classroom interaction. Edwards and Westgate (1987:6) begin their seminal discussion of classroom talk by noting:

All normal human beings are expert in the practical interpretation of talk. Most of our everyday life depends on skills in talking and making sense of the talk of others. This is during the periods of our work or trade or simply passes the time of day.

Effective communication is essential to the purposes of schooling (Barnes, 1976). In addition to these general purposes uses of talk, communication in the classroom, Influences students' perception and participation in classroom activities (Farrell, 2002). While doing classroom activities, teachers use talk for a variety of purposes and these purposes shape the talk used. In classroom talk the teacher is the controller of the interaction, he/she sets the topic, orchestrates the responses, determines who contributes, when, and provides feedback. In consequence, the teacher tends to talk much more than the students. This makes classroom talk "asymmetrical" with students offering contributions which are bounded before and after by the teacher (Myhill, Jones, and Hopper, 2006). Typically, the pattern of IRE (or IRF) initiation, response and evaluation (or feedback) develops (Cazden, 2001). This tends to be a teacher's "default option" unless the teacher makes a deliberate change and uses some other interactional patterns.

Developing interactive classroom talk depends on the teacher's ability to ask or set "quality" questions (Corden, 2000). That is which encourages and extend pupil's contributions to promote high levels of cognitive engagement (Alexander, 2004).

Myhill et al. (2006), following Vygotskyan's notions of scaffolding, argued that TTT must also provide cognitive assistance and challenge at an appropriate level. This in addition to transmitting knowledge, will help children to progress in their learning. Alexander (2004) emphasizes the importance of teaching as discussion and dialogue where there is an exchange of ideas in class. This will ensure sharing information and solving problems as well as achieving common understanding through structured and cumulative questioning and guided discussion. It can also engage children, stimulate and extend their thinking and advance their learning and understanding. In essence, quality

TTT must lead to the development of knowledge, thinking skills, and effective language use by students. Table 2.1 defines the criteria used to determine TTT.

Table 2.1 Criteria for Total Teacher Talk

Teacher Talk	Not Teacher Talk
Any teacher utterance, of any sort	Any pause between a teacher utterance and a student answer
Any pause between teacher utterances when no student activity was expected (eg. pausing to write on the blackboard while speaking, thinking time)	Any pause between teacher utterances when students were expected to do individual work
Any pause between an unanswered teacher question and the re-phrased question or other utterance (eg. "Are there any questions?" [Silence] "No?" [Silence] "Okay.")	Any student utterance directed to the whole class (Does NOT include student to student chat)

(Warren, 2002)

2.5 Evaluation of Students Talking Time Strategy

Student Talking Time (STT) refers a strategy which allows the learners to participate fully in the classroom activities. This can be seen as what educationist refers to child-centered method or participatory approach. Typically, teachers try to maximize STT through the use of pair work and group work. Using this strategy, students are not going to speak only but also interact and discuss meaningful information, share ideas and participate in the classroom activities. Student Talking Time as defined by Darn (2007) in Tsegaye and Davidson (2014), is the amount of time students use while in the classroom interaction. For instance, the most effective use of their time occurs when they are actively using the TL. In this research work, we are not only looking at time taking only but also looking for educational activities that can promote the students' academic performance and their speaking skills. How these activities can make them better in future. And at the end, how these

activities can help the teacher to overcome the problems hindering the smooth flow of the students' speaking skills.

According to second language acquisition theories, both teachers and students should participate in language classes actively. Especially, in communicative EFL classes, students need ample opportunity to practice the target language. The teacher should reduce the amount of their talk to 20% or 30% of a period, and STT around 70% to 80% during a lesson.

Nunan (1991) claim that excessive TTT should be avoided and total TTT should not take up the majority of the class. This will not provide students with enough opportunity for language production (Brown, 2000). STT contains different students'- based tasks that bring the learners in to real life situation in the classroom. These activities need TTT to always be around not to dominate but to be a guide and facilitator of the academic goals diligently.

Previous researches in language classrooms have established that teachers tend to do most of the classroom talk. Teacher talk makes up over 70 percent of the total talk (Cook, 2001; Chaudron, 1988). Both first and second language teachers tend to dominate classroom discourse, speaking for approximately 60%, or two-thirds, of class time on average.

Similarly, Dunkin and Biddle (1974) believe in the teaching / learning world that teachers should talk more than learners. They found out that about 60 per cent of the total amount of talk done in L1 classrooms is done by the teacher. Further investigation claimed that the figures are similar as for L2 classrooms (Dunkin and Biddle, 1974) as cited in Chaudron (1988).

Krashen (1982:9) asserted that comprehensible input is “the crucial and necessary ingredient” for second language acquisition. But Swain (1985) demonstrated that input alone is insufficient for developing language production skills. Swain argued instead for the importance of comprehensible output, noting that learners need to pay more attention to meaning when producing language than for

comprehension. Moreover, Nunan (1991: 190) explains that while excessive TTT is to be avoided, understanding what is 'excessive' is subjective. Nunan argues that TTT is necessary to provide learners with what can be their only access to live target language input.

There is a strong evidence for the importance of Students' Talking Time (STT) in the class (Lyons, 1989; Petress, 2006; Weaver and Qi, 2005). According to Cohen (1999: 699) STT brings ''students actively into the educational process'' and assists in ''enhancing teaching and making classroom lively''. Students are more motivated (Junn, 1994), learn better (Daggett, 1997), become better critical thinkers. This makes them express freely in character when they are prepared for class and participate in discussions. The more they participate, the less they memorize, and the more they engage in higher levels of thinking, including interpretation, analysis, and synthesis (Smith, 1977). Students who participate also show improvement in their communication skills (Dancer and Kamvounias, 2005). Thus, allowing second language learners to participate, negotiate and discuss is very important in the learning process. Teachers are expected to give learners opportunity to negotiate meaning through interaction. In so doing, learners are not being prepared for academic performance only, but also preparing them for future communication challenges outside the classroom.

2.6. Steps for Implementing Student Talking Time (STT) Strategy in the Classroom

The rise of Communicative Language Teaching (CLT) and the emphasis on Oral Communication Skills are increasing the importance of the role of STT in language. In order to improve students' speaking skills, proponents of CLT recommend engaging students in authentic and meaningful communication. Yet, many EFL/ESL classrooms worldwide are dominated by TT with little chance for students to converse at all. CLT aims broadly to apply the theoretical perspective of Communicative Approach (CA) by making communicative competence as the goal of Language Teaching (LT). It also acknowledges the independence of language and communication (Larsen-Freeman and Freeman, 2008). CLT design needs an integration of four skills and even oral or

productive skills are emphasized more than receptive ones (Akdemir, Barin and Demiroz, 2012). The following strategies can help teachers to reduce TTT and increase STT in their classes:

2.6.1. Create a Communicative Classroom Environment

Mak (2011) identified fear of negative evaluation from peers and teachers, negative self-evaluation as contributory factors to students' anxiety toward speaking in class. He further added negative attitudes towards English classes, and fear of failure to the above-mentioned factors. Teachers can create a classroom environment conducive to oral communication (Mak, 2011) by:

i. offering positive encouragement,
ii. limiting error correction while students are talking,
iii. allowing adequate wait-time for students to speak,
iv. giving students preparation time before speaking in front of the class, and
v. ensuring that other students offer positive feedback and support

Furthermore, by increasing opportunities for students to speak in class, teachers can help build students' confidence while reducing anxiety.

2.6.2. Implement Authentic, Communicative Classroom Activities

Anything from pair work and group work, to discussions and debates, to task-based activities and games can be utilized within a CLT framework. Think about how your students will use English outside of the classroom, and develop meaningful classroom activities around your students' interests and motivations.

Example Activities: A teacher could have students prepare a presentation on a certain topic. Students could be asked to research an academic topic for class discussion, role-play and meeting teachers. By focusing on real-world English applications, the teacher can develop authentic speaking activities that will motivate students and help build their oral proficiency skills.

2.6.3. Incorporate Speaking Games into Your Lesson Plans

Students usually enjoy games, welcoming a change of pace from their normal classroom routine. Moreover, games can be developed to review almost any language function or strategy. Here is one example of a game called “Alibi” which can be used to help students practice or review the past tense.

Example Activity: Alibi; One game that can be used to increase STT is called “Alibi.” In this game, students are divided into two teams: police officers and suspects. After introducing a fake crime, suspects are given time to create an alibi while police officers create questions for an interrogation. Next, with all students participating, all police officers question all suspects one-on-one and try to find differences in the suspects’ stories. After the police officers have a chance to question each suspect individually, the differences, or “lies,” are counted up and the roles are switched. Once the cycle has been completed one more time, the team with the fewest “lies” is the winner. This game is a great way for students to practice past tense questions and answers. This is especially when teachers include a past tense grammar review before or after the game. When teachers are creative and come up with meaningful games like this, students are motivated to speak more in class.

2.6.4. Start each Class with a Speaking Activity

Have students speak for 5 to 10 minutes at the beginning of each class. Students will appreciate the routine of the daily speaking practice, and topics and activities can be tied to the lesson for each day. Here are some great ways to start each class with speaking:

i. Prepare a picture of the day for students to talk about.
ii. Open with daily discussion questions.
iii. Begin each day with short conversation starters.
iv. “Two Minute Conversations”: have students talk to a partner nonstop for 1 minute about a daily topic, followed by 1 minute of nonstop questions from their partners. Then have them switch roles.

v. For homework, have students find information about a current event from their own country or from around the world. Start the class by having the students discussed the current event, and rotate the group discussion leader each day.

vi. Give students the first sentence to a story and have them complete it by adding a new sentence, one at a time, in groups.

2.6.5. Let students do the work for you

In traditional language classroom, teachers generally control all aspects of language content and procedure by talking most and asking all the questions (Walsh, 2002). Tasks that have traditionally been the language teacher's role can be given to students to increase STT while decreasing TTT. Students can be allowed to (Increasing Student Talk 3 TESOL Connections: February 2014):

a. pick the topic of discussion,

b. lead the class in speaking activities,

c. call on other students,

d. read directions or instructions aloud,

e. offer peer feedback, and

f. answer questions posed by other students

Example Activity: Small Talk

This activity, developed by Hunter (2012), makes students responsible for picking topics and leading class discussions. Teachers objectively observe students' conversations and give language feedback at the end of the class. Hunter found that this type of activity is an effective way to increase speaking opportunities in class. It raises students' speaking fluency while still providing beneficial error correction and feedback.

Example Activity: Talking Circle

Similarly, Ernst (1994: 315-16) discusses the implementation of a "talking circle," in which teachers and students gather at the beginning of a conversation class. Students are encouraged to discuss anything of interest to them with the goal of helping students develop conversational language forms through practice. Students are more willing to speak when they have control of the topic. Moreover, the talking circle gives students the practice they need to become better communicators.

2.6.6. Have Students Ask More Questions

Teachers ask the majority of questions in EFL/ESL classes. However, developing the ability to ask for information is a vital skill for becoming a competent English speaker (Walsh, 2002:4; Ernst, 1994:293). Instead of asking all the questions yourself, think of ways you can give students the opportunity to ask questions. Here are some good opportunities:

a. After a reading or listening activity, let students write their own questions to check comprehension. Alternatively, students read comprehension questions from the book and call on other students themselves.

b. If students give a presentation, designate other students to ask questions afterwards.

c. Encourage students to ask questions in the class by using information gap activities or jigsaw activities where students must work together in filling missing information.

Take any chance you can to increase student-initiated interactions, which helps them develop the ability to ask for information themselves.

2.6.7. Have Students Summarize a Passage

Teachers often make a summary after completing a reading or listening activity. This is done also after students give an answer to a question; however, this is yet another skill students need to develop for themselves.

Example Activity:

Scaffold summarizing one activity to help students learn to summarize. This is to have students read a short paragraph and writing down 10–20 words on a note card. This is followed by retelling the paragraph three times by different students using only their notes. These forces students to summarize using their own words while letting the notes act as scaffolding to aid in remembering the paragraph's contents.

Example Activity: Summary Pair Work

Another way to encourage students to practice summarizing is for students to tell stories or answer questions in pairs. They then relate their partner's story or answers to three different students.

2.7. Speaking Skill

One of the main concerns of most of the Language Learners (LLs) in both EFL and ESL context is how to improve their speaking skill. However, common characteristic of many classes particularly in EFL context is a heavy focus on the language system (Bahrain and Soltani, 2012). Second Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004: 1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners. The process of building utterances accurately and retrieving words does not yet become automatic in SL speaking (Thornbury, 2005).

Speaking is believed to be the most anxiety- provoking element of foreign and second language education (eg Cheng, Horwitz, Schallert, 1999; Kitano, 2001). The role of speaking as a factor causing the greatest amount of worry, tension, and stress is vividly pictured by the fact that communication apprehension has been qualified as a component of FL anxiety. Moreover, studies have shown that there is consistent correlation between language anxiety and achievements on oral examination (Young 1986; Phillip 1992; Cheng et al., 1999). With use of the TL, automacity happens to be easier for students to the rules governing the usage of the language. This also possible in the use of ESL, especially when it's being use as the main communication tools the schools.

Communication strategies, or devices that can be drawn on to compensate for group in the knowledge of the TL system, are very important both for beginners and quite advanced learners, since difficulties in expressing the intended messages are bound to occur at any level of proficiency (Faucette 2001). Authentic materials as described by Efe, Demiröz and Akdemir (2011) as those educational materials which can be used to teach authentic and natural knowledge, competences and ability. Those materials do not need to be developed or prepared for the educational purposes. Newspaper articles are among the most suitable materials to be used in spoken activities, as they include daily spoken and vivid language while conveying news across the cultures and countries (Pawlak, 2012). These articles have some restrictions which the needs to consider before using. The use of block language, question mark after affirmatives, and so on. This form of speaking material can be used to motivate to explore real life situation, in sense that it contains realities surrounding the learners' environment. They can be asked to pick any article they found interesting to them and bring it to the class and discuss about what is new or known to them. Then underline some aspects grammar, punctuations, aspects of literature etc taught in the class. In so doing, the learners will not be only motivated toward learning speaking skills, but also make them to be good and fluent readers in future.

As all other authentic materials, newspaper articles may have the handicap of being ' too original to be understood' by elementary learners. In this case, the best way is to review the materials before using them in the classroom. Akdemir (2010) suggests simplifying the materials but he also emphasizes the necessity of 'keeping the authenticity' of the material. Efe et al. (2011) also remarks that written materials should be revised and simplified if needed before using them in the classroom (Pawlak, 2012). Limitation may be given to the learners on the choice of the newspapers to be used for the educational purpose, since the major aim of the learning is to make them better future's leaders. Both the input and output of the learners should always be considered whatever teaching strategy a teacher tends to use in the classroom.

Speaking is a basic skill that Language Learners (LLs) should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions. It also involves non-verbal symbols such as gestures and facial expressions. Hedge (2000:261) defines speaking as “a skill by which people are judged while first impressions are being formed.” Thus, speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities. The following features are necessary for an effective speaking:

a. Connected Speech: This ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

b. Expressive Devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning. Students then need to have this ability of employing such devices if they want to be effective communicators.

c. Lexis and Grammar: When learners produce some language functions, they often use the same lexical structures. The teacher's role is to provide them with different phrases carrying different functions which can be used in the different stages of communication with others.

d. Negotiation Language: Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perfect their utterances if they seek to be understood clearly. This is most especially when they can see that the other interlocutors did not understand them.

The necessary processing skills of speaking are the following:

i. Language Processing: This refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order. This enable the other interlocutors understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

ii. Interacting with Others: Most of the speaking situations involve interaction between two or more interlocutors. Meaning that an effective speaker should be able to listen and understand others' talk then reacts through taking turns or keeping others to do so.

iii. Information Processing: This relates to the ability of processing the information in the mind rapidly. That is, the time speakers get information; they should be ready to respond to the others' talk.

2.8. Speaking Skills Assessment Techniques

One of the challenges in language instruction is identifying the best approach in assessing students' progress in speaking skills. Examiners' choice of technique in the assessment of learners' speaking skills is also influenced by the context for testing the tasks (Luoma, 2004). Other factors such level of difficulty of the tasks and learner's age also count (Luoma, 2004). Some of the techniques and test

tasks that can be employed by language teachers in assessing language students' speaking competence include:

a. Oral Interview: This elicitation technique requires students talk with someone. It is a structured testing method guided by the use of prepared list of questions. It is a direct face-to-face oral interaction between the interviewer and the test-takers. The technique provides learners a genuine sense of communication (Cambridge Indonesia, 2013; Underhill, 1987). It is a good idea that the teacher provides a rubric so that they know what type of questions they can ask or what path to follow but students should be allowed to prepare their own interview questions. Conducting interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interview, each student can present his or her own study or report to the class. Moreover, students can interview each other and "introduce" his or her partner to the class (Kayi, 2006). Using this method will not only prepare them for their academic purpose only, but also prepare them for their future challenges.

b. Conversational Exchanges: This technique involves asking students to respond to a series of situations. Sometimes, students are allowed to make sentences from such mini-situations using some patterns of expression (O'Sullivan, 2008).

c. Picture Cues: The technique is suitable for language learners with limited English proficiency. Different pictures and charts can be presented to learners for a description of events happening in them. Students use the picture(s) to tell a story (Cambridge Indonesia, 2013; Underhill, 1987). The objective of this technique is to check how well individual test-taker can recount sequence of actions (Luoma, 2004). This form of technique is very suitable for teaching pre- primary, primary and Secondary school. With this, learners will retain what they learnt easily.

d. Oral Presentation: With this technique, a learner is guided to choose a topic of interest. Students normally have between 10 seconds and one minute to prepare for the oral presentation. Normally,

individual student's presentation takes between 3 to 10 minutes. This technique is a good way of engaging language learners in authentic and communicative activity (O'Sullivan, 2008; Underhill, 1987). This technique is very crucial in the process of language teaching and learning. It can use in at all educational levels depending on the level of learners in terms of the content.

Now many linguistics and ESL teachers agree that students learn to speak in the SL or L2 by "interacting", Communicative Language Teaching (CLT) and collaborative learning serve best for this aim. Here are some other techniques which can be used to promote students speaking skills:

a. **Discussion:** After a content -based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. For instance, students can become involved in agree/ disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like; " People learn best when they read vs People learn best when they travel". Each group should be given equal chance to prepare for the presentation and award the winner marks or awards at the end of the presentation.

b. **Role Play:** In using this technique, the teacher assigns the students to play different roles pretending to be in a social context with various social roles. In role - play activities, the teacher gives information to the students, such as who they are -and what they think or feel. The teacher can tell the learners that, "You are David, you go to the doctor and tell him what happened last night and ..." (Harmer, 2007).

c. **Simulations:** They are very similar to role-plays but what makes them different is that simulations are more elaboration. In simulations, students can be asked to bring real items or materials to the classroom to create realistic environment. The students may be asked to bring some items like milk tins, biscuit cartons, wrappers, cloths and so on. They are to act as if they are in the market selling

and buying goods and services. This activity will enable the learners to be entertained, motivate others and (Harmer, 2007) increase the self- confidence of hesitant students, because they will have a different roles and do not have to speak to themselves. Meaning that they do not have to take the same responsibility.

d. Information Gap: In this activity, students are supposed to be working in pairs. One student will have the information that others do not have and the partners will share their information. This activity serves many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task can't be completed if the partners do not provide the information the other need. This activity is very effective because everybody will have the opportunity to talk extensively in the target language.

e. Brainstorming: On a given topic, students can produce idea in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The advantage of this activity is that, it allows students to feel free in sharing their new ideas because they won't be criticized.

f. Storytelling: Students may be asked to retell a story they heard before using their own words. They also be asked to tell a story of any event that happened somewhere around them. The teacher also asked the learners to present some jokes or riddles. In so doing, the teacher will not only address their speaking abilities only but also entertain and get the attention of the class.

g. Reporting: Before coming to the class, students can be asked to read a newspaper or magazine and report to the class what they found as the most interesting news. Students can also talk about something worth telling their friends about their daily life experience.

h. **Playing Cards:** in this game, students may be asked to form group of four. Each group will represent a topic. For example; different coloured cards can be given to the students to choose. For instance:

. Diamond: Earning money

. Hearts: Love and Relationship

. Spade: An Unforgettable Memory

. Clubs: Best Teacher

Each student will write 4-5 questions about the topic they picked to ask other people in the group. For example; If the topic "Diamond: Earning money" is selected, here are some possible questions:

. Is money to your life? Why?

. What is the easiest way of earning money?

. What do you think about lottery? etc.

However, the students should be informed from the beginning not to give a Yes- No questions. This is because, by saying yes or no, students get little practice in spoken language production. Rather, students should ask Open- ended questions so that they reply in complete sentences.

i. **Picture Narrating and Describing:** This technique fosters the creativity and imagination of the students. The learners can be asked to narrate or describe what is happening in a particular picture given to them. The teacher can form groups, give them some time to discuss about the pictures with their partners and ask each group to present their own view. The teacher may bring in different pictures and ask the learners to state the differences and similarities in the pictures (Kayi, 2006).

Speaking skills in ESLL can be achieved and motivated using any of the techniques discussed earlier. Preferably, ESL teachers should use different techniques, which will suit in the need of learners by using realistic social environment. This will not only motivate the learners toward achieving better academic performance only but also change their thinking and attitudes positively toward the learning of the target language.

2.8.1. Methodology for Teaching Speaking Skill: Accuracy, Fluency and Complexity

A principle methodology for teaching speaking, then, needs to take into account the nature of the Psycholinguistic and effective challenges the learners face. It is generally recognized that, three possible foci for speaking activities: accuracy, fluency and complexity. Fluency according to McCarthy (2010) as cited in Timmis (2016) observes that the key notions are speed/ smoothness of delivery and automaticity (the ability to retrieve units of speed instantaneously): while these are not difficult notions in themselves, they are not easy to assess. "Fluency undoubtedly involves a degree of automaticity and ability to retrieve ready- made chunks of language" (McCarthy, 2010). He adds that "fluency also involves the ability to create flow and smoothness across turn- boundaries and can be seen as an interactive phenomenon".

Complexity is "the extent to which the language produced in performing a task is elaborate and varied" (Ellis, 2003). Timmis (2016) stated that learners may vary, for example, in the range and sophistication of the vocabulary, phrases and structures they use to carry out a speaking activity.

A focus on accuracy may come before the speaking task if the teacher gives controlled practice of vocabulary and structure essential to the activity. Alternatively, it may come after the activity when the teacher gives feedback on errors and just as importantly, good examples of the language use he has noted during the activity. Willis and Willis (2007) suggest that after task, group can be asked to prepare oral report on the task, presenting the results of the discussion (if the activity has a clear

outcome). At this stage, accuracy comes into consideration. The teacher can help the groups prepare the reports and give feedback when they have presented the reports (Timmis, 2016).

Teachers of all subjects should lay more emphasis on their students' output while minimizing his input to achieve better academic achievement of learners. The language teacher; the major concern of this study, should take the discussed notions in to consideration at the classroom planning stage. In so doing, the learners will not only participate in the classroom activities, but also be motivated toward the learning activities.

2.8.2. Importance of Speaking Skills in English Language Classroom

Bahrain and Soltan (2012) stated that if really the major goal of a language course is truly to enable students to communicate in English, then speaking skills should be taught and practiced. In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms and emphases were mainly on reading and writing. Grammar Translation method is one example. Richards and Rodgers (2001) mentioned that reading and writing are the essential skills to be focused on. They however, observed that little or no attention is paid to the skill of speaking and listening.

In the communicative approach, speaking is given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the TTT will be reduced; that is to say learners are supported to participate more in the classroom. Ur (2000) declares also that of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important. People who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing.

Today, many second language learners give the speaking skill priority in their learning. This is because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak

English?", "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2007: 103) argues that for most people "the ability to speak a language is synonymous with knowing that language. They based their argument on the fact speech is the most basic means of human communication."

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss. Meaning that through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion (Baker and Westrup, 2003: 05). In most of organizations, oral interview plays more vital roles than the written; which is optional in most cases. Automaticity can only be achieved by excessive learners' practice of the speaking skill.

2.8.3. Oral Communicative Strategies

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence. This is the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005) defined communicative strategies as "Speakers-oriented. Meaning that they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have." These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an

effective way. Such strategies are particularly important where there are problems of expression and communication.

Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. Second strategy is reduction strategies which involve avoidance strategies.

a. Achievement Strategies

This strategy is mainly based on the learners MT (foreignizing, code-switching, literal translation) or inter-language (word-coinage, paraphrasing). They use such strategy to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies.

b. Guessing Strategies

There are different types of guessing strategies the speaker might use. He can make foreign his mother tongue (MT) word and pronounce it as it belongs to the target language. Just like a Frenchman who is speaking English and who uses the word “maneuver” as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says „il y a deux candles sur la cheminée.“ A last guessing strategy can be used to coin a word. This means that a learner creates new target language word on the basis of his knowledge of the language, such as using “air ball“ for balloon.

c. Paraphrase Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to

express his meaning, this is also called circumlocution. For example, a mixture of beige and brown yields light brown.

d. Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language. It could also be through indicating the object that he means. The use of this strategy should be minimized in order not to miss the major target. Some students tend to ask for the meaning of each and every word used in the lesson; this is as a result of excessive use of direct translation method of teaching by teachers over the years. This in one way or the other discourages the students on the essence of the use and usage of the Target Language (TL). This leaves the students with little or no challenges toward the learning of the TL.

e. Reduction Strategies

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message. For example: when a student is asked, "Which class are you?" He may just relied “1” without giving details of his answer.

f. Avoidance Strategies

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, “th” in English. Some learners wish to avoid the conditional sounds in English, and others like to avoid words whose gender is unknown or unsure of them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary. They avoid some of the message content and look for something else to talk about or simply they keep silent.

2.8.4. English Grammar, Vocabulary, Pronunciation and Oral Fluency

Linguistics is all about trying to increase our knowledge, and insight into human language- how it is organized, used, and acquired and how it develops over time (Keizer, 2015). For effective teaching of English speaking skill and learning, the language teachers need to have adequate awareness of the basic aspects of speaking skill. These include grammar, pronunciation, vocabulary, and fluency. They should also be professionally set to focus their teaching efforts towards preparing the learners to fit in well in the 21st century life. This is where the ability to communicate intelligibly and to write effectively in English for various communicative purposes is desirable, if not necessary. Practical teaching tasks should be tackled with relevant teaching methods, techniques, and materials based on realistic approach(es) to second language teaching and learning (Kiyawa, 2015).

The communicative approach (earlier reviewed) is said to be a more dominant popular approach; most especially second language teaching across the world, from which the Direct Method is derived (Richard and Rogers, 1986). From the rise of this language approach, teachers are expected to teach the language needed for expression and understanding of different kinds of speech acts. Such acts include making requests, giving direction, making enquiries, describing people, objects, events, situations, etc. Furthermore, teachers are expected to lay emphasis on training the learners on the art of using the language in tune with different communicative contexts. The teaching techniques appropriate for the achievement of these objectives include extensive use of drill work, coherent sentences and paragraph construction. Also included is dialogue, rather than teaching abstract grammatical rules.

Teaching vocabulary and grammar seem to earn more attention than the skills needed to use this vocabulary and grammar. Skills are of course an essential part of communicative competence; however, skills themselves are often not explicitly taught but rather left to LLs to pick up with practices and language use (Bahrain and Sultan, 2012). Teaching grammatical rules in isolation is a traditional method of teaching used in teaching for as long as the existence of English language in

Nigeria. This is used at all levels of education. Yet our students can't produce fluent English in their day-to-day communication. This is as a result of not teaching the language for communicative output.

The teaching of grammar refers to training of the learners on the ability to make an appropriate arrangement of words. These include the use of verbs, nouns, preposition, and so on, in a sentence. This, in turn, implies teaching them the ability to appropriately manipulate grammatical components. These compliments include concord (subject / verb agreement), active/ passive verb, tenses, punctuation, capitalization, spellings, verbs in reported speech, etc. Good ways of teaching the grammar of a language include exposure to practical effective communication contexts, listening to network radio and television broadcasts. Others include frequent reading of good standard newspapers and magazines, the use of substitution tables containing appropriate grammatical patterns, etc (Kiyawa, 2015). Kiyawa also mentioned that the teaching of speaking skill focuses on training the learners on fluency, intelligibility, and accuracy of speech. Good training in the production of consonants, vowels, and diphthongs sounds, as well as stress and intonation can be given through drill work and dialogue. Variant consonant and vowel sounds as in choir / chair, geography / goat, bull / bundle, sit / seat need to be extensively taught/ practiced. In these teaching and learning activities, the teacher should have the quality to serve as a good model in drill work and dialogue.

Interference of MT is one of major problem that hinders pronunciation learning in our Secondary schools. This may be as a result of the following:

a. lack of sounds in MT, example; /l/ and /r/ sound as in "load" and "road" (Igbo speakers), /f/ and /p/ as in "fat" and "part",(Hausa speakers), /h/ and /a/ as in "house" and "arrow"(Yoruba speakers), etc.

b. irregularity of English word with the same pronunciation but different spellings, example; site- sight, eat- it, maid- made

c. contrast in the words spellings and how they are pronounced, example; knife, chemistry, physics, etc

In teaching pronunciation, it is important to identify the peculiar weakness/ difficulties of learners, and then use minimal pairs to help them overcome such difficulties. The use of tongue twisters can also be important in teaching pronunciation. For example;

For the first Friday, father Francis fried five fresh fishes for the first five fishermen,

Benin Borma boys buy buttered bread before buying bus, etc.

Oral fluency is the target in communicative SL speech development. English speaking skill develops in a way that permits the learners to communicate fluently, smoothly and freely, if the subject falls within their ability. Such fluent speech is acquired through direct exposure to the language. This enables spontaneous lexical and structural development as well as the ability to think and speak in the SL. Such spontaneous activities can be acquired through the following exercises; oral composition, re-telling story, oral interview, class debate, reading aloud, using pictures and objects for oral description, role- playing in host of others (Hamza, 2015).

Oral English is purposely meant to teach students how to speak English language correctly and meaningfully for effective communication. The most basic of all human needs is the need to understand and be understood. A good ground in listening and speaking constitutes good foundation.

A fluent speaker when with one who is less fluent anxious about speaking in public and renders a presentation in slow, word-by-word monotone. This less fluent speaker makes it considerably more difficult for listeners to comprehend the presentation; they have fewer verbal cues to use and will have to listen more closely and intensely to make sense of the speaker (Hayatu, 2016). In learning of English language speaking fluency, the three features of fluency have to be considered. These are speaking rate, accuracy, and prosody. Speaking rate has to do with the speaking speed. Speed can be defined as the ability to produce words or sentences within a certain time correctly and smoothly. Speed can also be refers to the student's ability to produce words or sentences quickly, without using

much emphasis on the presentation. Smoothness, expressiveness, and musical quality are very important in achieving fluent English speaking skill.

According to Worthy and Broaddus (2002), accuracy is the ability to accurately identify words within the context of passage he encounters. In order to competently read with accuracy, readers need to have a thorough vocabulary that enables them to recognize high-frequency words and other words that follow typical grapho-phonic rules. Rapidly identifying these words is critical in achieving accuracy (Hayatu, 2015). The automaticity with which a reader can recognize words is also important as word reading accuracy. It is not enough to get the word right if a great deal of cognitive effort is required to do so. This because the effort and attention involved in phenomically decoding words or in guessing at word from context, distract the readers' attention from building a coherent representation of the meaning of the text (Schevanenflugel et al., 2004). The above literature was reviewed under reading skill due to the similarities between the both skills. It is very possible to have a fluent speaker though can't read, but it is very hard to have a fluent reader who can't speak fluently. In speaking accuracy, recognition of words, where and when to use them is very important in order to meet the standard of the native speaker. This will enable the speaker to produce the words or sentences correctly and smoothly automatically. Automaticity refers to a process during which conscious cognitive effort is not required. LaBerge and Samuel (1974) suggested in their classic article that repetition is the key to automatic processes. Enough time should be given to the learners to get prepared for the speaking activity given to them for oral presentation. This enables them to repeat what they want to present to their level of understanding and error self-correction.

Prosody on the other hand, is a characteristic of spoken language typically measured in terms of loudness, duration, pitch, and pause (Couper-Kuhlen, 1986). Prosody is a linguistic term to describe the rhythmic and tonal aspects of speech; "the music" of oral language. Indeed some anthropologists have claimed that speech prosody served as the prololinguistic base from which music itself has emerged (Simpson, Oliver, and Fragaszy, 2008). Prosody captures the rise and fall of pitch, rhythm,

stress, pausing, lengthening, and elision surrounding certain words and phrase found in the pull of linguistic communication (Hirschberg, 2002). Prosodic features are variations in pitch (intonation), stress patterns, syllables prominence, and duration (length of time) that contribute to expressive reading of a text (Allington, 1983, Dowhower, 1991, Schreiber, 1991). Duration has to be taken in context with the speaker's overall speaking rate (Hayatu, 2016). Vowels in stressed words usually are longer than unstressed words (Temperley, 2009). Stressed syllables tend to also have greater intensity or volume (Cooper and Paccia-Cooper, 1980). All this awareness should inserted in to the learners academic speaking skills. Curriculum planners need to create speaking activities under these aspects rather than asked to be taught in isolation.

2.8.5. Previous Studies on Student Talking Time Strategy

Lots of researches have been done on this aspect (Kareema, 2014; Davies, 2011). Davies (2011) observed an interesting pattern in teacher's questioning time and student's response time and concluded that STT build the confidence of student to speak out. Kareema (2014) investigated teacher talk time and student talk time and concluded the use of STT leads to a learner centered approach. Effective speaking skill teaching that promotes learners' active engagement and the development of proficiency has been a challenge to teachers of ESL. Previous research on L2 teaching has shown that L2 learners improve better in communicative skills. Particularly when actively engaged, participate in communicative tasks that facilitate students' talk and are provided with the opportunity to use the target language in classroom.

Fritschner (2000) found that students' participation is ''essential'' to their own learning. Students have been found to earn higher grades as their participation increases. Studies such as those by Scherer and Wertheimer (1964) and Smith (1970) investigated the comparative effectiveness of methods like Grammar- Translation, Audio-Lingualism, and Cognitive Code. These studies were however, not able to demonstrate that one was more successful than another (Ellis, 1985: 143). Despite the apparent

differences in methodological principles, the various methods led to very similar patterns of classroom communication. The outcome reveals that the LLs were also similar having retreated from focus on method. Other researchers began to hypothesize that classroom interaction was the major variable affecting SLA. An offshoot of the comparative studies was to direct researchers' attention to processes of classroom interaction by collecting language data from same classroom" (Ellis, 1985:143). Classroom process research such as Gaies (1983) is called the study of communication.

Elias (2011) conducted a study to examine the relationship between students' perceptions of classroom environment and their motivation in learning English language. The sample of the study was 140 students (Form Four) in a Secondary School in Malacca. The data were collected using questionnaires. The findings revealed that students' involvement in the classroom interaction yielded a positive result.

Daniels (2001) focused his research paper on the interrelation between classroom discourse and student learning. The purpose is to reveal that student learning is closely linked to the quality of classroom talk. The researcher stresses the need to promote the quality of classroom talk and further facilitate students learning.

In classroom learning and teaching, a large proportion of time is spent in teacher talking and students listening. This plays a crucial part in the process of learner development. Teacher Talk should not occupy the major proportion of a class hours, otherwise you are probably not giving students enough opportunity to learn.

Akdemir, Barin and Demiroz (2012) conducted a research which aimed at determining whether newspapers article could be used as speaking material as they include most actual and living language patterns. Quasi- experimental design was adopted for the research at Vocational School of Tourism and Hotel Services of Erzincan University. Thirty eight preparatory students took part in the study. Speaking courses were constructed to include several newspapers articles from Guardian, Daily Express, etc. the result of the study reveals that newspapers articles are reasonable sources by many aspects to teach speaking in FLT classroom.

While students are engaged in classroom activities, intervention by the teacher is to be avoided as doing such 'would undermine the purpose of the activity'. The students 'have only very restricted opportunities to participate in the language of the classroom'. This study is to examine the impact of STT and TTT strategy on speaking skills at Senior Secondary students 1 in Zaria Metropolis, Kaduna State.

2.9. Theoretical Framework

In this study, the theoretical framework that was used is the sociocultural theory. Vygotsky came up with the idea of sociocultural theory. Vygotsky (1978) emphasizes that child's learning involves a form of mediation between the learner, social, cultural and historical context. In Vygotsky's days, educators were of the assumption that effective learning is learners' attainment of a level of threshold of development in performance of tasks. However, Vygotsky (1978, 1993) argued that the understanding and the determination of the child's development level are best by identifying what such a child could do. This has to be under the guidance of a more competent person within a sociocultural and historical context. The child learns, and increases knowledge, through interaction with the physical and social environment.

Learners learn a language better when they use it in social-interaction with adults and peers who are more knowledgeable in the language (Vygotsky, 1978; 1993). Relating sociocultural theory to second language learning, Lantolf (2000) mentions that since human cognition develops through social activity, L2 learning is a semiotic process. This process is linked with participation in social activities. Accordingly, a child develops mentally as he or she interacts with parents, siblings and other people around as indicated on Figure 2.1.

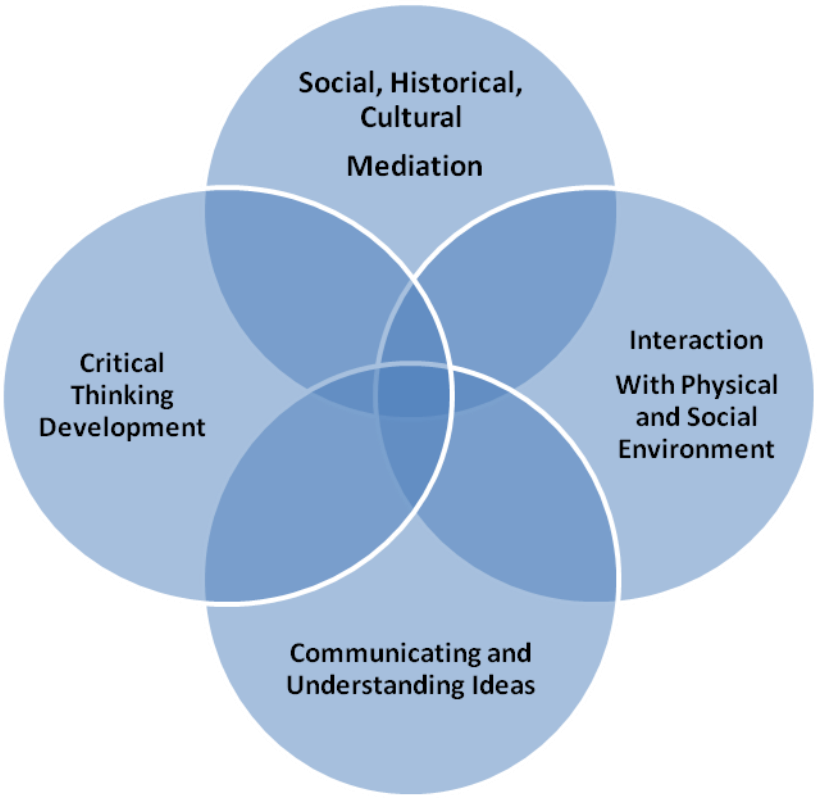


Figure 2.1: Diagrammatic Representation of Vygotsky's Socio-Cultural Theory

Vygotsky (1981) asserts that the starting point of a child's mental development is the social plane before advancing to his or her potential development. Education, for Vygotsky, is not simply a matter of knowledge or skills acquisition, but that which seeks to develop learners' learning ability through critical thinking; and communicating their ideas or understanding across to people in different ways through "cultural tools". The tools are artifacts created by people within the social and cultural setting and useful in solving sociocultural problems. Such tools include language, works of art, the computer, calendars, and symbol systems (Turuk, 2008).

Sociocultural theory claims that the human mind is mediated; hence "tools" are essential in human understanding of the world in which individuals live. Vygotsky (1978) emphasizes that social interaction influences the child's thinking development and learning; hence the child's developmental growth progresses as the child interacts with people and "tools' in the immediate environment (Turuk, 2008).

Following Vygotsky's view**,** researchers like Olaofe (2013), opined that the use of too much TTT in a communicative language teaching should be minimized due to several reasons. Firstly, it may minimize students talking time. Secondly, too much of TTT may bore the learners and they may fail to concentrate on their learning; thirdly, if the teacher talks too much, he or she may concentrate on discreet language items like grammar rule, vocabulary and feedback. This strategy never creates learning opportunity and the learners may only learn about the language and not how to use the target language. Fourthly, excessive TTT also may make the learner passive participant and discourages interaction. Hence teachers should focus more on strategies that can promote students' active participation in the class where they will be allowed to talk. Success for students in culturally diverse classrooms depends on the degree to which there are strategies that encourage all students to talk and work together.

One strategy (among many) promoted by Echevarria and Graves (2003) is the use of direct, rather than indirect questions to promote clarity. So, while instructional talk should be engaging, there is a place to use direct questioning of students; and then facilitate the elaboration of their responses as a means to develop academic language use and motivate them as learners.

In view of Vygotsky's theory, the researcher went in length to find out how to improve the teaching and learning of English language speaking skill. The theory states that; child's learning involves a form of mediation between the learners, social, cultural, and historical context. The researcher made use of different interactive and communicative strategies to prepare the learner for wider language community outside the classroom settings. Teacher's awareness and guidance were also emphasized on, in order to motivate the learners and increase their knowledge through interaction with the physical and social environment.

2.10 Summary of the Review

A review of researches on impact of STT strategy on English language speaking skills at Senior Secondary I in Zaria metropolis was provided. The study presents consistent and recurrent effective strategies for improving STT in teaching and learning of English language speaking skill. Studies that explicitly teach academic vocabulary and word-analysis skills while structuring the classroom were reviewed. This is to facilitate engagement in academic talk for the purpose of learning and using target vocabulary items in and outside the classroom.

2.11 Gains from Chapter Two

The following are some of the literature reviewed in this chapter:

Authors / Year	**Reviewed**
Edem et al. (2011)	English language as a prerequisite in Nigeria education
Oyinloye and Babatunji (2011); Akande (2013); Akande (2013)	Proficiency in English for getting a good job
Oginbiyi (2018); Akande (2005)	Enrolling of children in private schools for perfection in communication skills
Edem et al. (2011)	Teaching and exposing children to ELS from elementary levels
Komolafe and Yara (2010)	Environmental factors on ESL
Olateju (2006)	Deficiencies of Nigerian secondary schools
Amuseghan (2007)	The traditional method of teaching English language
Edem et al. (2017); Obayan (2002)	Textbooks in teaching English language
Okon (2003); Olateju (2006)	Deficiencies in most of the textbooks used

Obayan (2002); Abioye (2010); Akande (2003)	English language for exam purpose not for communication purpose
Abioye (2010); Akande (2003); Tibowo and Olayemi (2009)	Assessment of performance with level of proficiency
Ojerinde and Falayo (1984); Ubong and Wokocha (2009)	School-based, cumulative, systematic and comprehensive assessment
Afemikhe (2007); Elui (2008)	CA process in measuring students' cognitive, effective and psychomotor domains
Ehiametalor (1983); Osokoya and Odinka (2005)	Students' assessment through test, projects, interviews, observations, checklists, portfolio, assignments and other forms of assessment
Nunan (1991)	Important of teacher talk
Olaofe (2013)	The best teaching technique is that which inspires learners to discover critical thinking and the use of the language on their own
Stern (1983)	Importance of TTT strategy
Murray (2002); Breidback et al. (2011); Chadwick (2012)	Teacher language awareness
Warford (2007); Nakaruma (2008); Hale (2011)	Effects of the teacher awareness on the learners language skills
Andrews (2003)	Definition of teacher awareness
Walsh (2002)	Controlled TTT strategy
Hall (2011)	The amount of TTT should be considered
Nizegorodcew (2007)	TTT provides learners with SL input
Ellis (2003)	TTT bring about opportunities for students self-

	regulated comments
Walsh (2006)	Four modes of language teaching, material, managerial, skill-system and context
Edwards and Westgate (1987)	Communication skills
Barnes (1976)	Effective communication skill
Farell (2002)	Purpose of speaking skill
Myhill et al. (2006)	Asymmetric language classroom
Cazden (2001)	IRE or IRF Initiation response and evaluation (feedback) development
Corden (2000)	Developing interactive classroom talk depends on the teachers' ability to ask or set 'quality' questions
Alexander (2004)	Quality questions promotes high level of students' cognitive engagement
Myhill et al. (2006)	TTT strategy must provide cognitive assistance and challenges at an appropriate level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the precise methods and procedures used in conducting the study. These include research design, population of the study, sample and sampling techniques, instrument for data collection, validity of research instrument and reliability of the instrument. Procedures for data collection and for data analysis were also outlined.

3.2. Research Design

The quasi experimental design was adopted in this study. According to Scott (2012) quasi-experimental research design maximizes internal and external validity of a study. The type of quasi-experimental design that was adopted for this study is the Comparison Group pre- test/ post- test design. Nonequivalent control group design with pre- test and post- test is a commonly used quasi-experimental design in educational research (Cohen, Manion and Morrison, 2007). This is often the case since students are naturally organized to share similar characteristics (Best and Kahn, 2006). The nonequivalent controlled group design with pre- test and post- test is represented as:

Experimental	NR	01	X1	02
Control	NR	01	X0	

In the design above, R represents randomization, 01 represents pre- tests, X represents the treatment implemented, and 02 represents post- tests. So, while both the controlled and treatment group completed a pre- test and post- test, the experimental group only received the treatment.

In the pre-test, participants were studied before the experimental manipulation, while in the post- test participants were studied after the experimental manipulation. The post- test is chosen to see if the manipulation has caused a change in the participants or not. “Quasi- experimental designs are based on

creative design technique to reduce errors that may cause a study's finding to be invalid or unreliable" (Green, 2006).

There was a controlled and an experimental group. G.G.S.S Dogon Bauchi served as the controlled group while SIASSS Karau /Karau served as the experimental group. This study attempts to find out the impact of STT strategy on development of speaking skills at senior Secondary schools 1 in Zaria.

3.3. Population of the Study

There are 527 Secondary schools in Kaduna state, while Zaria Zonal Inspectorate Division of Kaduna state consists of 29 senior Secondary schools. The population of students at these schools stands at 8,271 as shown in Table 3.1.

3.4. Sample and Sampling Technique

Purposive sampling method was adopted in this study. The study participants were deliberately sampled out from the population on the grounds of having similarities with the overall population (Best and Kahn, 2006). The participants of the study were randomly assigned into groups through the simple random sampling technique. The random sampling technique method was used. This was done since they were assumed to share the same characteristics and to avoid negative impression from both school management and students. Table 3.1 provides population of the study's population:

Table 3.1 Number of Senior Secondary Schools in Zaria Inspectoral Division, Kaduna State

S/No	Name of School	Students ratio		Total population
		Male	Female	
1.	Alhudahuda College	500	0	500
2.	Barewa College	400	0	400
3.	GCC, Zaria	20	20	40
4.	GGSS Chindit Senior	0	299	299
5.	GGSS Dogon Bauchi		559	559
6.	GGSS Kofar Gayan	0	447	447
7.	GGSS Zaria (WTC)	0	305	305
8.	GSS Aminu	197	71	268
9.	GSS Awai	14	1	15
10.	GSS Bagori	21	3	24
11.	GSS Chindit Senior	400	0	400
12.	GSS Dakace	118	80	198
13.	GSS Dinya	26	6	32
14.	GSS Fada Senior	0	500	500
15.	GSS Gyallesu	290	175	465
16.	GSS Kaura	281	159	440
17.	GSS Kofar Kuyanbana	350	310	660
18.	GSS Kugu	52	21	73
19.	GSS Likoro	92	28	120
20.	GSS Magajiya Senior	131	50	181
21.	GSS Muchia Senior	211	159	470
22.	GSS Ricifa	31	7	38
23.	GSS Tudun Jukun	344	441	785
24.	GSS Tudun Saibu Senior	103	35	138
25.	GSS Yakasai	25	2	27
26.	GSS Zaria	412	0	412
27.	GSSS Kufena	310	0	310
28.	SIASSS K/K "A"	53	7	60
29.	SIASSS K/K "B"	115	140	255
	Total	**4,446**	**3,825**	**8,271**

Source: 2014/2015 Census of Senior Secondary Schools by Zaria Inspectoral Division, Kaduna State Ministry of Education

A sample is a small group of subjects drawn procedurally from the population from which the information of the entire population can be inferred. SS I students were selected from two (2) senior Secondary schools in Zaria Zonal Inspectorate Division, Kaduna State. The sample of this study consists of one hundred and twenty (120) SS I students; 60 experimental and 60 controlled group. The participants of the study were randomly selected.

Bookstein (1983) defined representativeness of a sample as "a sample that is a true reflection of the parent population in all of its attributes." A representative sample is a true picture of the population and it is proportionate to the number of subjects or objects in the population. It also has the same characteristics in terms of identifiable variables as the population. Purposive sampling technique was used because it enables the researcher to get accurate representation of the population as recommended by Best (1981).Therefore, the researcher used only two schools as a representative portion of the Senior Secondary Schools in Zaria zonal inspectorate division, Kaduna State. The following Senior Secondary Schools in Table 3.2 were sampled for the study.

Table 3.2 Table Showing Population of Sampled Schools

Name of School	No. of Students	Sampled No. of Students in SS1
G.G.S.S Dogon Bauchi	715	60
SIASSS Karau Karau 'B'	708	60
Total	1,423	120

Table 3.2 shows the two schools which were used for this study. The number of students in each school, and the number of students that participated during the study, are all showed on the table.

3.5 Research Instruments

The research instruments adopted for this study was Manurung (2015) instrument; Classroom Action Research (CAR). The steps of CAR; planning, implementation, observation and reflection were implemented. The quasi experimental method was adopted.

The researcher taught the students in the control group using the conventional method. The exercises were done using class intact method, and then later selected research samples from the population. The experimental groups were grouped into six (6) groups, the researcher taught the students using play-role method, simulation and oral presentation. The researcher observed the activities with the help of the research assistance. They moved around the class to see what the students were doing. The researcher later discussed with the students on the strategy used during the treatment. This was done in order to have the students talk more while expressing their feelings using the target language. An extra class was arranged for the students, play-way and stimulation methods were used to see the effect of the lessons taught in the class on the students. It also aimed at entertaining and motivating them toward the use of the target language (see Appendix B, instrument 3).

3.6 Pilot Study

A small sample size of ten (10) respondents was used for pilot testing. The researcher taught ten students of SS1 class of Government Girls Secondary School, Kofan-Gayan, Zaria. The students were taught using STT strategy (Oral Presentation, Role-play and Paraphrasing strategy). The result revealed that STT strategy can improve English language learning outcome.

3.7 Validity and Reliability of Research Instrument

Reliability and validity are two fundamental aspects of research measurement. The significance of the consistency or the reproducibility of test scores cannot be underestimated in research. This is because inconsistently assessed scores are not easy and are sometimes difficult to interpret (Downing, 2004).

Validity is an appraisal of the extent to which a measure is able to measure that which it is set to measure; while reliability is the extent to which a measuring instrument yields the same results over a period of repeated measurement using the same sample. Several approaches were explored to estimate reliability of a research data. These include the use of test retest, parallel form of reliability, calculation of internal consistency (Cronbach alpha or alpha coefficient of reliability) and inter-rater reliability.

Test-retest reliability known as the stability test checks whether the scores would be stable over time. The same test items are administered on two different instances within a short time to the same group of examinees. The test is found reliable when the reliability coefficient of the two scores is high from 70 and above. A highly-correlated result of the tests indicates how consistent the examinees scores can be expected to be across different test forms (Golafshani, 2003). In the current study, test re-test internal consistency (Cronbach alpha) and inter-rater forms of reliability were employed to determine the reliability of the instruments used.

To ensure the validity of the instruments, at first, the drafts of all instruments were presented to a seven-man panel of the review committee. These committees were constituted by the researcher for the purpose of the study. The review committee members are English language teachers trained on the use of STT in ESL classrooms, in a 10-days workshop organized by the British Council at Barewa Collage. The instruments were subjected to face, content and construct validity.

The instruments were given to three Secondary School teachers and three colleagues of the researcher to further scrutinize the language of the instruments. In addition to the 7-member panel, thereafter, the instruments were finally reviewed by the researcher's supervisory team and based on the reviewers' comments; the final versions of the instruments were produced.

3.8 Data Collection Procedure

Taking into consideration that collecting and analyzing data on classroom, language use is sometimes problematic. This is because the process of obtaining such data can influence the quality of the

information collected. (Richards and Lockhart, 1994) and what Labov (1970) calls the “observer’s paradox‟ (quoted in Swann, 2001). Swann says “the mere act of observing people’s language behavior is inclined to change that behavior.” Student consent will be obtained, and one lesson, not to be used for this work will be conducted to capture the learners’ attention. First, classes were observed and students' /teacher's participation were examined to see the effects of conventional teaching method on students’ learning of English language speaking skill. The research was conducted within six weeks. Only two 40-minutes lessons were used for each group. The content of the lessons were “Parts of Speech” and “Skill of Pronunciation” for both pre-test and the post-test (Appendix B and C). The result of all these were collated and used for data analysis.

The first two lessons consist of typical‟ lessons. These followed normal lesson routine, where the conventional methods were used at the planning stage (controlled group). After analyzing the data obtained through classroom observation, the researcher accounted for differences between the data and the expectations. The second two lessons were then conducted considering STT and activities, and this were observed. The researcher made use of check list to record the class activities. The first and the second lessons were compared for data analysis. Class/ home assignments were given to the students at the end of every lesson. The researcher collected the learners' work books and assessed them. This enabled the researcher to find out the impact of the strategy adopted on the student’s academic performance.

3.9 Data Analytic Procedure

The data was analyzed using frequency counts and percentages. The second lessons' data was analyzed, and compared to the first lessons. This enabled the researcher to see, indeed, STT lessons improve the students’ learning experience by using t-test and standard deviation.

Drawing from Warren (2002), total TTT were analyzed, including periods of silence between teacher utterances. Since the objective in the second lessons were to increase students' participation and interaction, it is important to record it accurately.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1. Introduction

This chapter contains data analysis, result presentation and discussion. The analysis involves statistical testing of the hypothesis stated in chapter one. The chapter explains Data Presentation and Result, Answering the Research Questions, Testing the Null Hypotheses, Summary of Finding and lastly, Discussion of Findings.

4.2. Data Presentation and Result

This section presented the pre-test and post-test scores to demonstrate the baseline performance of the subjects before the treatment. Also, the post-test results of each group is presented for comparison in order to find out if there is any difference in the performance scores of the subjects before and after the treatment. The scores are categorized into five categories ranging from excellent, 70-100 marks to poor, 0-39 marks. The summary is presented using percentages as shown in Table 4.01.

Table 4.01: Summary of Pre-Test and Post-Test Scores for Control and Experimental Groups

		Control				**Experimental**			
		Pre-test	**%**	**Post-test**	**%**	**Pre-test**	**%**	**Post-test**	**%**
Excellent	70-100	0	0	0	0	0	0	17	28.33
Very Good	60-69	0	0	0	0	0	0	17	28.33
Good	50-59	0	0	2	3.33	0	0	15	25
Fair	40-49	3	5	5	8.33	6	10	8	13.33
Poor	0-39	57	95	53	88.33	54	90	3	5
Total		**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**

Table 4.01 presented the pre-test and post-test scores for experimental and control group. The pre-test scores revealed that 0(0%) of the 120 students did not score excellent, very good, and good marks from 70-100, 60-69 and 50-59 respectively. In the control group, 3(5%) of the 60 students had a fair result of 40-49 marks, while 6(10%) of the experimental group had scores of the same category of 40-49 marks. 57(95%) of the students in control group had a poor result in speaking skills at the baseline

assessment, and 54(90%) in the experimental group had a poor performance in speaking skills at pre-test. This showed that the two groups were homogeneous at the initial take-off of the experiment. In the post-test summary, it can be depicted that the performance of the control group was still not encouraging as no student (0%) had an excellent and very good score. While there was an improvement in the results of experimental group which rose from 0(0%) to 17 (28.33%) for excellent and very good grades. Two (3.33%) and 15 (25%) were the scores that falls within 50-59 (good) obtained in the post-test for control and experimental groups respectively. 5 (8.33%) and 8 (13.33%) of the scores in the control and experimental group were fair. While, 53 (88.33%) and 3 (5%) of the control and experimental group, respectively, had a poor result. This showed that the STT and TTT strategy is effective since the number of students who failed the pre-test reduces from 54 (90%) to 3 (5%) in the post-test.

4.3. Answering the Research Questions

4.3.1. Research Question One

What are the difference between the mean performance score in speaking skills of SS I students' taught using STT strategy and those taught using the conventional method? To answer this research question, descriptive statistics of means and standard deviations were computed. The summary of the statistics are presented in Table 4.02.

Table 4.02: Means and Standard Deviations on Performance in Speaking Skills

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	60	61.00	14.958	1.931	
Control	60	19.13	11.057	1.427	41.867
Total	**120**				

Table 4.02 presented the mean performance score in speaking skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in speaking skills for experimental group was (M=61, SD=14.958) and that of control group was

(M=19.13, SD=11.057) with a mean difference of 41.867 in favour of experimental group. This showed that there is a difference between the mean performances scores in speaking skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.3.2. Research Question Two

What are the difference between the mean pronunciation performance score of SS I students' taught using STT strategy and those taught using the conventional method? To answer this research question, descriptive statistics of means and standard deviations were computed. The summary of the statistics are presented in Table 4.03.

Table 4.03: Means and Standard Deviations on Performance in Pronunciation Skills

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	60	15.55	5.741	0.741	
Control	60	5.55	3.296	0.425	10.000
Total	**120**				

Table 4.03 presented the mean performance score in pronunciation skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in pronunciation skills for experimental group was (M=15.55, SD=5.741) and that of control group was (M=5.55, SD=3.296) with a mean difference of 10.000 in favour of experimental group. This showed that there is a difference between the mean performances scores in pronunciation skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.3.3. Research Question Three

What are the difference between the mean oral fluency performance score of SS I students' taught using STT strategy and those taught using the conventional method? To answer this research question, descriptive statistics of means and standard deviations were computed. The summary of the statistics are presented in Table 4.04.

Table 4.04: Means and Standard Deviations on Performance in Oral Fluency Skills

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	60	15.30	5.347	0.690	
Control	60	4.68	2.740	0.354	10.617
Total	**120**				

Table 4.04 presented the mean performance score in oral fluency skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in oral fluency skills for experimental group was (M=15.30, SD=5.347) and that of control group was (M=4.68, SD=2.740) with a mean difference of 10.617 in favour of experimental group. This showed that there is a difference between the mean performances scores in oral fluency skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.3.4. Research Question Four

What are the difference between the mean grammar performance score of SS I students' taught using STT strategy and those taught using the conventional method? To answer this research question, descriptive statistics of means and standard deviations were computed. The summary of the statistics are presented in Table 4.05.

Table 4.05: Means and Standard Deviations on Performance in Grammar

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	60	16.02	4.459	0.576	
Control	60	4.83	3.692	0.477	11.183
Total	**120**				

Table 4.05 presented the mean performance score in grammar of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in grammar for experimental group was (M=16.02, SD=4.459) and that of control group was (M=4.83, SD=3.692)

with a mean difference of 11.183 in favour of experimental group. This showed that there is a difference between the mean performances scores in grammar of SS I students' taught using Students' Talking Time strategy and those taught using the conventional method.

4.3.5. Research Question Five

What are the difference between the mean vocabulary performance score of SS I students' taught using STT strategy and those taught using the conventional method? To answer this research question, descriptive statistics of means and standard deviations were computed. The summary of the statistics are presented in Table 4.06.

Table 4.06: Means and Standard Deviations on Performance in Vocabulary

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	60	14.13	4.799	0.620	
Control	60	4.07	3.215	0.415	10.067
Total	**120**				

Table 4.06 presented the mean performance score in vocabulary of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in vocabulary for experimental group was (M=14.13, SD=4.799) and that of control group was (M=4.07, SD=3.215) with a mean difference of 10.067 in favour of experimental group. This showed that there is a difference between the mean performances scores in vocabulary of SS I students' taught using STT strategy and those taught using the conventional method.

4.4. Testing the Null Hypotheses

This section presents the result of analysis of the null hypotheses tested in this study. The null hypotheses were all tested using independent samples t-test. The summary of the findings are all presented in Tables 4.07 to 4.011.

4.4.1. Null Hypothesis One

The mean performances score in speaking skills of SS I students taught using STT strategy and those taught using the conventional method are similar. This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 4.07.

Table 4.07: Summary of Independent Samples t-Test in Speaking Skills of Experimental and Control Groups

Group	N	Mean	SD	Std. Error Mean	Mean Difference	T	df	p-value
Experimental	60	61.00	14.958	1.931				
Control	60	19.13	11.057	1.427	41.867	17.435	118	0.000
Total	**120**							

Table 4.07 presented the mean performance score in speaking skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in speaking skills for experimental group was (M=61, SD=14.958) and that of control group was (M=19.13, SD=11.057) with a mean difference of 41.867 in favour of experimental group. This is evidenced by t(118)=17.435, p=0.001. Since the obtained p-value is less than 0.05, the null hypothesis that stated no significant difference was rejected. This showed that there is a significant difference between the mean performances scores in speaking skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.4.2 Null Hypothesis Two

SS I students taught using STT strategy have the same mean pronunciation performances score as those taught using the conventional method. This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 4.08.

Table 4.08: Summary of Independent Samples t-Test in Pronunciation Skills of Experimental and Control Groups

Group	N	Mean	SD	Std. Error Mean	Mean Difference	T	df	p-value
Experimental	60	15.55	5.741	0.741				
Control	60	5.55	3.296	0.425	10.000	11.701	118	0.000
Total	**120**				**10.000**			

Table 4.08 presented the mean performance score in pronunciation skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in pronunciation skills for experimental group was (M=15.55, SD=5.741) and that of control group was (M=5.55, SD=3.296) with a mean difference of 10.000 in favour of experimental group. This is evidenced by t(118)=11.701, p=0.001. Since the obtained p-value is less than 0.05, the null hypothesis that stated no significant difference was rejected. This showed that there is a significant difference between the mean performances scores in pronunciation skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.4.3 Null Hypothesis Three

The mean oral fluency performances score of SS I students taught using STT strategy and those taught using the conventional method are the same. This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 4.09.

Table 4.09: Summary of Independent Samples t-Test in Oral Fluency Skills of Experimental and Control Groups

Group	N	Mean	SD	Std. Error Mean	Mean Difference	T	df	p-value
Experimental	60	15.30	5.347	0.690				
Control	60	4.68	2.740	0.354	10.617	13.688	118	0.000
Total	**20**							

Table 4.09 presented the mean performance score in Oral fluency skills of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in Oral fluency skills for experimental group was (M=15.30, SD=5.347) and that of control group was (M=4.68, SD=2.740) with a mean difference of 10.617 in favour of experimental group. This is evidenced by t(118)=13.688, p=0.001. Since the obtained p-value is less than 0.05, the null hypothesis that stated no significant difference was rejected. This showed that there is a significant difference between the mean performances scores in oral fluency skills of SS I students' taught using STT strategy and those taught using the conventional method.

4.4.4. Null Hypothesis Four

SS I students taught using STT strategy have the same mean grammar performances score with those taught using the conventional method. This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 4.10.

Table 4.10: Summary of Independent Samples t-Test in Grammar of Experimental and Control Groups

Group	N	Mean	SD	Std. Error Mean	Mean Difference	T	df	p-value
Experimental	60	16.02	4.459	0.576				
Control	60	4.83	3.692	0.477	11.183	14.964	118	0.000
Total	**120**							

Table 4.10 presented the mean performance score in grammar of SS I students' taught using STT strategy and those taught using the conventional method. The mean performance score in grammar for experimental group was (M=16.02, SD=4.459) and that of control group was (M=4.83, SD=3.692) with a mean difference of 11.183 in favour of experimental group. This is evidenced by t(118)=14.964, p=0.001. Since the obtained p-value is less than 0.05, the null hypothesis that stated no significant difference was rejected. This showed that there is a significant difference between the mean

performances scores in grammar of SS I students' taught using STT strategy and those taught using the conventional method.

4.4.5. Null Hypothesis Five

There is no significant difference between the mean vocabulary performances score of SS I students taught using STT strategy and those taught using the conventional method. This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 4.11.

Table 4.11: Summary of Independent Samples t-Test in Vocabulary of Experimental and Control Groups

Group	N	Mean	SD	Std. Error Mean	Mean Difference	T	df	p-value
Experimental	60	14.13	4.799	0.620				
Control	60	4.07	3.215	0.415	10.067	13.499	118	0.000
Total	**120**							

Table 4.11 presented the mean performance score in vocabulary of SS I students' taught using STT strategy and those taught using conventional method. The mean performance score in vocabulary for experimental group was (M=14.13, SD=4.799) and that of control group was (M=4.07, SD=3.215) with a mean difference of 10.067 in favour of experimental group. This is evidenced by t(118)=13.499, p=0.001. Since the obtained p-value is less than 0.05, the null hypothesis that stated no significant difference was rejected. This showed that there is a significant difference between the mean performances scores in vocabulary of SS I students' taught using STT and TTT strategy and those taught using the conventional method.

4.5 Summary of Findings

1. The mean performances score in speaking skills of SS I students' taught using STT strategy is by far better than the mean performance score of students taught using the conventional method.

2. SS I students' taught using STT strategy performed better in pronunciation skills than those taught using the conventional method as assessed by their mean performance scores.

3. The oral fluency skills of SS I students' taught using STT strategy was found to be better than that of SS1 students taught using the conventional method.

4. The mean performances score in grammar of SS I students' taught using STT strategy was higher than the performance of students taught using the conventional method.

5. SS I students' taught using STT strategy were better in vocabulary than those taught using the conventional method as assessed by their mean performances score.

4.6 Discussion of Findings

The purpose of this study is to investigate the Impact of STT strategy on speaking skills at senior secondary student 1 in Zaria metropolis, Kaduna state. The findings are discussed below.

Table 4.01 the assessment results were calculated. The results revealed that the controlled group has lower results in speaking skills. Thus, the results in experimental show that STT strategy is effective for teaching speaking skills in secondary schools. This can clearly be seen from the results of the students' pretest and post- test of the treatment group. The number of failures reduced from 90 % to 5% in the post-test.

Alexander (2004) emphasizes on the important of teaching as discussion and dialogue, where there is an exchange of ideas in class. This will enable the teachers to engage the learners, stimulate and extend their thinking, and advance their learning and understanding.

In Table 4.02, the mean performance score in speaking skill of SS1 students taught using STT and TTT strategy and those taught using conventional method. The mean performance score in speaking skills for experimental group ranged from 20 - 89 with a mean of 61 (SD= 14.958) while that of the

controlled group ranged from 0 - 50 with a mean of 19.3 (SD=11.057). The mean difference is 41.867 and it indicates that the experimental group performed better in their speaking skills and academic performance. Luoma (2004) argues that "speaking in a FL is very difficult and competence in speaking takes a long time to develop". This is one of the major reasons why most of the ESL teachers avoid teaching the skill. My question here is, " When will the learners start learning the skill; is it when they are in their tertiary level or what?" Speaking skills should be seen as the major source of sound knowledge right from our public primary schools. This will increase the learners' motivation and attitude toward the L2 learning.

Ellis and Barkhuizen (2005), and Hughes (2002) defined communicative strategies as the tools which the learners can use to overcome the problems they have in L2 learning. As shown in the result represented in Table 4.04 - 4.06, the learners performed better in both speaking skill and academic performance. This is as a result of strategic application of the communicative strategies by the teacher. This is in line with Nizegorodcew (2007), who argues that TTT provides the learners with L2 input. When learners are given good and perfect input at the right time with ample opportunities, they try to negotiate and communicate meaningful ideas. They will be able to express their feelings and thoughts easily.

All the research null hypotheses were rejected since the obtained p- values are less than 0.05. The results revealed that there were paramount changes between performance of the students' speaking skills who were taught using STT and those who were taught using conventional method.

However, Ernst (1994) discusses the implementation of a "talking circle", which helps the learners to be better communicators. In this research, with the use of these strategies the learners were anxious to express their own ideas. This was easily achieved because they have a full control of the topic of discussion.

4.7. Accidental Findings

In the process of this research work, the researcher came across some findings which are not meant for this work. The accidental findings are listed below.

1. Over population is one of the major factors that hinder the smooth moving of teaching and learning process. Most of the classes contain more than one hundred (100) students.

2. A lots of books used in the schools are outdated with many errors. These books need to be thoroughly revised and edited or changed.

3. Major examination bodies need to be thoroughly supervised. Even though the examination questions undergo different processes before being printed, yet, students still encounter some errors or incomplete questions or unavailability of correct options in objective questions.

4. Our major publishing companies have now become part of Nigerian history. Most of the equipment needed is no more, and the available ones are obsolete.

5. General assembly, group or house assembly, etc are always autocratic in nature leaving the learners with little or no chance to express their talents, feelings and ideas. Some students were found busy engaging themselves in some activities and not paying attention to what was being said to them. When students were given opportunity to participate every day, all the basic language skills can easily be acquired. Other students will be motivated to participate more than their co-learners. Examples of these activities are; Oral presentation, Tongue twisters on flash cards, Discussion on current affairs, etc.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The findings of this research work according to the objectives and research questions outlined in chapter one is summarized in this chapter. The inferences made from this study are also discussed followed by recommendations and suggestions to proffer solutions to the identified problems. It also contains general conclusion, suggestions for further studies as well as contribution made to the existing knowledge on this subject matter.

5.2. Summary

The summary of research procedures, findings and conclusion of the research work are discussed in this section. The aim of the study was to evaluate the impact of Student Talking Time (STT) strategy on speaking skills at SS1 arm of Senior Secondary students in Zaria metropolis. Teaching techniques that yield competence in students' speaking skills performance were discussed in detail. Teachers' activities that help in achieving qualitative students' outcome were also highlighted.

The impact of STT strategy on English language speaking skill at Senior Secondary Schools 1 was reviewed in detail with reference to Zaria metropolis. Consistent and recurrent effective strategies for improving STT in teaching and learning of English language speaking skill were presented. Extensive review of studies that clearly teaches academic vocabulary and word-analysis skills while structuring the classroom was also conducted.

The quasi experimental design was used in this study to establish the impact of STT strategy on speaking skills of senior secondary school students 1 in Zaria metropolis.

Government Girls Secondary School (G.G.S.S) Dogon Bauchi was used as a controlled group while Sheikh Ibrahim Arab Special Secondary School (S.I.A.S.S.S) Karau/Karau was used as the

experimental group. A total of 120 students were used for the study which was drawn from a total population of 1,423 using a purposive sampling method. The study participants were deliberately sampled and randomly assigned into groups through the simple random sampling technique. Class-intact method was used in other to avoid negative impression from both the students and the school management.

The research instruments adopted for this study is Manurung's (2015) CAR; Classroom Action Research. Data for this study were collected through classroom observations, to achieve this; the quasi experimental method was adopted. First, students taught using the conventional method were observed and their performance was recorded. Secondly, the treatment group speaking skills were observed to examine the effect of STT strategy on students' learning of English language speaking skill. This was done within two 40-minutes lessons for each group. The content of the lessons were "Types of Sentence" and "Skill of Pronunciation" for both pre-test and the post-test. The results were collated and used for data analysis.

The experimental group was grouped into six (6) and how the teacher makes use of the time allocated, time on task, time off task and engagement time (both the two groups) were observed. Classroom activities were recorded and time management by the teacher was also observed. The data generated from administering the research instrument were analyzed according to the demand of the five Null hypotheses formulated to guide the study and the design of the study as stated in chapter three.

Analysis of the result reveals that, more of STT strategy in the teaching of speaking skill can improve the development of the four basic language skills especially the speaking skill. Minimized TTT strategy should be used as an instructional strategy to guide the learners on what to do and how to do it.

5.3. Conclusion

Based on the findings obtained in this study, the following conclusions were drawn:

1. The researcher was convinced that STT strategy can be a good strategy that a second language teacher can use in teaching of EL speaking skills. This strategy was found to improve learning of pronunciation among the study population.
2. This strategy could lessen the teachers' stress in conducting his primary assignment of teaching.
3. This strategy contains a guide on how to control the class using ample techniques such as questioning, observation, discussion and so on.
4. When properly used, STT can improve the speaking skills of future leaders and professionals. It was observed in this study that the oral fluency of the students under the study improved using STT.
5. It can also be used to explore, interact and share ideas among learners both inside and outside the classroom setting.
6. STT can also motivate students to have a self-directed learning process because it ensures that every student participate and feel among in classroom activities. This strategy improved their grammar and vocabulary learning abilities.
7. TTT strategy when used in a systematic way can serve as a clear guidance or a tool which the learners can use to achieve the major aims of the target language.

5.4 Recommendations

Based on the findings and conclusions from this study, the researcher would like to make the following recommendations:

1. Ample instructional materials should be available at teachers' disposal for proper teaching and learning activities.

2. Teachers should always be enlightened on the new trends on effective classroom control mechanisms. This can be easily done by organizing workshops, seminars, conferences, etc, by governmental and non- governmental organizations.

3. The number of students in a class should be regulated to a sizeable figure. A class size should be determined based on the square meter of the classroom and should not contain more than 40 students.

4. Enough time should be given to English language teachers to plan their lesson adequately, conduct assessment of student performance and mark their work books. This is easily achievable when teachers are given a sizeable class.

5. The strategy (STT) should be adopted in teaching all other subjects in both primary and secondary schools due to its participatory nature.

6. Teachers should be motivated on using this strategy because building the nation is not a one-man job. If all teachers use this strategy, the quality of education and learning will be greatly improved.

7. Examination bodies should be properly monitored and supervised especially when setting examination questions. Some objective questions contain options without any correct answer to the question asked.

8. Students activities need to be included as part of continuous assessment because some students participate and gain better during classroom activities. Some of this category of students may not do well in written examinations.

9. Policy should be enacted by schools to reduce or curtail frequent use of indigenous language in primary and secondary schools.

10. Government should establish more standard publishing houses in the state. This will reduce if not eradicate the number of unedited works or books which commit lot of errors.

5.5 Limitations of the Study

This study has some limitations which include the following;

The study is only limited to the SS1 arm of senior secondary students in two schools out of 29 schools in Zaria metropolis, Kaduna state. This narrows the scope of the generalization of the study.

Only 120 students were used to represent a total population of 1,423 students in the two schools. Larger number of students could be used if there is adequate support to conduct more research on this subject matter.

5.6 Suggestions for Further Studies

Based on the findings of this study, the following are suggested for further studies:

1. Similar research should be conducted using more schools and higher students' population to see the impact of this strategy on the students.
2. The impact of adequate instructional materials and conducive learning environment on students' and teachers' performance should be studied.
3. Further research should be conducted to test the STT strategy on teachers in training. This will minimize the population of incompetent teachers in both primary and secondary schools.

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APPENDICES

APPENDIX A

	Pre test					Post test				
S/No	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**
1	5	8	7	10	30	10	10	8	12	40
2	5	10	2	3	20	10	5	8	7	30
3	8	5	3	2	18	2	3	3	2	10
4	0	5	2	3	10	5	5	2	3	15
5	0	0	0	0	0	5	0	2	3	10
6	5	2	8	5	20	5	5	5	5	20
7	1	0	2	2	5	5	5	5	5	20
8	5	5	5	5	20	5	8	10	2	25
9	6	8	8	8	30	10	10	8	8	36
10	0	5	2	3	10	2	5	3	5	15
11	5	5	5	5	20	10	5	5	5	25
12	2	5	2	1	10	2	2	4	2	10
13	5	2	1	2	10	2	3	0	0	5
14	5	12	13	10	40	15	8	10	15	48
15	0	0	0	0	0	2	2	4	2	10
16	3	5	2	5	15	5	5	2	8	20
17	3	2	5	5	15	5	8	5	0	18
18	5	5	6	4	20	5	5	10	5	25
19	5	4	5	6	20	10	5	8	7	30
20	0	2	4	4	10	2	1	5	2	10
21	0	2	3	3	8	5	2	2	1	10
22	5	5	5	5	20	10	5	5	5	25
23	0	0	0	0	0	0	0	0	0	0

24	0	2	2	1	5	5	2	1	0	8
25	0	1	2	2	5	5	5	5	5	20
26	5	2	2	1	10	5	5	1	1	12
27	5	5	5	5	20	6	4	5	5	20
28	5	5	5	5	20	5	10	5	5	25
29	10	0	0	0	10	5	5	7	5	22
30	0	2	2	1	5	5	5	5	5	20
31	0	0	0	0	0	2	2	2	2	8
32	2	3	3	2	10	2	5	4	1	12
33	2	2	3	3	10	5	2	3	0	10
34	5	4	5	5	19	5	5	5	5	20
35	5	10	10	8	33	6	8	20	9	43
36	0	0	0	0	0	0	2	2	1	5
37	3	3	2	2	10	3	4	3	2	12
38	3	3	2	2	10	2	2	2	2	8
39	5	5	5	5	20	7	8	5	5	25
40	5	5	5	5	20	7	5	10	2	24
41	5	10	5	5	25	10	10	10	10	40
42	10	10	10	10	40	10	10	15	10	45
43	1	5	2	2	10	5	4	3	2	14
44	0	0	0	0	0	0	0	2	3	5
45	10	10	10	10	40	12	10	10	10	42
46	2	2	3	3	10	5	5	5	2	17
47	5	4	5	4	18	10	8	2	3	23
48	5	2	2	1	10	8	2	2	2	14
49	0	0	0	0	0	0	0	2	3	5
50	2	2	3	3	10	5	4	3	2	14
51	0	2	3	3	8	5	2	3	2	12
52	2	2	3	3	10	5	3	2	5	15
53	0	0	4	4	8	3	4	2	5	14

54	5	5	5	5	20	5	7	8	4	24
55	5	10	5	5	25	8	5	8	8	29
56	5	4	5	5	19	10	5	5	5	25
57	5	5	5	5	20	10	3	4	5	22
58	5	5	6	5	21	8	7	4	4	23
59	0	0	0	0	0	5	4	0	0	9
60	0	0	0	0	0	2	2	1	0	5

EXPERIMENTAL DATA

	Pre test					Post test				
S/No	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**
1	5	5	5	10	25	15	20	20	20	75
2	5	5	10	10	30	20	20	20	20	80
3	10	5	3	0	18	25	10	15	10	60
4	5	5	5	5	20	20	10	20	20	70
5	10	15	15	10	50	25	20	20	20	85
6	5	5	5	5	20	10	10	15	20	55
7	5	10	5	10	30	20	20	15	15	70
8	2	5	3	0	10	10	10	20	10	50
9	5	2	2	1	10	20	20	20	20	80
10	5	10	5	10	30	20	15	20	10	65
11	5	5	10	5	25	10	10	20	10	50
12	5	2	2	1	10	15	18	18	14	65
13	5	5	5	5	20	10	15	20	20	65
14	5	10	10	5	30	20	10	15	20	65
15	2	5	5	0	12	10	15	15	10	50
16	2	2	3	3	10	15	15	15	15	60
17	2	3	3	2	10	10	18	10	10	48
18	0	2	3	0	5	10	9	15	15	49
19	5	2	3	5	15	20	20	15	10	65
20	2	5	0	3	10	8	10	12	18	48
21	2	3	2	3	10	15	10	10	10	45
22	0	0	0	0	0	5	8	10	7	30
23	10	10	10	10	40	20	20	15	20	75
24	8	12	10	10	40	20	20	10	15	65
25	5	5	5	5	20	10	20	20	10	60
26	2	3	3	2	10	10	15	15	10	50

27	2	2	1	0	5	5	10	10	17	42
28	0	2	3	0	5	5	5	10	15	35
29	5	5	5	5	20	10	10	18	10	48
30	5	10	5	5	25	15	10	15	10	50
31	5	2	3	0	10	10	15	15	10	50
32	5	5	8	7	25	10	15	15	13	53
33	5	10	5	10	30	20	20	18	10	68
34	2	5	3	1	11	10	15	15	10	50
35	5	5	2	3	15	10	10	15	15	50
36	5	2	2	1	10	20	25	10	5	60
37	10	5	4	1	20	22	24	24	18	88
38	15	5	4	4	28	15	15	15	15	60
39	10	5	8	7	30	15	20	15	15	65
40	15	5	10	5	35	25	20	23	20	88
41	10	5	10	5	30	20	15	20	10	65
42	15	10	10	5	40	25	23	20	10	78
43	5	5	5	5	20	20	10	19	10	59
44	0	2	5	3	10	10	10	13	15	48
45	5	4	4	2	15	15	15	10	10	50
46	10	5	5	5	25	17	8	20	17	62
47	5	0	2	3	10	20	10	10	10	50
48	10	5	8	7	30	23	22	22	22	89
49	5	3	2	0	10	20	20	18	10	68
50	10	5	5	5	25	22	18	20	20	80
51	0	5	3	2	10	15	10	10	10	45
52	5	5	5	5	20	7	5	3	5	20
53	0	2	3	5	10	20	20	10	10	60
54	9	5	2	3	19	15	10	15	10	50
55	10	5	3	3	21	8	23	12	13	56
56	5	10	10	5	30	20	15	15	20	70

57	10	10	10	10	40	9	22	23	20	74
58	2	8	10	10	30	20	13	25	20	78
59	10	10	10	10	40	20	23	20	20	83
60	10	20	10	10	50	22	24	18	24	88

POST AND PRE -TEST DATA

		Pre test					Post test				
S/No	**Group**	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**	**Pronunciation**	**Fluency**	**Grammar**	**Vocabulary**	**Total**
1	2	5	8	7	10	30	10	10	8	12	40
2	2	5	10	2	3	20	10	5	8	7	30
3	2	8	5	3	2	18	2	3	3	2	10
4	2	0	5	2	3	10	5	5	2	3	15
5	2	0	0	0	0	0	5	0	2	3	10
6	2	5	2	8	5	20	5	5	5	5	20
7	2	1	0	2	2	5	5	5	5	5	20
8	2	5	5	5	5	20	5	8	10	2	25
9	2	6	8	8	8	30	10	10	8	8	36
10	2	0	5	2	3	10	2	5	3	5	15
11	2	5	5	5	5	20	10	5	5	5	25
12	2	2	5	2	1	10	2	2	4	2	10
13	2	5	2	1	2	10	2	3	0	0	5
14	2	5	12	13	10	40	15	8	10	15	48
15	2	0	0	0	0	0	2	2	4	2	10
16	2	3	5	2	5	15	5	5	2	8	20
17	2	3	2	5	5	15	5	8	5	0	18
18	2	5	5	6	4	20	5	5	10	5	25
19	2	5	4	5	6	20	10	5	8	7	30
20	2	0	2	4	4	10	2	1	5	2	10
21	2	0	2	3	3	8	5	2	2	1	10
22	2	5	5	5	5	20	10	5	5	5	25
23	2	0	0	0	0	0	0	0	0	0	0
24	2	0	2	2	1	5	5	2	1	0	8
25	2	0	1	2	2	5	5	5	5	5	20
26	2	5	2	2	1	10	5	5	1	1	12

27	2	5	5	5	5	20	6	4	5	5	20
28	2	5	5	5	5	20	5	10	5	5	25
29	2	10	0	0	0	10	5	5	7	5	22
30	2	0	2	2	1	5	5	5	5	5	20
31	2	0	0	0	0	0	2	2	2	2	8
32	2	2	3	3	2	10	2	5	4	1	12
33	2	2	2	3	3	10	5	2	3	0	10
34	2	5	4	5	5	19	5	5	5	5	20
35	2	5	10	10	8	33	6	8	20	9	43
36	2	0	0	0	0	0	0	2	2	1	5
37	2	3	3	2	2	10	3	4	3	2	12
38	2	3	3	2	2	10	2	2	2	2	8
39	2	5	5	5	5	20	7	8	5	5	25
40	2	5	5	5	5	20	7	5	10	2	24
41	2	5	10	5	5	25	10	10	10	10	40
42	2	10	10	10	10	40	10	10	15	10	45
43	2	1	5	2	2	10	5	4	3	2	14
44	2	0	0	0	0	0	0	0	2	3	5
45	2	10	10	10	10	40	12	10	10	10	42
46	2	2	2	3	3	10	5	5	5	2	17
47	2	5	4	5	4	18	10	8	2	3	23
48	2	5	2	2	1	10	8	2	2	2	14
49	2	0	0	0	0	0	0	0	2	3	5
50	2	2	2	3	3	10	5	4	3	2	14
51	2	0	2	3	3	8	5	2	3	2	12
52	2	2	2	3	3	10	5	3	2	5	15
53	2	0	0	4	4	8	3	4	2	5	14
54	2	5	5	5	5	20	5	7	8	4	24
55	2	5	10	5	5	25	8	5	8	8	29
56	2	5	4	5	5	19	10	5	5	5	25

57	2	5	5	5	5	20	10	3	4	5	22
58	2	5	5	6	5	21	8	7	4	4	23
59	2	0	0	0	0	0	5	4	0	0	9
60	2	0	0	0	0	0	2	2	1	0	5
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62	1	5	5	10	10	30	20	20	20	20	80
63	1	10	5	3	0	18	25	10	15	10	60
64	1	5	5	5	5	20	20	10	20	20	70
65	1	10	15	15	10	50	25	20	20	20	85
66	1	5	5	5	5	20	10	10	15	20	55
67	1	5	10	5	10	30	20	20	15	15	70
68	1	2	5	3	0	10	10	10	20	10	50
69	1	5	2	2	1	10	20	20	20	20	80
70	1	5	10	5	10	30	20	15	20	10	65
71	1	5	5	10	5	25	10	10	20	10	50
72	1	5	2	2	1	10	15	18	18	14	65
73	1	5	5	5	5	20	10	15	20	20	65
74	1	5	10	10	5	30	20	10	15	20	65
75	1	2	5	5	0	12	10	15	15	10	50
76	1	2	2	3	3	10	15	15	15	15	60
77	1	2	3	3	2	10	10	18	10	10	48
78	1	0	2	3	0	5	10	9	15	15	49
79	1	5	2	3	5	15	20	20	15	10	65
80	1	2	5	0	3	10	8	10	12	18	48
81	1	2	3	2	3	10	15	10	10	10	45
82	1	0	0	0	0	0	5	8	10	7	30
83	1	10	10	10	10	40	20	20	15	20	75
84	1	8	12	10	10	40	20	20	10	15	65
85	1	5	5	5	5	20	10	20	20	10	60
86	1	2	3	3	2	10	10	15	15	10	50

87	1	2	2	1	0	5	5	10	10	17	42
88	1	0	2	3	0	5	5	5	10	15	35
89	1	5	5	5	5	20	10	10	18	10	48
90	1	5	10	5	5	25	15	10	15	10	50
91	1	5	2	3	0	10	10	15	15	10	50
92	1	5	5	8	7	25	10	15	15	13	53
93	1	5	10	5	10	30	20	20	18	10	68
94	1	2	5	3	1	11	10	15	15	10	50
95	1	5	5	2	3	15	10	10	15	15	50
96	1	5	2	2	1	10	20	25	10	5	60
97	1	10	5	4	1	20	22	24	24	18	88
98	1	15	5	4	4	28	15	15	15	15	60
99	1	10	5	8	7	30	15	20	15	15	65
100	1	15	5	10	5	35	25	20	23	20	88
101	1	10	5	10	5	30	20	15	20	10	65
102	1	15	10	10	5	40	25	23	20	10	78
103	1	5	5	5	5	20	20	10	19	10	59
104	1	0	2	5	3	10	10	10	13	15	48
105	1	5	4	4	2	15	15	15	10	10	50
106	1	10	5	5	5	25	17	8	20	17	62
107	1	5	0	2	3	10	20	10	10	10	50
108	1	10	5	8	7	30	23	22	22	22	89
109	1	5	3	2	0	10	20	20	18	10	68
110	1	10	5	5	5	25	22	18	20	20	80
111	1	0	5	3	2	10	15	10	10	10	45
112	1	5	5	5	5	20	7	5	3	5	20
113	1	0	2	3	5	10	20	20	10	10	60
114	1	9	5	2	3	19	15	10	15	10	50
115	1	10	5	3	3	21	8	23	12	13	56
116	1	5	10	10	5	30	20	15	15	20	70

117	1	10	10	10	10	40	9	22	23	20	74
118	1	2	8	10	10	30	20	13	25	20	78
119	1	10	10	10	10	40	20	23	20	20	83
120	1	10	20	10	10	50	22	24	18	24	88

PRETEST DATA

S/No	Group	Pronunciation	Fluency	Grammar	Vocabulary	Total
1	2	5	8	7	10	30
2	2	5	10	2	3	20
3	2	8	5	3	2	18
4	2	0	5	2	3	10
5	2	0	0	0	0	0
6	2	5	2	8	5	20
7	2	1	0	2	2	5
8	2	5	5	5	5	20
9	2	6	8	8	8	30
10	2	0	5	2	3	10
11	2	5	5	5	5	20
12	2	2	5	2	1	10
13	2	5	2	1	2	10
14	2	5	12	13	10	40
15	2	0	0	0	0	0
16	2	3	5	2	5	15
17	2	3	2	5	5	15
18	2	5	5	6	4	20
19	2	5	4	5	6	20
20	2	0	2	4	4	10
21	2	0	2	3	3	8
22	2	5	5	5	5	20
23	2	0	0	0	0	0
24	2	0	2	2	1	5
25	2	0	1	2	2	5
26	2	5	2	2	1	10
27	2	5	5	5	5	20
28	2	5	5	5	5	20
29	2	10	0	0	0	10
30	2	0	2	2	1	5
31	2	0	0	0	0	0
32	2	2	3	3	2	10
33	2	2	2	3	3	10
34	2	5	4	5	5	19
35	2	5	10	10	8	33
36	2	0	0	0	0	0
37	2	3	3	2	2	10
38	2	3	3	2	2	10
39	2	5	5	5	5	20
40	2	5	5	5	5	20
41	2	5	10	5	5	25
42	2	10	10	10	10	40
43	2	1	5	2	2	10

44	2	0	0	0	0	0
45	2	10	10	10	10	40
46	2	2	2	3	3	10
47	2	5	4	5	4	18
48	2	5	2	2	1	10
49	2	0	0	0	0	0
50	2	2	2	3	3	10
51	2	0	2	3	3	8
52	2	2	2	3	3	10
53	2	0	0	4	4	8
54	2	5	5	5	5	20
55	2	5	10	5	5	25
56	2	5	4	5	5	19
57	2	5	5	5	5	20
58	2	5	5	6	5	21
59	2	0	0	0	0	0
60	2	0	0	0	0	0
61	1	5	5	5	10	25
62	1	5	5	10	10	30
63	1	10	5	3	0	18
64	1	5	5	5	5	20
65	1	10	15	15	10	50
66	1	5	5	5	5	20
67	1	5	10	5	10	30
68	1	2	5	3	0	10
69	1	5	2	2	1	10
70	1	5	10	5	10	30
71	1	5	5	10	5	25
72	1	5	2	2	1	10
73	1	5	5	5	5	20
74	1	5	10	10	5	30
75	1	2	5	5	0	12
76	1	2	2	3	3	10
77	1	2	3	3	2	10
78	1	0	2	3	0	5
79	1	5	2	3	5	15
80	1	2	5	0	3	10
81	1	2	3	2	3	10
82	1	0	0	0	0	0
83	1	10	10	10	10	40
84	1	8	12	10	10	40
85	1	5	5	5	5	20
86	1	2	3	3	2	10
87	1	2	2	1	0	5
88	1	0	2	3	0	5
89	1	5	5	5	5	20

90	1	5	10	5	5	25
91	1	5	2	3	0	10
92	1	5	5	8	7	25
93	1	5	10	5	10	30
94	1	2	5	3	1	11
95	1	5	5	2	3	15
96	1	5	2	2	1	10
97	1	10	5	4	1	20
98	1	15	5	4	4	28
99	1	10	5	8	7	30
100	1	15	5	10	5	35
101	1	10	5	10	5	30
102	1	15	10	10	5	40
103	1	5	5	5	5	20
104	1	0	2	5	3	10
105	1	5	4	4	2	15
106	1	10	5	5	5	25
107	1	5	0	2	3	10
108	1	10	5	8	7	30
109	1	5	3	2	0	10
110	1	10	5	5	5	25
111	1	0	5	3	2	10
112	1	5	5	5	5	20
113	1	0	2	3	5	10
114	1	9	5	2	3	19
115	1	10	5	3	3	21
116	1	5	10	10	5	30
117	1	10	10	10	10	40
118	1	2	8	10	10	30
119	1	10	10	10	10	40
120	1	10	20	10	10	50

POST TEST DATA

ID	Group	Pronunciation	Fluency	Grammar	Vocabulary	Total
1	2	10	10	8	12	40
2	2	10	5	8	7	30
3	2	2	3	3	2	10
4	2	5	5	2	3	15
5	2	5	0	2	3	10
6	2	5	5	5	5	20
7	2	5	5	5	5	20
8	2	5	8	10	2	25
9	2	10	10	8	8	36
10	2	2	5	3	5	15
11	2	10	5	5	5	25
12	2	2	2	4	2	10
13	2	2	3	0	0	5
14	2	15	8	10	15	48
15	2	2	2	4	2	10
16	2	5	5	2	8	20
17	2	5	8	5	0	18
18	2	5	5	10	5	25
19	2	10	5	8	7	30
20	2	2	1	5	2	10
21	2	5	2	2	1	10
22	2	10	5	5	5	25
23	2	0	0	0	0	0
24	2	5	2	1	0	8
25	2	5	5	5	5	20
26	2	5	5	1	1	12
27	2	6	4	5	5	20
28	2	5	10	5	5	25
29	2	5	5	7	5	22
30	2	5	5	5	5	20
31	2	2	2	2	2	8
32	2	2	5	4	1	12
33	2	5	2	3	0	10
34	2	5	5	5	5	20
35	2	6	8	20	9	43
36	2	0	2	2	1	5
37	2	3	4	3	2	12
38	2	2	2	2	2	8
39	2	7	8	5	5	25
40	2	7	5	10	2	24
41	2	10	10	10	10	40
42	2	10	10	15	10	45
43	2	5	4	3	2	14

44	2	0	0	2	3	5
45	2	12	10	10	10	42
46	2	5	5	5	2	17
47	2	10	8	2	3	23
48	2	8	2	2	2	14
49	2	0	0	2	3	5
50	2	5	4	3	2	14
51	2	5	2	3	2	12
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55	2	8	5	8	8	29
56	2	10	5	5	5	25
57	2	10	3	4	5	22
58	2	8	7	4	4	23
59	2	5	4	0	0	9
60	2	2	2	1	0	5
61	1	15	20	20	20	75
62	1	20	20	20	20	80
63	1	25	10	15	10	60
64	1	20	10	20	20	70
65	1	25	20	20	20	85
66	1	10	10	15	20	55
67	1	20	20	15	15	70
68	1	10	10	20	10	50
69	1	20	20	20	20	80
70	1	20	15	20	10	65
71	1	10	10	20	10	50
72	1	15	18	18	14	65
73	1	10	15	20	20	65
74	1	20	10	15	20	65
75	1	10	15	15	10	50
76	1	15	15	15	15	60
77	1	10	18	10	10	48
78	1	10	9	15	15	49
79	1	20	20	15	10	65
80	1	8	10	12	18	48
81	1	15	10	10	10	45
82	1	5	8	10	7	30
83	1	20	20	15	20	75
84	1	20	20	10	15	65
85	1	10	20	20	10	60
86	1	10	15	15	10	50
87	1	5	10	10	17	42
88	1	5	5	10	15	35
89	1	10	10	18	10	48

90	1	15	10	15	10	50
91	1	10	15	15	10	50
92	1	10	15	15	13	53
93	1	20	20	18	10	68
94	1	10	15	15	10	50
95	1	10	10	15	15	50
96	1	20	25	10	5	60
97	1	22	24	24	18	88
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108	1	23	22	22	22	89
109	1	20	20	18	10	68
110	1	22	18	20	20	80
111	1	15	10	10	10	45
112	1	7	5	3	5	20
113	1	20	20	10	10	60
114	1	15	10	15	10	50
115	1	8	23	12	13	56
116	1	20	15	15	20	70
117	1	9	22	23	20	74
118	1	20	13	25	20	78
119	1	20	23	20	20	83
120	1	22	24	18	24	88

CONTROL, EXPERIMENTAL, PRE AND POST TEST DATA

	Pre test		Post test	
S/No	**Control**	**Experimental**	**Control**	**Experimental**
1	30	25	40	75
2	20	30	30	80
3	18	18	10	60
4	10	20	15	70
5	0	50	10	85
6	20	20	20	55
7	5	30	20	70
8	20	10	25	50
9	30	10	36	80
10	10	30	15	65
11	20	25	25	50
12	10	10	10	65
13	10	20	5	65
14	40	30	48	65
15	0	12	10	50
16	15	10	20	60
17	15	10	18	48
18	20	5	25	49
19	20	15	30	65
20	10	10	10	48
21	8	10	10	45
22	20	0	25	30
23	0	40	0	75
24	5	40	8	65
25	5	20	20	60
26	10	10	12	50
27	20	5	20	42
28	20	5	25	35
29	10	20	22	48
30	5	25	20	50
31	0	10	8	50
32	10	25	12	53
33	10	30	10	68
34	19	11	20	50
35	33	15	43	50
36	0	10	5	60
37	10	20	12	88
38	10	28	8	60
39	20	30	25	65
40	20	35	24	88
41	25	30	40	65
42	40	40	45	78

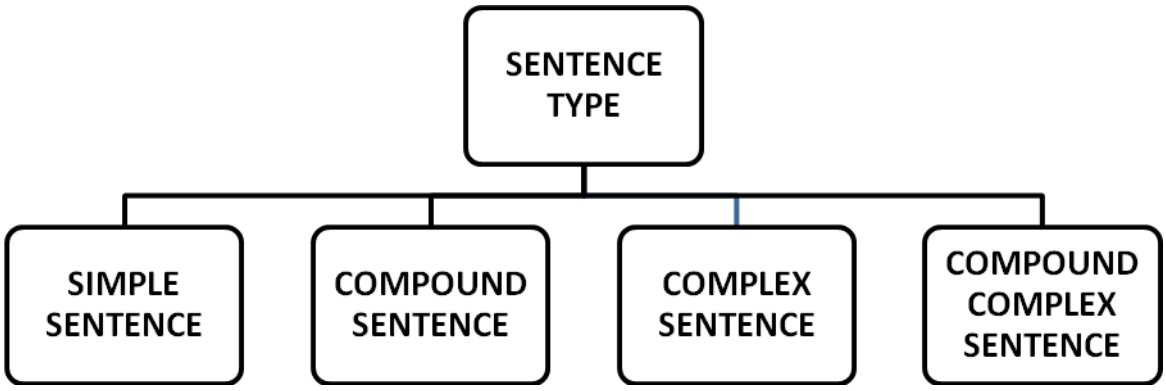
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44		0	10	5	48
45		40	15	42	50
46		10	25	17	62
47		18	10	23	50
48		10	30	14	89
49		0	10	5	68
50		10	25	14	80
51		8	10	12	45
52		10	20	15	20
53		8	10	14	60
54		20	19	24	50
55		25	21	29	56
56		19	30	25	70
57		20	40	22	74
58		21	30	23	78
59		0	40	9	83
60		0	50	5	88
Excellent	70-100	0	0	0	17
Very Good	60-69	0	0	0	17
Good	50-59	0	2	0	15
Fair	40-49	3	5	6	8
Poor	0-39	57	53	54	3
Total		60	60	60	60

APPENDIX B

INSTRUMENT FOR DATA (1)

CLASSROOM ACTIVITIES (TYPES OF SENTENCE)

1. Types of sentence



2. Make use of the named items above to construct two simple sentences for each item.
3. Write five (5) sentences that contain only one idea and five (5) sentences with two or more main ideas.
4. Read the sentence types written on the diagram displayed and explain them using your words.

HOME WORK

Look for any English newspaper, magazine, or any online article where the issue of the returning of the Nigerian President from medical trip was discussed. Underline the sentences used with one idea and those with more than one idea. Copy out the sentences in your notebooks.

INSTRUMENT FOR DATA (2)
ORAL AND WRITING TEST

CONSONANTS CHARTS

CONSONANT	PHONETIC SYMBOL	REPRESENTATIVE LETTERS	EXAMPLES OF WORDS CONTAINING THE SOUND
/b/	B	b, bb	bug, box, book, grab, abbey
/d/	d	d, dd	dog, digger, drum, daddy, old
/f/	f	f, ph, gh	fish, phone, fruit, cough, laugh, food
/g/	g	g, gh, gg	goat, gun, girl, digging, ghost, God, good
/h/	h	h, wh	hoe, who, whom, hen, horn, house
/j/	j, u	y, u	yam, you, yes, yard, young, yellow, university, union, unity, unique, uniform
/k/	k	k, c, ck	kite, kettle, candle, cup, knock, kill, kick
/l/	l	l, ll	lump, leaf, lizard, lion, love, letter, allow
/m/	m	m, mm	mat, mango, man, moon, mummy, made
/n/	n	n, kn, nn	nail, neck, needle, nose, sunny, know

1. Pronounce the consonant sounds you know.
2. Pronounce the consonant sounds written on the consonant sounds chart.
3. Pronounce the sound /f/ and /p/.
4. Write five (5) words for each of the two sounds and construct some sentences using the sounds.
5. Give more examples of the sounds treated in the class.
6. Discuss and read the flash cards given to you containing some Tongue Twister as fast as possible. Example:

THE FAT FARMER'S FIVE FILTHY FINGERS FED THE FEROCIOUS FERRET FRENCH FRIES,

NOISY BOYS ENJOY NOISY TOYS, BUT NOISY BOYS ENJOYING NOISY TOYS ARE ANNOYING, etc.

7. Write the most appearing sounds (repetition) in the card given to you.
8. Write five (5) words using the sounds repeated in your card. Construct five (5) sentences with the word.

CLASSWORK

ORAL TEST

From the words lettered A to D, choose the word that **has the same consonant sound(s)** as the one represented by the letter(s) underlined. An example is given below.

Example: vice A. cat B. dress C. show D. chalk

The correct answer is B because only dress has the same consonant sound as the one underlined in vice.

Now answer the questions that follow:

1. Strange A. vague B. mirage C. logic D. legume
2. Who A. vehicle B. khaki C. rhyme D. hammer
3. Hang A. cringe B. strange C. mango D. plunge
4. Leisure A. sure B. ledger C. treasure D. judge
5. Zoom A. recess B. consume C. dispense D. display
6. Look A. talk B. calm C. roll D. yolk
7. Coal A. cent B. picnic C. ceiling D. saint
8. Rash A. station B. leisure C. visitor D. boys
9. Dead A. advance B. proper C. transport D. locked
10. Slept A. stopped B. wedded C. embedded D. slow
11. Days A. freeze B. island C. face D. thanks
12. Note A. design B. solemn C. mash D. who
13. Sober A. plumber B. seen C. hand D. woman
14. Dose A. demand B. goes C. goose D. lose
15. Farm A. cut B. mop C. physics D. animal.

HOME WORK

Write five (5) examples of the sounds treated in class and use them to construct sentences.

INSTRUMENT FOR DATA (3)

DRAMA

ACT ONE

Scene One

[At a market square, Amina met Khadeejah selling kolanuts on a tray wearing her school uniform around 7:30 am. When Khadeejah had learned that it was Amina; her classmate coming towards her direction, she tried to hide behind a lorry packed nearby].

Amina: [In a loud voice] Who I am seeing there like Khadeejah?

Khadeejah: Yes! Yes! It is me [Shyly as she realized that her hiding is really in vain].

Amina: [Softly] *SubhanalLah*! Are you not going to school today? I hope you have not forgotten our English language first C.A. test which will come up by 8:30 am this morning?

Khadeejah: [In a harsh voice] please Malama, I beg of you can you let me be? I am aware of the test, never mind. I will join you shortly. Just go!

Amina: *Ayyah*! Sorry my friend. Take it easy please. I have not come here to hurt you with my words. [Amina left quickly in order not to be late to school].

Scene Two

[All students in the class are fully ready for their English language C.A. test. Amina peeped through the window and saw their English language teacher; Malama Halima. When Malama Halima entered the classroom, the students all stood up to greet her].

Students: Good morning Ma!

Malam Halima: Good morning class! How are you?

Students: Fine, thank you Ma!

Malama Halima: Sit down. Take away all your books I want to see only your pen and answer sheets on your table. [She wrote the questions on the board and asked the students to copy and answer the questions written on the borad].

Amina: [Aside] *AlhamdulilLah*!

[Amina wrote her C.A. neatly and submitted her script together with the other students to Malama Halima. A while after the script submission, Khadeejah came into the classroom like a hungry orphan. She went directly to Amina's seat.]

Khadeejah: My friend how far about the C.A. test. *Oya!* Answer me please. [in a low voice by Amina's right side ear]

Amina: We've finished the test. We've all submitted our script since. Didn't you see Malama Halima when you were coming in?

Khadeejah: *InnaliLLahi!* I didn't see her. What should I do now?

Amina: [With a facial expression of asking or doubt] Emhn!

Scene Three

[On Sunday morning, Amina felt that Khadeejah could have no idea on their forthcoming examination, which was to begin next Monday. Amina asked her mother to allow her visit Khadeejah at that very moment]

Amina: Mama, please can I go and see Khadeejah now? Please!

Ladidi (Amina's mother): Haba Amina! What is the essence of visiting by this time of the day? Can't you see that it is getting late and everywhere will soon be dark?

Amina: Believe you me, Mama I won't stay long there please [looking so weak and disappointed as if to shed some hot tears]

Ladidi: OK! OK! You can now go before you start that your crocodile tears. But make sure you return on time as you promised.

[Amina hugged her mother blissfully and walked out happily]

Scene Four

[On her way to Khadeejah's house, Amina met some two girls that were her primary school mates. Amina felt happy to see them again as she had been missing them since they left school. (Zee baby and Hally baby)].

Amina: peace be upon you - my beloved friends and sisters [Cheerfully]

Zee baby: Peace be upon you too my lovely sister and pal [all smiling]

Hally baby: My friend, my friend can you bear me witness that this damsel is getting more beautiful? [looking at Zee baby].

Zee baby; Yes oh! That shows that she's really enjoying herself. [She then turned her face toward Amina's direction and held her hand] Are you still studying or what are you doing now?

Amina: Why this question [Smiling]?

Hally baby: Hmm, my friend, just answer the question.

Zee baby: [turned cheerfully] just asking looking how beautiful and calm you look unlike before.

Hally baby: Yes oh! My friend [shaking Zee baby's hand]' i really concur with your view.

[Amina had now gotten tired of the chatting / conversation. When they noticed that they bid her a farewell and separated instantly].

Scene Five

[Amina reached Khadeejah's house few minutes after departing with her ex-schoolmates. She knocked the door three times before Khadeejah's mother heard the knocking. She came out of the inner room and opened the door for Amina and then took her inside.]

Amina: Good evening Mama.

Tabawa (Khadeejah's mother): Evening my daughter. By this time of the day is anything the matter?

Amina: No Mama, I just came to remind Khadeejah of our examination. We are starting tomorrow.

Tabawa: Ayya! Thank you my daughter. That's thoughtful of you. I wonder how nice and kind you are with your young age. [She sat down properly and continued] The only problem is that Khadeejah has not yet returned from the market where she sells kolanuts as usual. But i will pass your information to her when she returns.

Amina: Thank you Ma. Good night Ma.

Tabawa: Good night my dear. My regards to your mother.

[Khadeejah returned from her usual hawking few minutes after had left the house. Tabawa refused to pass the information to her daughter. She intentionally did that because she want to resend her to market on the next day before going to school as the hawking was unsuccessful that day.]

Tabawa: [Aside] going to school is nothing when the kola didn't finish. She must sell all the kolanut before anything else.

ACT TWO

Scene One

[A week after examination, Malama Halima urged the students to inform their parents that they are all invited to a Speech and Prize Giving Day to witness their ward's performance. A day after Malama Halima gathered both students and their parents at the school's assembly hall. Malama Halima stood and cleared her throat.]

Malama Halima: Distinguished ladies and gentlemen, my dear students, good day to you all.

All: Good day Ma!

Malama Halima: I thank Almighty God for making this term (2nd term) a successful one and its ending. You are all gathered here to witness the declaration of your wards' academic performance. This is very important to you as it will gear your efforts to motivate your wards to be attending the school regularly and guide them properly on how to go about their academic challenges.

[The meeting was in progress, Malama Halima called the name of the successful students. After calling the students that got third and second positions, she increased the loudness of her voice]

Malama Halima: Aminaaa Ibrahimmm!

Amina: Present Ma!

Malama Halima: Come closer my dear! [She shook her hand frimly], congratulations! You did very well. More power to your elbow!

[Everybody in the hall gave a standing ovation to rejoice with Amina. A gift was presented to her. She raised it up to show the audience. Malama Halima continued calling the names of those that failed and those dismissed from the school. Khadeejah was among them.]

Malama Halima: Where is Khadeejah Sani?

Khadeejah: I am here Ma!

Malama Halima: As from today I don't want to ever see you again in this school. You've been dismissed.

Khadeejah: OK Ma, noted. [Left and was shedding tears]

Scene Two

[Khadeejah returned home with her mother crying. Both of them couldn't eat nor drink as the failure made their tongues tasteless. Khadeejah blamed her mother fro wasting her entire life selling kolanut instead of going to school like her friend, Amina Ibrahim.]

APPENDIX C

MANUAL GUIDE FOR TREATMENT (1)

Class: SS1

Subject: English Language

Topic: Types of Sentence

Strategy / Methods: STT / Learner- Learner interaction and Teacher- Learner interaction

Skills: Observation, Discussion, Questioning, Exemplification, Presentation, Answering, Scaffolding

Step 1: The researcher will plan the lesson and explain to the English language teacher on how to use the instrument properly.

Step 2: The researcher will display the instructional materials

Students' Activities

1. Observe and Discuss
2. Write and Present
3. Make Correction (if any)
4. Ask Questions and Answer

Step 3: The teacher and the researcher will divide the class into smaller groups

Step 4: The learners are required to discuss with their group members about the new topic.

Step 5: The teacher will explain the new topic and interact with the students. The students will watch and monitor how the teacher handles the instrument.

Step 6: The researcher will monitor the students' activities with the help of the class teacher and the research field assistant.

Step 7: The researcher will ask each group to present what they have to the class.

Step 8: The students will ask the representing groups some questions based on their presentations.

Step 9: The researcher will revise the topic and give additional explanation on the topic and give them a mini classwork.

Step 10:The teacher will motivate the students to talk by points, some groups to give more explanation and examples on the topic treated.

Step 11:The teacher will give the students a take home assignment. Example, write any article from any newspaper or magazine about the returning of the Nigerian President. Write out the sentences used with a) single idea b) two or more ideas.

MANUAL GUIDE FOR TREATMENT (2)

Class: SS1

Subject: English Language

Topic: CONSONANT SOUNDS (ORAL SKILLS)

Strategy / Methods: STT / Learner- Learner interaction and Teacher- Learner interaction

Skills: Observation, Discussion, Questioning, Exemplification, Presentation, Answering,

Step 1: The researcher will plan the lesson and explain to the English language teacher on how to use the instrument properly.

Step 2: The teacher and the researcher will divide the class into smaller groups

Step 3: The learners are required to discuss with their group members about the new topic.

Step 4: The teacher will explain the new topic and interact with the students. The students will watch and monitor how the teacher handles the instrument.

Students' Activities

1. Observe and Discuss
2. Read (Tongue Twisters)
3. Write and Present
4. Make Correction (if any)
5. Ask Questions and Answer

Step 5: The researcher will monitor the students' activities with the help of the class teacher and the research field assistant.

Step 6: The researcher will ask each group to present what they have to the class.

Step 7: The students will ask the representing groups some questions based on their presentations.

Step 8: The researcher will give each group a plain sheet to write out the most appearing sound in flash card given to them. The students are expected to give more examples of the sounds (word) and construct five sentences using the words, later present.

Step 9: The teacher will give them a mini classwork (see appendix A, Instrument 2). The teacher will ask the students to give five more examples of each of the sounds treated in the class and use them to construct sentences.

APPENDIX D

LESSON PLAN ONE

GENERAL KNOWLEDGE				
NAME	MUHIBBAT HAMZA			
SCHOOL	SHEIKH IBRAHIM ARAB SPECIAL SECONDARY SCHOOL, ZARIA			
SUBJECT	ENGLISH LANGUAGE			
TOPIC	TYPES OF SENTENCE			
CLASS	SS1			
WEEK	12 – 1:20			
DURATION/PERIOD	80 MINUTES 2ND AND 3RD PERIOD			
AGE RANGE	15 – 17 YEARS			
DATE	13th MARCH, 2017			
Instructional Materials	Ball, cup, bottle of water, duster, matches, cardboard paper, bunch of keys, tissue paper			
Specific Objective	By the end of the lesson, students should be able to: a. Define a sentence b. List the types of sentences c. Construct some simple sentences d. Construct some complex sentences e. Differentiate the two types			
Entry Behaviour	The students can construct some sentences			
Test for Entry Behaviour	The following questions are asked to test the ability of the students Make two sentences with each of the following: a. Book d. Bottle of water b. Ball e. Tissue c. Matches f. Duster			
Content Development	The teacher groups the students in to ten (10) groups in order to have group work in the class. The teacher gives each group a plain sheet to use for their group work			
	Teachers activity	Students' activities	Instructional Materials	Strategies/ Skills
SET INDUCTION	1. The teacher set induces the students by asking them to make sentences of their own 2. The teacher asks the students to define sentence using their own language	The students answer the teachers' question	-	STT / Questioning
Introduction	The teacher introduces the lesson by presenting the instructional materials and displays for the students to see	The student see and observe the items displayed before them	Ball, cup, bottle of water, duster, tissue, bunch of keys, matches	STT / Observation and discussion

	The teacher asks the students to name the items and write them in their note books	The students mention the names of the items and write them in their books	Ball, cup, bottle of water, duster, tissue, bunch of keys, matches	STT / Questioning
Presentation Stage I	The teacher presents the lesson using the following steps: Places a chart on the board (containing sentence types) The teacher defines the sentence: Sentence is a combination of words which has complete sense and has a verb in it. Examples: Aliyu broke the plate; Amina is the class captain; He is sleeping in the class The teacher read the type of sentence using the wall chart. Types of sentence: 1. Simple sentence 2. Compound sentence 3. Complex sentence 4. Compound complex sentence The teacher asks the students to give five (5) sentences that contain one idea in each group and with more than one idea The teacher asks other group to ask the presenting group some	The students watch and discuss in group, then share the ideas Students listen Students listen Students listen Students	Wall charts --- Wall charts Wall charts Plain sheet	SST / Discussion TTT / Discussion and exemplification TTT / Discussion TTT / Discussion STT / Discussion

Stage IV	questions	discuss, write and present Students ask questions	-------	and presentation STT / Questions and answers
Evaluation	The teacher evaluates the lesson by asking the students to make necessary corrections on the sentences presented by the other group	Students discuss and correct	-------	STT and TTT / Error analysis
Conclusion	The teacher concludes the lesson by asking the students some questions based on the topic treated. Example: A sentence with single idea is…… HOME WORK	Students answer	--------	STT and TTT Scaffolding

LESSON PLAN TWO

GENERAL KNOWLEDGE				
NAME	MUHIBBAT HAMZA			
SCHOOL	SHEIKH IBRAHIM ARAB SPECIAL SECONDARY SCHOOL, ZARIA			
SUBJECT	ENGLISH LANGUAGE			
TOPIC	TYPES OF SENTENCE			
CLASS	SS1			
WEEK	13 – 1:20			
DURATION/PERIOD	80 MINUTES 2ND AND 3RD PERIOD			
AGE RANGE	15 – 17 YEARS			
DATE	20th MARCH, 2017			
Instructional Materials	Flash cards and consonant sound chart			
Specific Objective	By the end of the lesson, students should be able to: a. Pronounce some consonant sounds properly b. Mention sound examples in word context c. Read faster d. Construct sentence correctly			
Entry Behaviour	The students can pronounce some of the sounds correctly			
Test for Entry Behaviour	The students are asked to pronounce some of the complicated and contrasting sounds. Some of these sounds are: /f/ and /p/ /l/ and /r/			
Content Development	The teacher groups the students in to ten (10) groups in order to have group work in the class. The teacher gives each group a plain sheet to use for their group work			
	Teachers activity	Students' activities	Instructional Materials	Strategies/ Skills
SET INDUCTION	The teacher set induces the students by asking them to write out the contrasting sounds. They will later use the sounds in both word and sentence contexts. The teacher asks the students to mention more consonant sounds they know.	The students answer the teachers' question and write	-	STT / Questioning
Introduction	The teacher introduces the lesson by: a. Writing the subject, topic and date on the board. b. Displaying the instructional materials (consonant sound charts) on the board	The student observes and discuss with their group mates about the instructional material	Wall chart (consonant sound chart)	STT / Observation and discussion

	for the students to see. c. Allowing the students to have a non-stop 2-minute discussion on the material			STT / Questioning
Presentation	The teacher presents the lesson by using the following steps:	The students listen	Wall chart (consonant sound chart)	TTT / Explanation
Stage I	The teacher explains how to pronounce the consonant sounds written on the chart.			
	The teacher interacts with the students on how to pronounce the sounds. The teacher allows each student to practice and pronounce properly.	The discuss and practice the sounds	Wall chart (consonant sound chart)	STT and TTT / Discussion and practicing
Stage II	The teacher explains the sounds, their phonetic symbols, representing letters and examples in word context. Example; /b/ b, bb, bug, box, book /d/ d, dd, dog, digger, drum, daddy etc	Students listen	Wall chart (consonant sound chart)	TTT / Explanation and exemplification
Stage III	The teacher asks the students to study the sounds and see how they are being used or represented in the example and discuss with their partners.	Students study and discuss	Wall chart (consonant sound chart)	STT / Discussion
Stage IV	Teachers ask the students to give more examples using their own words.	Students write	Wall chart (consonant sound chart)	STT / Writing
Stage V	The teacher gives the students a mini classwork. Example:	Students write and answer the questions	-------	STT and TTT / Writing and Answering

	From the words lettered A to D, choose the word that **has the same consonant sound(s)** as the one represented by the letter(s) underlined. An example is given below. Example: vice A. cat B. dress C. show D. chalk The correct answer is B because only dress has the same consonant sound as the one underlined in vice. Now answer the questions that follow: 1. Strange A. vague B. mirage C. logic D. legume 2. Who A. vehicle B. khaki C. rhyme D. hammer 3. Hang A. cringe B. strange C. mango D. plunge Teacher gives students some flash cards to study and discuss with their group members.			
Stage VI	Teacher give the students some plain sheets to write out the most appearing sounds in their tongue twisters. Teacher ask each group to present the tongue twister on their flash cards as fast as	Students study and discuss Students study and write	Flash cards Flash card	STT / Study and Discussion STT / Study and Writing

Stage VII	possible. Example; Noisy Boys Enjoy Noisy Toys, But Noisy Boys Enjoying Noisy Toys are Annoying. etc Teacher ask the students to use the most appearing sounds in their cards to write five words examples	Students presents	Flash card	STT / Presentation
Stage VIII	and use those words to construct five sentences. Teacher allows the students to copy the note in their notebooks	Students write	Flash card	STT / Writing
Stage IX		Students write	--------	STT / Writing
Evaluation	The teacher asks each group to present what they have on their plain sheet while others listen and make corrections where necessary	Students present, listen and correct	Plain sheet	STT / Presentation, listening and correction
Conclusion	The teacher concludes the lesson by going over the lesson again then gives them a take home assignment.	Students listen and later write	--------	STT and TTT Writing

APPENDIX E

LETTER OF INTRODUCTION FROM THE MINISTRY OF EDUCATION I

Ministry of Education Science and Technology,

Zonal Office Headquarters,

Zaria.

Date 18 — 12 — 2016

The Principal/Proprietor,

GGSS D/Bamelu

(Snr)

Zaria.

LETTER OF INTRODUCTION

MUHIBBATI HAMZA (P14EDAS8071/2014/2015)

The bearer is a M Ed TESL in the department of/~~from~~ ARTS AND SOCIAL SCIENCE DEPT, EDU. A. BU. ZARIA and wish to conduct a research in the following areas:-

1. IMPACT OF STUDENT TALKING TIME STRATEGY
2. ON SPEAKING SKILLS OF SENIOR
3. SECONDARY SCHOOL 1 (SS1) IN ZARIA
4. METROPOLIS, KADUNA STATE.
5.

I am directed to request you to allow him/her the use of your facilities accordingly please.

Chief Personnel Officer
Ministry of Education
Zaria.

E.J. USMAN (MRS)

H O D, PRS

For: Director

HOD Lang.

Above for your inf. and necessary actions Pls.

25/1/17

LETTER OF INTRODUCTION FROM THE MINISTRY OF EDUCATION II

21

Ministry of Education Science and Technology,

Zonal Office Headquarters,

Zaria.

Date 8th – 12 – 2016

The Principal/Proprietor,

S.I.A.S.S

K/Kasuwan (B)

Zaria.

LETTER OF INTRODUCTION

MUHIBBAT HAMZA (P14EDAS8091/2014/2015)

The bearer is a M.ED TESL in the department of/~~from~~ ARTS AND SOCIAL SCIENCE DEPT, EDUCATION A·B·U ZARIA and wish to conduct a research in the following areas:-

1. IMPACT OF STUDENT TALKING TIME STRATEGY
2. ON SPEAKING SKILLS OF SENIOR SECONDARY
3. SCHOOL 1 (SS 1) IN ZARIA METROPOLIS.
4. KADUNA STATE.
5. _____

I am directed to request you to allow him/her the use of your facilities accordingly please.

Chief Personnel Officer
Ministry of Education
Zonal Office
Zaria

E.J. USMAN (MRS)

H O D, PRS

For: Director

VP

please inform the Area Concern to assist the Muhibbat on her assessment.

7/3/17

SM/AD

Actions has been taken Accordingly.

7/03/17

APPENDIX F

STATISTICS RESULTS I

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tspeakskills
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
total speaking skills	1 experimental	60	61.00	14.958	1.931
	2 control	60	19.13	11.057	1.427

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total speaking skills	Equal variances assumed	5.393	.022	17.435	118	.000	41.867	2.401	37.111	46.622
	Equal variances not assumed			17.435	108.653	.000	41.867	2.401	37.107	46.626

STATISTICS RESULTS II

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=pronunciation
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
pronunciation	1 experimental	60	15.55	5.741	.741
	2 control	60	5.55	3.296	.425

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pronunciation	Equal variances assumed	31.788	.000	11.701	118	.000	10.000	.855	8.308	11.692
	Equal variances not assumed			11.701	94.074	.000	10.000	.855	8.303	11.697

STATISTICS RESULTS III

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=fluency
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
fluency	1 experimental	60	15.30	5.347	.690
	2 control	60	4.68	2.740	.354

Independent Samples Test

		Levene's Test for Equality of Variat		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Differe	Lower	Upper
Fluency	Equal variances assumed	36.219	.000	13.688	118	.000	10.617	.776	9.081	12.153
	Equal variances not assumed			13.688	87.993	.000	10.617	.776	9.075	12.158

STATISTICS RESULTS IV

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=grammar
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
grammar	1 experimental	60	16.02	4.459	.576
	2 control	60	4.83	3.692	.477

Independent Samples Test

		evene's Test for Equality of Varian		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Differer	Lower	Upper
gramma	Equal variances assumed	4.624	.034	14.964	118	.000	11.183	.747	9.703	12.663
	Equal variances not assume			14.964	114.036	.000	11.183	.747	9.703	12.664

STATISTICS RESULTS V

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=vocabulary
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
vocabulary	1 experimental	60	14.13	4.799	.620
	2 control	60	4.07	3.215	.415

Independent Samples Test

		evene's Test for Equality of Varian		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc	td. Error Differer	Lower	Upper
vocabulary	Equal variances assumed	20.464	.000	13.499	118	.000	10.067	.746	8.590	11.543
	Equal variances not assume			13.499	103.072	.000	10.067	.746	8.588	11.546