

**ASSESSMENT OF COMMUNICATIVE LANGUAGE TEACHING (CLT)
ON THE COMMUNICATIVE COMPETENCE IN ENGLISH OF
SECONDARY SCHOOL STUDENTS IN FUNTUA, KATSINA STATE**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF
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DECLARATION

I declare that this thesis is a record of my own research work. No part of this thesis was previously presented by anybody for the award of a higher degree in any institution. All quotations and references are duly acknowledged. The results and conclusion are the real findings of this study.

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CERTIFICATION

This thesis entitled: Assessment of Communicative Language Teaching (CLT) on the Communicative Competence in English of Secondary School Students in Funtua, Katsina State by Halima Mohammed Lawal has been read and approved as satisfying the requirement for the award of the degree of Masters of Education in the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my entire family; my late father, (May Allah forgive his soul), my sweet mother, my dearest husband, and my wonderful children.

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Abstract

The study was undertaken to examine the impact of Communicative Language Teaching (CLT) on the communicative competence in English of SS11 Students in Funtua, Katsina State. Quasi-experimental design was employed in the study. The population of the study comprised all SS11 students in the nine public secondary schools in Funtua, Katsina State. For valid and reliable result, a purposive sampling technique was employed for the sample population in two schools; Government Girls' Secondary School (senior), Funtua (N=10) and Government College (Day wing-Senior), Funtua (N=10). More so, the frame-work of the study on communicative competence was adopted in two of the four areas of communicative competence; linguistic and sociolinguistic competence. Subjects' responses on four different tasks; description, debate, story-telling and role-play were recorded and transcribed and the data collected were analysed using both descriptive and inferential statistics. In order to find out the significant levels of relationship that exists between the variables stated in the study, Harmonic Mean and ANOVA (Analysis of Variance) were used. One major focus of the study is the adoption of Communicative Language Teaching (CLT) for the development of communicative competence in learners of English as a target language. However, the results of the findings show that CLT has significant impact on the oral performance of the candidates. The exposure to different oral language activities has built students confidence and willingness to participate in any language task. However, the results of the findings of this study will encourage the integration of CLT approach in our schools' syllabuses, textbooks and teaching methodology.

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ABBREVIATIONS

- 1.** LIC Language of the Immediate Community
- 2.** MT –Mother Tongue
- 3.** TL – Target Language
- 4.** L1– First Language
- 5.** L2 –Second Language
- 6.** CLT – Communicative Language Teaching
- 7.** CLI – Cross-linguistic Influence
- 8.** ALM –Audio-lingua Method
- 9.** ELL – English Language Learner
- 10.** ESL – English as a Second Language
- 11.** LEP – Limited English Proficient
- 12.** PP – Preverbal Pronoun
- 13.** TM –Time Marker
- 14.** NECO – National Examination Council
- 15.** WAEC – West African Examination Council
- 16.** JAMB – Joint Admission and Matriculation Examination
- 17.** CV – Curriculum Vitae

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In a country where English is considered an official language, the acquisition of adequate oral skill for attaining acceptable level of communicative competence is required. A mastery of spoken language is highly desirable yet, its teaching and learning is faced with many problems especially at the secondary school level of education. The reason is that many students come into school with insufficient language knowledge. However, for fear of making mistakes and being mocked, some students feel rather timid in participating in oral tasks. Thus, learning English as a target language is compulsory because the majority of students at the tertiary level of education may not have ample opportunity to learn English language again in a formal situation except it is a course they were admitted to study or as a minor course. Interestingly, to have a very good command of English is very advantageous in many ways.

From the social point of view, good knowledge of the target language is regarded as a sign of sophistication, good education, and even high intelligence. Highly fluent English speakers are able to express their thoughts and emotions with eloquence and precision which enable them to present themselves well (Schmiedtova, 2011). Mastery of the target language is not only desirable but it is also a prerequisite for social acceptance and professional success. Statistics also point out to the fact that approximately 85% of our success in life is directly attributed to our communication skill. Proficiency in English Language now determines success or failure in education and life in many parts of the world without the exception of Nigeria. Only those who have good grades and are competent in English are mostly employed in different

places of work and departments in Nigeria these days. Olaseinde (1994) views English as the window of the world to Nigeria, making it possible for the nation to have free exchange of information with international community. Thus, this serves as a motivating factor for the present study to encourage English language learners develop interactive language skills that will enhance their communicative competence. It is also believed that fluency in the oral skill will help develop other language skills.

English as a target language forms the bridge across the ethnic boundaries which our various local and indigenous languages have created. Indeed, it serves as a vehicle of mutual understanding within a neutral environment of ethnic and linguistic plurality. Obviously, students need to function adequately well in English since it is the medium of instruction in the secondary school level. This is also very important because of the general outcry by many sources in the Nigerian educational system that the standards of both spoken and written English have fallen drastically. The situation is even more critical when one considers the unique role of English language as an official language of instruction which must be used at the secondary school level before passing internal and external examinations into the tertiary level and a language every student will need proficiency in for future career. These reasons thus served as a springboard for the present study.

Data from the Nigerian University Commission (NUC) also show that only about 23% of students who enter Nigerian universities have credit-Pass in English Language with very poor foundation from the secondary school. The yearly mass failure recorded by students in both WAEC and NECO examinations in the past six years have indeed continued to bewilder stakeholders. In the last three years, the average success rate in the NECO, WAEC, and JAMB has not been encouraging, less than a quarter of students who sat for those examinations have credits in

at least 5 subjects including English Language and Mathematics. What is worrisome is the percentage in the performance of students in English which has consistently been reducing. The implication is that over 70% of secondary school leavers are probably not capable of undergraduate education at their exit from secondary schools. The table below shows the percentage of candidates' performance in the May/June Examination (SSCE) from 2010 to 2015 with five credits including English Language and Mathematics.

Table 1.1 MAY/JUNE WAEC EXAMINATION RESULTS (2010 to 2015)

| YEAR | Registered Candidates | Candidates with Five Credits Including English Language & Mathematics | Percentage |
|------|-----------------------|---|------------|
| 2010 | 1351,557 | 337,001 | 24.94% |
| 2011 | 1,540,250 | 471,474 | 30.9% |
| 2012 | 1,672,224 | 649,474 | 38.81% |
| 2013 | 1,543,683 | 589,636 | 36.57% |
| 2014 | 1,692,435 | 529,425 | 31.28% |
| 2015 | 1,498,069 | 616,370 | 38.68% |

(Sources: Online reports of WAEC results - see references)

The above analyses has however given the present study much concern because passing all subjects except English renders an external examination such as WAEC or NECO null and void. In fact, many courses in higher institution need more than a simple 'pass' in English for admission. However, the study believes learners can use the target language proficiently in any given context if exposed to different communicative tasks.

This study is very necessary because inadequate knowledge of English language may greatly affect the performance of students in many school subjects. Ariyo (2010) in his opinion believes failure in English is synonymous with failure in education. In the same manner, Wudiri (1981) affirms that; “unless a solid foundation in English language is laid---progress in English and other subjects will be hampered.” Also, Olaofe (1986) stressed that ‘an in-depth knowledge of English is an in-depth knowledge of science, vocation and technology.’ These views also, concord with Abubakar’s (2005) statement that, ‘the education sector in general would improve when high performance is attained in English language. In conclusion, the success or otherwise of a secondary school career depends on the learner’s competence in English since he/she is expected to be taught and examined in all subjects (except the mother tongue) in English. Researches carried out by some professional linguists and educators on language development and classroom interaction (Widdowson, 1988; Onyewetu, 1990; Savignon, 2002; and Nock, 2008) also served as motivating factors for this study.

1.2 Statement of the Problem

Available statistics from WAEC showed that the percentage of students’ poor performance (with grades D7 to F9) in English Language are usually up to 75% of the total candidates each year. Most L2 learners fail English not because they are not intelligent enough but because they lack the necessary language skills which can enable them to communicate effectively and appropriately. Nock (2008) states that there is no much focus in developing the ability of students to hold sustained conversation and recognize how utterances are used in the performance of acts of communication. Where students are given the opportunity to speak, the teacher is always ready to correct them whenever they make mistakes and quite often in a tactful manner (Tunde, 2013). The consequence is that learners may become reluctant to participate

actively in oral communication again. This is because the learners' language ego has been bruised (Brown, 1994).

Also, the education administrators do not encourage English language teachers to attend educational programmes such as conferences, workshops, seminars, and so on. The implication is that teachers will lack the knowledge and skills to improve their students' speaking skills and other language skills. In a non-English speaking country like Nigeria, the situation necessitate a reconsideration of the teachers' competence through the introduction and implementation of Communicative Language Teaching (CLT) which is an effective method of teaching and learning of English for the development of communicative competence in learners. Communicative language learning is expected to go beyond the era of the teacher dominance in the language learning process classroom thereby making the students passive listeners and at the same time making the lesson unenjoyable and boring. Nigeria is expected to be part of this improvement initiative for the implementation of CLT like countries such as Japan (LoCastro 1996; Savignon 2004), China (Hu 2005; Jin & Cortazzi 1996), Taiwan (Chang 2010; Wang 2002), and Korea (Li 1998). The major objective of CLT is to improve teachers' approaches, methodologies and techniques of teaching English Language for communicative competence.

This study therefore intends to assess the contribution of CLT towards the development of learners' communicative competence in English. This is indeed necessary because English Language is considered as a mandatory subject that all students must pass for validation of their senior certificate examinations in Nigeria.

1.3 Objectives of the Study

The objectives of the study are to:

1. find out whether or not the application of CLT in English Language teaching can help develop students' oral competence in giving description of places or people.
2. determine whether the adoption of CLT in the teaching of English as second language can impact on students' communicative competence in an argument.
3. investigate whether the application of CLT as an approach to effective language learning can have impact on learners' oral abilities in narrating their experiences.
4. determine whether or not CLT as a method of teaching language can have effect on the students' ability to initiate and respond to interactive conversation in real life situations.

1.4 Research Questions

This work is aimed at answering the following research questions:

1. Can CLT impact on the development of SS11 students' oral competence in giving description of places and people?
2. To what extent can CLT improve the oral skills of SS11 students in expressing themselves competently and effectively in an argument?
3. Does CLT impact on the oral competence of SS11 students in narrating their experiences?
4. In what ways can the implementation of CLT impact on SS11 students to develop the abilities to initiate and respond to conversations in real life situations?

1.5 Significance of the Study

This research work is very important because it is believed that education is inseparable from English which is the principal medium of instruction especially in the secondary and tertiary levels of education in Nigeria. It intends to contribute to the existing works of scholars; (Berns, 1990; Chomsky, 1965; Fredrick, 1997; Hymes, 1971; Savignon, 1972, 2002) on the

communicative approach to language teaching so as to encourage the use of English in and outside the classroom for effective communication.

The era of teaching English for communicative competence through the old methods of Grammar-translation method or Audio Lingual method which are basically teacher-centered is long past. The study believes that proficiency in English can be attained through Communicative Language Teaching (CLT) which is an eclectic approach to teaching of EFL to learners. CLT promotes interaction among students and between students and teachers through meaningful tasks.

The study attempts to assess the learners' productive skills which need to be acquired before competence in reading and writing could be facilitated. Speaking is the second of the four language skills; listening, speaking, reading and writing. It is also one of the central elements of communication which needs to be developed for efficient reading and writing to take place. It is therefore an aspect that needs special attention and instruction.

The study is also significant because it will investigate two out of the variables of communicative competence; linguistic and sociolinguistic competences – the rules of use and appropriateness. The analyses of the study is expected to go a long way in providing teaching method and strategies in which if employed by the teachers, successful teaching and learning of English language in our public senior secondary schools in Nigeria will be achieved.

Lastly, it is meant for curriculum planners and textbooks writer to harness the findings of the study for the improvement of oral communication in students at the secondary school level. This can be done by providing suitable learning materials, facilities and the introduction of training and re-training programmes for teachers such as seminars and workshops in order to implement CLT in all levels of education in Nigeria.

1:6 Basic Assumptions

The study is based on the underlying assumption that:

- Some good readers lack the verbal skills to express themselves fluently.
- Written language is dependent on spoken language for existence.
- Language teaching in Nigerian public secondary schools has not been reviewed to reflect the revolutionary trend of CLT pedagogy.
- Different language strategies and tasks can be employed in order to develop conversational skills in learners of English as second language.
- When lesson progresses to a freer-speaking activity, students can contribute according to their abilities and confidence.
- Well developed verbal skills improve self-confidence and enhance communicative competence in learners.

1.7 Scope of the Study

The study is restricted to the Senior Secondary School level (SS2). This group comprises students in the penultimate year who will soon be preparing for their external examinations such as WAEC and NECO in which assessment shall be made on their competence in English language and other subjects. The assessment will hitherto qualify them for admission into the tertiary level of education. The study intends to use 20 subjects selected from two public secondary schools (a boys' and a girls' school). Also, the language in focus is the English language. English is used as the medium of instruction in all Nigerian secondary schools.

The teaching and learning implications of the use of English in the secondary school shall be assessed particularly in the aspect of speaking. It is believed that speaking is one of the keys to communication and it is also one of the skills that can be used to rate a speaker's proficiency

in a language. A speaker may adequately represent a letter of a language on paper but may not be able to produce the language correctly and efficiently. Skinner (1977) posits that “What a linguist studies is not what is written but what is said; language is speech”. Speaking is therefore a productive skill which promotes comprehension and oral communication; everyone learner translates what he speaks into writing.

Information shall be sourced from the students with the assistance of their teachers for critical analysis. As a matter of fact, this study is not all-embracing, but it intends to study how learners performance in oral speech especially on aspects that concerns communicative competence; linguistic and sociolinguistic competences. Thus, emphasis shall be placed only on verbal communication. The study shall also consider the learners background and knowledge when giving exercises and oral tests. This is in relation to what the educational philosopher, John Dewey suggested that, ‘we begin where the students are, not where we would like them to be’.

CHAPTER TWO

Review of Related Literature

2.1 Introduction

This chapter contains a review of literature on the use of English for communicative competence and it is presented in the following sequence;

- 1 Factors Militating against Students' ability to use English as a Medium of Instruction.
- 2 Importance of Teaching Speaking Skills to ESL Learners.
- 3 Communicative Competence
- 4 Variables of Communicative Competence
- 5 Linguistic Competence
- 6 Sociolinguistics Competence
- 7 Discourse Competence
- 8 Strategic Competence
- 9 Criteria for Evaluating Communicative Competence
- 10 Theoretical Framework
- 11 Previous Studies on Communicative Language Teaching
- 12 Gains of the Review of Literature

2.2 Factors Militating against Students' Ability to use English as a Medium of Instruction

Learners' reluctance to speak English in the classroom is a problem commonly found in a foreign language context. Considerable numbers of students are reluctant to respond to the teacher and they remained silent in oral English language classroom due to many causes such as;

low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. Also, the students' use of MT/LIC is a personal challenge to teachers in the school language classroom and even outside the school. There is evidence that children tend to keep their own racial and linguistic groups for informal contact within the school. This perception also agrees with UNESCO (2009) general opinion that "people find it easier to recognize and understand words they use more often..." (p.39). That is, people find it easier to use their spoken language rather than a second language. After studying a language for many years, some L2 learners will not turn into L2 speakers, (Winter, 2007). It is further explained that an experienced learner who is unwilling to communicate might show both high motivation for learning and high anxiety about communicating.

In a 70-item survey of 547 first year undergraduate non- English majors used to study the willingness to communicate and anxiety of Chinese learners of English as a foreign language in English classroom, Meihua (2008), revealed that most of the students were willing to participate in interpersonal conversation but many of them did not like to risk using or speaking English in class. One third of the students also felt anxious in their English language class and feared being negatively evaluated and was apprehensive about public speaking and tests. It is felt by some teachers that children who have been isolated from native speakers in their early period of second language learning will be less fluent in using English in the social situation McEwen, Gipps and Summer (1974) also support the above view by asserting that the deficiency of the bilingual was due to the lack of involvement of English life and culture. This relates to Lado (1957) assertion that the acquisition of a L2 is also the acquisition of a second culture.

McEwen et al (1975) acknowledge that many factors are involved in the acquisition and use of a second language or dialect, for example, teachers' expectations, the child relationship

with his peers, opportunities to talk in the new language and interference from the first language. This view is supported by Ellis (1997) that one of the factors influencing the language learning process is language interference or negative transfer which may be defined as “the use of a negative pattern or rule which leads to an error or inappropriate form in the TL. Nababa (2001) asserts that the L2 learners will rather refer to his L1 from which he actively constructs rules and strategies. Schuman (1978) in his view explains further that success and failure may be affected by motivational, affective, aptitude, personality, experiential, instructional, biological and cognitive factors. The above statement also agrees with Strevens (1973) assertion that success in English language is not only on quantity and quality of an instruction and the absence of impediment to learning but also of the make-up of the learners, the make-up of the teacher, method and materials. Douglas (1964), Morris (1966), Barker (1971), and Berstein (1961) all documented the influence of parental social-economic group on children’s school performance and use of English language.

The socio-economic level, socio–educational background can positively or negatively influence learners’ use of TL as well. Tsui (1996) sees lack of confidence or fear of making mistakes, limited opportunities, particularly in large teacher –centered classes or peer pressure and resistance to speaking in a foreign tongue as possible problems of a second language learner. Factors such as task complexity and task difficulty clearly impact on students’ language production (Robinson, 2001). Also, if the class is large, the teacher finds it difficult to tackle language teaching and the students’ use of English language. Some teachers do not believe that it is not necessary to give learners special attention in the teaching and using of the TL. According to Schmedtova (2010), the age of acquisition may serve as a predictor for the degree of

command of the L2, for example, the younger the learner, the better the command of the language.

Jenkins (2002), believes that poverty is one of the leading predictors of school failure because of exposure to fewer experiences in poor homes than for the middle-class counter parts. This assertion also agrees with Abubakar (2005) view that most parents do not speak to their children in English at home and they have no gadgets that could facilitate English language speaking such as radio, TV, cable and satellite. However, it is observed that many learners do not maximize their opportunities to acquire and learn English language. A majority of them prefer to listen to radio and watch television programmes that do not necessarily increase their learning of English. Several of them prefer programmes in their native languages to those in English (Ajileye, 1988).

In the same manner, Al-Alawi (2004) in a study of Saudi students' reluctance to speak English also posits that the tremendous diversity and lack of cultural commonality can lead to alienation, anxiety, and tension. Second language learners bring with them diversity of cultures, past experiences with different educational background and perspectives concerning social and economic power structures (Clair &Adger, 1999; Storti, 1999). However, Ajileye (1988) in his research reveals that schools where students are from a heterogeneous language background tend to have greater opportunities for English use and practice than in schools where students are predominantly from one language background.

Also, it is believed that the experience of previous language learning predisposes learners to certain expectations about language learning. According to Oxford, (1993), ESL learners bring to language learning task a complex set of attitudes, experiences, expectations and learning strategies. Proficiency in the target language largely depends on how well or ill-matched the

student style is with the socio-cultural factors, beliefs, expectations, experiences and learning style preferences. Cortazzi (1990) who studied cultural related differences in beliefs suggested that students' behavior and actions in the classroom are strongly predetermined by their beliefs and perceptions. Similarly, this study believes learners' attitude or belief in the language activities or teachers' methods of teaching can be determining factors to accepting or rejecting the use of English.

2.3 Importance of Teaching Speaking Skills to ESL Learners.

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body; the lungs, vocal tract, vocal chord, tongue, teeth and lips. It is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown 1994; Burns & Joyce, 1997). The four language skills are listening, speaking, reading and writing and they are all interconnected. According to Richard (2006), one of the ways in communication is through speaking and the mastery of speaking skills in English is a priority for ESL students. In the same manner, Gerald (2013) claims that proficiency in each language skill is necessary to become a well rounded communicator but the ability to speak skillfully provides the speaker with several distinct advantages.

According to Wikipedia, the free encyclopedia (2015) speaking is a model of socio-linguistic study. It is a tool used to assist in the identification and labeling of a component of linguistic interaction. Speech can flow naturally from one person to another in form of dialogue. It can be planned or rehearsed such as speech delivery or public presentation (English Club, 2015). Speaking can also be informal (used with family and friends or people you know) or formal (used in business or academic situations or when meeting people for the first time). On the other hand, in the article written by SIL International (1998), it is stressed that speakers find

themselves three kinds of speaking situations; interactive, partially interactive, and non-interactive situations.

Interactive speaking situations include face-to-face conversations and telephone calls in which we are alternately listening and speaking. Here, there is always a chance to ask for clarification, repetition, or slower speech from our conversation partners. Partial interactive situation on the other hand is when giving a speech to a live audience. In this case, the audience does not interrupt the speech. The speaker can only see and judge from the expressions on the audience faces and body language whether or not he/she is being understood. Lastly, a speaking situation can be totally non-interactive for instance, when recording a speech for a radio broadcast.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of a language learning process. Speaking involves three areas of knowledge;

1. Mechanics – (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
2. Functions – (transaction and interaction): knowing when clarity of message is essential and when precise understanding is not required.
3. Social and cultural rules and norms – (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what? (Source: The Essentials of Language Teaching, 2004).

However, SIL International (1998) outlined some micro-skills involved in speaking. They include the following;

- pronunciation of distinctive sounds of a language clearly enough so that people can distinguish them.
- the use stress and rhythmic pattern and information patterns clearly enough.
- using the correct forms of words; tense, case, or gender.
- putting words together in correct word order.
- using appropriate vocabulary.
- using variety of a language register appropriately in different situations.
- making the main ideas stand out from supporting ideas or information.

2.4 Communicative Competence

Communicative competence is seen as a central concept of the communicative approach to language teaching because it provides learners the ability to understand and use language appropriately in an authentic social and school environment. Communicative competence as found by scholars is a superior model of language teaching following Hymes (1966) opposition to Chomsky's linguistic competence. It is thus seen as a new direction towards a communicative era. It has become widely accepted that communicative competence should be the goal of language education central to good classroom practice. The desired aim of this study also agrees with the concept of communicative approach in developing learners' language skills.

Spitzberg (1988) defined communicative competence as the ability to interact well with other users of the target language. He explains that the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise effectiveness and appropriateness." Friedrich (1994) however suggests that communicative competence is best understood as a situational ability to set realistic and appropriate goals and by using knowledge of self, others, context and communication theory to generate adaptive communication performances. Parks (1985) sees

communicative competence as the degree to which individuals perceive that they have satisfied their goals in a given social situation.

2.4.1 Variables of Communicative Competence

The variables of communicative competence are initially according to Canale and Swain (1980); grammatical competence, socio-linguistics and strategic competence. Later, Canale (1983) refined the above model, adding discourse competence. A more recent survey of communicative competence by Bachman (1990) categorises it into the broad heading of organizational competence which includes both grammatical and discourse (or textual) competence and 'pragmatic competence' which includes both socio-linguistic and illocutionary competence, while strategic competence is associated with the interlocutor's ability in using communication strategies. However, the variables that are generally accepted by scholars of language for communicative competence are; linguistic competence, grammatical, socio-linguistic, pragmatic, strategic, and discourse competence, but four areas are commonly shared by scholars of communicative language teaching; linguistic competence, sociolinguistic, discourse, and strategic competence (Chomsky, 1965; Hymes, 1966; Canale and Swain, 1980; Bachman 1990; Savignon, 1997; and Leung, 2005).

2.4.2 Linguistic Competence

Linguistic competence means knowing how to use the grammar, punctuation, spellings, syntax and vocabulary of a language. Linguistic competence asks; what words do I use? How do I put them into phrases and sentences? In a nutshell, it refers to the extent that the mastery of the language has occurred. Nordquist (2001) also asserts that linguistic competence is the unconscious knowledge of grammar that allows a speaker to use and understand a language. On the other hand, Chomsky posits that linguistic competence refers to the innate linguistic

knowledge that allows a person to match sound and meanings. He goes further to argue that the grammar of human language is a formal system consisting of abstract logical structure which are systematically re-arranged by operation to generate all possible utterances of language.

In their own view, Fernandez & Cairns (2011) assert that people do not have conscious access to the principles of rules that govern the combination of sounds, words, and sentences, however they do recognize when those rules and principles have been violated; for example; the sentence; “I said that Amina helped himself.” This is ungrammatical because the grammatical principal is that reflexive pronouns must refer to a noun or noun phrase in a clause. Therefore the correct sentence is “I said that Amina helped herself. This assertion is also applicable to Chomsky’s theory that all components of linguistic description include phonology, morphology, syntax, semantic, and so forth. In phonology, Chomsky explained that the sound system of a language consists of a set of abstract features (phonetic level) which are combined and re-combined by means of phonological processes to produce the sound which people actually say. Granville (2011) further explain that linguistic competence refers to the mastery of knowledge of the language code itself. This involves controlling the formal organization of the language for producing or recognizing ‘correct’ sentences and organizing them to form text. Linguistic competence according to him includes the rules of word formation and vocabulary (lexicon), pronunciation (phonology), and sentence formation (syntax). These assertions actually agree with the present study that L2 learners of English language must make themselves understood by trying to avoid confusion in their messages due to faulty pronunciation, grammar or vocabulary.

2.4.3 Sociolinguistic Competence

Richard (2005) defines sociolinguistics as the study of the relation between language and society. A branch of both linguistics and sociolinguistics is sometimes called the sociology of language. Simply put, sociolinguistics is the study of language in use (Paul, 1996). Sociolinguistic competence is to know how to use and respond to language appropriately given the setting and the topic. It refers to mastery of the socio-cultural rules of use and rules of discourse; the extents to which utterances are produced and understood appropriately depend on contextual factors. Sociolinguistic competence asks; which words and phrases fit this setting and this topic? How do I express a specific attitude (courtesy, authority, friendliness, respect and so on). According to Diaz-Rico & Weed (1995), sociolinguistic competence is the ability to speak and respond appropriately in the right company. Similarly, it is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. Cohen (1996) explains that target language learners may tend to respond the way they would in their native language and culture and find that their utterances are not at all appropriate for the target language and culture situation. Likewise, Juppe (1997) asserts that high school graduates come into university with fairly high level of grammatical competence but with comparatively low level of sociolinguistic competence in terms of foreign language proficiency.

Freeman & Freeman (2004) posit that second language learners produce and understand language in different sociolinguistic contexts taking into consideration factors such as the status of participants, the purposes of interaction, and the norms of interaction. Sociolinguistic competence means knowing how to “give every person his or her dues.” It means knowing when to be quiet, when to talk, when to give compliments to others, and when to apologize. It also means being able to read situations and know what is the right thing to say or do. He further

explains that if a second language learner makes mistakes in these types of competence, such a person will not be considered ignorant of the rules but will be seen as ill-mannered, dishonest, insincere, rude, pushy, and so on. For example, it will be wrong and rude for a student to say “Hi, or Hey” to his teacher while it will also be inappropriate to use ‘Sir’ for a friend. A business meeting which is dominated by social conversation shall also be inappropriate. A learner must not only acquire linguistic knowledge but must also acquire competence as to when to speak, when not, what to say, to whom, when, where and in what manner in order to be proficient in the TL. Thus, Juppes (1997) encourages activities in speaking to be conducted; “to understand a speakers intentions, respond to them appropriately and to express ideas positively in accordance with the given situation and purpose of discussion.” Freeman & Freeman (2001) however, conclude that to develop sociolinguistic competence, teachers need to make sure that language experiences are meaningful for students.

2.4.4 Discourse Competence

According to Canale (1983), discourse competence refers to mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text. This includes cohesion and coherence. Discourse competence is one of the four components of communicative competence: grammatical, sociolinguistic, and strategic competence, however, when speaking (conversation) or writing (textual), a person needs to be able to combine grammatical forms and meaning so that the parts make up a coherent whole (Paul, 1996). In his own view, Young (2014) posits that conversational interaction is considered a part of interactional conversation which involves knowing and using the mostly unwritten rules for interactions in various communication situations within a given community and culture.

Two main aspects can be used to teach Discourse Competence: cohesion and coherence. One kind of competence in discourse is often called textual competence. This is basically a measure of how well an individual can read different texts and understand them. Different kinds of texts include fiction and nonfiction, narratives, instructional guides, and other types of written communications, like transcriptions of recorded conversations or technical materials. The better readers can understand these texts, the more textual discourse competence they have. Another very common type of competence related to discourse is rhetorical or effective discourse competence. This is often defined as how well an individual can contribute to a conversation. This kind of discourse ability, or competence, also includes multiple components. One is how well the individual can understand what is being said by a range of speakers. Another is how well the individual can interject his or her own opinions, and how well that person can express ideas to an audience within a general scenario.

Discourse competence is also the capacity to comprehend and create forms of language longer than the sentence and include understanding of how instances of language are internally generated. The term thus, refers to a person's understanding of the rules that govern language (Diaz-Rico & Weed, 2010). In his own view, Hacker (2001) posits that learners will not make sense out of what they say if their utterances are disjointed and isolated. Coherence is indeed an interpretative process created while speaking or reading a text. Two main aspects to explain Discourse Competence are:

Cohesion: this refers to how we link ideas linguistically. For example, we use pronouns to refer to what or who has been mentioned previously, e.g., he, it, one, none, that, this. Another example includes the use of an auxiliary verb as a substitute for the main verb, e.g., 'Do you like to play basketball?' 'Yes, I do.' Or 'No I don't.'

2.4.5 Strategic Competence

Strategic competence refers to mastery of verbal and non-verbal communication strategies that we employ during breakdown in communication or when we lack any of the competences to communicate effectively. It is also used to enhance the effectiveness of communication. Strategic competence asks; how do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How do I express my idea if I don't know the name of something or the right word to use? Strategic competence refers to a person's ability to keep communication going when there is communication breakdown or to enhance the effectiveness of the communication (Mariani, 1994). This means being able to get one's message across through use of repetition, volume, or many of the other ways as highlighted by Smolcic (2014);

1. Paraphrase – the learner uses approximation in the form of structure or vocabulary items which he/she knows is incorrect but will get the message across.
2. Word coinage – the learner invents a new word to get the message across.
3. Circumlocution – the learner describes or defines the object or action. For example- 'you know, you use it to clean your teeth.'
4. Transfer – the learner uses his or her native language translating word for word or not bothering to translate at all.
5. Pause fillers –using of 'er', 'um', 'you know', 'you see', 'let's see', 'sort of' etc.
6. Topic avoidance – the learner avoids or changes the topic when he/she lacks the proficiency to continue.
7. Message abandonment – the learner simply stops in mid-utterance, lacking the proficiency to continue.

8. Asking for help – a learner seeks for a correct word that will fill the utterance from the listener. For example; “I’ve brought it...oh, how do you call it.”

Among all, reduction and avoidance strategies are difficult to spot but for L2 learners to widen their resources, they should be encouraged to take risk in order to actively expand their competence.

In his own way, Tsinghong (2009) posits that strategic competence refers to the ability to know how to keep a conversation going, how to terminate the conversation, and how to clear-up communication breakdown. It also refers to a speaker’s ability to adapt their use of verbal and non-verbal language to compensate for communication problems caused by the speakers’ lack of understanding of proper grammar use and/or insufficient knowledge of social behavioral and communication norms. He goes further to explain that some examples of behaviours demonstrating strategic competence include using synonyms to substitute for words, the speaker cannot recall or has not yet learned, resulting to physical gesture to convey meaning, asking for clarification from the listener, raising one’s voice in order to be heard and feigning comprehension in order to listen to context clues.

Miriani (1994) explains that communicative strategies are also indirect learning strategies; they help learners to remain in conversation and so provide them with more input to develop their inter-language systems. Learners get some useful feedback on their performance on the productive side and on the receptive side; it helps the learners to exercise a kind of control over their intake. This is by enabling them to prompt their interlocutors to modify his or language utterances. In a nutshell, communicative strategies encourage risk-taking and individual initiative; learners are trained in the flexibility they need to cope with the unexpected and

unpredictable. They thus, help to bridge the gap between the classroom and the outside reality, between the formal and informal learning

One major criticism which deals with the theory of communicative competence according to (Shaw, 1992) is that the four areas of communicative competence are aspects rather than components because they are unclearly defined: empirical analysis cannot show clearly that they exist independently. In the same manner, McGroarty (1984) argues that competence is relative to context and thus means different things in different situations. In the aspect of discourse competence, Shaw (1992) questions whether or not discourse competence is a function of culture rather than one of language. The argument is on the ground that it is nearly impossible to determine where a barrier is a result of language rather than one of culture. However, the study intends to explore the aspects of linguistic and sociolinguistic competencies in learners use of English as a TL.

2.5 Criteria for Evaluating Communicative Competence

Most scholars agree that communication behaviours and skills are learned. The history of competent communication dates back many centuries. Early Greek and Roman philosophers such as Aristotle, Plato, and Cicero were some of the first writers to attempt to describe what competent communication looks like and how it works. In fact, communication competence arose out of the need for communication instruction, particularly, in public speaking, dialectics, and public debate. However, a popular model of learning that did beget other models of communication competence was developed by Benjamin Bloom in 1956. Bloom's Taxonomy of Learning holds that human learning occurs in three activities; cognitive, affective, and psychomotor domains. According to Wikipedia, the Free Encyclopedia, the three domains are

sometimes loosely described as; knowing/head (cognitive), feelings/heart (affective), and doing/hand (psychomotor). Cognitive domain is the most used of the three domains. It involves knowledge and the development of skills. This includes the ability to recall or recognize specific facts, procedural patterns, and concepts that serve in the development of the intellectual abilities and skills. Bloom's cognitive domain is divided into six categories, starting from the simplest behavior to the most complex. They are; knowledge, comprehension, application, analysis, synthesis, and evaluation (Based on Bloom 1956).

Atherton (2013) claims that affective domain has received less attention and it is less intuitive than the cognitive domain. Affective domain according to him refers to the ability to not only express one's opinion and emotions but also to effectively gauge those of the others. It is concerned with values or more precisely with perception of value issues. The affective domain includes the manner in which we deal with things emotionally such as feelings, values, appreciation, enthusiasm, motivation and attitude. Bloom (1956) divided the affective domain into five categories; receiving, responding, valuing organizing, and characterizing (Morreale, 2009). On the other hand psychomotor learning is the most basic level which a human learns to communicate. The psychomotor domain objectives usually focus on change and /or development in behavior or skills. It includes physical movement, coordination, and use of motor skill capacities such as gestures, movement of eyes, hand-eye coordination and so on.

In the late 1970s and early 1980s, many scholars sought to empirically examine communicative competence. Later, on researchers advanced the idea that competence did not only relate to possessing the necessary skills for effectively creating and sharing meanings with others, it is also about doing so 'responsibly.' Based on this, Littlejohn and Jabusch (1982) proposed a theoretical model of competence with four principal competence; process

understanding, interpersonal sensitivity, communication skills, and ethical responsibility. This is apparently related to Bloom's Taxonomy of learning. Process understanding is similar to the cognitive domain, interpersonal sensitivity to the affective domain, and communication skills to the psychomotor domain.

Firstly, Littlejohn and Jabusch (1982), explain that process understanding is the extent to which one comprehends the elements of a given communicative event and reacts to them appropriately. Secondly, communication skill is said to be the ability to use our physical and mental faculties and previously learned conceptual frameworks about communication to move towards the accomplishment of a given objective or goal. Communication skills fall into two categories; initiating and consuming. Initiating communicative skills include asking and answering question, adapting language, and speaking in public, to name but a few. Consuming skills on the other hand, consist of activities such as; active listening, reading, or overall critical evaluation skills. Thirdly, ethical responsibility means that communicators effectively balance their goals, interest and desire with those of others for the maximum benefit of all involved in a given interaction (Littlejohn and Jabusch, 1982).

In relation to the above models of communication competence is the Interpersonal competency which allows one to achieve ones communication goals without causing the other party to lose face. The model most often used to describe competence in this form is the component model of Spitzberg and Cupach (1984). It includes three components; knowledge, skill, and motivation. These three basic factors bear direct resemblance to Bloom's Taxonomy of Learning; motivation (affective), knowledge (cognition), and skills (psychomotor).

Motivation as a model of competence can be thought of as positive or negative. It is concerned with the reasons we choose to communicate, or not, with others. A person who makes an active effort to communicate with others and engages in communication that results in positive outcomes and perceptions of the interaction has a positive motivation to communicate. Conversely, if one communicates to achieve some self-serving or socially unacceptable goals, such a person is negatively motivated. A person who possesses negative motivation to communicate finds every reason to avoid communication with others and does not communicate for the mutual benefit of others (Spitzberg 1983).

Knowledge simply means knowing what behavior is best suited for a given situation. Knowledge in communication guides us about what to say and do and tells us the procedures by which we can do it. We have to learn how to form and interpret cultural signs, symbols and cues in order to effectively share meanings with others. Knowledge about communication may be thought of as content or procedural according to Spitzberg (1983). Content knowledge is what we know about communication; how to put words together by speaking or writing, how to gesture, vocal control, physical proximity, and so on. Procedural knowledge however, comes into play the moment we found ourselves in a communication situation. The use of correct language and gestures, maintain proper volume and pitch of our voice and maintaining appropriate distance are all related to procedural knowledge.

Skill is having the ability to apply that behavior in a given context. And, motivation is having the desire to communicate in a competent manner. Haile (n.d.) posits that in order to be a competent communicator, one must be able to recognize which skills are necessary in a particular situation, have those skills and be properly motivated to use those skills. In the same vein, Spitzberg (1983) continues by describing skills as deliberate, repeatable, goal-oriented

behaviors that manifest both ones knowledge of how to communicate and the motivation to do so. For an action or behavior to be considered a skill, it must be performed with intent, and the communicators must be able to duplicate the action and hopefully its outcomes.

Austin (2004) on the other hand asserts that behavior is neither competent nor incompetent. Competence is a judgment you make based on your rules. Ones rule can differ from the others. Rules are a function of one's culture, subculture, ethnicity, etc. Spitzberg (2000) states that any given behavior or ability may be judged competent in one context and incompetent in another. Basically, there are two essential criteria for evaluating a speaker's communicative competence; the first evaluates how effective an objective is accomplished. That is, the achievement of desired outcome. The second is appropriateness. This evaluates how well people maintain relationship in terms acceptable to those involved. It also evaluates the situation or context in which the communication occurs. Being appropriate requires an understanding of social norms and convention. Lane (2000) concludes that communicative competence is the degree to which a communicator's goals are achieved through effective and appropriate interaction. This study also believes that competent communication increases the likelihood of achieving communication goals.

Morreale, Spitzberg, & Barge (2006) explain that communication can be complicated thereby making an event effective and appropriate or ineffective and inappropriate. They developed a grid which simplifies this concept visually; minimizing, sufficing maximizing, and optimizing. Minimizing communication is ineffective and inappropriate. It occurs if an individual fails to attain a goal and elicit a negative sanction from others. Sufficing on the other hand means that an individual's communication is appropriate but ineffective. So it is partially competent. Here, no rules or norms are violated, but no goals are attained, and the

communication serves no function. Thirdly, maximizing communication is considered effective but inappropriate or again partially competent. This occurs when one's goal is accomplished but without concern for the goals, feelings, or beliefs of others. Lastly, optimizing communication is effective and appropriate. So it is highly competent. When communication is optimized, an individual's goal is attained in a way that is appropriate to the context and not at the expense of others.

Even though, all the above criteria are useful tools in determining a communicator's competence, each of them cannot be considered as an end-all method for evaluating competence. The argument is that, all the above models of competencies are generalized from the researchers' points of view. A student of English as second language cannot be proclaimed competent or incompetent based on classroom lesson with a limited number of performances in an artificial environment. Communicative competence can be enhanced in learners when different communication skills and strategies are employed in a more practical and friendly situation.

However, all the components outlined above generally defined communicative competence as the ability and willingness of an individual to participate responsibly in a transaction in such a way as to maximize the outcome of shared meaning. Several researchers are building and expanding on what these communication scholars have begun. Thus, the communication grid used by Morreale et al (2006) in the rating of students' oral communication was adopted as the framework for the present study

2.6 Theoretical Framework

Many researchers adopt varying analytical frameworks but since the focus of this study is on speaking skill, it intends to adapt Granville (2011) framework. The model is grounded on a wider multi-dimensional interpretation of what is believed to constitute communicative

behaviour and oral proficiency. The framework proposed comprises four areas of knowledge; linguistic competence, sociolinguistic competence, strategic competence, and discourse competence. These four areas are commonly shared by scholars of communicative language teaching; (Chomsky, 1965; Hymes, 1966; Canale and Swain, 1980; Bachman 1990; Savignon, 1997; and Leung, 2005). However, the present study used the above theoretical framework as guide to select appropriate assessment criteria for the subjects in question. The study was designed to focus only on two areas of communicative competence namely; linguistic and sociolinguistic competence. This agrees with the opinion of Chambers and Richards (1992) that; “it is unlikely that all components can be assessed at once and at any level by any task, or given equal importance”. Also, Granville (2011) affirms that it is not always necessary to measure all the aspects of communicative behaviour.

For the above framework to be successfully explored, the Communicative Language Teaching Approach (CLT) was adopted for this study. CLT is relevant to the present study because it is seen as a central concept of the communicative competence which provides learners the ability to understand and use language appropriately in authentic social and school environment. Savignon (2002) asserts that CLT refers to both processes and goals in classroom learning and the central theoretical concept in a communicative language teaching is ‘communicative competence’. Of relevance to the above assertions is Parks (1985) assertion that communicative competence is the degree to which individuals perceive that they have satisfied their goals in a given social situation. Indeed, this study believes that oral competence is the ability of a speaker to use language correctly in a given context.

Belchamber (2007) posits that producing language is a skill and when we learn a skill, we practice it in improvised settings. This brings to light the importance of communicative language

teaching (CLT) for students' proficiency in English. Where many of the students never used English outside the classroom, CLT is universally appropriate for encouraging such students. The emphasis is on communication and it is to help teachers to provide a context so that class interactions are realistic and meaningful. CLT involves equipping students with vocabulary structures which will enable them to interact proficiently. It encourages competence in both rules of grammar and use. The CLT belief however inspires the study to look into the use of English for ESL students to improve competence in their communication. CLT is an approach to the teaching of L2 and foreign languages that emphasizes interaction as both the means and ultimate goal of study. The approach is more students-centred with the teacher playing a very important role in the process by setting up activities so that communication actually happens.

Historically, CLT has been seen as a response to the audio-lingual method (ALM) and as an extension or development of the notional-functional syllabus. Audio-lingual approach is closely tied to behaviorism and thus made drilling, repetition and habit formation central of instruction. Proponent of the Audio-Lingual method felt that the emphasis on repetition helps in the improvement of accuracy. Student listened repeatedly to recordings of conversations and focus on accurately mimicking the pronunciation and grammatical structures. Critics of the audio-lingual method however, asserted that the over-emphasis on repetition and accuracy did not help students to achieve communicative competence in the target language. Noam Chomsky argued that 'language is not a habit structure. Ordinary linguistic behaviour involves innovation formation of new sentences and patterns in accordance with rules of great abstractness and intricacy.' They looked for new ways to present and organize language instruction and advocated the notional-functional syllabus which focuses on 'notion' and 'function'. According to the approach, 'notion' is a particular context in which people communicate while 'function' is a

specific purpose for a speaker to speak in a given context. Eventually, CLT was adopted as the most effective way to teach second and foreign languages as its theory of learning is based on the belief that activities involving real communication. Richards and Rodgers (2001) further explain that CLT began in Britain in the 1960s as a replacement to the earlier structural method called Situational Language Teaching (SLT) this was partly in response to Chomsky's criticism of structural theories of language.

CLT is usually characterized as a broad approach to teaching rather than as a teaching method with a clearly defined set of classroom practices. Its language theory has an eclectic theoretical base related to the concept of communicative competence. There are three elements involved in the underlying learning theory of CLT; communication principle, task-based principle, and meaningfulness principle (Richards & Rodgers, 2001). This concurs with Frederick (1997) statement that; "when teaching is task oriented, instructional environment is intimate, interactive, and investigative, then learning is ensured. Similar to this approach is the intention of this study to redirect teachers' approach to the teaching of English language for effective communicative competence in learners. The importance of classroom interaction for proficiency in the L2 by learners of English as a target language is further stressed by Nock (2008) as a microcosm of the larger society. He believes the classroom can be made to resemble closely the way children learn the first language naturally in real life situations. CLT puts the focus on the learner. It provides a framework for elaborate programme goals for global, qualitative evaluation of learner's achievement as opposed to quantitative assessment of discrete linguistic features in styles of learning. Curricular innovation is also believed to be best advanced by the development of local materials. This approach thus, helps to ascertain the assumption made by this study that the inability of students to use English can be traced to some teachers'

failure to introduce relevant activities and techniques in the classroom. Lantolf (2000) posits that “renewed interest in socio-cultural theories of second language acquisition offer promise for expanding the research paradigm and brings much needed balance. Also, in her discussion on the contexts of competence, Berns (1990) stressed that the definition of appropriate communicative competence for learners requires an understanding of the socio-cultural contexts of language use. This study also believes in socio-cultural rules of appropriateness in order to improve communicative competence.

Berns (1990) provides a useful summary of eight principles of CLT;

1. language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning, speakers communicate about something to someone for some purpose, either orally or in writing,
2. diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users,
3. a learner’s competence is considered relative, not in absolute terms,
4. more than one variety of language is recognized as a variable model for learning and teaching,
5. culture is recognized as instrumental in shaping speakers communicative competence in both their first and subsequent languages,
6. no single methodology or fixed set of techniques is prescribed,
7. language use is recognized as serving ideational, interpersonal and textual functions, an
8. it is related to development of learners’ competence,

Indeed, this study shall adopt Berns' principles. It believes that learners come from diverse socio-cultural backgrounds and different techniques need to be employed for them to use English language more proficiently.

The concern of CLT is not exclusively face-to-face oral communication. The principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression and negotiation of meaning. CLT requires work in small groups or pairs; group tasks have been found helpful in many contexts as a way of increasing the opportunity and motivation for communication. Classroom work with manual designed to promote communicative competence can be used as aids to memorization, repetition, and translation or for grammar exercises.

In CLT, what matters is the teachers' understanding of what language learning is and how it happens. The basic principle is that learners should engage with texts and meaning through the process of use and discovery. CLT cannot be any one textbook or set of curricular material and strict adherence to a given text. Certainly, this is not likely to be true to the processes and goals of CLT. The essence of CLT is the engagements of learners to allow them develop their communicative competence. In CLT context, learners are seen as active participants in the construction of knowledge rather than passive recipient of information provided by the teacher or textbook. Language teachers are no longer viewed as the authority of knowledge- playing dominant role, rather, they share different roles such as facilitators, independent participants, needs analysts, counselor, and group processor manager to create more fascinating experience for the learners. The following are referred to as the features of CLT; task based, content based, process oriented, interactive, inductive, and discovery oriented (Savignon, 2002). Indeed, the encouragement for teachers to make changes in their teachings for the

promotion of language proficiency in English language learners (ELL) happens to be the focus of this current study

2.7 Previous Studies on Communicative Language Teaching (CLT)

In recent decades, teachers of English as a foreign language have been encouraged to adopt Communicative Language Teaching (CLT) in order to help develop their students' language skills especially in the aspect of speaking. In view of this, many studies have been carried out by researchers from different countries in order to promote the implementation of CLT. The general believe is that the aim of CLT is to help students move beyond mastery of the structures in a foreign language to the point where they can use them to communicate meaningfully in real life situations. Eventhough different CLT strategies were used by different researchers, the most obvious feature is that almost everything is done with a communicative intent.

Pendidikan (2012) in his research considers CLT as a method of teaching English Language for communication. His major objective was to describe and implement debate activity in teaching speaking. It was a descriptive research which was designed to teach speaking to the Third Year Students of Junior High School Mambaus Shohilin Islamic Boarding School which was located at Suci Manyar, Gresik. The focus of the research carried out by Pendidikan (2012) was on only a class which consists of 38 students all of whom were girls. The research took the third year students with two considerations; first, many of the students had difficulties or problems in speaking activities and secondly, most of them were afraid of speaking and had no confidence. Therefore, the study tries to introduce the needed technique that would help teachers overcome the students' difficulties. The study identifies and describes the forms of words used

by the students without any syntactical calculation. However, the data were collected by the subjects through observation checklist, field note, questionnaire, and daily assessment.

In assessing the students' proficiency, the scoring aspects elaborated on pronunciation, grammar, vocabulary, fluency and comprehensibility. And the researcher had just two meetings with the students. Based on the result of the observation, responses from the students and discussions, the implementation of the debate activity has built good atmosphere for the student to speak. It has also made them to be brave and confident.

Similar to the current study, the study carried out by Pendidikan (2012) adopted the CLT method in teaching speaking skills through the use of debate activities. Both studies also identified that students were unwilling to use English language in the classroom for fear of making mistakes. The findings of the two studies also show that learners speaking skills were improved through motivation and encouragement. While the present study is a Quasi-experimental research and was directed on two schools comprising both boys and girls (N=20), the focus of the research carried out by Pendidikan (2012) was on only a class which consists of 38 students all of whom were girls and it is basically a descriptive research. The scoring aspects focused on pronunciation, grammar, vocabulary, fluency and comprehensibility but the current study elaborated on the effectiveness and appropriateness of the oral responses of students at sentence level.

In an attempt to review the revolutionary trend of Communicative Language Teaching, Taiwo (2013) also carried out a descriptive research among two Nigerian speakers of English who were admitted to study at the University of Leeds after finishing their SSCE in some Nigerian public schools. One of the participants is a male; Participant A while the other is a female; Participant B. The two participants were assessed on fluency in English in which a

monologic task was given for them to recall their personal experience in their childhood when life seemed to change (story-telling). However, the criteria considered for the task were motivation and naturalness of the task. The emphasis on the two criteria were based on the fact that poor performance of students in English Language have been anchored on lack of motivation and the naturalness of the tasks given to students in the classroom.

Based on the findings of the results, the two participants were both fluent in their performance eventhough participant B produced more fluent performance. It was also revealed that the participants performance exhibits instances of communicative strategies such as reformulation/false start, repetitions, hesitations marked by fillers and pauses. The study therefore canvassed that teachers should teach these specific linguistic features which distinctively characterize spoken language using tasks that can enhance production and boost confidence in the focal participants and increase their ability to use language in real life situations.

However, the similarities that exist between the researches carried out by Taiwo (2013) and the current study is the adoption of CLT and the focus on the development of speaking skills in learners. The two studies also involve both male and female students in monologic task which is in the form of story-telling. Eventhough the current study engaged students in other oral tasks such as debate, description, and role-play, Taiwo (2013) also advised that such tasks should be incorporated in the teaching of speaking for efficient oral performance in English.

On the contrary, the current study used twenty students in the Senior Secondary school (SS11) in Northern Nigeria for its research while Taiwo (2013) only used two Nigerian speakers of English who were admitted to study at the University of Leeds after finishing their SSCE in some Nigerian public schools. Unlike Taiwo (2013) in whose research focused on strategic

competence with assessment on fluency, the current study picked on two variables of communicative competence; linguistic and socio-linguistic competences and students were assessed on the effective and appropriate use of language.

On the other hand, Chang (2010) study explores factors that promote or hinder Taiwanese College teachers' implementation of CLT in English teaching. Eight teachers from two universities in Southern Taiwan that integrated CLT into their English curriculum were selected. In a bid to investigate the participants' perceptions and experience regarding the factors that promote or hinder the implementation of CLT by Taiwanese college teachers, a face-to-face, semi-structured interview was conducted. A thematic analysis was also employed to identify the themes in the data. However, the results of the findings indicate that the factors that impacted on the implementation of CLT are related to teachers, students, the educational system, and suitability of CLT in the local context. Certain situational constraints that were found to hinder the implementation of CLT include; large classroom size, students' unwillingness to participate in oral activities, lack of appropriate curriculum, limited teaching hour, insufficient teaching resources, lack of knowledge, skills and so on.

However, the study indicated that teachers' persistence is very important in practicing CLT. The study believes that the practice of CLT highly depends on the teachers' willingness to leave their comfort zone and risk trying the new teaching method. Thus, the findings of the study suggest that it is important to consider the difference between Taiwanese and Western culture when applying CLT in EFL setting such as Taiwan.

Based on the above review, the similarity that exists between this study and the current study is the adoption of CLT approach in the teaching and learning of English Language in schools. Both studies also agree that the implementation of CLT is being hindered by many

factors and that the practice of CLT depends greatly on the willingness of the teachers, students, and other stake-holders. Unlike the present study which explores the impact of CLT on the communicative competence of senior secondary students, Chang (2010) study explores factors that promote or hinder Taiwanese College teachers' implementation of CLT in English teaching. Twenty SS11 students in Nigerian secondary school participated in the current research while eight Taiwanese college teachers were involved in this research.

Anto, Coender, & Voogt (2012) in their study attempted to assess the implementation of CLT in two Ethiopian universities in order to identify the professional development (PD) needs of English language teachers. A cross-sectional study using teachers, students and managements of the universities as sources of information was applied to conduct the study. Fourty-four English Language teachers participated; Arba Minch University (N=22) and Hawassa University (N=22). Also, eight students from AMU and four students from HU were among the participants. The study focused on the significance differences that exist between the subject matter knowledge and the pedagogical knowledge and skills. Based on the data gathered through questionnaire, interview, discussion and classroom observation, most teachers claimed that they have sufficient subject matter and pedagogical knowledge and skills of CLT, but results from department heads, students and classroom observation tend to contradict the teachers' report.

The data obtained from the respondants were analysed using Kendall tau t-test. The overall findings of the study however show that the teachers seem to have positive belief about CLT but their implementation of the approach has been challenged by several factors such as; lack of support materials, students poor English language proficiency, class size, teachers lack of professional knowledge and so on. Thus, the study suggests that the universities should strengthen the existing pre-service CLT training and also arrange in-service professional

development (PD) opportunities to sustainably support the teachers in the implementation of CLT and effective teaching of EFL to learners.

However, both studies advocate the implementation of CLT for the development of learners' language skills and the development of teachers' proficiency. Similarly, the present study and Anto et al (2012) study identified some factors militating against students' unwillingness to speak and they both recommend that teachers should be encouraged to employ CLT approach in language teaching. Although, this study focused on both teachers and students of two different universities for its research and the instruments used to gather the information were interviews and observations, the current study used only students from two secondary schools with emphasis on debate, story-telling, description and role-play as the instruments for gathering information.

Finally, it is pertinent to note that the previous studies reviewed above and the present study all emphasised on the adoption and implementation of CLT for the development of oral proficiency in learners of English Language. However, Pendidikan (2012) and Taiwo (2013) only used one technique each in carrying out their studies (debate and story-telling) while the present study used four different techniques; debate, story-telling, description and role-play in order to authenticate the outcome of the study. Eventhough, the present study focused on SS11 students in the Northern part of the country, it recommended that CLT should be adopted and implemented at all levels of education in Nigeria with trainings of teachers for professional development.

Table 2.1 Summary Table for the Review of Related Literature:

| Authors' Review | Summary of Aspects Reviewed | Areas Relevant to the Present Study |
|--------------------|--|--|
| Schmiedtova (2011) | Mastery of the target language; a prerequisite for social acceptance and professional success. | Speaking skill will be emphasized in this study for the attainment of oral proficiency. |
| Ajileye (1988) | Most L1 speakers prefer to communicate in their L1 than in English for fear of making mistakes. | This assumption serves as an area of concern to this study. |
| Meihua (2008) | Most students are willing to participate in interpersonal conversations but many do not like to risk using English in the classroom. | The study believes that language teaching and learning in the classroom should be student-centered. |
| Khalid (2010) | The more the target language is used as medium of instruction, the more the opportunity of communicating efficiently in it. | The study believes that English as a TL should be made interesting for learners during classroom instructions. |
| Juppes, (1997) | Activities in speaking should be conducted. | Teachers shall be encouraged to use different activities and strategies in teaching speaking. |
| Mariani, (1994) | Strategic competence is the ability to keep communication going when there is communication breakdown. | Learners shall be introduced to different strategies in order to improve their communicative competence. |
| Lane (2000) | Communication competence is the degree to which communicator's goals are achieved through effective | The effectiveness and appropriateness of a speech should be evaluated according to |

| | | |
|--------------------------|--|---|
| | and appropriate interaction. | context. |
| Tsui (1996) | Possible problems of an L2 learner is, lack of confidence, or fear of making mistakes. | The ultimate goal of this study is to encourage learners to speak. |
| Spolsky (1989) | Knowing the rule of the language is irrelevant if the speaker is ignorant of the rule of use. | Grammar must be appropriately used for communication to take place. |
| Morreale,et al (2006) | Communication can be complicated thereby making an event effective and appropriate or ineffective and inappropriate. | The context of communication should be considered so as to make the speaker's speech appropriate and effective. |
| Freeman & freeman (2004) | Sociolinguistic competence is the ability to speak and respond appropriately in the right company | The creation of an enabling linguistic environment is essential |
| Hacker (2001) | L2 learners produce and understand language in different sociolinguistic contexts | Utterances of students should be analysed in relation to the context of interaction. |
| Searle (1962) | To understand language, one must understand the speakers intention | The interest of the study is to develop the learners' communicative competence. |
| Gerald (2013) | The ability to speak skillfully provides the speaker with several | Learners must been made to know the importance of English |

| | | |
|---------------------------|--|---|
| | distinct advantages | language in Nigeria and must be encouraged to use it. |
| Berns (1990) | The definition of appropriate communicative competence for learners requires an understanding of the socio-cultural context of language use. | The study believes that culture is an instrument for shaping learners' communicative competence in any language |
| Nock (2008) | Classroom teaching of English as a target language should be made to resemble closely the way learners learn their first language. | Language teaching and learning should be a microcosm of the larger society. |
| Diaz-Rico and Weed (1995) | Sociolinguistic competence is the ability to speak and respond appropriately in the right company | Learners should be able to use language in appropriate situations. |
| Savignon (2002) | The teaching central theoretical concept in a communicative language teaching is the engagement of learners in different language activities in order to develop their communicative competence. | The study also intends to adopt CLT strategies in order to encourage and motivate learners to speaking willingly. |
| Al-Alawi (2004) | Tremendous diversity and lack of cultural commonality can lead to | Learners must require the knowledge of how native speakers use the language in the |

| | | |
|---------------------------|--|---|
| | alienation, anxiety and tension. | context of structured interpersonal exchange |
| Richards & Rodgers (2001) | The underlying learning theory of CLT includes communicative principle, task-based principle, and meaningfulness principle. | Learning can be ensured when teaching is task-oriented, intimate, and interactive. |
| Anto et al (2005) | Pre-service and in-service training for professional development should be introduced to teachers for the implementation of CLT in schools | The current study emphasizes that teachers should be trained for efficient application of CLT in English Language teaching. |

2.8 Gains from the Review of Literature

The review of related literature in this study is very essential. Many aspects that have been touched include; variables of communicative competence: linguistic, strategic, discourse, and sociolinguistic competence. Based on this review, English language learners' oral proficiency can be improved through various communicative language strategies that are learner-centered, task-oriented, interactive, self-directed, and intimating. Activities such as description, debate, story-telling, and role-play were used as basis for this study.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter focused on the method adopted in the collection of data useful in the assessment of CLT on the communicative competence of learners of English as second language. It discussed the research design, population of the study, sample and sampling procedure, research instruments and the procedure for data analysis.

3.2 Research Design

Quasi-experimental design shall be used in this study. According to Larsen-Freeman & Long (1994), Quasi- experimental design is the analysis of the spontaneous speech data of the the second language learners collected at a periodic interval over a span of time. It is also empirical study used to estimate the causal impact of an intervention on the target population (Wikipedia, the free encyclopedia, 2015). The variables selected as sample from the target population are expected to give objective information based on the research questions.

3.3 Population of the Study

The target populations of this research are students of the public senior secondary schools (SS11) in Funtua Local Government, Katsina State. Nine public senior schools are situated within Funtua LGA with only one female senior secondary school (N=3,455). The number represents all the SS11 students in the 2014 and 2015 session and the students are within the ages of 15 to 19.

TABLE 3.3 TOTAL POPULATION OF SSII STUDENTS IN FUNTUA L.G.A., KATSINA STATE (2014/2015)

| SCHOOLS | NO. OF MALES | NO. OF FEMALES | TOTAL |
|-------------------------------------|--------------|----------------|-------------|
| Government College Pilot, Funtua | 364 | – | 364 |
| GDSS Funtua | 408 | – | 408 |
| GDSS Dukke | 155 | 20 | 175 |
| Government College (DW), Funtua | 363 | – | 363 |
| GDSS Maska | 175 | 33 | 205 |
| GDSS Makera, Funtua | 527 | – | 527 |
| GDSS Tudun Iya | 185 | 20 | 205 |
| GGSS Funtua | – | 1150 | 1150 |
| GDSS Goya | 46 | 9 | 55 |
| TOTAL | 2223 | 1232 | 3455 |

(Source: Katsina State Ministry of Education Zonal Education Quality Assurance, Funtua.)

3.4 Sample and Sampling Procedures

Purposive sampling was used to select the sample from the population. Patten (1990) explains that “in purposive sampling, subjects are selected because of some characteristics shared by them”. Out of the 9 public schools in Funtua, two senior secondary schools were chosen; Government College (Day Wing) Senior, Funtua and Government Girl’s Day Secondary School (Senior), Funtua. Both schools are situated in the same geographical location and the subjects are all SS11 students. The female school was chosen being the only female school among the nine schools in the local government.

Also, ten students were selected from each school, making a total number of twenty students. This agrees with Anto et al (2012) that equal number of participants can be chosen from two or more groups. The number is considered sufficient and representative because all the subjects share the same geographical and cultural characteristics. Moreover, the number are more than the 2 subjects used by Taiwo (2013), the 8 subjects recommended by Jang (2012) and the 16 subjects employed by O'Loughlin (2002) whose studies were also based on oral performances of ESL learners. Also, having a large number may be a bit demanding and stressful because information on the oral performances of the subjects on different tasks needs to be recorded, transcribed, and analysed.

The sampling procedure used is the simple random sampling technique so that every subject will have equal chance of being selected. This procedure is very essential so as to avoid bias and also to arrive at an objective conclusion on the data analysis.

3.5 Research Instruments

The measuring devices used in the research for gathering desired data for valid and reliable result were description, debate, story-telling and role-play. Anderson et al (1984) in Taiwo (2013) states that tasks such as arguing a point, (debate), giving an eye-witness account, and description should be introduced from time to time so as to teach speaking skills. The research instruments were designed to incorporate the assessment criteria relative to linguistic competence and sociolinguistic competence and to test the effectiveness and appropriateness of the subjects' utterances in each given task.

3.6 Procedures for Data Collection

The data obtained from research instruments were collected using the following steps;

1. the permission to conduct the study was sought through the principals of the two schools under study,
2. twenty students were randomly selected (ten from each school) and were briefed on the intention of the researcher,
3. items to be tested were selected. The instruments used were; description, debate, story telling and role play,
4. students were grouped into two (5 students from each school) and they were tested on two different tasks each; Group A –description and story-telling and Group B- debate and role-play. This is in relation to Kayi (2006) views that in a large classroom, students should be grouped and teachers should create a classroom environment with real life communication, authentic activities, and meaningful tasks that can promote oral language,
5. two options were given for each task (except for role-play) so that students can choose the option that they can answer best,
6. each class activity went through three CLT procedures proposed by SEAMEO (2003); pre-activity (questions were asked to recall students previous knowledge about the topic), whilst-activity (students were paired and given questions related to the main topic to respond orally in class), and post-activity (students conclude what has been learned by responding to the main task orally).
7. the students were given 10 minutes to think and prepare before responding to each of the given task during the post-activity. This is to help them plan and reduce pressure,

8. five minutes was given as time limit for each response. This concurs with the views of Skehan & Foster (1999) that time limit help reduce processing load and brings about improvement in performance,
9. students used four sessions to carry out the four tasks and each session lasted for one hour. The students' English Language periods were used for the activities, and
10. responses and conversations during each activity were audio-recorded as they had actually occurred without any correction of errors.

3.7 Method of Data Analyses

The criterion used for the assessment of the students responses at sentence level were adopted from Morreal, Spitzberg & Barge (2006) with four communicative competence grid; minimizing (inappropriate and ineffective), sufficing (appropriate but ineffective), maximizing (ineffective but appropriate), and optimizing (appropriate and effective).

The data collected were analyzed using inferential statistic. The statistical tool employed to measure the instruments was One-way Analysis of Variance (ANOVA). According to Wikipedia, the free encyclopedia (2015), "ANOVA is a collection of statistical model used to analyse the differences among groups and their associated procedures". ANOVA was used to test the significance difference in scores of students' performance. Where there is difference in scores, Duncan Multiple Range Test (DMRT) was used to separate the mean scores. The level of significance was measured by 0.05 (95%).

3.8 Pilot Study

In order to determine the reliability of the test instruments, a pilot study was carried out. The test was administered on two groups of SS11 students; controlled group (N=4) and experimental group (N=4) from Government College Pilot, Funtua. The instruments used were

description, debate and and story-telling. The subjects' responses carried out the tasks on two different occasions (pre-test and post-test). Each of the groups was asked the same questions for a reliable and fair assessment. The traditional method was applied on the experimental group in which they were asked to carry out the tasks without the application of CLT method. There was no preliminary session to prepare them for the tasks. The controlled group on the other hand was given the opportunity of listening to model write-up on the intended tasks. They were also given time to plan. However, the results of the findings show that the 2 groups were able to effectively and appropriately express themselves to a reasonable level but the controlled group performed better than the experimental group.

Based on the finding of the test, it is indeed important to say that the instruments proved valid and reliable due to the ease in the collection of data and the cooperation received by the subjects in question.

3.9 Validity of the Instruments

In order to ensure the validity of the instruments employed, the face validity was ascertained by presenting the instruments to some experts in the English department. Some observations and modifications were made on the items. Also, the content validity of the test research instruments covered three areas; description, debate, and story-telling.

3.10 Reliability of the Instruments

In order to ascertain the reliability of the instruments, a pilot test was conducted on 8 students of public secondary school and two post-graduate students from the department who are also teachers of English language were incorporated in the rating of the students' responses. Ideas were shared before final rating was done.

3.11 Summary

This chapter explained the research designed used, the sampling techniques, method applied in the collection of data for the study and analyses. Also, a sample of two schools and twenty students were purposively selected for the study and four instruments were employed for the collection of the data on the study. Lastly, the statistical tool employed to analyse the significant levels of the variables as used in the study was One-way Analyses of Variance (ANOVA). The instrument' reliability was measured at 0.05 (95%) level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains the analyses of the data collected in response to each research question. Four different tasks were given to subjects in order to answer the research questions in chapter one. The tests were administered to candidates (males and females) in their respective schools and under the condition that are similar with a special tag; subject 1 to 10. Subjects were tested on the following areas of communicative competence; linguistic competence and sociolinguistic competence. The students were grouped into two (5-females and 5 males=10) and each group was given two tasks. Group A; description and story telling and Group B; debate and role-play. The students' performances were presented according to each task and the table 4.1.1 below shows the summary ratings of the students' oral performance in the tasks according to their actual scores.

Table 4.1.1 Cumulative Scores of Students' Oral Performances in All the Tasks

| | Sum of Squares | df | Mean Square | F | Significance |
|----------------|----------------|-----|-------------|-------|--------------|
| Between Groups | 415.113 | 3 | 138.371 | 6.855 | .001 |
| Within Groups | 3310.405 | 164 | 20.185 | | |
| Total | 3725.518 | 167 | | | |

The table below shows the overall results of the oral proficiency of the students in all the given tasks. The results revealed that CLT has significant influence on the communicative competence of SS11 students in the tests with significance of ($p = 0.001$).

4.2 Data Presentation

This section presents the data in response to Research Question one to four. The responses of each subject were analysed using One Way score (Harmonic Mean Sample) with Duncan Alpha of 0.05 level of significance.

Research Question 1

Can CLT impact on the development of SS11 students' oral competence in giving vivid descriptions of places and persons? To provide an answer to the above question, the table below gives the analyses of the data collected:

Table 4.2.1 Summary of Students' Scores in Description (Group A) TASK 1

| | Sum of Squares | df | Mean Square F | Significance |
|----------------|----------------|----|---------------|--------------|
| Between Groups | 70.800 | 3 | 23.600 | 4.361 .010 |
| Within Groups | 194.800 | 36 | 5.411 | |
| Total | 265.600 | 39 | | |

Comparison of the mean scores on the performances of SS II students on the effect of CLT oral performance in description revealed significant difference ($p = 0.010$).

Research Question 2

To what extent can CLT improve the oral skills of SS11 students in expressing themselves competently and effectively while presenting argument for or against any given topic? The data are presented in the table below;

Table 4.2.2 Summary of Students' Performance in Debate (Group B) TASK 1

| | Sum of Squares | df | Mean Square | F | Significance |
|----------------|-----------------------|-----------|--------------------|----------|---------------------|
| Between Groups | 95.275 | 3 | 31.758 | 13.341 | .001 |
| Within Groups | 85.700 | 36 | 2.381 | | |
| Total | 180.975 | 39 | | | |

The table above shows the mean scores on the performances of the selected students in debate and the results revealed significant difference of ($p = 0.001$). Therefore, there is significant relationship between the application of CLT and the development of communicative competence in English of SS11 students.

Research Question 3

Does CLT impact on the oral communicative competence of SS11 students in giving account of experiences they have had or heard about in an accurate and acceptable way?

This section presents the data in response to research question 3. The below table gives the analyses of the data collected based on the responses of the subjects at sentence level.

Table 4.2.3 Summary of Students' Scores in Story-Telling (Group A) Task 2

| | Sum of Square | df | Mean Square | F | Significance |
|----------------|----------------------|-----------|--------------------|----------|---------------------|
| Between Groups | 381.675 | 3 | 172.225 | 10.546 | .001 |
| Within Groups | 434.300 | 36 | 12.064 | | |
| Total | 815.975 | 39 | | | |

Comparison of the mean scores on the performances of SS II students on the impact of CLT in story-telling in the above table revealed significant difference of ($p = 0.001$).

Research Question 4

In what ways can the implementation of CLT impact on SS11 students to develop the abilities to initiate and respond to conversations in real life situations?

This section focused on students' ability to initiate and respond to conversation. The different acts performed by the students were identified and the analyses of the data collected are thus displayed in the below table;

Table 4.2.4 Summary Rating of Students' Performance in Role-play (Group B) TASK 2

| | Summary of Squares | Df | Mean Square | F | Significance |
|----------------|--------------------|----|-------------|-------|--------------|
| Between Groups | 488.063 | 3 | 162.688 | 3.839 | .016 |
| Within Group | 1864.417 | 44 | 42.373 | | |
| Total | 2352.479 | 47 | | | |

The table above compares the mean scores on the performances of SS II students in role-play with significant difference of ($p = 0.016$). The results revealed that students oral proficiency were significantly influenced by CLT.

4.3 Data Analysis and Interpretation

This section tries to give descriptive analyses and interpretations of the data in each of the tables above. The section is sub-divided into two; linguistic competence and sociolinguistic competence.

4.3.1 Linguistic Competence

The results in tables **4.1.1** to **4.1.4** show that candidates were able to adequately maximize and optimize their responses. Most of their responses were effective even though there were some cases of ineffectiveness in their speeches. This problem stemmed from wrong application of grammatical structures in real context. For instance, the articles; ‘a, an, were used before a nouns, pronouns and even adjectives in sentences unnecessarily. A good example is the response from S2 (GROUP A, TASK 1); “He is an intelligent and he is a serious. We are call him a Amir. The boy is a yellow” the underlined articles in the sentences are not necessary at all. This also applies to response of **S6** in Task 1 (description); “It is a Art science—there is a Art and home management.” This was also identified in the speech of **S2** in Task 2 (debate) “...by which a student can acquire only at the home”. The article ‘the’ makes the statement ineffective.

The results obtained in the aspect of grammar also showed that subjects were capable of using auxiliary verbs effectively. Words such as; ‘is’, ‘are’, ‘was’, ‘has’, and ‘have’ were correctly used in most cases. The verb that shows negation was however misused; ‘don’t’ was mistaken for ‘doesn’t’. **S2** in Task 1 (description) said; “He don’t (doesn’t) make too much noise”. Some students had difficulty in changing the verbs from present tense to the past tense. For example, **S10** in Task 3(story-telling) said “After it is (was) time for them to go home...”. There was also the misuse of ‘is’ for ‘has’ in the speech of **S8** in Task 1; “She is (has) big eyes (balls).” The overall results however results indicate that the frequencies obtained in auxiliary verbs are larger than the ones obtained from the candidates’ use of verbs. Subjects tried to make use of some verbs but have difficulties in changing the verbs from present to past tenses. Examples can be seen in the responses of the following candidates in Task 1(description); **S1**- ‘but it is locate (located) in Zaria Road...’ **S2**- ‘I choose (chose) him as my best friend...’ **S3**- He love (loves) going to school always. In Task 2 (debate) **S1** said; “A boarding student live

(lives) in the school's hostel and attend (attends) his/her ...". **S7** in the same task also said; I'm here to support the motion which say (says) ...". In Task 3 (story-telling) **S6** said; "The first man steal (stole) one sardine" **S1** in Task 3 also said "immediately after they leave the place'. This however makes some responses ineffective.

4.3.2 Sociolinguistic Competence

There was also the inappropriate use of the article 'a' instead of 'an'; **S10** in **Task1** said; "She is not a stingy. She is a tall." The two articles underlined are not necessary and therefore inappropriate. It is better to say; 'she is not stingy. She is tall'. Use of personal pronouns in some candidates' responses. For instance **S2** in Task1 said; "He is an intelligent and he is a serious" (instead of; "He is intelligent and serious"). **S2** in Task 1 describes his friend; "the boy is yellow and he is not too longer". This statement is indeed inappropriate. The correct sentence should be; the boy is fair in complexion and he is not too (moderately) tall. Subject **S7** in her description said; "she is taller and white in complexion". It will be appropriate to say; She is tall and fair in complexion.

In the area of conjunctions, candidates used very low number when compared with their use of pronouns. There is high frequencies in the use of additive conjunctions 'and', other conjunctions used are 'but', 'also', 'because', 'if', 'so', 'also', 'that', 'who', and 'wherever'. Although, it is noticed that subjects may not be familiar with some conjunctions such as; as a result, in addition to, in the same way/manner, consequently, therefore, alternatively, to sum it up, further more, and so on. Some candidates used double conjunctions; 'and also', 'and as well' to express their thoughts thus, rendering their sentences inappropriate. **S5** in Task 1- '...we have so many classes and as well a staffroom.' (it is better to use 'and' or 'as well as'). Also in Task 3 (story-telling),

S1 said; “Immediately after they leave the place” the best word should be either ‘immediately’ or ‘after’. Conjunctions such as ‘but’, ‘immediately’ and ‘and’ were repeatedly used in the speeches of some candidates. This can be seen in the response of S1; ‘But it is locate in Zaria Road opposite Government Girls’ School near... but we have a lot of many teachers but my school was passed when...but we have em!’ From all indications, the candidate is familiar with the conjunction but does not know how to apply it in making appropriate sentences. The few responses that were categorized not to be effective and appropriate (minimizing) are identified in the statements of some students; a female student said “Me, I’m in the school”. This is in response to the teacher’s question on whether she was absent from school or not. Here, the answer sounds rude and the rule of grammar was being violated. The respondent has failed to give the answer correctly. Therefore, the statement is considered ineffective and inappropriate. The same student was identified to be answering the teacher with a single word “yes” without the inclusion of “ma”. This is inappropriate eventhough it is effective as it answers the question asked. The ‘principal’ (male) also asked the following question; “You, where are you going to?” instead of “Where have you been? Therefore, it is considered ineffective and inappropriate because the principal is expected to talk with authority. The statement also shows that he has no mastery of the grammatical rules. The above errors and other related ones made some responses to be considered inappropriate.

In the aspect of role-play, a female teacher asked a student question as thou; “You are in the school?” this statement is considered appropriate to some level but not effective. Here, no rules or norms are violated but no goal attained while, in another conversation, a male teacher was considered to make a statement that is considered ineffective but appropriate because he failed to follow the rules of grammar; “Why have you not (been) in the school? On the other

hand, some statements were considered inappropriate and ineffective. An example is the response of a male student; “Sir, I am going to school every day, check your register...” As a student, he is not expected to tell his teacher to check his register. The statement lacks respect for the teacher even though he is trying to prove a point.

In all, the results on the above tables show that candidates’ use of correct grammatical devices is higher than the wrong use. The wrong use could be that the students were not adequately exposed to the different linguistic devices and their use although, some students tried to express themselves appropriately.

4.4 Summary of the Findings

From the analysis so far, the following major findings were discovered from the areas covered above;

1. The result in table 4.2.1 (Group A, Task 1) revealed the impact of CLT on the oral performance of learners in giving description. The students expressed themselves efficiently and also gave vivid descriptions of their friends and schools with sensory details and features that appealed to the imaginations and emotions of their listeners. However, the poor performance on the part of some students showed that the oral activities given to them in their English language classroom were not sufficient enough.
2. The findings on the performance of students (Group B, Task 1) in presenting argument (debate) revealed significant difference of ($p= 0.001$). The findings of the study showed that an average number of students in this group were able to take certain positions for or

against the topics given to them and they presented all sides of their arguments logically. The students also used facts and persuasive words in order to convince their audience.

3. Also, the performance of students (Group A, Task 2) on story-telling revealed significant difference as sufficing got the highest score of 8.30 followed by optimizing with the mean score of 4.60. (See Appendix 4c). The tremendous improvement recorded in this task can be attributed to the students' exposure to more oral activities through the CLT approach. The students were given the freedom to choose the topic they could tackle in order to foster creative thinking. Most of the students were able to stimulate their listeners' imagination with creative ideas which were logically presented and they also created excitement that held their listeners' attention.
4. The findings of this study also recorded great improvement in the students' oral performance in Task 2 (Group B). The impact of CLT on the students' communicative competence in role-play revealed significant difference ($p=0010$). The result revealed that students performed well in role-play activity because it was related to their personal experience. Many of the students were able to assume the roles of different characters and expressed themselves competently. Most of the students were able to initiate and respond to conversation effectively and appropriately.

4.5 Discussions on the Findings

This section intends to discuss the findings of the study based on the effect of CLT on the communication competence of SS11 students in English Language. It also tries to identify the effectiveness and appropriateness of the subjects' responses at sentence level.

Based on the findings of the study, it was observed that some students were shy and unwilling to respond to questions unlike others who were very free and more involved in the activities. This could be attributed to the subjects' fear of making mistakes. The study also recorded low level of performance at the beginning of the language activities but there was tremendous improvement in the subsequent tasks after much encouragement. This relates to Pantil (2008) assertion that building up the learners' confidence to eliminate their fear of making mistakes was a priority that teachers should consider in order to make learners feel comfortable speaking activities in class. The students' active participation in the language activities without much interference really paved way for the development of their oral skills. The development of oral language skills especially in the use of story-telling technique will help the students in their writing skills. This agrees with Morozova (2013) opinion that the integrated use of modern techniques can yield positive results and lead to the improvement of learners' communicative competence. Story-telling is a strategy that can be used to help obtain oral proficiency among second language learners and students with language deficiency (Massa 2008)

In the area of linguistic competence which deals with the structural rules of the language, the results of the findings established that the students find it difficult in changing some present tenses to past tenses. Students also repeat pronouns thereby creating unnecessarily short sentences. Students need to be involved in different language tasks such as drills and minimal pairs so as to develop good sentence structures. It was also observed that the subjects used some conjunctions wrongly while some were overused thereby making the sentences inappropriate. Some cohesive ties that would have fit into the sentences correctly were totally omitted. The extent of the subjects low and wrong use of grammatical cohesive devices showed that they were not exposed to them. If at all they were, then, there was no proper training and practice in the

language classroom. Shinin (1997) pointed out that speakers understanding of English language structures accurately contributes to their fluency which in turn develop confidence in communication. However, the exposure to different tasks will really assists in developing the oral communication of the learners. Promoting speaking confidence together with appropriate task design was recommended for the English skills development of EFL/ESL learners (Bailey, 2005; Nunan, 2006; Patil, 2008). The tasks on description, debate, and story-telling actually helped in enhancing the learners' communicative skills.

The research also revealed that the subjects were able to initiate and respond to conversation effectively and appropriately. The task on role-play really facilitated the students' language development. The students' interest was sustained when they were asked to imitate real life situation that was very relevant to them. The students were able to optimize their responses to a reasonable level. It is believed that when learners work in group, they begin to improve their speaking, since speaking skills require practice and exposure (Morozova, 2013). However the major reason for the students' inability to performed better was because they were not exposed to enough oral language activities by their English Language teachers.

4.6 Summary

This chapter analysed the data obtained from the respondents in order to answer each of the research questions. The data were presented in tables with explanation on each of them. The section also includes the interpretation of the data, the summary of the findings of the study, and discussion on the findings of the study based on the topic of the research work.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

This chapter provides a summary of the findings of the research based on the topic under study. It also discusses the implications of its findings in relation to the impact of Communicative Language Teaching (CLT) on the communicative competence of students of English as second language in the secondary school, precisely SS11. The section also looks at the implications of the study to teachers, students, curriculum planners, and textbook writers. In addition, the limitations of the study were identified and suggestions were offered for further studies.

5.2 Summary

This study investigates the the impact of Communicative Language Teaching (CLT) on the communicative competence of students of English as second language in the secondary school in Funtua Local Government Area, Katsina State . The main intention of the study is to investigate how the application of CLT method can impact on the oral communication of English language learners. It is believed that an individual irrespective of age or gender can achieve a reasonable level of proficiency in a language when there is encouragement and proper guidance through different language activites.

The subjects of the study were twenty, comprising 10 female students and 10 male students. The data were collected through different language tasks with the use of audio-tape recording. The study compared the performance of the subjects in all the tasks individually and

in group. ANOVA (Analysis of Variance) to test the data collected from the research questions one (1) to four (4).

From the study it was gathered that the adoption of CLT in the teaching and the development of conversational skills in subjects was much easier. It showed that free and willing involvement of subjects in language activities in the classroom made the lessons enjoyable and interesting. Minimal interference was recorded on the part of the teacher as the focus of the study was to make language teaching learner-centered. The exposure to different tasks also helped the learners tremendously in optimizing their spoken English.

Based on the findings of the study, the different activities employed have contributed immensely in building the confidence of students who were unwilling to respond to questions at the initial stage of the test. The reluctance especially on the part of some students to speak was later replaced with enthusiasm. Although, it was discovered that most of the subjects' oral communication was not effective enough due to wrong use of grammatical structures. This could be attributed to lack of exposure to language activities that would have helped them to know and make use of grammatical items appropriately.

Most often, students were being held back in the language class by grammatical terminologies and rules without their use in context. Exposure to different language tasks such as debate, description, story-telling, and role-play would enhance the development of conversational skills in learners. Even though, the students were able to initiate and respond to conversations, few of them could not optimize their responses because of sociolinguistic factor.

5.3 Implications of the Study

This section sets out to discuss the implications of the findings of the study in relation to the language teachers' teaching method, curriculum development, and textbooks writers.

5.3.1 Implications of the Study for Teachers of English, Curriculum Planners and Textbooks Writers

The findings of the study established that learners were not given enough room to participate actively in classroom interactions. This is because most of the learners were reluctant to respond orally at the initial stage of the study. Their inactive participation in class made it difficult for them to make use of grammatical devices accurately and appropriately. Language teaching should be taught like the way children learn their first languages. That is, the classroom should be a microcosm of the real world in which opportunity is given to learner to interact in a natural social context without much interference by the teacher (Nock 2008). This is why the study supports CLT because learners are made to learn and use the structure of language in context and later realize the rules from the practical examples. CLT encourages the teaching of grammar with the teaching of the functions of the language.

The teacher is expected to modify the method of teaching bearing in mind the context of teaching and the needs of the target learners. Most of the need-based and task-based activities should be learner-centered. Where the class is large in size, the activities should be designed in a way that no student will be left out. This can be achieved by dividing students in group for effective competitions. The tasks should also be provocative and interesting.

Restriction should not be on textbooks alone, other language learning materials such as novels, magazines and newspapers are very essential in the development of language skills.

Students should also be encouraged to watch educating programmes on TV, listen to radio, and participate in quiz and debate. A student of English as second language can only attain a reasonable level of proficiency when exposed to different language activities. More so, it is expected that curriculum planners and textbook writers give prominence to language in real life context. They should carefully select activities such as dialogue, puzzle, minimal pairs, role-play, and essential brainstorming activities that will reflect real life situations and encourage interactions among learners. The curriculum should be planned to suit learners' needs and be more practical and relevant in order to help develop learners' language skills.

5.4 Limitations of the Study

The limitations of the study include the following;

- The population was limited to SS11 students in Funtua Local Government Area. Therefore, there is a limit to which generalization can be made on the findings of the study.
- Only 20 students were chosen for the sample population. The information gathered may not be accurate in respect of other SS11 students in Funtua Local Government.
- Transcription and analysis of the data collected may not be completely accurate as the oral responses of the subjects vary according to length.

5.5 Suggestions for Further Study

This research suggests that the following aspects and areas should be investigated for the benefit of language educators and scholars of English as second language;

- A similar study that involves learners in the tertiary institutions can be carried out to further establish the present research findings.
- Future study may replicate the study by involving a large sample to test the communicative competence of learners.
- Future researches in this area can include audio, video recordings, and computer analysis of data.
- A similar study that will comprise all the areas of communicative competence can be carried out.

5.6 Contributions of the Present Study

The present research is believed to have contributed largely in the area of oral language development. The teaching of speaking skills is a means of developing other language skills such as; listening, reading and writing. The different language strategies and activities employed have shown that English language lesson can be made interesting and motivating for students to willingly participate in interactional conversation in the classroom. This can also be extended outside the classroom where language can be used in real life situations. The study has also helped to ease the stress teachers go through in doing all the talking during English lessons. With the current trend, teachers are made to assume the roles of listeners, facilitators, and participators in the language classroom.

The major contribution of the present study is the recommendation that teachers should be encouraged to attend pre-service and in-service training for professional development in the implementation of CLT as a method of teaching English language for communicative

competence. Lastly, this study believes that all stake holders in the educational sector in Nigerian schools will harness the findings of the study to remodify English language syllabuses, examinations, and teaching to the modern approach which is CLT. Indeed, CLT is a catalyst in the development of language skills and efficient communicative competence in ESL learners.

5.7 Conclusion

Based on the findings of the study it is observed that CLT impacts on the communicative competence in learners of English as second language in some areas of grammatical structure and application of the structures in appropriate real-life context. Therefore, communicative language teaching (CLT) is very essential in the development of interactive language skills in learners and in the planning of curriculum and design of textbooks. It also helps in introducing teachers to numerous methods and techniques that will encourage learners to participate freely and actively in language classroom. It is believed that reluctance to participate in oral communication can be reduced drastically through active classroom interactions. Indeed, a study of CLT is very important for language pedagogy.

5.8 Recommendations

Based on the findings of the research, the following recommendations will be of tremendous help to curriculum planners, textbooks writers, teachers and learners of English as second language in the teaching of English for communicative competence;

- Importance of English language in achieving success in other subjects needs to be emphasized to learners. Students who hold positive attitudes towards English language learning are less likely to suffer from anxiety and may likely participate actively in

language activities. Students appreciate and benefit in direct instruction that allows them to apply critical thinking to language learning.

- Teachers should provide students with explanations and examples that give descriptive understanding of each point of grammar for efficient use. Much emphasis should not be laid on error correction so that students' desire to communicate in the target language will not be undermined. When students engage in communicative activities, error correction can be used to guide only when it interferes with comprehensibility.
- Curriculum planners should design topics and activities that will focus on the use of language in real life context. Most of the need-based and task-based courses should be more practical and culturally appropriate for language skills development in learners. The content of the curriculum should include exercises on pattern and substitution drills especially on aspect of grammar and cohesive devices.
- Experts of textbook design should create activities such as drills, sentence formation, dialogue, and other related activities to help learners practice the use of essential grammatical structures in context. Also, interactive activities like debate, role-play, monologue, dialogue, brain-storming and others can be introduced. This will expose students to different areas of communicative competence; linguistic, discourse, strategic, and sociolinguistic competences.
- As a matter of priority, seminars and workshops should be organized from time to time for the improvement of the language methodologies and the spoken English of teachers. English language teachers should be given the opportunity to attend pre-service and in-service trainings for professional development in the implementation of CLT.

- Teachers need to demonstrate good qualities by being tolerant and accommodating in the teaching of second language learners for building confidence in learners especially, in the use of English for oral communication. The teachers' tolerance of mistakes will greatly help because language learning is the ability to communicate competently and not the ability to use the language exactly as a native speaker.
- Learners should be exposed to different grammatical structures and their use in real life context. Language lessons should not be overloaded with the teaching of rules without the application of the rules in context.
- It is very important to introduce different and interesting oral tasks that will give learners ample opportunities to participate actively in language learning process. The teacher should grade the difficulty level of the oral tasks to suit learners' communicative ability. Success and high self perceived communication competence can be achieved if easy tasks with clear and simple goals are used in the first place before the difficulty level increases.
- Oral language teaching should go beyond the classroom. Students can be asked to go out and interview or make some findings in which they are to report back to the class orally. This will definitely help in improving learners' communicative skills.
- Communicative Language Teaching (CLT) is a prerequisite in the teaching of oral language skills to students of English as a target language for development of their communicative competence. So, teachers should keep the CLT principles in mind when planning and teaching in a language classroom.
- Lastly, CLT principles should also be considered when planning English Language curriculum and textbooks.

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APPENDIX 1

Research Instruments

1 Descriptions;

The subjects were given opportunity to choose one of the following topics and give vivid description on each of them orally. Their responses were then recorded.

A, My School

B, My Best Friend

1. Debate;

The subjects were asked to either propose or oppose the topic that says; “Boarding school is better than day school”. Their responses were also audio- taped for analyses.

2. Story-telling;

Each subject was asked to give a story on any experience he/she has had or heard about.

3. Role-play;

The above task requires the subjects to play the role of a principal, teacher, students, and parents respectively. The theme of the play was truancy; a student was caught by the class teacher after absconding from school for two weeks. Report was made to the principal and on refusal to confess, the parents were sent for. After a lot of threats, the culprit confessed and was penalized.

APPENDIX 2

Subjects' Responses to Tasks

TASK 1

The first test instruction requires the candidates to give vivid description of any one of the two topics; “My School” or “My Best Friend”.

DESCRIPTION

S1: My name is Abubakar, the name of my school is Government Day Wing, Funtua, Katsina State but it is locate in Zaria Road, opposite Government Girls' School near to Government palace but we have a lot of many teachers but my school is passed when we wrote SSCE we pass that paper but we have em-! We have quality—we have good teachers in our school. It consist of department, we have Science and Art department. Em! That is all.

S2: My best friend, when you are talking about my best friend, the whole class here is my best friend but there is the best friend among the whole of friends either you are at home or in the school, you must have your best friend. But my best friend his name is Muktar. I choose him because he is a sensible man and he is a serious. And you students I am advising (advising) you , when you want to get a friend , you have to get a good friend. I pick him as my best friend because of he is intelligent and he is a serious.

The reason that I choose him as my best friend is because of he is a memoriser of Al'quran and we are call him a Amir. That is why I choose as my best friend and he is a calm boy. He don't make too much noise because of he knows what he is doing either in the class or outside. He is not a talkative man that is why Ichoose hom as my best friend.

The boy is yellow or the boy is a yellow and he is not too longer. He is not longer than me. He is shorter than me. He is short and whenever you see him, you see him walking like a unserious man, he is walking like a serious step by step. When he is walking, by that if you him with this describing it will be easy for you to know him.

S3: I have many friends but the best among them is Murtala Sani. I decided to choose him as my best friend because he has a good character an d moral. And he is love going to school always. And whenever you see him, you will see him with textbook reading. He is very poracious (voracious) reader that is why I choose him as my best friend so that to help me or assist me in terms of my academic performance. And my—we are in the same area with him. In a nutshell, my best friend is a short and he is brown in complexion—he is a black in complexion.

S4: I have friends both at school and at home but my best friend is Sabur A. Umar who lives at Taboki Road. We work together at school and we are in the same class and he is very hardworker. A kind man who didn't talk to some people at all times. And the description of my best friend – He is hard worker a

S5: The name of my school is Government Secondary School, Funtua. It is along Zaria Road, beside High Court of Justice. We do not have enough teachers in our school but the ones we have they are teaching us very well. I like my school because we study hard in the school and our teachers do encourage us in reading, studying, learning, and writing.

We have teachers, students, classes, library, reading room, Biology Lab, Computer lab. It is a Art , Science—it is a Science and Art school. There is Science student in our class and there is a Art and Home Management.

S6: My best friend her name is Fatima. She is very good because she is intelligent then—I like her because she is very fatient (patient). She is teller(taller) and white in colour. I like her because---

S7: My best friend she is name is Aisha. I like her because she is teach me if I don't understand teacher's lesson and she is good woman. She is white woman and she is tall and she is big eyes.

S8: School is Government Girls' Secondary School. It is near Higher Court. I like my school. They are many teachers in our school. And we are working hard in our school. We have many things in our school. We have classes, laboratories, Chemistry lab, Physics and Computer and sick-bay. They are many teachers in our school and they are working hard in our school and we too we are working hard. I like my school very, very well.

S9: My best friend, heh! My best friend is Amina Mustapha. I have many friends but I took her as my best friend – I—I know her, she is very kind, she very intelligent. She is fair in complexion. She is not stingy. She is a—she is a tall.

S10: The name of my school is Government Day College, Day Wing. It is located along Zaria Road. It is broaded right hand side by Government College Pilot and left hand side by Model Primary School. My school has a very big compound – it is a category of two schools – that is, the junior and senior section. The senior section, we are divided into two; that is, the Science and Art students. It has libraries, laboratories and laboratories for practicals.

The Administration block is built up with a bery (very) beautiful building. It is comprising of staff rooms inside, the principal's office, the vice pincipal and also the exam office. We have so many classes in our school as well it comprises of prefects that are going to take care of the school. We have a mosque in the school as well where we pray and we have a little market where we buy things. In the Junior category also, we have so many classes and as well a staff room and so also their administrative block is different from our own. So, this is all I can say about my school.

TASK 2

DEBATE

S1: I want to give honour to whom honour is due to, respect to whom respect is due to. Mr Chairman sir, panel of judges, accurate time-keeper, co-debators, distinguished ladies and gentle men, invited guest, ladies and gentlemen. Good day to you all. My name is Latifa Mustapha, A student of government

secondary school, Funtua. I am in SS2. I come confidently, biologically, physically, sophisticatedly, geographically, and majestically to kick the motion which says 'Boarding school is better than day school'. Firstly, let me define it. What is boarding school and what is day school? Boarding school is a school in which the students live in their school hostel and go to school daily. While a day school is a school in which the students live at home and come to school daily. I have my following point to support the motion.

Boarding school is better than day school because they have enough good teachers – enough teachers. The teachers help them in reading and writing and also in academic challenge. A boarding school student will know how to interact with people from other places. While if you are in a day school, you will just be with the students which are in country – which are in your community.

S2: Mr Chairman sir, panel of judges, accurate time-keeper, my co-debators, ladies and gentlemen, good day. My name is Fatima Adams. I am here to support the motion which says 'Attending school as a boarding student is better than a day student'. First and foremost, let me explain to you. Who is a boarding student? A boarding student lives in the school hostel and attends his/her school activities. I have the following point;

Firstly, academic performance. A boarding student is better than a day student in the terms of academic performance because he/she is attending evening and night prep.

Secondly, neatness. A boarding student is neater than a day student because he/she must have a portion in the school. Tolerance, socialization. A boarding student is better than a day student because he/she interacts with other students of different backgrounds.

Tolerance, this is the final point and it will be the point to convince my official judges that attending school as a boarding student is better than day. Thank you.

S3: My Chairman sir, panel of judges, accurate time-keeper, panel of judges, good day. My name is Fatima Ahmed. I am in SS2^B. I am here to support the motion which says that attending boarding school is better than a day school. My reason is that, a day student is a student who knows how to – they know how to interact with people. They are very respectful persons to everyone. They know how to respect their elders. A boarding student is a very good student and kind student. They know how to respect their elders – they know how to help their mothers for the work at home.

S4: Mr Chairman sir, the panel of judges, accurate time-keeper, distinguished ladies and gentlemen. My name is Wasilah Aliyu. I am in SS2. I am here to support the motion which says that attending day students is better than boarding students. According to my following points; one, enough Islamiyya because if you are a boarding student, you will not be able to attend Islamiyyah.

Second, you can help your parents at home like washing plates, running errands, sweeping and so on. Third one, you can find discipline from your parents in a good way. I hope I can convince you why a day student is better than a boarding student.

S5: Mr Chairman, sir, panel of judges, my co-debators, good day to you. My name is Saude Abubakar, a student of GGSS Funtua. I am here to support the motion which says 'A day school is better than a boarding school because of some reason. If you are in a day school, you have to

walk to islamiyya and you can – you can – and you can help your parent with some work like washing plates cooking. And if you are in a boarding school, every time you are in a school hostel, you don't have right to help your parents at anytime. I have my reason that a day school better than boarding schools.

S6: Mr Chairman, panel of judges, accurate time-keeper, my co-odebator, audience, good day to you all. I am Umar Bala, by name standing in front of you confidently, neatly also majestically to support the motion which says boarding school is better than day school due to the following reasons.

Firstly, discipline. We all know that discipline is one of the most – isn't one of the facts that enable student to have a very good cooperation between them. As in the case that a junior student may not have a respect for his senior student. This will lead to a very serious discomfort in the school. A senior student will not allow a junior student to rest in terms of reading. He may be punishing the student unnecessarily.

Secondly, is lack of tolerance, intolerance. We all know that there is no door for truancy in the boarding school. Student must always stay in the class up to closing hours unlike the day students. The day students always have truancy in their attendance. That is, they do not stay in school up to closing hour.

And also, the discipline acting in the day school leads to the crime. That is, misunderstanding between students.

Thirdly is moral behaviours. We all know that people a student must have a moral behavior right from his house before going to school. So, the moral behavior helps in attaining what you want. That is, achieving your aim in the school. Day student does have a very well moral behaviours as they are being pressed and cheer-up by their parents (pampered). So, that is all I can say about boarding school.

S7: Mr Chairman sir, impartial and impanel of judges, mister accurate time-keeper, my co-debators, distinguished ladies and gentlemen, good day. My name is Muktar Idris, a student of SS2 Government College, Day Wing, Funtua. I am here to support the motion which says that a day school is more and more important than a boarding school. Mr Chairman, I will like to define the term day school and boarding school. Before I move further into my eloquent, prominent and satisfy clue, evidences and solid reasons which will convince you.

Firstly, what is a day school and a boarding school. According to Advance Learners Dictionary, a day school as opposed to boarding school, it is an institution where children or high students are going to acquire some skills or knowledge during school hours and come back to the homes after closing hours. While a boarding school is an institution whereby a student live during the term. Then, also, firstly, a student have access to learn both formal and informal education. Formal education is a type of education by which a student can acquire only at the home from the parents, elders, play group, mosque institutions and mass media and etc. for example, if the parents of a student are blacksmiths, student will know how to transform an iron into a useful tools while an informal education is a type of education in which a student can only acquire the skills in the school. But a boarding student cannot acquire both the skills.

Needless, a day student I have a chance to read and understand comfortably, why? Because no beating, no abusing, no terrifying and no harassment unless guiding, control and advise (advice) politely, not harshly from teachers, parents and prefects of the student. But a boarding school student is always feel unable and fearing the rendering of the seniors. He has no calmness to read.

Finally, with these few (few) points (point) of mine, I hope (hope) you will not be confused with me, but rather convince me. Thank you.

S8 Mr Chairman sir, panel of judges, accurate time-keeper, my co-debators and my fellow students. I'm Abdulmalik Abubakar by name. I stand here to oppose the motion which says that day school is better than boarding school. Due to some purpose of reasons, boarding school is better than day school. Firstly is that reading skill. Boarding students have time to read better than those students living with their parents and they have time to go to libraries and textbooks and read. And even read what they have taught at their classes during the school hours. But those children that are at home with their parents don't have time because of daily home activities. For example, fetching water or sending them for an errand. And, those students that are in boarding school have enough time to stay and read because they don't have those modern technologies like phones. So that they will just stay and browse, chat, or do everything rather than they will just go and take their books and read.

Secondly, is that discipline. Children in boarding school have much discipline than that of this school because children that are in boarding school don't have some bad friends that are going to take them to go to somewhere and do whatever they want. But children at day school they just following stupid boys, going to somewhere that is not good, playing whatever they want. But just at boarding school they don't have that time to do that and--.

S9 Mr Chairman sir, panel of judges, accurate time-keeper, my fellow students as-salam alaikum. My name is Murtala. I came from Government College, Day Wing, Funtua. I stand here directly, uprightly, and closely in order to eradicate the motion which says that day school is better than boarding school. Before I go further, I will like to define what is boarding school and what is day school. Firstly, day school is the kind of school in which students remain at school until closing hour. While boarding school are the kind of school in which children stay until during holiday. So, with this definition (definition), you can start understanding that day school is better than boarding school.

Firstly, a boarding school is always in a situation by affrighting of a senior student because a boarding student has capability of punishing any student in any way he likes while day school is always reading his book without affrighting any senior students.

And, then, secondly, a boarding student has no capability of helping his parent especially in the raining season where we have our fathers are busy working in the farm. While a day student is seen as a source of destroying the behavior of students from the one that they get at home. This is all my points.

S10 Mr Chairman, accurate panel of judges, my co-debators, distinguished ladies and gentlemen. I am by name Isma'il Abubakar. I stand here before you confidently, majestically, and directly to support the motion which says boarding school is better than day school.

I will first list out my points before taking them after one another. The first one is viability of education. It means that a student that gets good education by their teachers.

Then secondly, respect of law and order. And then, sneaking is less in boarding school. Adequate teaching materials is provided by school for the boarders.

TASK 3

STORY -TELLING

S1: Once upon a time, there was once a greedy tortoise. He do normally plant crops in his farm but all he does is sighting others farm. He went to his friends' farm and steal grains like; maize, millet, guinea corn, and others. One day, the village where he lives set out for a meeting. They say and asked who was doing that thing to them? That is, stealing their properties in the farm. Tortoise swear that he is not the one and all others do so also. So, after other people left, they decided to put em—em—herbicide so that whosoever is stealing their product will get infected. So, they went to the first farm and put the herbicide.

Immediately after they leave the place, tortoise just went home, carried his bag and went for a steal. He packed a lot of maize in the farm, come home, give wife to cook and his wife get sick so she cannot cook. As a result, tortoise get hungry and he has no food to eat, he just decided to eat the unripe maize. Immediately after he finished eating the maize, he fell sick, his stomach was paining him. He started vomiting. His wife ran to the chief of the village, call him. Immediately they come and take tortoise to the hospital. They told them that he eat a poison. So, that is the end of the story. They realize that tortoise is the thief in the village.

S2: One day there was a—one day there is a wolf. There is a wolf who is roaming about inside the bush. When he is roaming about inside the bush, he saw the hawk with a fiece (piece) of meat of meat in his feck (peck). Then he decided to steal the fiece of meat from the hawk's fecks. He go under the tree sheds where the hawk fest (feast). Then, he said, "the hawk, your voice is very sweet and more fleasant (pleasant) when you are singing—when you are singing." When the hawk hear the wolf exaggerated his voice and he incited him, he ofened (opened) his mouth to sing then, the fiece of meat fall down and the hawk took it and go away.

S3: Story, story! Once upon a time, there was a village called Mahuta. So, there was a king called king Solomon. So, that king wanted to give others his daughters—two daughters. So, he make a competition. Anybody that won the competition will get married to his two daughters. There was a tortoise, a wise tortoise. It was tortoise that want to get married to that two daughters and lizard. The competition is between both of them. So, they brought out feffer (pepper) for both of them to take-in that feffer into their stomach. One bag of feffer. So, the first person was lizard. So, lizardcame, he start that feffer into his stomach. He can't be able to finish it, then, he ran away. While as they come to tortoise, tortoise took that feffer. Before he took the pepper, they made a crowd.

They called many people to come and watch the competition. So, there was guards. Those people that watch the king. Tortoise asked to go and buy suya for him before he took that pepper. So, immediately they go and buy that suya, he began to take that suya into his stomach and start saying ,”shuya, sh-shuyaya”, and they don't want him to say sh! And you know there is no way you can take pepper without saying sh-! So, that is why he start staying,” sh- shuya,shuyaya, sh- shuya,shuyaya!” as he continue to say so, before they brought that suya he has taken it finish.

Then, remain one competition; they brought out hot water for them to take it. So, immediately, they brought hot water for them to take it. So anybody that consumes that water into his stomach, he will be the one to marry those two daughters of the king. So, immediately they brought out that hot water for

them to take, lizard just continue to take that hot water. As the water is too hot for him, lizard began to be nodding his head. So, they come to tortoise, tortoise ask them to bring the water in the present (presence) of people and he now asking the people to close their eyes and pray. So, immediately everybody close their eyes, so, he began to look at the water may be the water is cooling. So, before they know the water has already cool. The water is no more hot. So, he asked everybody to open his eyes. So, immediately they opened their eyes, he took the water and drink it . so, he is the one that married the king' daughters.

S4: I want to give you the story about 2 thieves, there is two thieves in the village. Every night they use have a plan that they are going to go this house and this house. They use to see him always carrying is big bag. If they go that home, they use to see a very big door and some burglaries in the house. Then, one day, they have a plan that they are going to go with the police man and tell them. Then one day, they gone to the house, they didn't see that door. Then they entered there, they see a old man sleeping. Then, when they entered inside the house, there is two thieves, there is Hausa man and Igbo man.

When they entered through the ceiling of the house, the people of the house, they use to say 'who is there in that ceiling?' the Hausa man use to practice the crown (cry) of the cat. He used to say 'mew'. The crown (cry) of the cat. When the Igbo man come, the people of the house try to say 'who is here?' that Igbo man use to say 'me too I am a cat. Then, the people of the house – catch him and – and put him through the police and the police catch him and sintence (sentence) him.

S5: Once upon a time, there is a king which are called heir And he is the leader of that kingdom. The king is the leader of that kingdom and all the other animals, carried out their activities well without no any problem except in the farm because there is some disturbance animal which cause them in the problem in the farm. It use to destroy their plant that they have that they sow and they are need to eradicate that problem but they can't because of the elephant. The disturbance animal is the elephant because the elephant his the sitirongest (strongest) among all animals. All of them, they are fearing him and the king, here make a promise that any one who have lucky in close the elephant in a fence will going to give him – a – his two daughters. And no one of the animal around there able to compete with that elephant.

There is a tortoise which promise the king that he will lucky for catching the elephant and close it inn fence. And he go to the elephant and ask her, and discuss with her, and tell her that there is a tiny and that need to fight with her and he promise he must kill her. The elephant was so angirili (angrily) and ask him, where is that ant? And she reflied him that you have to follow her he will go to – he will going to show you whee that ant located and he followed him.

When they go that pence. And ask her this the hole where the ant his inside, 'you have to put your leg to destroy him. The tortoise put his leg inside an tight it and make a – make a – anzargiya. And the elephant put her leg, the tortoise rapidly go and tied the rope with a big tree and he go to inform the king here. And he told him he have luck in closing the elephant in the fence. And the king come with his two daughters and see that the elephant was been closed in the pence and he give him the promise that he make him.

S6: Story, story, once upon a time there was a – three thieves were taken to the court and found guilty. The first man steal one sardine (a tin of sardine) the judge said three years n prison because they are three fish inside the one sardine. Then, the second man steal a – tray (crate) of eggs, the judge said he

got thirty years in prison because a tray (crate) of eggs contained 30 years in prison. The third one is collapsed because – Do you know why? Because he steal a bag of rice.

S7: Story, story, once upon a time there was man – one day, I sat in the parlour, I was watching television, mummy now came, she now did like this, um! Take this ₦20 oje, go and call your father, found out what want to eat for dinner because I don't have kiredit on my phone. So, I collected the money, I went to business center. I started calling my daddy's number. The phone was ringing, ringing, ringing daddy is not picking. Is one aunty that is picking it. So, I cut the phone. I called it again, the aunty picked it again. I went to my house and say 'Mummy! Daddy is not picking the phone oo! Is one aunty that is picking it. Mummy now started crying kirayin (crying) ' eh! aye me o! this man will see. So I was looking.

After my daddy now came back, mummy and my daddy started fighting. I don't like her, Amebo, you are phelomena. My daddy said that what happened. My mummy said that is me that went to call her number, the woman picked the phone. My daddy said that 'my phone have been switched off since morning nobody picked the phone, nobody carried the phone, nobody took the phone. I was looking. My daddy said it again, 'My phone has been switch – off since in the morning. I was looking. Now my daddy put me in the middle 'what did the woman tell you?. 'The woman said that the number you have tried to call is not available of the moment, pls try again later, thank you”.

S8: Story, story, once upon a time, there was a old man was bline (blind). He could not see the cars and the lorries. So, He could certainly cross the road alone. He needed a helper. One day, he waiting for someone to come and help him. He had waited for only a few moment when he heard human's (woman) voice, say 'please, may I cross the road with you. 'Of course', he replied 'thank you very much. And when he and when he – and when he crossed the road, he said 'he said – he begin to thank the human (woman) that cross the road with him. But he stop him saying 'it is always wonderful to meet some of people help with that would.

S9: The title of the story is 'Abdul visits the doctor'. The school has just resumed, Abdul was feeling pain in his stomach. He told Ike, his friend, Ike wanted to give him some tablet. Mrs Udoh, their class teacher saw them and called them out. Abdul was shivarin (shivering) he felt sick. Mrs Udoh took him to school clinic where the doctor attend to them. Mrs Udoh asked Ike 'where did you got the tablet?' "Our family doctor gave this to me when I had stomach pain Ike replied. Mrs Udoh told the whole class that what Ike did was wrong. She said Mrs udoh said 'It is dengarous (dangerous), if you are ill, tell me and I will take you to the school kilinik (clinic). "the illness maybe – the ill may be – the illness may be different from the of your friend. The doctor will give you the right medicine. We shall only take the medicine the doctor give us, the children promised.

S10: Once upon a time, tortoise and the other animal lived in the same village, one day, tortoise called for all the animals and told them about the girl he want to marry. He told them that the parents of the girl told him to go and bring his friends and relatives. Lion said, 'Do you want us to go with you?' then tortoise answered, 'yes, but it is in the sky only those who has feathers can go there. Then, the bird said, 'We will go with you' and we shall give some of our feathers to other animals including you, tortoise. Then, tortoise said, when we go there, they will ask of all of our names but I want to be 'all of you'. Lion said, 'All of you? Why do you decided to change your name. Tortoise said, 'when we go there, you will know – you will find out.

The next day, all of the animals were ready for the journey. They both give the feathers to all of the animals. When they reach there, some – some people came in and greet them. When they are out, a woman came in and brought them some food and drinks for them. Then, the woman said, ‘This food is for all of you’. After she leaved, tortoise jumped down and said, ‘do you know what the woman said, she said this food is for all of you and – and – I think I am the all of you here! Then, tortoise did not allow them to eat the food. He eat and eat and eat. All the animals were angry with tortoise.

After it is time for them to go home, the animals collected their feathers from tortoise and tell him that they will not borrow him any feather and nobody is going to be with him there. Then tortoise called parrot, ‘please, when you go home, tell my that she should bring all the soft thing in the house, I am going to jump down from the sky. When parrot get there, he go and deliver the message wrongly. The woman bring all the hardest including the stone, mortal and pistol. Tortoise jumped over the sky and fall down. And his shell broke into pieces. His wife tried to put them back again but they were not smooth. That is why tortoise has a – rough shell.

TASK 4

ROLE-PLAY 1

Students: Good morning ma.

Teacher: Good morning, how are you?

Students: Fine, thank you ma.

Teacher: Sit down.

Teacher: Lawarat Abubakar!

Student: Present!

Teacher: Fatima Adams!

Student: Present!

Teacher: Fatima Ahmad!

Student: Present!

Teacher: Fatima Ahmad, you are, you are in school today. Okay, come here. Where have you been for the past two weeks?

Student: I’m in the school.

Teacher: You are in the school?

Student: Yes.

Teacher: For the past two week?

Student: Yes.

Teacher: I always come here to- call the register and you are still absent in the register.

Student: Me, I'm in the school.

Teacher: Okay, where is your friend? Wasilat, come here. I think Fatima is your friend bah!

Friend: Yes!

Teacher: She said that she has been in the school for the past two weeks.

Friend: No, she didn't.

Teacher: Where have you been, Fatima?

Student: I am in the school.

Teacher: Ha! You have not been in the school. I always used to come here to call the register. Won't you tell me the truth? I will go and report you to the principal.

Student: Me, I'm telling the truth. I'm in the school.

Teacher: Okay, I'm lying bah?

Students: No, I didn't say that, but I am in the school.

Teacher: Let's go to the principal's office.

Teacher: Good morning, ma.

Principal: Yes, morning, how are you?

Teacher: Thank you ma.

Teacher: I came here to report this student.

Principal: Be on your knees (to the student). Can't you be on your knees? Latifa what happened?

Teacher: This girl, she has been absent for the past two weeks in the class and when- I always used to come and call the register and she is still absent in my register. Today, when I came, she now answered it. That is why I bring and I told her that where has she been for the past two weeks but she said that she is in the school. This is her friend, Wasilah. She can witness that she has not been in the school for the last two weeks.

Principal: What is your name?

Student: My name is Fatima Ahmad.

Principal: Fatima, where have you been?

Student: Have been in the school.

Principal: Okay, you are in the school. Your teacher is telling lie?

Student: No, I didn't say that but I am in the school.

Principal: Okay Wasilat, can you tell me even if she is coming or not.

Friend: No, she didn't come to school last two weeks.

Principal: You did not come bah! Your teacher said you did not come and your friend tell that you did not come but you are telling you come to school every day.

Student: I come to school every day. I am in the class.

Principal: Tell me the truth Fatima before I punish you.

Student: I'm telling the truth. I am in the school.

Principal: Oh no! You are not in the school. I think your teacher is telling lie.

Teacher: I just want you to tell her to bring her parent tomorrow so that she can witness whether she leaves the home and coming to school or not.

Principal: Okay Fatima, I want you to come with your parents tomorrow.

Student: Yes, ma.

Teacher: Good morning, ma. Fatima has been here with her parent.

Principal: Please have your seat.

Mother: Thank you.

Principal: Your daughter is not coming to school for at least two weeks and she is telling that she come to school every day.

Mother: Every day she is wearing her uniform and she tell me that she is going to school.

Principal: Fatima, okay Fatima, your mother is telling us that you are coming to school every day but where have you been?

Student: I am in the school.

Principal: You are the school?

Student: Yes.

Principal: And you are attending class every day.

Student: Yes.

Principal: And why you are not in attendance? You always absent in class.

Student: Me, I am in the school and I am answer my number.

Mother: Fatima, tell me the truth, if you are in the school

Student: I'm in school.

Mother: You are in the school? I will give her (principal) the number of your father. If he come here, he come here he will deal with you. I should give her?

Principal: Okay, give me the number.

Mother: 081—

Student: I'm sorry, I will tell the truth

Principal: Okay, tell me the truth.

Student: I was with my friend.

Principal: With your friend?

Student: Yes.

Principal: Where?

Student: She is a boarder.

Principal: She is a boarder?

Student: Yes.

Principal: You always visit her in the boarding. Which school?

Student: FGC Bakori.

Principal: FGC Bakori?

Student: Yes.

Principal: Okay, this means you love boarding school more than day ko?

Student: No!

Principal: So, why are you always going there?

Student: I just like the girl.

Principal: You just like the girl?

Student: Yes.

Principal: Okay, the solution is that I will dismiss you in the school.

Student: I'm sorry ma, I will do it again.

Mother: Please ma, sorry to her. She will not do it again.

Principal: Oh no! I don't have any punishment to give her. I must dismiss her.

Student: Sorry ma, I will not do it again.

Mother: Fatima, beg your principal that you will not do it again.

Principal: Okay, Latifa (teacher) do you think there is any solution?

Teacher: Yes, I think I should take her to the labour master so that he would be able to discipline her.

Principal: Take her to the labour master.

Teacher: Okay, ma.

Mother: Thank you ma!

Principal: Thank you too.

(ROLE-PLAY 2

Teacher: Good morning.

Students: Good morning, sir.

Teacher: How are you?

Students: Thank you, sir.

Teacher: So you should listen to you names.

Teacher: Ah- Shehu Surajo.

Student: Present!

Teacher: Aminu Ismail.

Student: Present!

Teacher: Abdulmalik Abubakar.

Student: Sir!

Teacher: Abdulmalik, where are you? Stand up. Why you are not –why have you not in the school?

Student: Sir, I am going to school, sir. Check your register. I am going to school every day.

Teacher: No! see your attendance. For over two weeks you are absent.

Student: No, sir.

Teacher: Where are you? Where have you been?

Student: No, I am not in any where.

Teacher: No! You are not coming to school. You are arguing with me?

Student: No, sir.

Teacher: Okay, let us go to the principal so that you can tell him that you are coming to school.

Teacher: Good morning, sir.

Principal: How are you?

Teacher: Fine, sir. Ahh--I come to report this boy, my student. And- I am their form master. He is not coming to school for two weeks. I asked him why-the reason why he didn't coming to school. I asked him but he refused to tell me the truth.

Principal: You, where are you going to?

Student: No where sir. I come to school every day.

Principal: You are attending school?

Student: Yes sir.

Principal: But your master said you are not attending school. Where is the register?

Teacher: Look at the register.

Principal: What is your name?

Teacher: His name is Abdulmalik Abubakar.

Principal: Abdulmalik Abubakar, Abdulmalik Abubakar, see! Your name here. You have not been in school for more than two weeks and you said you have been in school. Do you normally go to class and call attendance at the right time? (to the teacher).

Teacher: Yes. Who is your friend? (to the student).

Student: Aliyu Lawal.

Principal: What is your name?

Friend: My name is Aliyu Mustapha.

Principal: Do you know this boy?

Friend: Yes, I know him. He is my classmate.

Principal: His he your friend?

Friend: Yes.

Principal: Where did he use to go?

Friend: He went to football field.

Principal: Football field? Are you hearing him?

Student: No, sir.

Principal: He is lying to you?

Student: No.

Principal: Do you normally come to school together with him?

Friend: No!

Principal: Okay, so, you have not been coming to school. Where have you been going to? Tell me the truth.

Student: No, sir.

Teacher: Tell him the truth.

Principal: Tell me the truth. You know I don't normally entertain students that have truancy in my school. Where have you been going to? Tell me so that we can finish the case from here. Tell me before I call your father (no response). Okay, since you not going to tell me the truth—

Teacher: Say the truth before he ask you to go and call your father.

Principal: Now it is 10 o'clock and you are going to have your break by 10.30am, so rush home before that 30 minutes and call your father. Go and call your father.

Student: Okay, sir.

Principal: Give him a seat.

Teacher: Are you the father of Abdulmalik Abubakar?

Father: Yes I am his father.

Teacher: Do you know that he?—Do you know that--?

Principal: Do you know that he has not been coming to school for more than two weeks?

Father: I always sent him to school all the time.

Principal: So, you mean every day you send him to school?

Father: Yes, and I am sure that he is a good child. He is always go to school but I don't know what is happening to him now.

Principal: This is class mate. He said he has not been coming to school for over two weeks. This is his best friend and he ensured that he is not coming to school for over two weeks. So, where has he been hanging? I asked him but he didn't tell me the truth. So, ask him may be he will tell you.

Father: Abdulmalik, where have you been all this while that you are not going to school?

Student: I used to attend school sir.

Father: Ha! So, you are lying? I always send you to school every day but you are going for truancy. You are not going to school all the time. You are busy playing. So, where have you been? Okay, why your principal ask you to go and call me now when you know that you are going to school? Okay, where have you been going since?

Student: I do stay somewhere and play football.

Father: You are not going to school for two weeks! In fact, I will deal with you.

Principal: No! No! No! Leave him. So, you have been staying in the football pitch for two weeks but I asked you, you said you are attending school. You argued with your teacher?

Student: No, sir.

Principal: You come and tell me a lie. You come and tell me you come to school while you are hanging in a football field. So, for his guilty, I am going to dismiss him in this school.

Father: Sorry, I love my son. I want him to study. Please don't dismiss him.

Principal: You love him. You want him to study but he told me lies. Yes, he argued with his teacher.

Father: Allow me to even deal with him.

Principal: No, don't beat him. I am going to dismiss him.

Father: Please we are asking for—you should apologize to him (to his son). Pardon him please. Please forgive him. Sir, when I get home, I am going to deal with him severely.

Principal: I am going to forgive him but, unless he writes an undertaking. Any day he committed any offence again—you, mister form master, he is going to be punished and em- so, wait for your punishment now. He is going to write undertaking and he is going to be punished. Any moment you didn't see him in the school, come and tell me.

Father: Thank you. You (to his son) when you get home, I will deal with you.

APPENDIX 3

Assessment of Acts used by Students to Initiate and Respond to conversations

| Speech Acts Used | Minimizing | | Sufficing | | Maximizing | | Optimizing | | TOTAL | |
|---------------------|------------|---|-----------|---|------------|---|------------|---|-------|---|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Greetings (1) | 0 | | 0 | | 0 | | 5 | | 5 | |
| (2) | 0 | | 0 | | 0 | | 3 | | 3 | |
| Complaints (1) | 0 | | 0 | | 1 | | 1 | | 2 | |
| (2) | 0 | | 2 | | 2 | | 1 | | 5 | |
| Questions (1) | 2 | | 5 | | 7 | | 20 | | 34 | |
| (2) | 2 | | 3 | | 5 | | 12 | | 22 | |
| Requests (1) | 0 | | 0 | | 0 | | 1 | | 1 | |
| (2) | 0 | | 0 | | 2 | | 2 | | 4 | |
| Commands (1) | 0 | | 0 | | 3 | | 2 | | 5 | |
| (2) | 0 | | 0 | | 1 | | 5 | | 6 | |
| Declarations(1) | 6 | | 2 | | 7 | | 20 | | 35 | |
| (2) | 2 | | 2 | | 21 | | 6 | | 31 | |
| Reports (1) | 0 | | 0 | | 2 | | 0 | | 2 | |

| | | | | | | |
|-------------|-----|---|---|---|---|---|
| | (2) | 0 | 1 | 0 | 2 | 3 |
| Threats | (1) | 0 | 0 | 1 | 4 | 5 |
| | (2) | 0 | 0 | 3 | 1 | 4 |
| Promises | (1) | 0 | 0 | 0 | 2 | 2 |
| | (2) | 0 | 1 | 1 | 3 | 5 |
| Persuasions | (1) | 0 | 0 | 7 | 2 | 9 |
| | (2) | 0 | 0 | 2 | 2 | 4 |
| Apologies | (1) | 0 | 0 | 0 | 1 | 1 |
| | (2) | 0 | 0 | 1 | 1 | 2 |
| Thanks | (1) | 0 | 0 | 0 | 1 | 1 |
| | (2) | 0 | 0 | 0 | 5 | 5 |

APPENDIX 4a

One Way Analysis

Table 4.2.1 Description (Group A) TASK 1

| Communication Grid Used | N | Mean | Std Deviation | Std Error |
|--|----|--------|---------------|-----------|
| Minimizing (ineffective and inappropriate) | 10 | 1.2000 | 1.31656 | .41633 |
| Sufficing (ineffective but appropriate) | 10 | 3.4000 | 1.31656 | 1.02415 |
| Maximizing (effective but inappropriate) | 10 | .4000 | .51640 | .16330 |
| Optimizing (effective and appropriate) | 10 | 3.4000 | 3.02581 | .95685 |
| TOTAL | 10 | 2.1000 | 2.60965 | .41262 |

APPENDIX 4b

Table 4.2.2 Debate (Group B)

| Communication Grid Used | N | Mean | Std Deviation | Std Error |
|--|----|--------|---------------|-----------|
| Minimizing (ineffective and inappropriate) | 10 | 3.4000 | 1.83787 | .58119 |
| Sufficing (ineffective but appropriate) | 10 | 3.6000 | 1.71270 | .54160 |
| Maximizing (effective but inappropriate) | 10 | .4000 | .51640 | .16330 |
| Optimizing (effective and appropriate) | 10 | 4.5000 | 1.71594 | .54263 |
| TOTAL | 10 | 2.9750 | 2.15416 | .34060 |

APPENDIX 4c

Table 4.2.3 Story-Telling (Group A) Task 2

| | N | Mean | Std Deviation | Std Error |
|--|----|--------|---------------|-----------|
| Minimizing (ineffective and inappropriate) | 10 | 1.9000 | 2.02485 | .64031 |
| Sufficing (ineffective but appropriate) | 10 | 8.3000 | 5.12185 | 1.61967 |
| Maximizing (effective but inappropriate) | 10 | .1000 | .31623 | .10000 |
| Optimizing (effective and appropriate) | 10 | 4.6000 | 4.22164 | 1.33500 |
| TOTAL | 10 | 3.7250 | 4.57410 | .72323 |

APPENDIX 4d

Table 4.2.4 Role-Play (Group B) Task 2

| | N | Mean | Std Deviation | Std Error |
|--|----------|-------------|----------------------|------------------|
| Minimizing (ineffective and inappropriate) | 10 | 1.1667 | 2.48022 | .71598 |
| Sufficing (ineffective but appropriate) | 10 | 1.4167 | 2.46644 | .71200 |
| Maximizing (effective but inappropriate) | 10 | 5.4167 | 7.99384 | 2.30762 |
| Optimizing (effective and appropriate) | 10 | 8.9167 | 9.66209 | 2.78921 |
| TOTAL | 10 | 4.2292 | 7.07480 | 1.02116 |