ASSESSMENT OF THE EFFECTS OF INTERACTIVE TECHNIQUES ON THE PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

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ZARIA, NIGERIA

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ZARIA, NIGERIA

APRIL, 2021

DECLARATION

I hereby declare that the work in the dissertation entitled "Assessment of the effects of interactive techniques on the performance of students in English language in senior secondary schools in Bauchi State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Godfrey JOHN Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF THE EFFECTS OF INTERACTIVE TECHNIQUES ON THE PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA by GODFREY JOHN meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I would like to dedicate this work to my parents (Mr. John Umaru and Mrs. Rahila John), my wife (Afodiya Godfrey), and children: Glory and Yipam for their care and support.

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More thanks to the staff of the department of educational foundations and curriculum both academic and non-academic, principals of the secondary schools for allowing me carry out this experiment in their schools. My deepest and heartfelt appreciations are further extended to my family and children, brothers and sisters for all their moral, material supports and prayers they accorded me throughout my studies. To all may I say, thank you very much and God bless you.

ABSTRACT

The study assessed the effects of interactive techniques on the performance of students in English language in senior secondary schools in Bauchi State, Nigeria. The study was carried out with objectives to: determine the effects of shared discussion technique on the pre-test and post-test performance of students taught English language in senior secondary school in Bauchi state, and those taught using conventional method; examine the effects of brainstorming technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method; examine the effects of cooperative learning technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method; determine the effects of penpals technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught with conventional method; and compare the academic performance of students taught English language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques. Relevant literatures were thoroughly reviewed in chapter two of the study. The study employs quasi-experimental pre-test, post-test research design. The target population of the study is 8615 students of senior secondary schools. The total sample size of the study consists 205 SS II students drawn using purposive sampling technique. The instrument used in this study is English Language Performance Test (ELPT), adopted from National Examination Council (NECO). The validated instrument was pilot tested and a reliability index of 0.81 was obtained. The bio-data collected in the study was analysed using frequency and percentage, while mean and standard deviation were used to answer the research questions. Hypotheses 1–4 were tested using t-test while hypothesis 5 was tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings among others revealed that students taught English Language using discussion technique performed better than those taught using conventional method. More so, the performance of students taught English Language using penpals technique and conventional method is the same in the test administered on them. Recommendations were made among which that teachers of English language should always provide discussion activities in their class to stimulate the students' interest and academic performance. Bauchi State Ministry of Education should organise seminars and workshops for teachers of English language on effective use of brainstorming technique for teaching English language in secondary schools.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is an instrument for change and development, hence, any change and development that is needed in the society is usually achieved using education as a tool. Education is regarded as that which provides the tools with which people are empowered to tackle the problems that face their society. Successful teachers have many tools at their disposal in order to reach different students. The use of interactive teaching can provide opportunities to students that are normally available in traditional situations. Interactive teaching also focuses on the processes of learning and not just presenting information.

The basic idea of interactive teaching is that students must be active. Interactive teaching takes into account that learners have experience and knowledge that they bring to each situation. Instead of just adding more knowledge to that, teachers use the students' knowledge to assist in learning more. Instead of just giving the information to the students, teachers encourage them to come up with ideas of how it connects to their own world, thus constructing their own meaning of the material (Shekari, 2015).

The first thing to realize about interactive teaching is that, it is not something new or mysterious. If a teacher asks questions in class, assigns and checks homework, or holds class or group discussions, then the teacher already teaches interactively. Basically, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it, so that the teacher can decide what would be best to do next. However, it is important to note that English language facilitates the learning processes and effectively promotes our intellectual development, since all other disciplines hinge on it. Hence, efficient learning of English language

in our schools as a medium of communication certainly promotes the general understanding in other subjects.

In addition, English language cannot be taught in a haphazard and sluggish form of traditional method of parroting and memorization. Poor performance and results of English language is becoming poorer every day. Generally, the standard of education is fast falling as a result of poor foundation especially at the secondary school level (Mwajim, 2012).

More so, the traditional methods must be modified with new trends (techniques) that are geared towards improving efficiency and proficiency for effective delivery of English language. Interactive teaching techniques operate on a more practical and cooperative forms with a lot of activities for learners to participate and carry out as observed by the researcher.

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

It is obvious that among the heritage left behind by the British at the end of the colonial administration, English language is probably the most important legacy. English Language is the language of government, business and commerce, education, the mass media, literature. The entrenchment of English language perhaps is the most noticeable in the field of Education. English is introduced as a subject in the first year of primary school; and from the third year of primary school up to and including the university level, it is a medium of instruction. This in effect means that the Nigerian child's access to the cultural and scientific knowledge of the world is largest through English".

Grieve (1968) cited in Williams (2009) notes that universities are dissatisfied with the low standard of many entrants who have scored reasonable marks in the examination but are handicapped in their university studies because of their inability to read with understanding or write clearly. Adekola (2010) says that the secondary level of education has for some time been receiving much attention in West Africa because it is the immediate reservoir of potential middle and high level manpower. But it is at this level that a lot of wastage in manpower potential occurs because of so many factors one of the most important being the language problem. Admission to this level of education and successful completion of the courses depend very much on the students' proficiency in English Language, which is the medium of instruction.

Learning and teaching of English language as a second language can cause misunderstanding of concepts and ideas due to differences in cultural world views. To this group, cultural influence on English impoverishes the language.

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

At the same time, we cannot afford to ignore factors within the Nigerian context which necessarily influence the teaching of English as a second language. The trained teacher not only understands and can implements the method as shown in the textbook; he is likely to be selective in the use of textbooks and methods of teaching, choosing only those materials which are based on sound linguistic and pedagogical principles (Aremu, 2014).

Today, English as a second language (ESL) according to Olaofe (2013) has been witnessing unprecedented changes in curriculum, teaching methodology and application of

learning theories. This is coupled with rapid increase in school enrolments across educational levels in the midst of limited teaching learning resources. All these challenges have created a huge demand on teachers of English that are expected to teach learners of varied cultural, socio-economic, and psychological backgrounds in adverse learning situations.

Williams (2009) says, the methods used should be in keeping with objectives for English Language teaching in Nigeria. These objectives are determined by the roles and functions of the language in and outside the classroom. An oft-quoted memorandum from Ahmadu Bello University, Zaria states that the English Language student in Nigeria should be proficient in all four language skills: ability to speak fluent and acceptable English, ability to understand simple conversational English spoken at normal speed, ability to read and comprehend contemporary written English of a level appropriate to the candidate's age and required level of attainment and ability to write clear, acceptable English on such topics as are prescribed. This study therefore is an attempt to determine classroom strategies which are capable of reversing the general decline in teaching and learning the English Language. It is the poor performance amongst students that has motivated this investigation in the subject area. Specifically, this study investigates the effects of Interactive Teaching Techniques on the performance of students in English language in senior secondary schools in Bauchi state, Nigeria.

1.2 Statement of the Problem

English language is in a state of quandary in our institutions of learning. This is evidenced by the high failure that has been recorded at various levels of education, particularly at the senior secondary school. Part of the comments of the Chief Examiner's report for West African Examination Council on English Language (WAEC) (May/June, 2018) says: contrary to expectation, the performance of the candidates was awfully poor. Some of the candidates scored

zero in the subject, having failed to write an answer that could earn a single mark in any section of the subject. It appears that a good number of schools registered illiterates and unqualified candidates for this test as observed by the research.

Students' poor performance in English language has been attributed to lack of appropriate use of method, inexperienced teachers, poor students' attitude toward English Language, poor learning environment and gender effect. Recent report of chief examiner of West African examination council (WAEC) revealed the disgusting failure in the final year examination 2018, it was revealed that less than 46% had credit in English language.

The West African Examiner Chief report as captured by the Daily Trust Newspaper 16th August, 2018. showed that most of the students have difficulties in understanding the subjects, poor teaching, method lack of instructional materials as well as lack of teaching skills by the English language teachers, were among the reasons for these poor results, primary and secondary levels of education besides admission into higher institutions and professional institutions. English Language students in senior secondary schools find it difficult to perform tasks that require high cognitive thinking. Specifically, they find it difficult to perform well in tasks that require them to apply, analyze, synthesize and evaluate within the context of Blooms (1956) taxonomy of educational objectives. This learning difficulty was also evident in problem solving skills as demonstrated by their consistent poor performance in English Language test. It is against this background that the researcher investigates the effect of interactive teaching techniques on student's academic performance in senior secondary school in English Language in Bauchi State, Nigeria.

1.3 Objectives of the Study

The following are objectives of the study to:

1. determine the effects of shared discussion technique on the pre-test and post- test performance of students taught English language in senior secondary school in Bauchi state, and those taught using conventional method.
2. examine the effects of brainstorming technique on the pre-test and post- test performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method.
3. examine the effects of cooperative learning technique on the pre-test and post- test performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method.
4. determine the effects of penpals technique on the pre-test and post- test performance of students taught English Language in senior secondary school in Bauchi State and those taught with conventional method.
5. compare the pre-test and post- test performance of students taught English language using shared discussion, brainstorming, and those taught using cooperative learning and penpals techniques.

1.4 Research Questions

The study has the following research questions:

1. What is the effect of shared discussion technique on the pre-test and post- test performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?

2. What is the effect of brainstorming technique on the pre-test and post- test performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?
3. What is the effect of cooperative learning technique on the pre-test and post- test performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?
4. What is the effect of penpals technique on the pre-test and post- test performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?
5. What is the differences in the pre-test and post- test performance of students taught English language using shared discussion, brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state, Nigeria?

1.5 Research Hypotheses

The following Null hypotheses were postulated for this study:

H_{01}: there is no significant difference in the pre-test and post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State.

H_{02}: there is no significant difference in the pre-test and post- test performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State.

H_{03}**:** there is no significant difference in pre-test and post- test performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State.

H_{04}**:** there is no significant difference in pre-test and post- test performance of students taught English Language using penpals technique and those taught using conventional method in senior Secondary Schools of Bauchi State. .

H_{05}**:** there is no significant difference in the pre-test and post- test performance of students taught English Language using shared discussion, brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state.

1.6 Significance of the Study

The findings of this study would benefit the following stakeholders: such as colleges and universities, professional bodies, examination bodies, Curriculum planners, Experts in curriculum, researchers, English language teachers, Ministries of Education amongst others.

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

Professional bodies such as the English Language Teachers Association (ELTA), States Educational Resource Centres (SERC), Nigeria Educational and Research Development Council (NERDC) can benefit by considering the findings of this study in developing instructional methods and therefore become aware of the variables to manipulate in order to enhance teaching and learning.

The findings of the research will be of great significance to curriculum planners, as they can plan the curriculum bearing these interactive techniques in mind, so that the curriculum will be more of activity based.

The findings will help teachers in choosing appropriate instructional materials capable of releasing students' tension towards the subject. It will motivate teachers to develop interest towards utilizing instructional materials, and selecting suitable teaching methods towards effective teaching and learning of the English Language. It will equally help teachers to develop suitable methods for assessing students' academic performance in English Language. The findings will sensitize English language teachers on the benefits of the use of local resources as a strategy for teaching and it will have greater effect on the academic performance of the students. The research findings will as well form another dimension of innovations in the teaching and learning of English Language.

Curriculum experts will also benefit from the study since, the results of the study will assist in curriculum planning such as giving information relating to the teaching and learning of English Language, curriculum planners will have knowledge of interaction between gender and instructional approach on student' performance in English Language.

Findings from this research will be significant to the authors and publishers of English Language textbooks as it will expose them to the importance of interactive techniques in the teaching and learning of English Language in senior secondary schools in States and Bauchi state in particular. It will also make them realize that the interactive techniques are a wonderful curriculum laboratory which can provide extremely dynamic and interesting real life opportunities for leaning.

The Ministry of Education officials will benefit from the study by having knowledge of different instruction facilities that can be used in schools, it will serve as an input for effective law making and the legal framework guiding its activities. It will enable them to work harmoniously with the schools and on how to use these interactive techniques so as to enhance the performance of English Language students.

1.7 Scope of the Study

This research focuses on the assessment of the effects of Interactive Teaching Techniques on the Performance of Students in English Language in senior secondary schools in Bauchi state, Nigeria. The study focused on senior secondary schools 11 (SS II). There are two hundred and fourteen senior secondary schools in Bauchi state across the major educational zones in the state, comprising of: Bauchi zone, Katagum zone, and Central zone. Report from Bauchi State Ministry of Education 2018.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literatures that are related to the study. The review is written under the following sub-headings: Conceptual framework, concept of academic performance, theoretical framework, Dewey's learning by doing, concept of learning, teaching methods, approaches, techniques and strategies of teaching English, teaching of English language in senior secondary schools, English Language teaching techniques, structural approach in teaching and learning English Language, functional and notional method, communicative language teaching approach, learning achievement and retention in English, what is interactive teaching technique, examples of interactive techniques, factors affecting academic performance of students, conventional method of teaching, empirical studies and summary.

2.2 Conceptual Framework

Language as an instructional aspect of human nature plays significant roles in various ramifications of human life. It is evident that Nigeria is based with linguistic variety which offers insight into cultural educational and psychological perspective (Yahaya, 2018). Conceptual framework of this study is built around the functions of English language as a medium of instruction in Nigerian schools. This is has been enshrine in the educational policy of Nigeria for teaching and learning.

2.2.1 Concept of Learning

Learning is an active and dynamic process in which individuals make use of a variety of information and strategies. Marshal (2011) states that learning is imprinting of materials (memorization) of information, skills and abilities. He further explains that human minds are essentially selfish and therefore people act only to increase "pleasure and to avoid pain". This

utilitarian theory on conceptualization learning had it that human minds at birth are like clean slate, which is gradually filled up by sensation derived from their environment. Stephen (2009) in Linda (2010), opined that learning is a process that an individual acquires as a result of maturation. The maturation theory explains further that the capacity of learning in an individual depends largely on his maturation level. However, two important variables stand unique in a discourse about learning – learning is an acquired process and it involves acquisition of either knowledge, skill and/or abilities. It is therefore foolhardy to assume that learning can take place in a vacuum. The debate continues especially as it relates to the place of the teacher on learning. Protagonists like Leery (1980:214) in Linda (2010), are quick to conclude that all learning is teacher-dependent. "All learning is teacher-dependent as already established that all learning require the recognition of the learning of Y as a standard to be compiled when learning X and this standard cannot be achieved without others revealing it" (Leery 1980, Linda, 2010:26.).

The teacher is very crucial in learning especially school learning. But it is important to note that not all learning takes place in the school although school learning can reinforce other learning. Others felt that learning is an individual effort because at whatever point in learning, his willingness and interest are required. The definitions of learning above can bring home some principles that learning is practicable only among humans. It is a process and a vital process for that matter because it ensures biological existence and intellectual growth of the individual. It is only through learning that an individual can achieve a genuine relationship with himself and the world says Schorder (1977) in Linda (2010), Learning therefore, results in a change of behaviour because it is evidence-dependent; for learning to have taken place, there should be evidence or a manifestation of such learning. Learning occurs unconsciously but most or nearly all school learning are conscious (intended).

The conceptualization of learning is clearer "Learning is a process by which skills, attitude, knowledge and concepts are acquired, understood, applied and extended; it is partly a cognitive processed, partly social but successful learning should result in confidence, pleasure and in a sense of achievement" (Andrew, 2009:8). Learning is continuous thing and demand brain development of all times once an individual stop learning decay in his or her mental development start.

2.2.2 Teaching Methods

Teaching methods, do not seem to matter because there is no evidence to favour one method over another remarked Robertson (1969) as in Linda (2010),This was echoed by Seigel and Seigel (1967), Flanders (1969), Dunkin and Barnes (1986) cited in Linda (2010),Teaching methods have been catalogued by Robertson (2009) as having bearing on today's teaching practices. The Rhetoricians for example used the method of systematized instruction to teach young men of ancient Athens to speak effectively. The popular teaching method was imitation and the purpose was to prepare the child for adult life. The children on their own cannot learn but rather they should imitate the adult. But education is not only for the preparation of adult life but to liberate the mind, the heart and to develop a complete human being that can be rational and possess a sound interpersonal relation. Socrates felt that learning can easily be affected by exhortation. A learner cannot learn on his own, he must therefore be conditioned to learn.

This further buttress what Skinner later in the 20th century called the system of reward and punishment. However, it had been repeated that persistence of punishment cannot for a long time induce learning. The emphasis on drill and repetition as a method of teaching was echoed by Alvain in the 11th century. This was akin to what Thorndike later elaborated as principle of

exercise. However, learning cannot be synonymous to memorization. Meaningful learning must therefore be based on understanding.

Donche (2012) sees teaching methods that were inclined to motivation review and healthy setting of rivalry was emphasized by the Jesuits in the 16th century. Revision should be the main teaching approach. This theory on teaching method was later developed in the 17th century to incorporate other ideas that learning cannot be acquired haphazardly but rather sequentially. Learning should therefore be arranged in a manner that reinforces this law. The sequence of all teaching should therefore start from simple to complex; from the principle of universals to general and then to particular (Robertson, 2008). The opinion of Pestollazi (1746 - 1777) cited in Mackey (2011), is that teaching method must be built on a strong foundation of the knowledge of the learner, it must be adjusted to his ability. Intellectual development is not sporadic but gradual. The guiding principle in all teaching should start from known to unknown, from concrete to abstract and particular to universal.

However, his close associate added that learning or teaching methods should be simultaneously double sided- giving and taking, uniting and dividing, processibility and following. The advocacy of Postallazi had greatly influenced modern methods of teaching. It generally influenced decision regarding teaching methods which have strong implication on classroom practices even today. It was a critique of the old methods of memorizing materials in premier text, the ideas of teacher to hear recitation, test memory, keep order and administer discipline. Thus, methodology became an important field of study. At the end of the 19th century, as reported by Herbert (1881) in Linda (2010), teaching was viewed as a means of helping the learner recall ideas when needed. The role of teacher is to assist any way possible for the preparation, presentation, association, systematization and application of ideas. Teaching

method is another way of finding ways by which ideas can be organized or can facilitate the organization of ideas. Teaching methods, today, are based on psychological assumption about learning, curriculum and the teacher. The Computer Assisted Instruction (CAI) was to solve problem of teaching so as to encourage independent thinking and learning. However, the accessibility is a problem and large class sizes do not augur well for Computer Assisted Instruction. The next teaching technique is the individualized instruction. The teaching technique is apparently good because it bridges the gap between the teacher and the learner and reduces anxiety. But educators like Williams (2009), doubt the practicability of this technique against the background of mass education and over-crowded classrooms. Williams (2009), for example, made the following observations:

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

Team teaching especially in certain curriculum areas such as the social studies, integrated science and other humanities was proposed by Ikwemelu (2009), and Okobia (2008). But the main problem of team teaching is logistics, coordination and adequate arrangement may be lacking. Thus, teaching methods are many and most teaching methods used in today's classroom are based on certain psychological assumption. However, the old hypothesis by Crage (1925) in Linda (2010), that no teaching method is the best or superior support the theoretical assumption that any method can effectively promote cognitive, affective and psychomotor changes in the learner (Ogunyemi, 2011).

The teacher should at any given topic master the kind of teaching method to adopt in order to suit the need of the learner, in this sense, the teaching ability to employ the right teaching method of the right topic is the key for a successful teaching and learning process.

2.2.3 Communicative Approach to Language Teaching

The concepts of communicative approach to language teaching if properly understood by the teacher will enhance effective learning. It is concerned with real language that is attested to be current and active participation of all learners in meaningful language learning situations. This suggests activist approach (learners' activeness in language learning) at the expense of passive approach to language learning. Deep end strategies are encouraged, whereby learners are dropped into the ocean of language tasks. Through self-recovery, self-reflection and critical thinking coupled with self-analysis, learners struggle their ways out of the deep into full-fledged language use. In a communicative language teaching, students get chance to be creative and express their own attitudes, feelings and emotions, fears etc.

The language is seen as a mean to an end; students have to achieve something through the use of English, may be for a linguistic purpose as in dialogue creation activity or non-linguistic; as in making a big book following a set of instructions. The emphasis on language being used for a purpose is referred to as task-based learning. Students must be made to have a desire to communicate using English. This means creating a gap for students to fill through information exchange of negotiation. This may be:

1. Information gap where a student may have a piece of information which the other student does not have.
2. An affective gap where students exchange feelings and emotions; and

3. A reason gap where students justify the action they took using cogent reasons (Olaofe, 2013:36).

Some criticize communicative language teaching for emphasizing fluency at the expense of accuracy. Both fluency and accuracy are important in the mastery of a language. Also, it does not encourage direct teaching of structural rules and facts. Presentation of the language is to be done through natural and contextualized setting. Rules have their own place in language learning.

Also communicative language methods demand the resourcefulness and initiative of a teacher. Such attributes are not very common and thus difficult to come by in adverse second language teachers. The method gives direct contact with English Language, not just by hearing the teacher speak it but also by using it, writing it. Language teaching and learning should be seen as an interaction of structural, lexical and situational or contextual forms. It is the relationship among linguistic, pragmatics, sociolinguistic and discourse.

All these can be handled by highly proficient, experienced in adverse language teaching situations possess these qualities, (Olaofe, 2013). If care is not taken, communicative language teaching strategies may be turned into chat between the teacher and the few articulate pupils. Time constraints may also make the approach difficult to implement, especially in an examination-oriented, limited and rigid time tabling teaching environment typical of adverse language teaching settings. It is better to get the pupils to attempt the task first as individuals before working in groups so as to maximize active participation in group work.

Therefore most of the techniques in the family of interactive teaching techniques are group based, teachers should Endeavour to follow steps as outlined by Mezeiobi (2009):

i. The teacher assumes the position of guide or mediator.

ii. Define the task to be accomplished.

iii. Identify and possess the resources to be used in and outside the classroom and ensure their availability.

iv. Construct lessons units and lesson plans.

v. Exercise caution in the selection of the student and their grouping.

vi. Restrict groups into manageable sizes.

At the development stage, the teacher using the interactive teaching techniques should as Rosenshine (2009), Says:

i. Begin a lesson with a short statement of goal and objectives.

ii. Begin with a review of previous knowledge or learning.

iii. Present materials or learning experience in steps.

iv. Give clear and detailed instructions and explanations.

v. Provide active practice for all students.

vi. Guide students during initial practice.

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

These factors will be integrated into the lesson units and plans as a treatment for the experimental group. The most popular view about teaching is that it is generally seen as a process through which teacher in the teacher centric classroom learning settings transmits knowledge, skill, attitude and value to passive or non-participative learners who must make effort to assimilate the imparted knowledge which is geared towards inducing behaviour change. This definition does not suit what teaching means in English Language. The best English Language teacher is the one who suggests rather than dogmatizes and inspire his listeners with the wish to teach themselves English when the teacher is no longer around (Bilner Lytton, 1803-

1873) in (Olaofe, 2013). English sentence is learner centric which in this context entails active participation. Researchers have indicated as summarily reported by ASESP (2008:10) that the more students actively participate, that is cooperate and share in the lesson, the more they will learn and remember they focus attention on what is taught. Interactive teaching techniques have the benefit of appealing to the affective and cognitive too. In fact, if teaching techniques are the building blocks of learning and remembering, then the interactive teaching techniques encourage that. It was reported by ASESP (2008) that we learn and remember:

10 % of what we hear

15% of what we see

20 % of what we both see and hear

40 % of what we discuss with other

80 % of what we experience or practiced

90 % of what we attempt to teach others Communication take place in different medium, the overall essence of communication is to pass the needed information to the receiver, when feedback is received communication has occurred, any communication approach a teacher adopts to pass information to the learner, the most important thing should be that the learner received the needed information so that learning can take place.

2.2.4 Academic Performance

Academic performance can be defined as the measure of what a learner has comprehended over a period of teaching and learning. It is the capacity to achieve when one is tested on what has been taught.) Academic performance refers to a person's performance in a given academic area e.g reading, language, arts, mathematics, and science. It refers to excellence

in all academic discipline, in a class, as well as extracurricular activities. It includes excellence in sporting behaviour excellence in confidence, communication skills, and others (Okorie, 2014).

According to Steinberger (2009), posits that academic performance encompasses attitudes, abilities and performance, it is multidimensional, intricately related human growth and cognitive, emotional, social physical development excellent the whole child which occur across time and levels.

Academic performance of students is the centre around which the whole educational system revolves. The success and failure of any institution is measured in terms of academic performance of students not only the school but parents also have very high expectations with students with respect to their academic performance as they believe the better academic results may lead to better green options and security. Therefore academic performance according to Abdullahi (2016), refers to the knowledge attained and designated by marks, assigned by teachers. In educational content, academic performance is the educational goal to be achieved by students, teachers, or institutions over a certain period of time and is measured either by examination and continuous assessments and the goal may differ from one individual or institutions to another.

Academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important -procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully

predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its student's academic achievements.

Atanda and Jaijeoba (2011), emphasize the importance of English in Secondary School curriculum pointing out that English Language plays a central and strategic role in the school system because almost all the school subjects are taught using English Language. The place of English Language and its objectives as revealed in the secondary school curriculum cannot be substituted.

The Outcries on the incessant failure of students in the senior secondary Certificate Examination (SSCE), West African Senior School Certificate Examination (WASCE) and National Examination Council (NECO) have been on the increase over the last two decades Judith (2014).The persistent poor performance of secondary school students in public examinations such as NECO in the recent times has made the development of secondary education in the nation a difficult task (Adepoju, 2011).

Ajayi (2012) further elaborates that the situation is so pathetic that stakeholders keep on wondering why this level of education has persistently failed to meet the yearnings and aspiration of the society. The mass failure of students in public examination constitutes wastage on investment in secondary education; it puts a big question mark on the quality of secondary education in the country.

The bedrock of the nation's educational system has always been the secondary school students. Supporting the notion, Joshua (2004), believes that, "secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides the nation's economy and higher (tertiary) education production systems". In fact, the

high percentage of candidates who failed NECO yearly is reflected in the low percentage of the candidates that meet the university admission requirements.

Each time the results of students in NECO and other external examinations are released, it has been a tale of woes and national embarrassment. Various captions in the National dailies point toward mass failure of students. Some of these captions include:

"79% fail English Language as NECO releases SSCE,' 'NECO records mass failure in June/July SSCE,' Mass failure in both the WASSCE and SSCE,' mass failure in public examinations; a national disaster."

Ajayi (2012), contends that "in the past five years, most of the students who sat for SSCE each year did not have credit passes in at least five subjects including English Language and Mathematics. The situation is getting worst every year" he concludes.

The researcher observed that academic performance is an inclusive thing that measures the totality of an individual out in life.

The researcher observed that discussion on academic would not be complete with looking at the biological lineage of parent to children hence learning actually start from the mother's womb.

2.3 Theoretical Framework.

Theory helps to clarify the basis of concepts in line with its objectives; it explains the main focus and direction of the concepts used in the topic. Nworgu (2009) ,defined theory as a set of propositions that can account for or explain phenomenon or events. In addition, theories are used to explain or predict behaviour. Theoretical framework of the study can be referred to as the basis of the study. It involves stating the structure of the study and how the structure will be developed in the study (Nwabueze, 2009). The target of the study premised on learning strategy,

students' performance in English language. Therefore, the theories that has to do with the characteristics of these activities as they affect learning would be applicable.

2.3.1 Dewey's Learning by Doing

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

Tell me and I will forget, shows me and I may remember involve me and I will understand – Chinese proverb.

Learning by Doing is not a new instructional theory .The proponent of this instructional theory is John Dewey. He wrote "Life requires us to do more than it requires us to know, in order to function. It makes more sense to teach students how to perform useful tasks. There is only one effective way to teach someone how to do anything and that is to let them do it" Schank (2009), cited in Language Teaching Learning by doing is applied in educational activities, both in schools and beyond. It involves a careful design of activities that allows students to have meaningful, relevant learning experiences that they will then be able to use in the future. John Dewey, born in 1859 is perhaps the greatest proponent of learning by doing. Dewey argued that "education is not preparation for life, it is life itself" Duffy and Cunningham, (2010), Both Dewey and Rousseau hired during a time of great change, the industrial Age, and saw a need for learning that was pragmatic, focused and centered on the individual. Dewey said "that life including the vocations, should form the basic context for learning" Duffy and Cunningham (2010), cited in Jonassen (2011).

Learning by doing has been talked about as a good idea in education for a very long time, but not often acted upon. This could be because of the complexity and time it adds to lesson plans, additional materials required time allowed for assessments. Occasionally children need to

be alone and on their own. But in the main they will learn more by doing things together. By choosing what their group would like to do, planning their work, helping one another do it trying out various ways and means of performing the tasks, involved and discovering what will forward the project, comparing and appraising the result, the youngsters would best develop their talent powers, their skill of understanding, self-reliance and cooperative habits The questions and answer arising from such joint enterprises would expand the child's horizon by looking his immediate activities with the larger life of the community, Participation in meaningful projects, learning by doing, encouraging problems and solving them, not only facilitates the acquisition and retention of knowledge but fosters, critical intelligence, individual initiative etc. learning is more than assimilating, it is the development of habits which enable the growing person to deal effectively and most intelligently with his environment (Adedeji, 2011).

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

1. People learn best when they are personally involved in the learning experience.

2. Knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behaviour and

3. A person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework (John Dewey 1859-1952). Learning by doing theory is in line with the interactive teaching techniques that the researcher is looking into. Postulations about learning are many and these postulations represent a tireless effort at explaining the learning process among humans. Experiments conducted and carried out on learning have succeeded in bringing about the much-debated theories of learning. This led to various schools of thought about learning. Teaching and learning in schools are directly influenced by these theories of learning. Three important schools of thought on learning

have dominated classroom practice today. This transcends the primary, secondary and university classes. It is no gain saying that they have dominated most teaching practices in schools today. They represent models from which certain principles of learning are incorporated; ultimately they determine what the teacher does on one hand and what the students on the other hand do and the consequences of such interaction. This theory of learning is related to this work because interactive techniques encourage the activeness of a learner in any leaning situation so, it is relevant to this study.

2.4 Overview of Language and Communication Skills

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

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

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

It cannot be over emphasized that not much work has been done in the area of communication skills in English language aside from the emphasis given by curriculum itself in the writing and communicative ability of learners of English language in senior secondary schools. It is however, interesting to note that a look at the English language communication

skills can serve teaching English language as well, hence the structure for teaching and learning are similar. Several scholars have provided their overview on language and communication skills, among them are Sanssure (2010), who made a distinction between competence and ability to produce and understand language; Lawdi (2000:77) in Yule (2007), draws a line between competence performance; that is the innate linguistic knowledge of the native speaker-listeners while performance is the actual use of the language in the society. Adebayo (2010,) emphasized that the four language communication skills which are; listening, speaking, reading and writing.

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

Most a times practitioners use these four terms together: approach, method, procedure and technique interchangeably. This is not so, Olaofe (2013), says "there are fine distinctions in their use, especially in second language teaching situations. An approach refers to theories behind the nature and concept of language teaching and learning. Method is the practical realization of an approach. It includes various procedures and techniques to use in language teaching. Procedure is an ordered sequence of techniques often described in terms of first thing to do, second or third steps to follow in teaching. A technique suggests sequential actions, activities and tactics used during teaching. The goal of any approach and method should be to awaken joy in creative use of English in an effective way" (Duru & Ozigi, 2011).

2.5.1 Language Learning Method

A Language learning method is an overall plan for learning a second language based on theoretical approach selected. It involves the design of a syllabus for the course which in turn consists of learning objectives and techniques for achieving those objectives. There is often confusion among the terms, approach, method and technique. These three terms may be viewed as point along a continuum from the theoretical (approach) in which basic belief about language

and learning are considered, to design (method) in which a practical plan for teaching (or learning) a language is considered to the details (technique) where the actual learning activity takes place. Some language learning course use basically only technique. More commonly these days, a variety of techniques are combined so the term method is not used in the sense. Furthermore, some people use the term method interchangeably with technique (Halpin, 2009).

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

i. Structural approach

ii. Functional approach

iii. Interactive approach

iv. Constructivist approach

v. Eclectic approach.

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

Teaching or instruction as it often called in America is highly influenced by Educational Psychology. The influence is so great that most people felt that the psychology of learning had more influence on teaching than most thought on education. Andrew (2011), is of the opinion that:

"The notion of teaching is totally dependent for its characterization on the concept of learning, there could be learning without teaching but most learning that goes on in schools is intended". Pg. 16 Teaching is an activity that takes many forms. It is to make someone know something, which means a process of passing out to others what is known or perceived (Lawton, 2009). To others, teaching is to pass or stimulate learning into another person, which may not necessarily

require a distinct way of doing it. Teaching is a procedure which transmits experience with intention of causing learning to take place. Teaching is an attempt to help the learner acquire some knowledge, skills and attitude. It is a system of action designed to enhance learning. Teaching must be seen as a vocation that involves the interaction of three important variables; the teacher, the learner and intervening variable in the learning act (Donche, 2013).

The concept "teaching" can be drawn from what teachers do because they do countless things which include among others; as a source of information, as a guide and an organizer of opportunity for learning. Persons involve in these vocations can be referred to as teachers with little considerations of how well all these duties are done (Awoniyi, 2008).

For any teaching to be called "teaching", learning must be effective. Teaching can therefore be regarded as the provisions of conditions that directly promote effective learning. Wherever there is a trace of learning there must be teaching of a certain sort even though not all teaching results into learning but the effectiveness of teaching is determined by the amount of learning Cruzon (2009). The conflict model about teaching perceived "teaching" as a means of reducing or moderating conflicts between already held beliefs and values by children and expected norms of the society. Teaching according to this model involves a changing process which attempts to change the pupil by introducing him to new ideas often in conflict with ones already held. Teaching involves assisting the school perform its primary role of socialization of children - inculcation of worthwhile attitudes, knowledge, skills and beliefs of the society.

Howard (2008) classifies teaching activities into four types (Mayor, 2009):

i. Initiating new learning

ii. Furthering learning already started

iii. Speeding up learning

iv. Correct deviation

Any person charged with these activities can be referred to as a teacher and his diligent discharge of this act is called teaching. Under the role theory, "The teacher is only primarily responsible for determining what goes on in the classroom. A growing literature suggests that students" behaviour is the cause as well as the effect of teacher behaviour" (James, 1984 in Linda, 2010).

In another context, "Teachers don't merely deliver the curriculum, they develop, define it and interpret it too. It is what teachers think and what they believe that ultimately shapes the kind of learning that young people get" (Huberman, 2010 p.4). Teaching is the activity planned and executed by the teacher to cause learning. Teaching method refers to distinct specific act of achieving determined objectives. A teaching method is a plan for presenting language materials to be learnt based on a selected approach. It is translating an approach into instructional system based on the objectives of language learning, content to be learnt, types of task surmised (Olaofe, 2013). Above are some of the various attempts at conceptualizing teaching method. Teaching method embraces far too many activities that teachers do with the sole aim of causing learning. This involves the behaviour of the teacher in the learning act with a well-defined objective. However, the quality of teacher and teaching are becoming the centre of attraction in matters of school effectiveness.

Russel (1978) in Linda (2010), points out that the school organization, the curriculum, the teacher's approaches and teaching aids were the most essential components which determine the effectiveness of schools. Improving teaching and learning is essentially developing better teaching methods which means training teachers in new classroom management techniques and student based teaching activities such as active learning, cooperative learning, interactive

teaching techniques and strategies etc. teaching method are generally affected by assumption which Mazur (2012), regards as unfortunate because:

"In many countries the study observed that is necessary for primary school teachers to understand child development but not to know much about the structure of knowledge, where as in secondary school teachers are expected to be experts in their own subject field but not to know much about student cognitive growth". Effective teaching method must be built on knowledge of the needs of the learner, his readiness as well as interest. Regan (1974) cited in Hubberman (2010), proposes that if any meaningful gain is to be achieved, teaching methods must be informed in the light that they place:

i. More emphasis on developing enthusiasm for learning.

ii. Less emphasis on information given.

iii. More emphasis on critical thinking or less emphasis on memorization.

iv. More emphasis on the process of learning and less on the product. Pg. 32

Teaching method that is used taking into consideration the above might influence learning that calls for understanding, reflective thinking and problem solving. Heinz (1979) in Linda (2010), pointed out that teaching methods play an important role in teaching and learning. It brings to the fore those elementary stages and development which we emphasize in the process of development of ability. The ultimate goal of English language teaching, especially in adverse situation is to motivate learners to want to learn the language on their own. The best English language teacher is the one who suggests rather than dogmatizes and inspires his listeners with the wish to teach themselves English when the teacher is no longer around (Bulwer Lytton, 1803-1873) in Olaofe (2013). In selecting approaches and methods, the English teacher should be guided by the following statements:

i. No method is good or bad; it is the teacher, teaching situations and its application that makes it so

ii. In deciding which method to use, we must beware of the bandwagon effect leading to the uncritical acceptance of a new method and automatic abandonment of the old one uncritically.

iii. Method is not an overriding factor over and above the mastery of the content of what to teach; proper mastery of the content and method of teaching are important components of effective teaching of English.

iv. Beware of novelty for novelty sake. Some seemingly sophisticated teaching dogma or doctrine may misrepresent the real life classroom situations. It may also create intellectual and pedagogical confusion (Olaofe, 2013:40).

2.6 Teaching of English Language in senior Secondary Schools.

The significance of senior Secondary School English Language Programme cannot be over emphasized. This can be justified by the fact that English is a compulsory school subject in Primary, Junior and senior Secondary Schools, and also the medium of instruction (NPE, 2013).

Great hopes and aspirations have been expressed on the senior Secondary School curricular particularly as it affects value-reorientation, poverty eradication, job creation, wealth generation and using education to empower the people (FME, senior secondary Education Curriculum, English Studies for SS 1-3, 2015). English Language Education at senior Secondary Schools in Nigeria is expected to equip individuals with appropriate knowledge, value and beliefs to enable them function as responsive and responsible citizens particularly students whose formal education might terminate at senior Secondary School level as well as preparing individuals foe

tertiary education. An analysis of the objectives of senior Secondary School English Language is both remedial and developmental, as it sets out to:

i. tackle the language deficiencies brought in from the junior level;
ii. develop language proficiency for both upper basic and post basic;
iii. develop the language proficiency necessary for performing well in other school subjects secondary senior Education Curriculum English Studies for SS 1-3 (2007:IV).

The curriculum at this level is intended to build up confidence in students‟ use of the language. As much as possible, the activities are expected to be interactive, sometimes teacher initiated and at other times student initiated (Olaofe, 2009).

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

In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS) (Oche, 2008).

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

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

(Senior secondary Education Curriculum English Studies for SS 1-3 (2007:IV).

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

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

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

2.6.1 English Language Teaching Techniques.

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

2.6.2 Structural Approach in Teaching and Learning English Language

Structural approach goes with grammar-translation method, and audio-lingual method. The criticisms leveled against the grammar-translation method are many. It makes a learner to be

largely passive participant in the teaching-learning process. The emphasis is on teaching about the language rather than teaching the language itself. The grammatical analysis may be boring and mechanical, if handled by inexperienced teachers typical of adverse teaching situations, and de-motivate learners. Some of the rules given allow exceptions which cannot be explained by the teacher. The method is largely teacher-centered. The teacher decides the item to teach, how to teach it and the kind of exercises that are to be practiced. Practice activities are limited to analysis and parsing which are mainly written; oral activities are limited. A grammar focused approach is centered on a set of language structures usually imposed by the syllabus rather than the communicative needs of the learners. It is influenced by factors such as individual differences and their developmental learning sequences. Teachers who have limited knowledge of grammar are at a great disadvantage in this method. It may lead them to avoiding the teaching of English or turn the English Language teaching to a lecture or note taking exercise. Olaofe (2013) submits that a general survey of English Language teaching at the Primary and Secondary Schools in Nigeria, as a typical example revealed the popularity of this method. Teachers end up teaching only minute aspects of the language sometimes only nouns and verbs, throughout a whole year, leaving all other communicative aspects untouched (Okobia, 2011).

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

This approach also goes with audio-lingual method. It originated from the structural grammar. It is designed as a reaction to the grammar-translation method in an attempt to integrate more use of the target language into English lessons. It is based on the principles of behavioural psychology and has adapted many principles of direct method of language teaching which makes speaking dialogues and active conversational styles in English the primary focus. According to direct method, all language materials are first presented orally with actions and pictures. As an off-short of structural grammar, audio-lingual method is based on the principle that speech is primary amongst others. Language learning is triggered off by stimulus which elicits response, immediate feedback and reinforcement of positive or correct responses. The assumption is that all these effort will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language (Okafor, 2009).

The audio-lingual method has been severely criticized by many scholars. The method undermines the role of human mental faculty and ability, It is teacher centered and Its insistence on correct forms always underplays the role of hypothesizing, trial and error and rule generalizations which are part of language learning process employed by learners of a second language (Opata, 2011).

2.6.3 Functional and Notional Method of Teachers English Language

The concepts are developed by scholars like David Wilkins, Finocchiaro and Brunfit. This language method is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. By the notional component of the method, we mean the meaning elements that are expressed through nouns, pronouns, verbs, prepositions, conjunctions,

adjectives or adverbs. The use of particular notions depends on three major factors. These are the functions, the elements in the situation and the topic being discussed. Mary Finocchiaro placed the functional categories as personal, interpersonal, directive, referential and imaginative (Olaofe, 2013).

2.7 Learning Performance and Retention in English.

Gambo (2012), proposed the following guideline in the selection of teaching methods:

i. Strategies contradicting the purpose of the programme should not be used.

ii. Strategies inappropriate to the level of students and without instructional resource should be discouraged.

iii. Strategies whose effectiveness was not supported by research evidence discouraged.

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

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

The approach that is learner centered is better than the one that is teacher centered, although when learners are completely ignorant of the subject matter, the teacher-centered approach may not be entirely out of place, Learning is the ultimate goal of all instructional processes. The objectives of learning the language, such as whether or not it is for learning forms or language

functions will determine the method to use, The language methods must be appropriate to the learners‟ current and future language needs and disposition also The methods should be appropriate to the level, age background, period of learning and the learning goals of the learners. Teachers‟ own initiative and resourcefulness are paramount. Not all teachers, for example, possess the skills and the managerial capability of organizing communicative tasks suggested under communicative language teaching, the method should meet the contextual and the situational needs of the pupils and cater for the psycholinguistic situations of the learners (Sweeny, 2010).

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

2.7.1 Interactive Techniques

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

1. Interactive teaching include approaches that require participants to daily engage in an activity with other, such as cooperative learning, small group projects, role plays, games, debates, oral presentations and homework to be done with the help of parents.

2. Interactive classes are classes in which the instructor incorporates engagement triggers and breaks the lessons at least once per class to have student participants in an activity that lets them work directly with the material. The engagement triggers capture and maintain students attention

and the interactive teaching allows students to apply what they have learned material. There activities also allow students immediately apply content and provide feedback to the teacher on student understanding.

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

Examples of Interactive Teaching Techniques

These are example of Interactive Teaching Techniques:

i Brainstorming.

ii. Role play.

iii. classroom discussions.

iv. Instructor Storytelling

v. Debate.

Vi Matrix

vii. Make them guess

viii. Make it Personal

ix. Reading aloud

x. Penpals.

xi. Word of the Day

xii. Quescussion.

xiii. shared discussion.

xiv. Cooperative learning.

xv.in house excursion.

xvi. Quarter Meeting .

xvii. Town Hall Meeting .

xviii. The Half Class Lecture.

xix. Tournament

xx. Crossword Puzzle

xxi. Panel presentations.

xxii. Quizdown

Mazur (2012)

2.7.2 Factors affecting Performance of students in English Language

The continuous poor performances of students in English language in examination can be traceable to many factors. First, Egede (2014), attributed students' failure to the effect of social media on the students. The advent of Face book in 2004, as popularized in 2006, Blackberry, with its blackberry messenger feature known as BBM, 2go, Yahoo messenger, whatsapp, among others have made students become so addicted that they no longer have time for their studies. They allocate more time to irrelevant chats and conversations on the net than reading their books.

Owing to such addiction especially to chatting, Egede (2014), quoting Andy (2010), is of the view that students have imbibed some abbreviations such as 'u' instead of you, 'ad' instead of have, 'dey' instead of they, 'n' instead of and, 'wot' instead of what, to mention but few. These abbreviations have been variously used while writing their essays and comprehension and even in summary writing (Andy, 2010).

Furthermore, studies equally support the fact that students are part of their problems. In a study conducted by Judith (2014), the result of the study showed that 'students' attitude' is the highest factor (28.9%) of causes of their failure. The respondents in the study opined that 'students of these decades are lazy', depend on examination malpractice, hate English language and have unserious attitudes towards the study of English language as a subject.

Corroborating the above finding is Collins Uduh- the Principal Assistant Registrar of West Africa Examination Council (WAEC). In a paper he presented, as quoted by Judith (2014), he opines that candidate's performance at WASSCE in Nigeria can be traced to the student's factors. Among such factors include student's failure to adhere to instructions, lack of understanding of the demand of the question, which is due to the poor reading culture, illegible handwriting and poor spelling, examination malpractice among others

Furthermore, the dominance of mother tongue is regarded as another cause of poor performance of students in English language in external exams. Sa'ad (2014), believed that Nigerian students are surrounded by a 'complex linguistics' situation that force them to learn their first indigenous language and they are required to have a good command of the English language. The Nigerian policy on Education stressed the use of the immediate language of the community in instruction at the lower level of primary education and combination of English and the language of the immediate community at the upper part of primary school. This means then,

that the policy favoured and recommended the use of mother tongue in teaching at primary level. This situation, according to Sa'ad (2014), contributes immensely in poor learning of English language right from the primary school and it extends to secondary school.

It should be stressed that students often use their native language or mother tongue in most of their interactions and English is only used within the four walls of the classroom and ends there. This scenario simply brings to mind the popular cliché- "vernacular is highly prohibited in the class," what this tends to explain is that, outside the four walls of the class vernacular is highly welcomed. Aside the students as core factors in their poor performance in English language in NECO; the teachers have another lion shame of the blame.

Inadequate qualified English teachers also cause poor performance in English language in secondary schools. In some schools, other subject teachers are forced to teach English language and some who even studied it exhibit poor abilities in oral and written expression of it. Therefore, with this kind of situation, these teachers can never teach effectively and hence, poor performance from the product. This scenario brings to mind the encounter of this researcher when he was in secondary school in 1996. The English teacher, though a graduate of Fine Art was co-opted into teaching English language. Though he (the English teacher) had a good command of English (as far as the little brain of the researcher was then), yet, the teacher was lacking in the technicality of English language. This made him to be in constant loggerhead with one of the students in the class. The teacher would make some errors and the student would quickly detect the grammatical errors!

Adedokun (2011) was of the view that, poorly trained English and untrained teachers (of English) were employed to teach and prepare secondary school students for the School Certificate Examinations in English language among secondary school students. Buttressing this

point was a study carried out in 2014 at Egor Local Government Area of Edo State by easy project material. The study was on the 'Effect of lack of qualified teachers on secondary school students' performance in English Language. The researcher rejected his first null hypothesis which states that 'teachers' qualification do not contribute to the performance of students in English Language Examination and consequently accepted the alternative hypothesis that the teachers qualification has effect on the students' performance.

Various causes of poor performances of student which are further attributed to the teacher were non-use of verbal reinforcement strategy and lateness to school, poor interpersonal relationships (Aremux, 2003). Others include absenteeism, inability to complete the syllabus and less interest in children's understanding of lessons and poor methods of teaching of teaching (Asikhia, 2010).

Ajayi and Ekundayo (2010), also identified incessant strike, poor methods of teaching, teacher's inability to cover syllabus and teacher' lack of resourcefulness in teaching as causes of mass failure of student in public examinations. The government is not spared in the blame. Many researchers have identified government as a variable cause of poor performance of students in English Language in NECO examination.

Oribabor (2014), termed this factor as a 'political' factor. Politically, he argued, that the government's policy, which is flexible often constantly review, through frequent changes of government with new Head of State or President of a country who does not belong to the same party which his predecessors may jeopardize the English learning. He may see nothing good in the policy of his predecessor.

In addition, poor funding of education is another major factor of poor performance of student in NECO examination. Many state governments within this period still owe teachers. It

took the intervention of President Buhari, upon resumption of office to release huge amount of money to many state governors to off-set their back-log of debt owed to their workers of which teachers are part. Irregular payment of teachers' salaries is one of the causes of incessant strike experience in some states of the Federation. It is worthy to note that Anambra State under the governments of Governors Peter Obi and Willie Obiano are exception to owing workers. This good gesture of these governors has yielded great dividend in Anambra States as the state has consistently taken upper hands in both NECO and WAEC examination in recent years.

The parents also are part of the problem of poor performance of their children in NECO examination. Many parents today fail woefully to provide necessary materials that will aid their children and wards to perform well in English language. Part of this problem is illiteracy. Many parents are not literate enough to know the type of English text book or good past-questions that will benefit their children. They leave such decision for either the teacher to make for their children or better still allow their children to make the choice.

Again, the effect of broken home is enormous in determining the success or otherwise of student in NECO examination. Parents who are no longer living together as husbands and wives cannot look into the affairs of their children. In most cases, the children are left at the mercy of either the mother (as single mother) or the step mothers who will not be keen in the affairs of the step children, hence, poor performance of the so-called step children in their external examinations. In the course of this review, the researcher has delved into various factors responsible for poor performance of students in English Language in NECO examination. Such factors can be traceable to the students, teachers, the government and the parents.

Yet, another veritable factor is NECO itself. The reason for such is that NECO would want to register more students each year just for economic gains; hence, the more students will

register for another year's exams thereby increasing the financial stand of NECO. Corroborating this view is the study carried out by Dr. D.O.K Omole on 'Examiners Perception of the NECO/SSCE marking Exercise'. In his findings, Dr. Omole posits that, "54.6% (of his respondents) believed that the grades published by NECO do not truly reflect the scoring of examiners during the marking exercise" (Uche, 2006).

To avoid poor performance in English Language in NECO Examination, students resort to unwholesome activities called examination malpractice. It was indeed a national woe when in 2009, NECO released its November/December SSCE result showing that only 1.8% passed with five credits and above in English.

2.7.3 Conventional Method of Teaching

Conventional or traditional teaching methods are ordinary teaching method used by teachers to drive the content of the syllabus to the learner (Macharia, Githua & Mboruki, 2009). Most conventional methods of teaching are teacher centered. The teacher demonstrates and summarizes the main point, there is surface learning of concepts, principles and skills (Mchanno, 2013).

Conventional method of teaching: is an oral (lecture) method of teaching that essentially involve long way process of transmission of knowledge with the teacher being active while the learners are passive (Bimbala, 2010). According to Okebukola, (2009), conventional method of teaching consists of two approaches. The first approach is oral (lecture) approach in which the teacher does must of talking and uses the chalk board sparingly while students remain passive Learner. This is often called the chalk and talk method. The second approach involve the use of printed material like textbooks, fiction, magazines to teach concept, usually to place the students-teacher interaction. Students merely read and in most cases commit to memory without proper

understanding of what they are supposed to learn, although conventional method enables the teacher to cover a good part of the course outline within a short period of time. Student cannot meaningfully learn English Language in this way they only succeed in route learning, but will miss the essential part of English Language teaching.

Conventional teaching is fully teacher-centered. Teacher is the authoritative person and students are the passive recipient of information. Students are expected blindly to accept the information they are given without questioning the instructor.

2.7.4 Advantage and Disadvantage of Conventional Method of Teaching

According to Onuigbo (2012), lecturer method of teaching has both advantage and disadvantage which includes:

Advantages:

1. It provides an economical and efficient method for delivering substantial amount of information to large number of students.
2. It affords in necessary frame work or over view for subsequent learning example: reading, assignment, small group activities discussion.
3. It provides summary of information from deferent sources.
4. It offers current information (more of the date than most texts) from any source.
5. Presenting information in a quick manner.

Disadvantages:

1. It is difficult to adopt to individual deference
2. It fails to promote active learning
3. It does not promote independent learning

2.8 Empirical Studies

This study investigates the effects of interactive teaching techniques on students' performance in English Language in Senior Secondary Schools in Bauchi State, Nigeria. It has been discovered that a lot of studies have been carried out in this area, the essence of this review is to look at exiting studies and the present study, and the gaps that previous studies created which the present study hope to fill by the end of the study, for instance:

Kasumi (2005), Communicative language Teaching and its impact on students' performance. The study adopted quasi-experimental research design. The study used Communicative language performance Test. 150 samples were used. The study used both descriptive and inferential statistics for the analysis of data. Null hypotheses were used in the study. The findings revealed that communicative language teaching has an impact on students' performance.

The previous studies and the present are similar, they all adopted quasi-experimental pre-test, post-test design. Both studies used null hypotheses in the testing of variables. Both studies used descriptive and inferential statistical tools.The previous study focused on communicative method, while the present study is on techniques of teaching. The previous studies used 150 students while this study uses 303 students. The previous study used three objectives, while the present study uses five objectives.

Marconi (2009), had a study on the effect of interactive writing on the student achievement in primary classroom. The study has three objectives: to find out effect of technique on students' performance; to examine the benefits of teachers' method on the achievement of their students in writing; to study the effect of interactive technique on the grade of students. Study adopted experimental design. 109 students were used for the study. The study was used undergraduate students. Students Assessment Test as instrument. ANOVA was used to analyze

the post test. The result showed that there is the effect of interactive technique on students writing achievements.

Both studies are related in the following areas: they all study effect of interactive techniques. Both studies used ANOVA to analyzed post test result. Both studies adopted quasi-experimental research design. The previous studies differ from the present studies in the following areas: The previous study was carried out on undergraduate students while the present study is on senior secondary studies. The previous study had 109 students while the present studies used 305. The previous study used Students Assessment Test while the present study used English language Performance.

Tisom (2009), Conducted a study on the impact of Teacher-students' interaction on student motivation and achievement. The study was conducted on 217 samples. The population of the study was 175,609. The research design is survey. Questionnaires were used as instrument. Mean, standard deviation and PPMC were used as statistical tools. Both studies are similar in the following: Both were conducted on students. Both studies used mean and standard deviation to analyzed research question. Both studies differ in the following areas: Instrument-the previous study used questionnaire while the present study used ELPT. The studies differ in design. They also differ in population and sample.

Harris (2010), Conducted a study on the effects of interactive teaching styles Based on self-Efficacy among female students of Isfahan High school in Mathematics. The adopted quasi-experimental research design. The population consists of all students of all students of high school Isfahan who were studying in 2013. The instrument was self-Efficacy questionnaire of Scherer et al. Cronbach's Alpha coefficient was used to determine the reliability. The statistical tool used was Levin's test and SPSS software. The result showed that, there was difference

between the experimental group and control group. This shows that interactive style has positive impact on the concentrating purpose. Both studies are similar in the following areas: The all used the same design. Both studies were conducted on interactive techniques as impute variables. The previous study was conducted on females while the present study was conducted on both male and female. The previous and the present study differ in the following areas: The population and sample of the studies. Both studies differ in instrument. The previous study used Crunbach's Alpha to determine reliability coefficient, while the present study used Pearson Product Moment Reliability Coefficient for reliability. The previous study used Levin's statistical tool while the present study used T-test and ANOVA as statistical tools.

Bozidar (2010), Conducted a study on the Empherical research of interactive communication in the process of education in the field of Tourism. The researcher used questionnaire as instrument for data collection. Random sampling technique was used. The population of 216,704 was used. The previous study is similar with the present study in the following areas: Bothe studies were on interactive techniques. Both were conducted on students.

Both studies differ in the following areas: The previous study was conducted on the field of Tourism while the present study was conducted on the field of English Language. The previous study adopted survey methodology while the present study employed quasi-experimental research methodology. The previous used questionnaire as instrument while the present study used ELPT adopted from NECO. Both studies differ in terms of population and sample.

Adunola (2011), Conducted a research on the impact of teachers' methods on the academic performance of primary school pupils in Ijubu-Ode local government area of Ogun state. The objectives of the study are: Find out the factors needed to be considered before the selection of any teaching methods, analyze different methods of teaching in terms of their

advantages and disadvantages, compare basically two different methods of teaching and their effectiveness in classroom setting. The research adopted descriptive research design. Simple random sampling was used. Questionnaire was as an instrument for data collection. Independent t-test was used as an instrument for data analysis. The findings revealed that telling stories from culturally diverse sources supports the creation of multicultural awareness in classroom. The previous studies and the present study are similar in the area of the research major variables. Methods of teaching on academic performance. Both studies used t-test as statistical tool. The two studies differ in the following areas: design, instrument, and their findings.

Olibie (2012), Conducted a study on the effects of guided activity-based method (ABM) on students' performance in social studies in Anambra State relation to gender. The objective of the study is to determine the difference between the performance of students exposed to social studies using A.B instruction and those exposed with traditional method of teaching in JSS in Anambra State. The study used quasi-experimental design. Place and duration of the study: Junior secondary school in Anambra State of Nigeria, between September 2012 and November 2012. The population of the study constituted of all JSS of Anambra state comprising 11,250 students. Sample comprised 163 students (81 males and 82 females) in four (4) randomly selected secondary schools. 30-item social studies Achievement Test and classroom observation Rubric were used as instrument for collecting pre-test and post-test-data. Arithmetic mean, standard deviation and quantitative analysis were used to answer research questions while t-test and analysis of co-variance ANCOVA were used to test hypotheses.

This is relevant to the present study, because it is an educational research. Both studies study effect of methods of teaching. Both studies are on performance of students. The previous

and the present study adopted quasi-experimental research design. Both studies used mean, standard deviation to answer research questions and t-test for analysis.

The two studies vary in these forms: the previous study was carried out on junior secondary students while the present study is in senior secondary schools. The populations vary. Different instruments were used.

Marlini (2014), Conducted a study on the impact of Communicative approach on students' speaking skills. The research was carried out using quasi-experimental research design. The research was carried out for the period of six weeks. The researcher used interview and observation as instrument for data collection. The population of the study was 9861 students, with the sample of 260. Both studies are similar, the all adopted quasi-experimental research design. Both used null hypotheses. The studies differ in the following areas: they use different research instruments –the previous study used interview and observation while the present study used ELPT. The previous study was conducted for the period of six weeks, while the present study was carried out in eight weeks. They differ in population and sample.

Yusuf (2014), investigated on interactive activities and its impact on students' performance in reading comprehension in senior secondary schools. The research used t-test as statistical tool, the result revealed that interactive activities had significant impact on students' performance in reading comprehension. The findings suggest that interactive activities are helpful in understanding and comprehension. The previous study is related to the present study in the following areas: Both studies used the same design; both the studies were conducted on SS 2. Both the studies used t-test as tools for analysis, the studies differ in the following areas: the objectives differ, the previous study studies impact of interactive activities on the performance of students in reading comprehension, while the present study is on effect of shared discussion

technique on the academic performance of students in English language in senior secondary schools. The previous study was conducted on students in Kaduna state, while the present study is on senior secondary school students in Bauchi state.

Dauda (2014) conducted a study titled effects of activity-based and simulation games teaching strategies on the academic performance of JSS students in Social Studies in Kaduna. The objectives of the study are to examine the effect of male and female JSS in Kaduna State, to determine rural and urban student exposed to social studies with A.B instruction and those exposed with traditional. The study focused on effectiveness of A.B and simulation games of JSS students in social studies in Kaduna state. The study used quasi-experimental research design. The population of the study consisted of 18,321 of JSS Students in Kaduna state and 90 JSS11 students of Government Junior Secondary School, Dogon- Bauchi, Government Junior Secondary School Tudun-saidu, Soba and Government junior secondary school Tudun Wada Zaria were selected via purposive sampling technique. The study used Social Studies Achievement Test (SOSAT) as data collection instrument. Three objectives, research questions and research hypotheses were proposed for the study. The data analysis tool was t-test independent. The study revealed that students performed better in A.B and simulation games methods against the traditional method; among the three methods tested, a.B was the most effective and that simulation game teaching method is effective than the traditional method. The study recommended that A.B teaching method should be encouraged among social studies teachers and that teachers should sponsored regularly to attain seminars and workshops to boost their knowledge of modern teaching methods.

The Current study and that of Dauda (2014), are both directed towards examining methods of teaching. The studies employed quasi-experimental research design. The two studies

are similar in terms of design, sampling technique, data collection procedure and data analysis procedure among others. The differences are, previous study was carried out in social studies while the present study is carried out in English Language. The present study was carried out in Junior secondary school while the present study is in senior secondary school. The two studies differ in population and sample.

Martirosyon (2015) conducted a similar work title, impact of English proficiency on academic performance of international students. The study has four objectives. The study adopted ex-post facto non-experimental approach. The instrument for data collection is self-reported questionnaire. The study was conducted on senior secondary school. Fifty-nine (59) students were issued with questionnaires. ANOVA was used as a statistical tool. The two studies differ in the following areas: The previous study four objectives while the present study has five objectives. The two studies differ in design. The previous study used ex-post factor non-experimental design, while the present study adopts quasi-experimental design. The previous study used self-reported questionnaire as an instrument for data collection, while the present study uses English Language Performance Test. Fifty-nine (59) students were sampled in the previous study, while the present study uses two hundred and five (205) students.

The previous study is similar to the present study in the following ways: They are all on academic performance; both studies were conducted on senior secondary school students. Both studies used ANOVA as statistical tools.

Shekari (2015), Carried out a research on effects of communicative method on the performance of students in Junior Secondary Schools in Kaduna state. The study had four objectives. The research adopted quasi-experimental pre-test, post-test design. Data for the study was collected through English Performance Test using 205 students both experimental and

control groups. The study used independent t-test as statistical tools to analysed hypothesis. The findings showed that there was influence of interactive techniques on the students' performance taught English using interaction. The previous study is similar to the present, both focused on effect of interactive techniques on the performance of students. Both studies adopted quasi-experimental research design. Both studies used null hypotheses. Both studies used English language Performance Test as instruments. Both studies used t-test as data analysis tool. The two studies are similar in the area of the problem under examination, data collection/procedure and analysis procedure. The previous was conducted in Kaduna, while the present study is in Bauchi; the previous study was conducted in junior secondary school. The previous study had four objectives, while the present study has as five objectives.

Abubakar (2016) carried out a study on the effect of activity-based and brainstorming on the performance of students in Islamic studies in junior secondary schools in Kaduna state, Nigeria. The research has four objectives: to determine the effect of activity-based on the performance in Islamic studies as compared to the traditional method in junior secondary schools in Kaduna state. To examine the effect of brainstorming on students' performance in Islamic studies compared to traditional method in junior secondary schools in Kaduna state. To find out the effect of activity-based instruction on the performance in Islamic studies as compared to brainstorming instruction in junior secondary school in Kaduna state. To determine the effect of activity-based, brainstorming instruction on students' performance in Islamic studies as compared to traditional method in junior secondary schools in Kaduna state. The research adopted quasi-experimental research design, the study consists of 40,490 students, with 242 sample. Mean and standard deviation are used to analyse research questions, also ANOVA for the analysis of hypotheses. The current study and that of Abubakar (2016), are directed towards

examining effect of methodology of teaching on students' performance. Both studies employed quasi-experimental research. Both studies used purposive sampling techniques. Both studies used Mean and standard deviation as well as ANOVA for analysis. The difference is that; the previous study was carried out on Islamic studies while the present study is in English language. Also, the previous study was on activity-based and brainstorming while the present study is on interactive teaching techniques. The previous study was carried out in Kaduna state while the present study is in Bauchi state. The population of the previous study was 40,490, while the present study's population is 8615.

Plocher (2016), Conducted a study on a topic, effect of three Reading Comprehension Strategies on the Reading Comprehension when reading Digital Comprehension Texts. The population of the study is 13,000 students. Sample is 48 students. Experimental research design was used. ANOVA and ANCOVA were used as statistical tools. The previous and present studies are similar in that, both studies used experimental research designs. Both studies assess effect of teaching strategies. Both studies used ANOVA as statistical tools. The previous and present studies differ in the following areas: the population of the studies, sample size, instruments, and the used of ANCOVA by the previous research.

Yap (2016), Conducted a study on transforming conventional teaching classroom to learner-centered teaching classroom using multimedia. The research was conducted in Malaysia INTI University. The research adopted Weimer's learner Teaching Model. Experimental pre –test and post-test research design was adopted as research design. The sample of the study is 68. With the population of 43,257. Cronbach's Alpha was used to determine the reliability coefficient.

Both studies are similar in the following areas: Both studies used experimental research design. Both studies are aimed at making teaching a learner cantered phenomenon. The previous

study and the present study differ in the following aspect: Population and sample. The previous study was conducted in Malaysia while the present study was conducted in Nigeria. The previous study used Cronbach's Alpha while the present study used PPMC.

2.9 Summary

This study looks at the effects of interactive techniques on student's academic performance in English Language in senior secondary school in Bauchi State, Nigeria. The chapter started by clarifying theoretical frame work upon which the study was based. The study adopts learning by doing propounded by John Dewey. Several literatures related to this study were reviewed and that was done in orderly manner. The concept of interactive technique was reviewed from deferent authors and researcher. The concept of methods in English language were reviewed, the concept of English Language curriculum for senior secondary school in Nigeria was also reviewed. The concept of academic performance, factors affecting student's academic performance was also reviewed. The study in the course of the reviewed discovered that no study focuses on interactive techniques in senior secondary schools, in addition none of the study was conducted in Bauchi state, therefore this researcher hopes that by end of the study, it will hopefully fill the gap created by other studies, the study carefully reviewed a number of empirical studies, and summary of review of related literature was drawn.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the conduct of this study. It therefore explains the research design, population of the study, sampling and sampling techniques, instrumentation, and validity of the instrument, pilot testing and reliability of the instrument. Others are the procedures for data collection and procedure for data analysis.

3.2 Research Design

The study employed quasi-experimental pre-test, post-test research design to assess the effects of interactive techniques on the performance of students in English Language in senior secondary schools in Bauchi State. Intact classes were used. The experimental group was taught using interactive techniques while the control group was taught using conventional method of teaching. After, post-test was administered on the two groups.

Table 1: Experimental Groups and Control Groups Represented as Follows

Group	Pre-test	Treatment	Post-test
Experimental 1	X_0 →	X_1 →	X_3
Experimental 2	X_0 →	X_2 →	X_3
Control 1	X_0 →	Y_0 →	X_3
Control 2	X_0 →	Y_0 →	X_3

Keys:

Experimental 1: - Stands for experimental group one (interactive technique)

Experimental 2: - Stands for experimental groups two (interactive technique)

Control Group 1- Stands for control group one (Conventional Method)

Control Group 2- Stands for control groups two (Conventional Method)

X_0 and X_0, stands for pre-test for the four groups

X_1 and X_2 stands for treatment for the experimental groups

Y_0 represent treatment for the control groups

$X_{3,}$ stand for post-test for the all the groups

3.3 Population

There are two hundred and fourteen Senior Secondary Schools in Bauchi State (as of December, 2018). The population of the study comprises of all SS II students of the state owned Senior Secondary Schools in Bauchi educational zones. The target population used in this study is eight thousand six hundred and fifteen (8615) students of senior secondary schools. Therefore, four thousand one hundred and ninety-four students (4194) are females while four thousand four hundred and twenty-one students (4421) are males, the age of these students ranges from 15-20. The population is heterogeneous; it contains students from different socio-economic background, gender abilities, culture, ethnicity and religious diversity.

Table 2: Population Distribution

S/N	Educational Zone	No. of Female	No. of Male	Total
1	Bauchi Zone	1447	1894	3341
2	Katagum Zone	1612	1162	2774
3.	Central Zone	1135	1365	2500
	Total	**4194**	**4421**	**8615**

Source: Bauchi State Ministry of Education

3.4 Sample and Sampling Techniques

The total sample size for this study consists of two hundred and five (205) SS II students. The sample size was drawn from the population of students of senior secondary schools (SS2) in Bauchi educational zones, 103 male senior secondary students and 102 SS II female students.

Purposive sampling technique was used to draw the sample size. The study used four intact classes in the four schools; the schools selected as control group are Government Day Secondary School Bogoro and Government Day Technical College Kafin Madaki. While the experimental schools are: Government Day Secondary School Gwallameji and Government Day Technical College Tafawa Balewa.

Table 3: Sample Distribution

S/NO	School	Male	Female
1	Government Day Secondary School, Gwallameji (Experimental group)	28	25
2	Government Day Technical College, Tafawa Balewa (Experimental group)	27	33
3	Government Secondary School, Bogoro (Control group)	25	24
4	Government Day Technical College Kafin Madaki (Control group)	23	20
	Total	205	

Source: Bauchi State Ministry of Education

3.5 Instrumentation

The instrument used in this study is English Language Performance Test (ELPT). The researcher adopted the instrument from National Examination Council (NECO) past question paper for 2018. The experimental groups consist of the classes in the respective schools sampled as experimental schools. The students in the two classes were taught some selected English

Language units using interactive teaching techniques. The ELPT consists of Forty (40) objectives questions administered to students both in the control and experimental groups. The classes were purposively selected from among the arms of senior secondary schools in the selected schools. The students in the two classes were taught selected English Language units using interactive techniques.

3.5.1 Validity of the Instrument

The instrument was subjected to content validity by the researcher's supervisors, experts from the Department English Language in Bilyaminu Othman College of education Dass, Bauchi state. An expert from Test and Measurement in Department of Educational Psychology, Aminu Saleh College of Education, Azare. The instrument was scrutinized. This is to ensure content validity of the instrument.

3.5.2 Pilot Study

A pilot study was carried out on forty (40) students of Government Day Secondary School Bayara, Bauchi State Using test re-test technique. The main purpose of pilot study is to confirm the suitability of the instrument for its adequacy and for the effectiveness of the research. The students were divided into two groups of 20 each. One of the groups was control group while the other was experimental group. The reason for the choice of GDSS Bayara is that, the school is outside the sampled schools for this study. The researcher observed that the school has the same characteristics with the schools sampled in the study, the researcher personally carried out the pilot study, in order to ensure that the measuring instrument is devoid of ambiguity.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was subjected to reliability co-efficient test using Pearson Product Moment Correlation Coefficient (PPMC) for testing the English Language Performance Test (ELPT) items of the respondents using test re-test. At the end of the statistical analysis, it was observed that the reliability index was 0.81. Based on the result obtained, the English Language Performance Test developed for the study is said to be reliable. According to Spiegel (1992) assert that, an instrument is considered reliable if it lies between 0. and 1 and that the closer the calculated reliability coefficient is to zero, the less reliability is the instrument, while the closer the calculated reliability coefficient is to 1, the more reliable the instrument is.

3.6 Procedure for Data Collection

The researcher collected letter of introduction from the Head of Department Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the respective schools in order to seek for permission from the school heads to have a free field work. Two research assistants were used in the conduct of the field work, before that time (field work), the research assistants were trained for two days on the instructions of the main objectives of the research work.

3.6.1 Treatment Plan for the Field Work

Pre-test: The researcher administered pre-test to both experimental and control groups in their respective schools using ELPT. Objective question sheets were provided for students to fill in the respective schools using ELPT. The researcher marked the answer sheet in order to elicit for answers from students before the treatment; this exercise provided baseline data on students' performance in English Language.

Treatment: Classroom activities took place for the period of eight (8) weeks for all the classes involved, the teaching for the control group was done by a regular English teacher who were trained and supervised by the researcher while the activities for the experimental group was conducted by the researcher. Topics for the instruction were extracted from the English Language SS II syllabus. The two groups (experimental and control) were given the same content treatment but the students in the experimental group were taught using interactive techniques, while the control group was taught using conventional method (Grammar Translation Method), the researcher was personally involved in going to the classes under experimental groups. The treatment for this study involves week by week activities. Post-test was administered to both experimental and control groups in all the sample schools in week eight. In this case, the participants were given the instrument containing forty (40) multiple choice items ranging from option A-E, each question carries equal marks - 5marks within forty (40) minutes, the result collected was analyzed.

3.9 Procedure for Data Analysis

The researcher used mean and standard deviation at the descriptive level while at inferential level, paired sample t-test and ANOVA were used to test the hypotheses. Hence, the use of t-test as statistical tool by the researcher was based on the recommendation of Adam (2009) that, t-test is used for comparing the mean of two samples (or treatment) even if they have different number of replicates.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presented the analysis of the data collected for the study. The presentation and analysis were based on the two hundred and five (205) test instrument that were correctly filled and returned. Therefore, the analysis was based on this number of respondents. Tables were designed to show the demographic characteristics of the respondents, while mean and standard deviation were used to answer the research questions. Also, hypotheses 1–4 were tested using t-test while hypothesis 5 was tested using Analysis of Variance (ANOVA) at 0.05 level of significance. This analysis was presented as follows:

4.2 Description of Study Variable

A test instrument was administered on two hundred and five (205) Students in Government Day Secondary School, Gwallameji, Government Day Technical College, Tafawa Balewa, Government Secondary School, Bogoro, and Government Day Technical College Kafin Madaki. The demographic characteristics of the respondents was analysed and presented as follows.

Table 4: Frequency and Percentage of Respondents based on Groups

Groups	Frequency	Percentage (%)
Experimental Group	113	55.1
Control Group	92	44.9
Total	**205**	**100**

Table 4 showed that 113 (55.1%) of the respondents belong to experimental group (that is, discussion, brainstorming, cooperative and penpals methods), while 92 (44.9%) were used as

controlled group. This result means that the experimental group were more represented in the study.

4.3 Response to Research Questions

Research Question One: What is the effect of shared discussion technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?

The test instrument administered on students taught English Language using discussion technique in senior secondary schools in Bauchi State and those taught using conventional method was analysed using mean and standard deviation. The summary of the result is presented in Table 5.

Table 5: Descriptive statistics on pre-test and post-test performance of students taught English Language using discussion technique and those taught using conventional method

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Discussion	53	33.49	5.36	61.24	8.666
Conventional	49	32.53	5.59	57.73	11.27

Table 5 revealed the effect of shared discussion technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method. The mean scores as shown on the table indicates that the students taught English Language using discussion technique recorded a better post-test performance mean score of 61.24 which exceeds the pre-test performance mean score of 33.49. It also showed the pre-test standard deviation of 5.36 and post-test standard deviation of 8.666 respectively. Comparatively, the students taught using conventional method had a post-test performance mean score of 57.73 which exceeds the pre-test performance mean score of 32.53

with standard deviation of 5.59 and 11.27 in pre-test and post-test respectively. This showed a pre-test mean score difference of 0.96 and post-test mean score difference of 3.51. This result therefore implies that the performance of students taught English Language using discussion technique was better than those taught using conventional method in the post-test administered on them.

Research Question Two: What is the effect of brainstorming technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?

The test instrument administered on students taught English Language using brainstorming technique in senior secondary schools in Bauchi State and those taught using conventional method was analysed using mean and standard deviation. The summary of the result is presented in Table 6.

Table 6: Descriptive statistics on pre-test and post-test performance of students taught English Language using brainstorming technique and those taught using conventional method

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Brainstorming	53	32.49	4.388	58.26	6.989
Conventional	49	31.71	5.307	56.27	11.91

Table 6 revealed the effect of brainstorming technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method. The mean scores as shown on the table indicates that the students taught English Language using brainstorming technique recorded a better post-test performance mean score of 58.26 which exceeds the pre-test performance mean score of 32.49. It also showed the pre-test standard deviation of 4.388 and post-test standard deviation of 6.989

respectively. Comparatively, the students taught using conventional method had a post-test performance mean score of 56.27 which exceeds the pre-test performance mean score of 31.71 with standard deviation of 5.307 and 11.91 in pre-test and post-test respectively. This showed a pre-test mean score difference of 0.78 and post-test mean score difference of 1.99. This result therefore implies that the performance of students taught English Language using brainstorming technique was better than those taught using conventional method in the post-test administered on them.

Research Question Three: What is the effect of cooperative learning technique on the performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?

The test instrument administered on students taught English Language using cooperative learning technique in senior secondary schools in Bauchi State and those taught using conventional method was analysed using mean and standard deviation. The summary of the result is presented in Table 7.

Table 7: Descriptive statistics on pre-test and post-test performance of students taught English Language using cooperative learning technique and those taught using conventional method

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Cooperative Learning	60	24.93	8.183	68.03	10.50
Conventional	43	24.69	2.512	63.86	5.092

Table 7 revealed the effect of cooperative learning technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method. The mean scores as shown on the table indicates that the students taught English Language using cooperative learning technique recorded a

better post-test performance mean score of 68.03 which exceeds the pre-test performance mean score of 24.93. It also showed the pre-test standard deviation of 8.183 and post-test standard deviation of 10.50 respectively. Comparatively, the students taught using conventional method had a post-test performance mean score of 63.86 which exceeds the pre-test performance mean score of 24.69 with standard deviation of 2.512 and 5.092 in pre-test and post-test respectively. This showed an insignificant pre-test mean score difference of 0.24 and a high post-test mean score difference of 4.17. This result therefore implies that the performance of students taught English Language using cooperative learning technique was better than those taught using conventional method in the post-test administered on them.

Research Question Four: What is the effect of penpals technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method?

The test instrument administered on students taught English Language using penpals technique in senior secondary schools in Bauchi State and those taught using conventional method was analysed using mean and standard deviation. The summary of the result is presented in Table 8.

Table 8: Descriptive statistics on pre-test and post-test performance of students taught English Language using penpals technique and those taught using conventional method

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Penpals	60	20.58	3.618	63.51	8.528
Conventional	43	19.69	2.512	63.86	5.092

Table 8 revealed the effect of penpals technique on the academic performance of students taught English Language in senior secondary schools in Bauchi state and those taught using conventional method. The mean scores as shown on the table indicates that the students taught English Language using penpals technique recorded a post-test performance mean score of 63.51 which exceeds the pre-test performance mean score of 20.58. It also showed the pre-test standard deviation of 3.618 and post-test standard deviation of 8.528 respectively. Comparatively, the students taught using conventional method had a post-test performance mean score of 63.86 which exceeds the pre-test performance mean score of 19.69 with standard deviation of 2.512 and 5.092 in pre-test and post-test respectively. This showed a pre-test mean score difference of 0.89 and post-test mean score difference of -0.35.This result therefore implies that the performance of students taught English Language using penpals technique and conventional method is the same in the post-test administered on them.

Research Question Five: What is the differences in the academic performance of students taught English language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state, Nigeria?

The test instrument administered on students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi State was analysed using mean and standard deviation. The summary of the result is presented in Table 9.

Table 9: Descriptive statistics on the difference in the academic performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques

Method	N	Mean	SD
Discussion	53	61.24	8.666
Brainstorming	53	58.26	6.989
Cooperative Learning	60	68.03	10.50
Penpals	60	63.51	8.528

Table 9 showed the differences in the academic performance of students taught English language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state, Nigeria. It revealed that the students taught English language using shared discussion technique had a mean score of 61.24 with standard deviation of 8.666, the students taught English language using brainstorming technique had a mean score of 58.26 with standard deviation of 6.989, students taught English language using cooperative learning technique recorded a mean score of 68.03 with standard deviation of 10.50 while the students taught English language using penpals technique had a mean score of 63.51 with standard deviation of 8.528. This result therefore implies that the performance of students taught English language using cooperative learning technique was better than those taught using shared discussion, brainstorming and penpals techniques.

4.4 Hypotheses Testing

The data collected through administration of the test instrument titled "English Language Performance Test (ELPT)" was analysed using paired sample t-test and ANOVA at 0.05 level of

significance. The summary and interpretation of each of the hypotheses tested are presented as follow:

Hypothesis One: There is no significant difference in the pre-test and post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State.

Data was collected through the administration of the test instrument titled "English Language Performance Test (ELPT)". The analysis of the data collected using paired sample t-test is presented in table 10a and 10b.

Table 10a: Summary of paired sample t-test on the pre-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State

Group	N	Mean	SD	df	α	t-cal	t-crit	Sig.	Decision
Discussion (pre-test)	53	33.49	5.36	100	0.05	0.728	1.96	.080	Retained
Conventional (pre-test)	49	32.53	5.59						

Table 10a showed that the t-calculated of 0.728 is less than the t-critical 1.96 at df 100 with p-value of .080 (P>0.005). In view of the observed p-value of .080 which is greater than 0.005 level of significance, this therefore implies that there is no significant difference in the pre-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State. The implication of this result is to accept the null hypothesis which states that there is no significant difference in the pre-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State.

Table 10b: Summary of paired sample t-test on the post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Discussion (post-test)	53	61.24	8.666	100	0.05	2.771	1.96	.002	Rejected
Conventional (post-test)	49	57.73	11.27						

Table 10b showed that the t-calculated of 2.771 is greater than the t-critical 1.96 at df 100 with p-value of **.**002 (P<0.005). In view of the observed p-value of **.**002 which is less than 0.005 level of significance, this therefore implies that there is significant difference in the post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State. The implication of this result is to reject the null hypothesis which states that there is no significant difference in the post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State.

Hypothesis Two: There is no significant difference in the academic performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State.

Data was collected through the administration of the test instrument titled "English Language Performance Test (ELPT)". The analysis of the data collected using paired sample t-test is presented in table 11.

Table 11: Summary of paired sample t-test on the performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State

Group	N	Mean	SD	df	α	t-cal	t-crit	Sig.	Decision
Brainstorming	53	58.26	6.989	100	0.05	8.071	1.96	.004	Rejected
Conventional	49	56.27	11.91						

Table 11 showed that the t-calculated of 8.071 is greater than the t-critical 1.96 at df 100 with p-value of **.**004 (P<0.005). In view of the observed p-value of **.**004 which is less than 0.005 level of significance, this therefore implies that there is significant difference in the academic performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State. The implication of this result is to reject the null hypothesis which states that there is no significant difference in the academic performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State.

Hypothesis Three: There is no significant difference in performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State.

Data was collected through the administration of the test instrument titled "English Language Performance Test (ELPT)". The analysis of the data collected using paired sample t-test is presented in table 12.

Table 12: Summary of paired sample t-test on the performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State

Group	N	Mean	SD	df	α	t-cal	t-crit	Sig.	Decision
Cooperative Learning	60	68.03	10.50	101	0.05	5.063	1.96	.003	Rejected
Conventional	43	63.86	5.092						

Table 12 showed that the t-calculated of 5.063 is greater than the t-critical 1.96 at df 101 with p-value of **.**003 (P<0.005). In view of the observed p-value of **.**003 which is less than 0.005 level of significance, this therefore implies that there is significant difference in the performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State. The implication of this result is to reject the null hypothesis which states that there is no significant difference in the performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State.

Hypothesis Four: There is no significant difference in academic performance of students taught English Language using penpals technique and those taught using conventional method in senior Secondary Schools of Bauchi State.

Data was collected through the administration of the test instrument titled "English Language Performance Test (ELPT)". The analysis of the data collected using paired sample t-test is presented in table 13.

Table 13: Summary of paired sample t-test on academic performance of students taught English Language using penpals technique and those taught using conventional method in senior Secondary Schools of Bauchi State

Group	N	Mean	SD	df	α	t-cal	t-crit	Sig.	Decision
Penpals	60	63.51	8.528	101	0.05	-5.722	1.96	.068	Retained
Conventional	43	63.36	5.092						

Table 13 showed that the t-calculated of -5.722 is less than the t-critical 1.96 at df 101 with p-value of **.**068 (P>0.005). In view of the observed p-value of **.**068 which is greater than 0.005 level of significance, this therefore implies that there is no significant difference in the academic performance of students taught English Language using penpals technique and those taught using conventional method in Senior Secondary Schools of Bauchi State. The implication of this result is to accept the null hypothesis which states that there is no significant difference in the academic performance of students taught English Language using penpals technique and those taught using conventional method in senior Secondary Schools of Bauchi State.

Hypothesis Five: There is no significant difference in performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state.

Data was collected through the administration of the test instrument titled "English Language Performance Test (ELPT)". The analysis of the data collected using analysis of variance (ANOVA) is presented in table 14.

Table 14: Summary of Analysis of Variance (ANOVA) on performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	366.884	4	366.884	4.878	3.15	.001
Within Groups	7597.096	201	75.219			
Total	**7963.981**	**205**				

Table 14 showed the f-ratio value of (4.878) at 201 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (4.878), the probability level P(.001) is less than 0.05 level of significance. This means that there is significant difference in the performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state. The implication of this result is to reject the hypothesis which states that there is no significant difference in the performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state.

4.5 Summary of Major Findings

Based on the data analysed, the following are the major findings:

1- The students taught English Language using discussion technique performed significantly better than those taught using conventional method. P-value=.00 (P < 005)

2- The performance of students taught English Language using brainstorming technique was significantly better than those taught using conventional method. P-value= .004 (P < 005)

3- The students taught English Language using cooperative learning technique performed significantly better than those taught using conventional method. P- Value = .003 (P < 005)

4- The performance of students taught English Language using penpals technique and conventional method was the same in the test administered on them. P- Value =.068 (P > 005).

5- The performance of students taught English language using cooperative learning technique was significantly better than those taught using shared discussion, brainstorming and penpals techniques. P-value = .001 (P < 005).

4.6 Discussion of Findings

The analysis of data generated on research question one and hypothesis one indicated that the performance of students taught English Language using shared discussion technique and those taught using conventional method was the same in the pre-test administered on them. The implication of this result is to accept the null hypothesis which states that there is no significant difference in the pre-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State. Conversely, the performance of students taught English Language using shared discussion technique was far better than those taught using conventional method in the post-test administered on them. The implication of this result is to reject the null hypothesis which states that there is no significant difference in the post-test performance of students taught English Language using shared discussion technique and those taught using conventional method in senior secondary schools of Bauchi State. This finding is in line with the finding of Alasoluyi (2017) that discussion method has been proved to be more effective in developing social and

analytical skills in students. This reveals that the difference in post-test scores was significant. The reason for the higher performance by the Experimental group could be that the students were able to integrate or link their experiences following the nature of interactive teaching techniques. The teaching was done in a practical way and flows from concrete to abstract which reduced the abstract nature of teaching and learning of English language. It is possibly upon this view that the researcher concluded that low performance of students in English language could be attributed to non utilization of appropriate teaching approach. However, the finding contradicts the result of the research conducted by Abubakar (2016) which indicated that discussion method is not effective.

The analysis of data generated on research question two and hypothesis two indicated that the performance of students taught English Language using brainstorming technique was better than those taught using conventional method in the test administered on them. Therefore, hypothesis two which states that there is no significant difference in the academic performance of students taught English language using brainstorming technique and those taught using conventional method in senior secondary schools of Bauchi State was rejected. This finding agreed with the result of research conducted by Kasumi (2005) which indicated that brainstorming language teaching has an impact on students' performance. Also, the finding is in lined with Marlini (2014), who upholds that Communicative approach has played a significant roles on students' speaking skills English Language. Marlini (2014), Conducted a study on the

impact of Communicative approach on students' speaking skills. Marlini (2014), Conducted a study on the impact of Communicative approach on students' speaking skills. Communicative language methods demand the resourcefulness and initiative of a teacher. Such attributes are not very common and thus difficult to come by in adverse second language teachers. The method gives direct contact with English Language, not just by hearing the teacher speak it but also by using it, writing it. Language teaching and learning should be seen as an interaction of structural, lexical and situational or contextual forms. It is the relationship among linguistic, pragmatics, sociolinguistic and discourse. All these can be handled by highly proficient, experienced in adverse language teaching situations possess these qualities.

The result of the analysis carried out on research question three and hypothesis three indicated that the performance of students taught English Language using cooperative learning technique was far better than those taught using conventional method in the test administered on them. Therefore, hypothesis three which states that there is no significant difference in the performance of students taught English Language using cooperative learning technique and those taught using conventional method in senior Secondary Schools of Bauchi State was rejected. This finding correlates the finding of Shekari (2015) which showed that there was influence of interactive techniques on the students' performance taught English using interaction. The finding also upheld the finding of Yusuf (2014) which whose finding suggests that interactive activities are helpful in understanding comprehension.

The result of the analysis carried out on research question four and hypothesis four indicated that the performance of students taught English Language using penpals technique

and conventional method is the same in the post-test administered on them. The implication of this result is to accept the null hypothesis which states that there is no significant difference in the academic performance of students taught English Language using penpals technique and those taught using conventional method in senior Secondary Schools of Bauchi State. The findings yielded significant results, but the findings are opposite of expectations that Adunola (2011) revealed sthat penpals technique is not popular among English language teachers and students, hence its effectiveness cannot be ascertained.

The result of the analysis carried out on research question five and hypothesis five indicated that the performance

of students taught English language using cooperative learning technique was better than those taught using shared discussion, brainstorming and penpals techniques. Therefore, hypothesis five which states that there is no significant difference in the performance of students taught English Language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques in senior secondary schools in Bauchi state was rejected. This finding is in agreement with the finding of Marconi (2002) which showed that there is the effect of cooperative learning technique on students writing achievements as compared to other methods. This finding also upheld the result of the research conducted by Dauda (2014) which revealed that cooperative learning method is highly effective in developing the comprehension skill of English language students.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study assessed the effects of interactive techniques on the performance of students in English language in senior secondary schools in Bauchi State, Nigeria. The study was carried out with objectives to: determine the effects of shared discussion technique on the pre-test and post-test performance of students taught English language in senior secondary school in Bauchi state, and those taught using conventional method; examine the effects of brainstorming technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method; examine the effects of cooperative learning technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught using conventional method; determine the effects of penpals technique on the academic performance of students taught English Language in senior secondary school in Bauchi State and those taught with conventional method; and compare the academic performance of students taught English language using shared discussion and brainstorming, and those taught using cooperative learning and penpals techniques. In line with the stated objectives, five corresponding research questions were raised while five null hypotheses were formulated and tested in the study.

Relevant literature was thoroughly reviewed in chapter two of the study. The study employed quasi-experimental pre-test, post-test research design. The target population used in this study is eight thousand six hundred and fifteen (8615) students of senior secondary schools 11. The total sample size for this study consists of two hundred and five (205) SS II students drawn using purposive sampling technique. The instrument used in this study is English

Language Performance Test (ELPT), adopted from the National Examination Council (NECO). The validated instrument was pilot tested and a reliability index 0.81 was obtained using PPMC correlation coefficient . The bio-data collected in the study were analysed using frequency and percentage, while mean and standard deviation were used to answer the research questions. Hypotheses 1–4 were tested using paired t-test while hypothesis 5 was tested using Analysis of Variance (ANOVA) at 0.05 level of significance.

Findings revealed that the students taught English Language using shared discussion technique performed better than those taught using conventional method. The performance of students taught English Language using brainstorming technique was far better than those taught using conventional method. The students taught English Language using cooperative learning technique out rightly performed better than those taught using conventional method. More so, the performance of students taught English Language using penpals technique and conventional method is the same in the test administered on them. The performance of students taught English language using cooperative learning technique was better than those taught using shared discussion, brainstorming and penpals techniques.

5.2 Conclusions

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

relationship or the exciting nature of the approach in using step by step procedure in teaching and learning atmosphere.

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

Discussion technique greatly enhanced students' performance in English Language better than conventional method. Brainstorming technique was confirmed to be effective in teaching and learning of English language in secondary schools. It can be inferred that when cooperative learning technique is properly used in the teaching and learning of English language, students tend to understand and comprehend better than when they are taught using conventional method. It can also be concluded that penpals technique was not popular among students and teachers of English language so, teachers of English Language are to devise other techniques of teaching. Additionally, the study concluded that cooperative learning technique was more effective than discussion, brainstorming and penpals techniques.

5.3 Recommendations

The following recommendations were made based on the findings of the study:

1. Teachers of English language should always provide discussion activities in their class to stimulate the students' interest and academic performance.

2. Bauchi State Ministry of Education should organise seminars and workshops for teachers of English language on effective use of brainstorming technique for teaching English language in secondary schools.
3. Education officers should ensure that teachers of English language rightly apply cooperative learning technique in their class as this will go a long way in enhancing better students' performance.
4. Teachers of English language should get themselves familiar with the use of penpals technique by reading more on penpals technique. This in essence will ensure even performance on the part of students.
5. English language teachers with adequate qualifications and relevant knowledge in the use of various teaching methods /cooperative learning technique should be employed to teach English language in senior secondary schools in Bauchi State.

5.4 Suggestions for Further Studies

The following topics were recommended for further studies:

1. Comparative effects of discussion and brainstorming techniques on students' academic performance in English language in public and private secondary schools in Bauchi State.
2. Assessment of the effects of penpals and cooperative learning techniques on students' academic performance in English language in public and private secondary schools in Bauchi State.
3. Effectiveness of discussion, penpals and cooperative learning techniques on students' academic performance in English language in rural and urban secondary schools in Bauchi State.

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APPENDIX A

ENGLISH LANGUAGE PERFORMANCE TEST Time: 40 minutes

Instruction: This test is not an examination but a research work. You are advised to answer all questions without seeking for any assistance please, circle the correct answer from letter A – E

All questions carry equal marks.

Choose from the options A-E the one that is *most nearly opposite in meaning* to the word or expression underlined.

(1) The road to his new house is *crooked*.

(A) Narrow.

(B) Rough.

(C) Straight.

(D) Uneven.

(E) Winding.

(2) Our mother's love for us is *boundless.*

(A) Amazing.

(B) Everlasting.

(C) Limited.

(D) Unconditional.

(E) Unending.

(3) The man drove gently because his car headlamps were *paint.*

(A) Bright.

(B) Broken.

(C) Dim.

(D) Fragile.

(E) Old.

(4) He was *lenien*t with the student.

(A) Generous to

(B) Merciful to

(C) Strict with

(D) Sympathetic to

(E) Wicked to

(5) After the contest, Adi was regarded as a *hero* in the community.

(A) Champion

(B) Defender

(C) Leader

(D) Villain

(E) Warrior

Compare each of the following sentences with the most appropriate of the options lettered A-E.

(6) The case before the court was--------due to lack of evidence.

(A) Addressed

(B) Adjourned

(C) Admitted

(D) Dismissed

(E) Examined

(7) Mr. Tom needs more -------to expand his poultry business.

(A) Capital

(B) Credit

(C) Income

(D) Profit

(E) Savings.

(8) The senator was------by his constituency for not representing them well.

(A) Impeached

(B) Recalled

(C) Repatriated

(D) Sacked

(E) Suspended

(9) The engineer erected --------to reinforce the building.

(A) Lintel

(B) Pillars

(C) Poles

(D) Roofs

(E) Slab

(10) Science students have practicals in the

(A) Classroom

(B) Laboratory

(C) Studio

(D) Theatre

(E) Workshop

(11) My brother installed some -------in his computer.

(A) Applications

(B) Components

(C) Graphics

(D) Hardwares

(E) Instructions.

(12) The -----lost the match even though they performed better than their opponents.

(A) Coaches

(B) Fans

(C) Performers

(D) Players

(E) Umpires.

(13) The engineer repaired the -------for trains to move smoothly.

(A) Path

(B) Rail

(C) Road

(D) Runway

(E) Tarmac

(14) The government subsidized the ------of fertilizer.

(A) Price

(B) Prize

(C) Rate

(D) Value

(E) Worth

Choose the options lettered A-E the one that is the most appropriate interpretation for each of the following statements.

(15) Alice comes home *once in a blue moon*. This means that Alice comes home

(A) Always

(B) At will

(C) Often

(D) Once in a month

(E) Rarely

(16) The woman *shed crocodile tears* when her husband died. This means that she

(A) Cried for a long time.

(B) Cried like a crocodile.

(C) Cried uncontrollably.

(D) Pretended to show grief.

(E) Shed no tears.

(17) Ade was advised to *let sleeping dogs lie*. This means that he was advised to

(A) Avoid keeping dogs as pet.

(B) Avoid people.

(C) Be friendly

(D) Let peace reign.

(E) Run from sleeping dogs.

(18) After securing his boos approval he left the office at the drop of a hat. This maens that he

(A) Drop his hat before leaving.

(B) Left his hat in the office.

(C) Left immediately.

(D) Left reluctantly.

(E) Left the office for good

(19) Eunice came out of the principal's office wearing a long face. This means that Eunice was .

(A) Disappointed.

(B) Excited.

(C) Jubilating.

(D) Proud.

(E) Unhappy.

Choose from the options letter A-E the options that is nearest in meaning to the underlined expression.

(20) Promotion serves as *incentive* to workers.

(A) Commendation.

(B) Deterrent.

(C) Discouragement.

(D) Leverage

(E) Motivation

(21) Mary is *proficient* in the use of English Language.

(A) Competent

(B) Ignorant

(C) Inexperienced

(D) Trained

(E) Unskill

(22) Laide has *numerous* accomplishments.

(A) Exceptional.

(B) Insignificant

(C) Interesting

(D) Massive.

(E) Minimal.

(23) We *occasionally* visit Kelechi.

(A) Frequently

(B) Often

(C) Rarely

(D) Regularly

(E) Unusual.

Choose the options that most best completes each sentence.

(24) Jane is ----than her twin sister.

(A) More prettier

(B) Most prettier

(C) Much prettier

(D) Prettiest

(E) Pretty.

(25) The dog is wagging ------tail.

(A) His

(B) It

(C) It's

(D) Its

(E) Its'

(26) The cashier and -----were apprehended and interrogated by the police.

(A) Him

(B) I

(C) Me

(D) Myself

(E) Them

(27) My Daddy promised to give me -------money to change my wordrobe.

(A) Any

(B) Few

(C) Many

(D) Much

(E) Some.

(28) Some of the eggs in the refrigerator --------bad.

(A) Are

(B) Are being

(C) Is

(D) Is working

(E) were

(29) Active voice: the students presented a short drama.

Passive voice: A short drama------presented by the students.

(A) Have been

(B) Is

(C) Is been

(D) Was

(E) Was being.

(30) The cat is restless in its cage…….it?

(A) Didn't

(B) Does

(C) Doesn't

(D) Is

(E) Isn't.

(31) All are types of composition EXCEPT…..

(A) Expository essay (B) Narrative essay (C) Interrogative essay (D) Descriptive essay

(E) Argumentative essay

(32) Direct speech: 'Have you taken your drugs?' Mummy asked John.

Indirect speech: Mummy asked John if he ------his drugs.

(A) Had taken

(B) Has taken

(C) Took

(D) Was taken

(E) Have taken

(33) My son ------ while he was sleeping.

(A) Had screamed

(B) Is screaming

(C) Scream

(D) Screamed

(E) Was screaming.

(34) My neighbor -------his wife have been at loggerheads.

(A) And

(B) As

(C) As well as

(D) Or

(E) With.

(35) His mother is one of the best -------in my school.

(A) Cook

(B) Cooker

(C) Cookers

(D) Cooks

(E) Cook's

From the word letter A-E choose the word that has the same consonant sound(s) as the one represented by letter(s) underlined.

(36) Ki<u>ng</u>.

(A) Dig

(B) Sin

(C) Tag

(D) Lung

(E) Bag

(37) Ru<u>bb</u>er

(A) Super

(B) Plumber

(C) Copper

(D) Thimble

(E) Lamb

From the word letter A-E choose the word that has the same vowel sound(s) as the one represented by letter(s) underlined.

(38) H<u>ea</u>t

(A) Hit

(B) Fish

(C) Meat

(D) Now

(E) Sit

(39) M<u>o</u>ney

(A) Now

(B) Ball

(C) Month

(D) Love

(E) Back

(40) G<u>ir</u>l

(A) First

(B) Lead

(C) Lock

(D) Guard.

(E) Team.

APPENDIX B

PERFORMANCE TEST ANSWER (Marking Scheme)

1. C
2. C
3. A
4. C
5. D
6. D
7. A
8. B
9. B
10. B
11. A
12. D
13. B
14. B
15. E
16. D
17. D
18. C
19. E
20. E
21. A
22. D
23. C
24. A
25. D
26. B
27. E
28. A
29. D
30. E
31. A
32. D
33. A
34. D
35. D
36. D
37. C
38. C
39. D
40. A

CONVENTIONAL LESSON PLANS.

LESSON PLAN FOR WEEK ONE (CONTROL GROUP)

Date	21 May,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SS II
Subject	English Language
Topic:	Register of Road Travelling.
Lesson Duration	40 Minutes
Instructional Materials	A cardboard paper containing different vocabularies relating to road travelling (motor vehicle) to be displayed before the class.
Behavioural objectives	By the end of the lesson, the students should be able to:- i) Identify registers relating to road travelling. ii) Provide meaning of the registers (words) listed in one (1) above. iii) Form short passage with road travelling registers.
Previous knowledge	The students have the knowledge of road travelling, the teacher asked them to mentions some.
Introduction	The teacher introduces his lesson by asking the students questions relating to register of road travelling as:- 1. Have you ever travel on road? 2. Can you mention any means of transportation on land?
Presentation	The teacher presents his lesson in the following ways:-
Step I	The guides the students to gives registers of road traveling. Car, driving, bend, van, passenger driver.
Step II	The teacher guides the students to give meaning of the words listed in one (1) above. Car:- A paured road vehicle designed to carry a small number of people. Driver:- The person that drives something. Passenger:-
Step III	The teacher form short passage using road travelling register with the students bringing their points. Travelling on land has been the interest of uncle Musa. As a driver, Musa drives to a neighbouring village of Banram. His Toyota Car, designed for six people is very strong.
Summary/Conclusion	The teacher concludes his lesson by summarizing the main points of the lesson as:- We use car, driver, saloon car as a register of road travelling.
Evaluation	The teacher evaluates his lesson by giving the students assignment as:- i) Identify five words relating to road travelling. ii) Give the meaning of the words listed in above. iii) Construct a short passage using road register.

SECOND LESSON PLAN FOR WEEK TWO (CONTROL GROUP)

Date	28th MAY,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SSII
Subject	English Language
Topic	Noun phrase
Lesson Duration	40 Minutes
Instructional Materials	A card board paper containing picture of nouns and how group of words can be use to give meaning.
Previous Knowledge	The students have the knowledge of noun and its types.
Introduction	The teacher introduces the lesson by asking the student questions on nouns. His name is Joseph, he is our teacher. my name is Nafisat, I am a student.
Presentation	The teacher present the lesson in the following steps:
Step I	The teacher identifies noun phrases in a passage found in project English for SS II.
Step II	The teacher guides gives function of noun phrases as; The man in my car is our new principal. This house is painted red This is the man that killed the snake. In first sentence, the noun phrase "The man" is functioning as the subject of the sentence but "is our new principal". Sentence complement.
Step III	The teacher constructs sentences with noun phrases: I met the dog that balked at us yesterday. I met the dog that bit Bimol. We ate our yarn this morning. My goats are in the field.
Summary/Conclusion	The teacher concludes the lesson by summarizing the main highlights of the lesson.
Evaluation	The teacher evaluates the lesson by giving test to the students. Discuss what you understand by noun phrase. Give the functions of noun phrase mentioned in one above. Construct a sentence with noun phrases.

LESSON PLAN FOR WEEK THREE (CONTROL GROUP)

Date	4th June,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SS II
Subject	English Language
Topic:	Informal Letter
Lesson Duration	40 Minutes
Instructional Materials	The teacher gives out the format of informal letter to students.
Previous knowledge	The students have the knowledge of informal letter. They have written letters to friends and relatives
Behavioural objectives	By the end of the lesson the students should be able to:- i. Ex plain what it means by informal letter ii. Give the features of the informal letter iii. Write examples of informal letter
Introduction	The teacher introduces his lesson by asking the students questions as: have you ever written a letter? Who did you write the letters to?
Step II	The teacher guides the students to give the features of informal letter as: (i) Address (writers address) (ii) Greetings (Salutation) (iii) Body of the letter (iv) Complementary close (v) Subscription
Steps III	The Teacher Give The Draft Of an Informal Letter As Follows: Gen. Hassan UsmanKatsina Unity College Bauchi 29th/11/2018. Dear Hamza, How are you and how about your school activities? How about Marry your sister? Hope they are all find. You could not replay the last letter I wrote to you though I notice the stress you were into I want to find out about your academic performance
Summary/Conclusion	The Teacher concludes his lesson by summarizing his lesson.
Evaluation	The teacher evaluates his lesson by giving the students home work as: (i) Who do you write informal latter to? (ii) Give the features of informal letter you know (iii) Write a letter to your uncle who lives in Lagos asking him to send you money to enable you buy textbooks for your personal studies.

LESSON PLAN FOR WEEK FOUR (CONTROL GROUP)

Date	11th June,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SS II
Subject	English Language
Topic:	Argumentative Essay
Lesson Duration	40 Minutes
Instructional Materials	A picture of a debate scene displayed to the students to see how debate is
Previous knowledge	The students have learnt summary writing skills in their previous class.
Behavioural objectives	By the end of the lesson the students should be able to:- i. Define Argumentative Essay. ii. Give features of argumentative essay writing. iii. Write argumentative essay (debate) the Student debate amongst using a topic, "Day school is better than boarding school in terms of academic performance.
Previous Knowledge	The students have once witnessed a debate scenario.
Introduction	The teacher introduces his lesson by relating the students entry behaviour with the new lesson or topic. The teacher asks students question based on their previous knowledge: What did you notice from the students during debate?
Presentation	The teacher presents his lesson in the following steps: 1. The teacher defines argumentative essay as: Argumentative essay is an essay which requires one to debate or argue on a topic by taking side, giving reasons for taken the side.
Step II	The Teacher gives features of argumentation essay as: 1. Greeting 2. Topic stating 3. Indication of side/Introduction 4. Body of the argument/content or reasons. 5. Conclusion
Step III	The teacher writes sample of argumentative essay to the students as: a debate on a topic "Day school is better than boarding school in times of academic performance, Mr chairman Panel of Judges, the accurate time keeper co debaters, Academic and non-academic staff, students, ladies and gentlemen, Good day. I am Silas Jacob, from GSS Bogoro, I am standing here at this material time to support the saying which says, "Day school is better than Boarding schools in terms of academic performance" With the following points of mine. First parents me to define some words in the topic. Day schools is a type of school which gives room for students to live with their parents. They stay with their parents. They spend certain times in school. Boarding school on the other hand provide accommodation for students and only go home at the end of

	the term. Here are my reasons proper. In day school, students concentrate on their academic activities since their main concern in academic while boarding students have a lot of problem to carter for like lack of water, food and proper accommodation among others.
Summary/Conclusion	The teacher concludes his lesson by summarizing the main points of the lesson.
Evaluation	The teacher evaluates his lesson by giving the students test as: (i) Define argumentative essay. (ii) Give the features of argumentative essay you leant. (iii) Write an argumentative essay on the topic "Military regime is preferable to that of civilians administration.

LESSON PLAN FOR WEEK FIVE(CONTROL GROUP)

Date	18th June,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SSII
Subject	English Language
Topic	Vowel sound (/i/ & /I/)
Lesson Duration	40 Minutes
Technique	Make them guess
Instructional materials	A tape recorder containing a voice of a near native speaker describing the vowel sounds /I:/ an the words ' that contained them a vowel sound displayed to student by the teacher
Behavioural Objectives	By the end of the lesson, the student should be able to i. describe the sounds /i:/ and /I/ i. Give examples of sound that contained the sounds //I/ and /i/ ii. Transcribe some words in English language
Pevious knowledge	The students have learnt some of their previous knowledge
Introduction	The teacher introduces his lesson by asking students questions: i. What do you understand by vowel sound ii. How many vowel do we have in English
Presentation	The teacher present his lesson in the following steps:
Step I	The teacher guides the students to described the sound /i:/. And /I/ as i. It is a longer type of /I/ it is a sound which is produced at the top f the tong /I/ is the shorter form of /I:/ they are produced at the tip of the tongue. They are monotones (Single sound
Step II	The teacher guides the student to give examples of sounds that contained the sound /I/ and /i/ these are ./i/ /I/ Sent Sit Heat Hit Meat met Lead let
Step III	The teacher guides the learners to transcribe some words in English Language as: Meat /mi:t/ Heat /hi:t/ Seat /si:t/ lead /li:d /sIt/ sit /Hit/ hit /Mit/ met /Lid/ lit

Summary/Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson
Evaluation	The evaluates his lesson by giving the student home work as: i. Describe the sounds /i/ and /I/ ii. Give example of words that contained the sounds /i/ and /I/ iii. Transcribe the following words: i. Feed ii. Beat iii. Women iv. Pick

LESSON PLAN FOR WEEK SIX (CONTROL GROUP)

Date	25th June,2019.
School	GSS BOGORO & GDTC Kafin Madaki
Class	SS II
Subject	English Language
Topic:	Elements of a sentence
Lesson Duration	40 Minutes
Instructional Materials	The teacher uses cardboard to present pictures of actions portrays sentences. Elements or part of sentences are indicated.
Behavioural objectives	By the end of the lesson the learners should be able to:- i) Identify elements of a sentence. ii) Explain the elements of sentences listed in one (1) above. iii) Give examples of sentences (underlining the elements).
Previous knowledge	The students have the knowledge of sentence construction. The learners have been taught simple sentences to express themselves.
Introduction	The teacher introduces his lesson by asking the students questions to find out their entry behaviour. 1. What do you understand by sentence? 2. Give examples of simple sentences you know.
Presentation	The teacher presents his lesson using the following steps:-
Step I	The teacher presents his lesson by identifying elements of a sentence as:- The elements of a sentence are;- i) Subject ii) Verb (obligatory element) iii) Object iv) Compliment.
Step II	The teacher explains elements of a sentence as:- i) The subject –this is the performer of the action of a sentence. It is sometimes regarded as doer. ii) Verb- This signifies action of a sentence. iii) Object – This is the recipient of the of the action perform by the subject. iv) Compliment – Any other component in a sentence that is not the subject

	part.
Step III	The teacher gives example of sentences with the elements underlined. 1. Abubakar is a student Subject verb compliment 2. Joseph is eating rice Subject Verb Object
Summary/conclusion	The teacher concludes his lesson by summarizing the lesson as follows:- A sentence in English is meaning grammatical unit in a language.
Evaluation	The teacher evaluates his lesson as follow:- i. Identify three elements of a sentence you know. ii. Explain two elements listed in 1 above. iii. Construct a sentence with the underlined elements.

LESSON PLAN FOR WEEK SEVEN (CONTROL GROUP)

Date	2nd July,2019.
School	GDTC KAFIN MADAKI & GSS Bogoro
Class	SS II
Subject	English Language
Topic:	Adjective
Lesson Duration	40 Minutes
Instructional Materials	A cardboard paper containing pictures of some nouns with adjectives which give them shapes e.g. White house, red stick, black cup. The teacher displays to the students some objects and ask them to identify adjective in them.
Behavioural objectives	By the end of the lesson, the students should be able to: i. Define adjectives. ii. Give examples of adjectives in sentences. iii. Form the comparative and superlative forms of these adjectives.
Previous Knowledge	The students have the knowledge of nouns and pronouns.
Introduction	The teachers Introduces his lesson by relating the new topic with the student's previous knowledge.eg Can some one give me an example of noun? What is a pronoun?
Presentation	The teacher presents his lesson in the following ways:
Step I	The teacher defines adjectives to the students: Adjectives are words that modify or qualify nouns and pronouns in sentences. Adjective tell us more about noun or pronoun.
Step II	The teacher gives examples of adjective in sentences by underlining the adjectives as: i. Musa is a <u>good</u> boy. ii. This is <u>happy</u> day. iii. It is a <u>nice</u> house. iv. It is a <u>popular</u> saying. v. She cooked a <u>delicious</u> meal.
Steps III	The teacher gives the comparatives and superlative forms of some adjectives mentioned in II above.

Adjectives	Comparative	Superlative
Good	Better	Best
Small	Smaller	Smallest
Happy	Happier	Happiest
High	Higher	Highest
Popular	More popular	Most popular
Delicious	More delicious	Most delicious
Bad	Worse	Worst

Summary/Conclusion	The teacher concludes his lesson by summarizing the main points of the lesson

Evaluation	The teacher evaluates his lesson by giving the students test as follows: (i) Define adjective. (ii) Give five (5) sentences in English with adjectives and underline the adjectives. (iii) Provided the comparative and superlative forms of these adjectives: - Good - Nice - Beautiful - Sad - Fat

LESSON PLAN FOR WEEK EIGHT (CONTROL GROUP)

Date	9th July,2019.
School	GDTC KAFIN MADAKI & GSS Bogoro
Class	SS II
Subject	English Language
Topic:	Summary writing
Lesson Duration	40 Minutes
Instructional Materials	Copies of a textbook (project English for SS II containing some summary passages.
Previous knowledge	The students have learnt summary writing skills in their previous class.
Behavioural objectives	By the end of the lesson the students should be able to:- i. Define summary writing. ii. Identify the DO'S and DONTS of summary writing. iii. Summarise a passage
Introduction	The teacher introduces his lesson by relating his lesson with the students previous knowledge.
Presentation	The teacher presents his lesson, through the following steps:-
Step I	The teacher defines summary writing as:- Summary writing is the representation of ideas in writing in a concise, clear and abridged form.
Step II	The teacher identifies the DOS and DONTS of summary writing as:-

DOS	DONTS
Do read the passage and the question carefully, make sure that you understand them.	Do not attempt to answer before you have read the passage and the questions carefully.
If the text is yours you may, if you wish to underline or mark in pencil those parts that seem more relevant.	Do not mark the text if the book is not your own-instead, write out important point in note form of a separate pies of paper.
Give your own words.	If the instructions say three points on three sentences, don't write two or four sentences.

Step II	The teacher answers a passage before the students in the class.

Summary/conclusion	The teacher concludes his lesson by summarizing the main points.
Evaluation	The teacher evaluates his lesson by giving test as:- i. Define summary writing. ii. Identify the DOS and DONTS of summary writing you know. iii. In two sentences one for each summarize,the following passage.

TREATMENT FOR EXPERIMENTAL GROUP

INTERACTIVE TEACHING TECHNIQUES ONLY

PREAMBLE

The interactive teaching techniques are derived from an input by ASESP (1994), It was based on certain principles of teaching and learning that says:

a. Concepts derived from interaction with others make learning meaningful.

b. With a democratic teacher, students feel relaxed and enjoy what they are doing.

c. Teaching techniques are building blocks of learning and remembering.

d. It was assumed that we learn and remember: 80% of what we experience or practice with others, 90% of what we attempt to teach others.

e. The interactive teaching techniques are based on three levels of classroom interaction patterns;

1. students – teacher interaction

2. students – students interaction

3. students – community resources interaction

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

1. Each lesson begins with a warmer.

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

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

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

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

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

7. Teacher will deal with areas of difficulty.

LESSON PLAN WEEK ONE (EXPERIMENTAL GROUP)

Date	20th May,2019.
School	GDTC TAFAWA BALEWA & GDSS Gwallameji
Class	SSII
Subject	English Language
Topic	Register of Road Travelling
Lesson Duration	40 Minutes
Technique	**Crossword Puzzles**
Instructional materials	A cross word puzzle game displayed to the students.
Behavioural Objectives	By the end of the lesson, the students should be able to: i. Identify registers of road travelling. ii. Provide meanings of the register of road travelling. iii. Form short passage using register of road travelling.
Previous knowledge	The students have the knowledge of register.
Introduction	The teacher introduces the lesson by asking the students questions as:- - What is a register? - Can you give five words using road travelling register?
Presentation	The teacher presents his lesson using the following steps:
Step I	The teacher guides the students to identify registers of road travelling as: car, driving, bend, passenger and driver.
Step II	The teacher guides students to provide meanings of the road travelling registers as: road -, Driver, Car, Passenger
Step III	The teacher guides the students to form short passage using register of road travelling.
Summary/Conclusion	The students and teacher concludes his lesson by highlighting on the lesson's main points.
Evaluation	The teacher evaluates his lesson by giving the students assignment as: 1. Identify from the passage register of road travelling. 2. Provide meanings of the words provided in the passage. 3. Create a passage using road travelling register.

LESSON PLAN FOR WEEK TWO (EXPRIMENTAL GROUP)

Date	27th May,2019.
School	GDSS GWALLAMEJI & GDTC Tafawa Balewa
Class	SSII
Subject	English Language
Topic	Elements of sentence
Lesson Duration	40 Minutes
Technique	**Shared discussion**.(The learners are divided into smaller groups and asked to discuss sentence and its types. The students select their group leaders and secretary who writes their points).The teacher supervises each group and guides the students in a combined discussion.
Instructional materials	The students are shared into groups and ask them to interact with elements of sentence.
Behavioural Objectives	By the end of the lesson the students should be able to: i. Define sentence. ii. Give FOUR elements of sentences. iii. Construct sentences in English language using elements of sentence mentioned in 11 above.
Previous knowledge	The students have learnt in their previous class sentences and how they are formed.
Introduction	The teacher introduces his lesson by asking the student question based on their previous knowledge; i. What do you understand by sentence? ii. Can you construct a sentence?
Presentation	The lesson is presented through the following steps:
Step I	The teacher guides the student to define sentence as: A sentence is a group of words which make a complete sense. A sentence is the highest grammatical unit of languages.
Step II	The students discuss elements of a sentence as they are guided by the teacher. They together, give elements of a sentence as: i. Subject ii. Object iii. Compliment iv. Adjunct
Step III	The teacher guides the students as they construct sentences as: Daniel can you construct a sentence 1. Abubakar goes to farm every day *Subject verb prep compliment* 2. The boy is my son *Subject verb compliment*
Summary/Conclusion	The teacher concludes his lesson by summary, laying more emphasis on the topic.
Evaluation	The teacher evaluates his lesson by giving the students test as: i. Define sentence in your own word. ii. Give five (5) elements of sentence iii. Construct four sentences in English Language

LESSON PLAN FOR WEEK THREE (EXPERIMENTAL GROUP)

Date	3rd June,2019.
School	GDSS GWALLAMEJI & GDTC Tafawa Balewa
Class	SSII
Subject	English Language
Topic	Informal Letter
Lesson Duration	40 Minutes
Teaching Technique	**Penpals.** (Here students are asked to write letters to their friends in the class, and reply letters are provided by the friends and each letter is looked at in the students pair groups. The teacher here, guide the students to correct their mistakes.
Instructional Materials	The student were shown a sample or format of informal Letter contained in English language project book for SS II
Behavioural Objective	By the ends of the Lesson, the student should be able to: i. Identify types of letter. ii. Give format of informal letter. iii. Write informal letter to suit a situation.
Previous Knowledge	In the previous class the student wrote composition.
Introduction	Students introduce the lesson by singing. They come to Daniel before the class. What is a letter what is the purpose of writing it? - A letter to a father - A letter to mother - A letter to uncle - A Letter to Aunty - A letter to friends
Presentation	The teacher guides the students as they present through the following ways:
Step II	He teacher guides the students to identify types of letter as: Format of letter. Informal Letter. Semi-formal letter.
Step II	The teacher guides the student by asking the students in groups to give format of informal letter as: Address (write address). Salutation (greetings). Body of the letter. Subscription. Name.
Step II	Students write letters to using the formats of informal letter, interacting with each other.
Summary/Conclusion	The teacher concludes the lesson by summarizing the main points . Each group read their letter before the members and correction are

	made.
Evaluation	Students to write letters in their various groups. Group I and II write letters to relations, while group III and IV write letters to friends.

LESSON PLAN FOR WEEK FOUR (EXPERIMENTALGROUP)

Date	10th June,2019.
School	GDTC TAFAWA BALEWA & GDSS Gwallameji
Class	SSII
Subject	English Language
Topic	Argumentative essay
Lesson Duration	40 Minutes
Teaching Technique	**Debate. (**The students are grouped in to two and each group is given a proposition to study and argue on. Say, 'The use of mobile phone by secondary school students during school hours should be stopped' The teacher assigned roles to each group and asked them to discuss. The teacher selects the group to the students and make sure that each member contributes. Judges are selected as well as other officials.
Instructional Materials	The teacher shows the learners practical debate scene.
Techniques	**Debates**
Instructional Materials	The teacher shows the learner practical debate scene.
Behavioural Objectives	By the end of the lesson, the students should be able to: i. Explain what argumentative essay is. ii. Give examples of argumentative essay 's topics. iii. Write argumentative essays. iv. Conduct a debate on any topic in the class.
Previous knowledge	The students learnt continuous writing in the previous class .(descriptive essay).
Introduction	The teacher introduces the lesson by asking the students question as: Have you ever witness a debate sense? How many group participated? What was the topic?
Presentation	The teacher presents his lesson in the following steps:
Step I	The teacher guides the students to explain argumentative essay. Eg. Argumentative essay is one of the major types of essays that requires one to argue on a certain position. It is a type of essay what gives a person an opportunity to say his mind.
Step III	The teacher guides students to write argumentative essay .Divide yourselves into groups and write an argumentative essay on topic "Girls are better than boy in terms of academic performance.
Step IV	The teacher guides the learners to organize a debate on the topic in three (iii) above, and allow the group to participate. The students argue.
Summary/Conclusion	The teacher concludes his lesson by summarizing the main point of the lesson. The teacher goes through the works of the various groups and concludes the lesson.
Evaluation	The teacher evaluates the lesson by giving the learners home work asking them to:

iii. Divide themselves into two groups and present a debate on the topic,' military rule is better than civilian administration'
iv. Discuss the features of argumentation essay.

LESSON PLAN FOR WEEK FIVE (EXPERIMENTAL GROUP)

Date	17th June,2019.
School	GDTC TAFAWA BALEWA & GDSS Gwallameji
Class	SSII
Subject	English Language
Topic	Vowel sound (/i/ & /I/)
Lesson Duration	40 Minutes
Technique	**Make them guess (T**he teacher provides example of words and paste them on the chalkboard. Eg. Pick any word that contained /i/ and /i:/ sounds in the following words.eg. Seat, hit, feed, lead, meat, sit, fit, police. They students are allowed to guess freely and the teacher corrects them.
Instructional materials	A tape recorder containing a voice of a near native speaker describing the vowel sounds /I:/ and the words ' that contained them(Vowel chart) displayed to students by the teacher.
Behavioural Objectives	By the end of the lesson, the student should be able to 1 Describe the sounds /i:/ and /I/ 11 Give examples of sound that contained the sounds //I/ and /i/ 111 Transcribe some words in English language .
Previous knowledge	The students have learnt sounds in the previous class.
Introduction	The teacher introduces his lesson by asking students questions as: iii. What do you understand by vowel sound? iv. How many vowel sounds do we have in English?
Presentation	The teacher present his lesson in the following steps:
Step I	The teacher guides the students to described the sound /i:/. And /I/ as: ii. It is a longer type of /I/ it is a sound which is produced at the top f the tong /I/ is the shorter form of /I:/ they are produced at the tip of the tongue. They are monotones (Single sound).
Step II	The teacher guides the students to give examples of sounds that contained the sound /I/ and /i/.These are: ./i/ /I/ Sent Sit Heat Hit Meat met Lead let
Step III	The teacher guides the learners to transcribe some words in English Language as: The teacher work hand in hand with the students in transcribing the words. Meat /mi:t/ Heat /hi:t/ Seat /si:t/ lead /li:d

	/sIt/ sit /Hit/ hit /Mit/ met /Lid/ lit
Summary/Conclusion	The teacher concludes the lesson by summarizing the main points of the lesson.
Evaluation	The teacher evaluates the lesson by giving the students home work as: iv. Describe the sounds /i/ and /I/ v. Give example of words that contained the sounds /i/ and /I/ vi. Transcribe the following words: v. Feed vi. Beat vii. Women viii. Pick

LESSON PLAN FOR WEEK SIX (EXPERIMENTAL GROUP)

Date	24th June,2019.
School	GDTC TAFAWA BALEWA & GDSS Gwallameji
Class	SSII
Subject	English Language
Topic	Noun phrase
Lesson Duration	40 Minutes
Teaching Technique	**Cooperative learning (**The students are given a textbook to study phrases and their types. (noun phrases are identified together and each member of the group write the functions of the identified noun phrases).The students ask themselves question and provide answers. The teacher serves as a guide to the students.
Instructional Materials	A card board paper containing picture of nouns and how groups of words can be used to portray meaning. Project English Language for SS 11.
Previous Knowledge	The students have the knowledge of noun and its types.
Introduction	Te teacher introduces the lesson by asking the student questions on nouns: His name is Joseph, he is our teacher. My name is Nafisat, I am a student.
Behavioural Objectives	By the end of the lesson, the learners should be able to: 1. Identify noun phrases in sentences. 2. Give functions of noun phrases identified in 1 above. 3. Construct sentences using noun phrases.
Presentation	The teacher presents the lesson in the following steps: the students are put in two groups:
Step I	The teacher guides the students in groups to identify noun phrases in a passage (Project English Language Textbook for SS II). The students participate actively by identifying noun phrases.
Step II	The teacher guides the students in both groups to give function of noun phrases: <u>This house</u> in painted red This is the man that killed the snake. In first sentence, the noun phrase “The man” is functioning as the subject of the sentence.
Step III	The teacher guides the students to construct sentences with noun phrases.Eg.

I met the dog that bird is hers.
I met the dog that balked us yesterday.
We ate our yarn this morning.
My goats are in the field.

Summary/Conclusion	The teacher concludes thelesson by summarizing the main highlights of the lesson.
Evaluation	The teacher evaluates each group using Test, as:

1. Discuss in group what you understand by noun phrase?
2. Give the functions of the noun phrases mentioned in one (1) above.
3. Construct five sentences using noun phrases.

LESSON PLAN FOR WEEK SEVEN (EXPERIMENTAL GROUP)

Date	1st July,2019.
School	GDSS GWALLAMEJI & GDTC Tafawa Balewa
Class	SSII
Subject	English Language
Topic	Adjective
Lesson Duration	40 Minutes
Technique	**Barnstorming** (The students are asked to brainstorm on words associated with adjective. Each of them is asked to bring one adjectival word.eg Teacher says, Can somebody tell me any word that qualifies or modifies noun in a sentence).
Instructional materials	A cardboard paper containing pictures of Nouns, is displayed to the students.
Behavioural Objective	By the end of the lesson, the students should be able to: i. Define adjectives. ii. Give functions of adjectives. iii. Identify adjectives in sentences.
Previous Knowledge	The students have the knowledge of noun, pronoun and adjectives.
Introduction	The teacher introduces his lesson by relating the students' previous knowledge with the present Lesson.
Presentation	The teacher presents his lesson through the following steps:
Step I	A volunteer writes these sentences on the board and they discuss which sentence gives more information and why? 1. Amina is a girl. 2. Amina is a tall, beautiful caring twenty year Old, girl. Study the sentences careful and interact with yourselves. Teacher underlines, caring and beautiful.
Step II	Teacher asks students, what do you think an adjective is? Teacher listens to their responses. Teacher makes emphasis and tells them that adjectives tell us more about nouns and pronounce them. The answer to the questions, what kind? Which one? How many or how much.
Step III	A representative of one group leads the students to read the material on page 25 of English project for SSII and lead them to identify adjectives used in the passage and circle them, he/she writes the adjective on the board. `
Step IV	Teacher guides students to discuss the features of adjective: 1. Attributive function. This is when adjective is placed before a noun. Example. I saw a <u>new</u> building. A <u>beautiful</u> lady attended to me.

	2. Predictive adjective here the adjectives are placed after a linking verb complementing Example, They are <u>happy</u>.
Summary/Conclusion	The teacher concludes the lesson by summarizing the lesson. The teacher mark the sentences they wrote in their various group.
Evaluation	The teacher evaluates his lesson by giving the students class work 1. what do you understand by adjective? 2 List five (5) functions of adjective you know and give their examples in sentences.

LESSON PLANFOR WEEK EIGHT (EXPRIMENTAL GROUP)

Date	8th July,2019.
School	GDSS GWALLAMEJI & GDTC Tafawa Balewa
Class	SSII
Subject	English Language
Topic	Summary writing
Lesson Duration	40 Minutes
Technique	**Role play** (The teacher guides the students to assign roles to themselves, and the action they do all the times .going to school, sweeping, writing.eg. I read my book every day. Each student is asked to do his task in the class in front of other members of the class. The actions are done and the students do after the teacher.
Instructional materials	A courses book English Language project for SSII containing a passage with accompanied questions.
Behavioural Objectives	By the end of the lesson, the learners should be able to: i. Give summary hints/Skills of summary writing. ii. Summaries a text
Previous knowledge	The students have the knowledge of reading comprehension
Introduction	The teacher introduces his lesson by asking the students questions based on their previous knowledge as: Who will read this passage for me? Can you read aloud? Hassan…..
Presentation	The lesson is presented through the following steps:
Step I	The teacher guides the students to define summary writing as: Summary writing is an act of reducing a large material or passage into small form so that the in writing is reduced. It is an act of reducing a large material or passage into small form so that the meaning is not lost.
Step II	The teacher give hints to summary writing as:- DOS Do read the passage and the question carefully, make sure you understand hem
Step III	The students read the passage and answer the questions that follows: The students read loudly one after another paragraph by paragraph.
Summary/Conclusion	The teacher concludes his lesson by summarizing the lesson.The lesson is concluded by discussing the major items.
Evaluation	The teachers evaluates the lesson by giving class work (Reading assignment as: i. What do you understand summary writing. ii. In Three sentences one for each, summaries the following passage. 22nd May,2019.

Date	
School	GDSS GWALLAMEJI / GDTC Tafawa Balewa
Class	SSII
Subject	English Language
Topic	Tenses (Simple present Tense)
Lesson Duration	40 Minutes
Technique	**Role play** (The teacher guides the students to assign roles to themselves, and the action they do all the times. Eating, going to school, sweeping, writing.eg. I read my book every day. Each student is asked to do his task in the class in front of other members of the class. The actions are done by the teacher and the students do after the teacher.
Instructional materials	The teacher gives the students different roles to play. The teacher serves as a role model, performing the actions himself.
Behavioural Objectives	By the end of the lesson, the students should be able to : i. Identify simple present tense Ii State the uses of simple present tense construct sentence using simple present tense.
Techniques	Role play
Instructional Materials	The teacher gives the students different roles to play. The teacher serves as a role model by performing the actions himself.
Previous knowledge	By the end of the lesson the students should be able to: v. identify simple present tense vi. What the use of simple present tense.
Previous knowledge	The students have the knowledge of the major tenses in English present tense, past tense and future tense.
Introduction	The teacher introduces his lesson by relating the students previous knowledge with the lesson. E.g Muktar goes to school every day. The man drives car every morning He goes to Yang market every Monday The students perform these roles as the teacher comments them. Hafsant you did well please clap for her. Jacob play your one role.
Step II	The students are guided to state uses of simple present tense (1) it is used to describe habitual actions (habituality) It is used to describe universal truth. The students participate in class activities they interact with others. .

Step III	The teacher guides the students to constitute sentences using simple present tense as- Somebody should construct a sentence to the class using simple present tense. Mark – we go to farm every Saturday. Hauwa – I go to school every morning. Joseph- The sun set in the west. The teacher thank you, can you tell us why those sentences are in simple present tenses.
Summary/Conclusion	The teacher concludes the season by summarizing the lesson through assigning to the students some roles.
Evaluation	The teacher evaluates his lesson by giving the students test: 1. What do you understand by simple present tease? 2. What are the uses of simple present tense? 3 Construct five sentences using simple present sentences.

APPENDIX 1V

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

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

.....
Head of Department (Signature, Date & Official Stamp

Student's Surname..... JOHN ..... Other Names: GODFREY .....

Registration Number: ..... Programme: .....

Title of the Instrument: ENGLISH LANGUAGE PERFORMANCE TEST (EPT)

Please comment on the following:

1. Appropriateness of the instrument for the research work: ..... It fits .....
.....
2. Clarity and simplicity of the language used..... It is appropriate .....
.....
3. Suitability of the instrument for the level of respondents: ..... Despite the level of respondents are not specify; it is OK .....
4. The extent in which the items cover the topic it meant to cover: ..... The test has touch many areas. It is OK. .....
5. Is the instrument properly structured in line with objectives and research questions? .....
..... YES .....
6. Others (grammatical errors, spelling errors and others)..... The quality of grammer is standard errors absent .....

1

7. General comment on the instrument: The questionnaire was Constructed appropriate.

Suggestion(s) for improving the quality of the instrument

1. There is need to categorized the question into groups. e.g opposite in meaning group
2. and indicates (OMG) at the top of the question. statement Interpretation group etc
3. There is need for specification of respondents Level,
4. Inequality of questions distribution one group secure more question than the other

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Hassan Saleh

Designation: Lecturer Psychology Department

Name and Address of Institution: Aminu Saleh COE Azare

Phone No: 07036122286 E-mail: hs7488497@gmail.com

Signature and Date 19/05/2019.

Thank You

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

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

.....
Head of Department (Signature, Date & Official Stamp

Student's Surname..... JOHN ..... Other Names: GODFREY .....

Registration Number: ..... Programme: .....

Title of the Instrument: ..... Exclusive

Please comment on the following:

1. Appropriateness of the instrument for the research work: ..... Appropriate .....

2. Clarity and simplicity of the language used..... The duration is not ambiguous .....

3. Suitability of the instrument to the level of respondent..... OK .....

4. The extent in which the items cover the topic it meant to cover:..... adequate to items of coverage .....

5. Is the instrument properly structured in line with objectives and research questions? ..... Yes .....

6. Others (grammatical errors, spelling errors and others)..... No grammatical error .....

1

7. General comment on the instrument: The instrument is satisfactory for the administration.

Suggestion(s) for improving the quality of the instrument

1. The researcher to make sure that procedures are followed
2. The instrument to include literature aspect of English Language
3.
4.

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Joel Danda Suribam

Designation: Examiner Ottman College of Education Dass

Name and Address of Institution: BPP Science Dass, Dass LGA, Bauchi State

Phone No: 08075259733 E-mail: Suribamdanda@gmail.com

Signature and Date

Thank You

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Explorations) ABU, Ph.D Geology (London), D.I.C., FNSG
Head of Department: Dr. Musa Idris Harbau, GRII (TC), NCE, B.A (Ed), M.Ed admin and Planning (BUK), PhD admin and Planning (ABU)

Our Ref: DEFC/S.25 Date: 27/05/2019

The Principal,
Government Day Technical
College, Kafin Madaki,
Ganjuwa LGA, Bauchi.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Godfrey John PHD/EFC/2066, with Registration Number PHD/EFC/2066, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

The Assessment of the effects of Interactive teaching techniques on the performance of students in English Language in Secondary School in Bauchi State, Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

28/05/2019

Dr. M.I. Harbau
Head of Department

Head of Department
Educational Foundations
Curriculum
A. B. U. Zaria

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Professor Ibrahim Garba, *B Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNAGS*
Dr. Musa Idris Harbau, *GRII (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)*

Our Ref: ~~DEFC/S.25~~ Date: 17th May, 2019

The Principal,
Government Day Technical
College Tafawa Balewa
Bauchi State

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Godfrey John, with Registration Number PGDE/17/66, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Curriculum and Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

The Assessment of the effects of Interactive teaching techniques On the Performance of Students in English Language in Senior Secondary Schools in Bauchi State, Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau
Head of Department

Head of Department
Educational Foundations &
Curriculum
A. B. U. Zaria