EFFECTS OF COMMUNICATIVE LANGUAGE TEACHING METHOD ON SENIOR SECONDARY HAUSA LANGUAGE STUDENTS' PERFORMANCE IN KADUNA STATE, NIGERIA

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

OCTOBER, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled Effects of Communicative Teaching Method on Student Academic Performance in Hausa Language in Senior Secondary Schools in Kaduna State, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. 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.

_____ _____

Sani Zubairu **Date**

CERTIFICATION

This dissertation entitled EFFECTS OF COMMUNICATIVE LANGUAGE TEACHING METHOD ON STUDENTS' PERFORMANCE IN HAUSA LANGUAGE IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA by ZUBAIRU SANI meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my beloved parents Alh. Sani Sambo, my mother Haj. Aisha Sani Sambo, for the support and zeal given to me to pursue this study.

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ABSTRACT

This study investigated the effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state Nigeria. The objectives of the study were to: determine the effects of communicative language teaching method on senior secondary Hausa language students performance in Kaduna state, ascertain the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary schools in Kaduna state, and examine the performance of student taught manner of articulation using communicative language teaching and conventional method in senior secondary school in Kaduna state. Three research questions were raised while three null hypotheses were formulated for test. Quasi experimental research desing was used and a total of two hundred and twenty one (221) students were used in the conduct of the study, involving four intact classes. The researcher made test tagged Hausa Language achievement test (HLAT) were administered to students before and after treatment. The analysis of the data collected was done using both descriptive and inferential statistics. At the descriptive level, descriptive statistical techniques of mean and standard deviation were used to respond to the three research questions. At the inferential level, the independent t-test statistical techniques were used to analyze the data collected and to test the research hypothesis. All the null hypotheses were tested at 0.05 alpha level of significance. Findings of the study indicated that significant difference exist on the effects of communicative language teaching method on senior secondary Hausa language students' performance in Kaduna State who scored higher in the test given. Likewise, significant difference in the performance of rural and urban student taught Hausa language using communicative language teaching method in senior secondary school in Kaduna state and there was a significant difference in the performance of students taught manner of articulation using communicative language teaching method in senior secondary schools in Kaduna state. Based on the findings from the study, recommendations were made that, communicative language teaching method should be encouraged in teaching Hausa Language and teacher should be given opportunity to attend regular workshops and seminars, teachers of Hausa Language in the rural and urban setting should thoroughly study communicative language so as to make use of it during teaching and teachers should ensure that both communicative and conventional students are made active participant in class activity by making sure that they all participate.

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LIST OF ABBREVIATIONS

CGPA:	Cumulative grade point average
FME:	Federal Ministry of Education
Snr:	Senior
JSS:	Junior Secondary School
SS:	Senior Secondary
INRC:	International Narcotics Research Conference
SLA:	Second Language Acquisition
UG:	Universal Grammar
L2:	Second Language
L1:	First Language
TPR:	Total Physical response
TBLT:	Task-Based language teaching
TBI:	Task-Based Instruction
CLT:	Cumulative Language Teaching
ENG:	English
SSCE:	Senior Secondary Certificate Examination
NECO:	National Examination Council
WAEC:	West African Examination Council
IQ:	Intelligence quotient
SAPA:	Situation and Policy Analysis
HLAT:	Hausa Language Achievement Test
GCE:	General Certificate Examination

BA:	Bachelor of Art
B.Ed:	Bachelor of Education
ANOVA:	Analysis of variance
JNR:	Junior
SOSLEM:	Social Studies Lecture Method
SOSITM:	Social Studies Enquiry Teaching Method

OPERATIONAL DEFINITION OF TERMS

Communicative Language Teaching: Is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Academic performance: Refers to students' academic success which is measured by their cumulative grade point average (CGPA) at senior secondary school in Kaduna State.

Secondary School: Is a school which provides secondary education, between the ages of 11 and 16 or 11 and 19 after primary school and before higher education.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The success of all school programmes depend on many factors. One of which is teaching method in other words, the strategy of imparting knowledge to the learners determine in no small measures to the success of teaching activity. Thus teaching methods remains an integral part of school curriculum. Teaching method comprises the principle and methods used for instructions, the most commonly used teaching method may include grammar translation method, audio-lingual method, oral method, direct method, recitation memorization or combination of these.

The choice of teaching method or method to be used depends largely on the information or skills that are being taught, and it may also be influenced by the aptitude and enthusiasm of the students. Method is what the professional teachers utilize to maximize student learning. Effective methods of teaching stimulates students' interest in a topic, which is the basis for achieving the desired objectives, it may discourage their initiatives and curiosity (Yerima, 2007). There are techniques that encourage the development of creativity, ability, competence provide experience not easily secured in any other way. There is variety of teaching methods and approaches for teachers to choose according to the situation, especially in language teaching method which includes audio-lingual method, oral method, functional notional method, situational language teaching, direct method, and communicative language method. Some of these method are more appropriate for a particular group than others, for instance, some are good for younger learners and some for older students.

The development of communicative language method was also prevailed by new academic ideas. In Britain, applied linguistics began to doubt the efficiency of situational language teaching, this was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language could not explain the creativity and variety evident in real communication. In addition, British applied linguist such as Christopher candling and Henry widowson to see that a focus on structure was also helping language students, they saw a need for students to develop communicative skill and functional competence in addition to mastering language structure, they saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Communicative language teaching is best considered an approach rather than a method because it has in many places improved the academic performance of students, a recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Parents academic socialization influence students' academic performance by shaping students' skills, behavior and attitude towards school, parents influence students through the environment and discuss parents have with their children, academic socialization can be influenced by parent socio-economic status, highly educated parents tend to have more stimulating learning environment (Chem, 2012).

Although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure, there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise

types, and classroom activities may gain wider approval in the future, giving communicative language teaching a status similar to other teaching method. On the other hand, divergent interpretations might lead to homogenous subgroups. Communicative language method appeared at a time when British language teaching was ready for a paradigm. Situational language teaching was no longer felt to reflect a methodology appropriate for the seventies sand beyond. Communicative language teaching appeared to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it quietly assumed the status of orthodoxy in British language teaching circle, receiving the saction and support of leading British applied linguists, language specialists, publishers, as well as institutions such as the British council (Richards, 2001).

Hausa language curriculum spells out seven broad objectives to be achieved at the end of its implementation (FGN, 2004). The curriculum is designed specifically for students studying Hausa language as (L1); this is after due consideration of the aims of Nigeria language policy, as well as problem that may emanate from the teaching of Hausa as a first language (L1). It is the aim of the curriculum that every child should learn how to communicate effectively in Hausa language, using standard and acceptable Hausa, and also to prepare him to be able to read and write without difficult within a short time, particularly on book reading, newspaper and magazines and prepare him with the basic skills in writing short stories plays and poems.

Abbas (2001) indicates that there are hues and complaint that teachers of languages department (Hausa included) are still accustomed to conventional methods of

teaching especially the lecture and storytelling methods. The study confirmed that the negative attitude of students toward Hausa language is as a result of poor strategies in teaching. It's against this background that the researcher decides to find out the effects of communicative language teaching method on senior secondary Hausa Language students performance in Kaduna State, Nigeria. Because it's assumed that only communicative language can solve the above issues.

1.2 Statement of the Problem

Educational administrators and planners are very much concerned about students' failure in SSCE in Hausa Language. This may be attributed to so many factors, some may attribute it to students' factors which include lack of keen interest in the subject and so they do not pay much attention to it, it might also be due to lack of instructional materials in our secondary schools to adequately acquaint students with the theory and practice of Hausa language. The prime factors that likely affect students' performance in Hausa language is teacher factor, personality, or their competence in the subject matter the teaching methods that are used to impart the knowledge, skills and competence to the student is not adequately used by the teachers.

Researchers such as Abbas (2001) and Zaruk(2000), also indicates that there are hues and cries that teachers of languages, (Hausa language) are still accustomed to conventional methods of teaching especially the lecture and storytelling methods. Studies have confirmed that the negative attitude of students towards Hausa language is as a result of poor teaching strategies. It has also argued that Hausa language teachers do not support the effective handling of the subject to boost the academic performance of their students. However, one of the leading causes of students' poor performance in Nigeria as

reported by various studies conducted by educationists' has to do with the instructional methods used by teachers, which are inadequate to bring about desired level of achievement and classroom participation in both male and female students. Some of the methods used by teachers are expository and make students to become very massive. Other studies also found that many Nigerian teachers mostly used conventional lecture method that centers' on the teacher, textbooks, the chalk board. Under this arrangement, the lecture is seen as a disseminator of knowledge, the knower of the answers and is seen as a disseminator of knowledge, the knower of the answers and a lecturer who heavily relies on textbooks as the only available instructional materials, conveys facts and procedures to students and hardly encourages students to engage in practical and creative learning activities. Therefore, this work set to find out the effects of communicative language teaching method on student achievement in Hausa with a view to exploring its potentials for improving student performance. The implication of this problem lies in the fact that, if this problem continuous to prevail, it may decline the level of students studying the language as the area of specialization. It is against this background that the researcher intends to undergo a research on the effect of communicative language method on senior secondary Hausa Language student's performance in Kaduna state with a view of providing information that could facilitate and enhance effective teaching and learning of Hausa language.

1.3 Objectives of the Study

The objectives of this study are to:

1. Determine the effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state.

2. Ascertain the performance of rural and urban student taught Hausa language using communicative language teaching method in senior secondary school in Kaduna state.
3. Examine the performance of students taught manner of articulation using communicative language teaching and conventional method in senior secondary school in Kaduna State.

1.4 Research Questions

The study was guided by the following questions.

1. What is the effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state?
2. How does the performance of rural and urban students taught Hausa language using communicative language and conventional methods differ in senior secondary school in Kaduna State?
3. What is the difference between the performance of students taught manner of articulation using communicative language teaching and conventional method in senior secondary school in Kaduna State?

a. Research Hypotheses

The following null hypotheses were formulated for the study.

1. There is no significant difference in the effects of communicative language teaching on senior secondary Hausa Language students' performance language in Kaduna State.

2. There is no significant difference in the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary schools in Kaduna State.
3. There is no significant difference in the performance of students taught manner of articulation using communicative language teaching and conventional methods in senior secondary schools in Kaduna State.

b. Basic Assumptions

The study, effects of communicative language teaching methods on senior secondary Hausa Language students' performance in Kaduna State, assumed that:

1. Students who learnt Hausa language through communicative method are likely to achieve higher grade than those taught with conventional method.
2. Conducive learning atmosphere and communicative method is capable of influencing student academic achievement in teaching Hausa language.
3. There is need to use innovative teaching method such as communicative method to see if there is improvement in student achievement in Hausa language.

1.7 Significance of the Study

This study as the title suggests "Effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna State" is of great importance to many stakeholders in education, especially to government, curriculum experts, teacher and students or learners.

Government would find this study very significant in the process of policy making in the educational enterprise. In other words, information from this study would assist government to make informed decision in the area of effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna State.

Curriculum planners are also curriculum experts and they are also known as instructional coordinators, they have variety of duties related to educational curriculum. Some of which are assessing and evaluating educational programs, selecting textbooks, training teachers and sometimes develop curriculum, this research will be of benefit to the planners by providing them with information on how effective communicative language teaching method is, so as to boost the innovative potentials of the educational system, and to provide information in planning for the students and teachers of Hausa language who could be among the actual implementers of the subject; the outcome of the study will also enable the curriculum planners to know the problem and challenges of communicative language teaching method so as to find the possible measures to address such constraints.

Also, information from this study would assist the curriculum expert to be informed in the area of effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state. Teachers would find this research of importance in the process of teaching because classroom teacher form the "cornerstone" in implementing the curriculum. He is the main force and the last person that ensures any curriculum is implemented according to specification. It is the classroom teacher who decides on what to teach, at what time, even when some kind of teaching

scheme may have been prepared in advanced for him, he interprets the syllabus and breaks it into teaching schemes and lessons plans. In other words, information from this study would assist the teachers to make improved in the area of effects of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state.

Students or learners would find this study of importance in the process of learning; learners form the focus of any teaching. They are also partners in implementing the curriculum. As a teacher teaches the student they provide feedback to the teacher on the effectiveness of his methods and approaches to teaching. It is on the basis of such feedback that a teacher decides on whether to continue, review or completely change his strategies of teaching. The information contain in this study would assist the students or learners to make informed decision in the area of effects of communicative language teaching method on senior secondary Hausa Language students performance in Kaduna state.

Finally, teaching and learning is a step further in the advancement of education. Therefore this study is expected to be of help to the Hausa language teachers in improving teaching and learning process in secondary schools. It is also hoped that it will motivate them to be more creative and more interested in using communicative language method so as to make the teaching and learning of the language rich and lively at all time. In addition, it is also hoped that this survey would help the school administrators and the policy makers in Kaduna state and federation at large to improve their services to the schools if the recommendations given by the researcher will be implemented. Moreover, it will also help the school administrators in understanding various problems affecting the

teaching of languages, especially Hausa language so as to make necessary corrections as the future of our youth depends on the background we are able to provide for them and it is on this background that they are going to be developed.

1.8 Scope of the Study

This study investigated the effects of communicative language teaching method on student performance in Hausa language in senior secondary schools in Kaduna State, Nigeria. The zone comprises of Zaria, Sabon Gari, Soba and Giwa local government areas. The students of senior secondary schools (SS II) used as subject; and also the study is limited to four selected senior secondary schools in Zaria Zonal Education. Two schools being experimental group while two served as the control group.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews conceptual frameworks as a basis for understanding the variables of study. Which include the concept of teaching and learning, the concept of academic performance, the concept of language teaching method, communicative language teaching method and the concept of language and communication skills among other related issues. Also, theoretical frameworks that are related to this study were received. These theories include: the theory of teaching method which comprised the constructivist learning theory, experientials learning theory and brain-based learning theory. And theory of academic performance which comprise Piagets Cognitive Development Theory, would all reviewed for the purpose of this study. This study went further to review empirical studies by some scholars in the area of effects of communicative language teaching method on senior secondary Hausa Language student's performance in Kaduna State.

2.2 Theoretical Framework

This study used the theory of teaching method which comprised the Falalu (2014) constructivist learning theory, experiential learning theory and brain-based learning theory. It also used the theory of academic performance that comprises piagets cognitive development theory.Constructivist learning theory is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and

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

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

Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Andrey (2001), the characteristics of a constructivist classroom are as follows;

i. The learners are actively involved.

ii. The environment is democratic.

iii. The activities are interactive and student centered.

iv. The teacher facilities a process of learning in which students are encouraged to be responsive and autonomous.

Examples of constructivist activities;

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

i. Experimentation: Student individually performs an experiment and then come together as a class to discuss the results.

ii. Research projects: students research a topic and can present their findings to the class.

iii. Field trips: this allows students to put the concepts and ideas discussed in class in a real- world context. Field trips would often be followed by class discussions.

iv. Films: these provide visual context and thus bring another sense into the learning experience.

v. Class discussion: This technique is used in all the methods described above. It is one of the most important distinctions of constructivist teaching methods.

The second theory to support the communicative method of teaching and learning is experiential learning theory. The term is used to describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. According to Brookfield (2003), writers in the field of experiential learning have tended to use the term in two contrasting senses. Experiential learning involves, a direct encounter with the phenomena being studies rather than merely thinking about the encounter, or only considering the possibility of doing something about it. Communicative language, method of teaching and learning is the type of experiential learning in education that supports students in applying their knowledge and conceptual understanding to real-world.

The third theory that aided the study is brain-based learning. This learning theory examines how the brain learns. One brain-based learning concept according to the Rodgers (2006) that is very applicable to communicative language method of teaching

and learning is renates and canine, three essential elements for learning. Learners must be alert to new challenges, but not so much that fear (including fear of failure) interferes with the learning process. Learners to face new challenges. Similar to the reflective thought process found in experience to identify areas for improvement.

Theory of Academic Performance;

Piaget's cognitive development theory is used to explain academic performance among student. Hence, formal operational stage is the relevant stage that relates to academic performance.

Formal operational stage (11 years onward): at this stage of Piagetian cognitive development, children have acquired the ability for abstract thinking and can perform academic tasks such as solving mathematical problem. The aforementioned evidences have vindicated the relevance of formal operational stage to academic performance.

This stage starts from 11 years of age and end at about fourteen years age but accordingly to Mulcherjee (2002) the upper limit of this stage is kept open-ended because we as individuals never stop acquiring more and more abstractions and generalization which underline intelligent behaviour. This stage is characterized by the child's ability to generalize and abstract from his experiences of various sorts. He is able to formulate hypothesis from observation of events. He manifests proportional logic in his cognitive activity. Piaget and inhaler conducted series of experiments with children of various ages to observe their logical thought processes, and hence some interesting evidence arising out their experimental observations is discussed under a separate heading.

Growth of logical thought: Two experiments, one usually known as sixteen binary grouping experiments and other to show evidence of operational children are shown below:

1. Sixteen binary grouping:

In an experiment, the experimenters has two types of rods, and non-brass and these rods had two properties, viz, some of them bent under two weight and some did not bend. It can be shown that sixteen binary groupings of these two variables each having two condition is possible, since 2 x2 =16. The groupings are discussed below.

Let brass rods = a, non-brass rods = b, rods that bend = c and rod that not bend = d. then we have,

2. Nothing happening

3. ac = brass rods that do not bend

4. ad = brass rods that bend

5. be = non brasss rod that bend

6. bd = non brass rods that do not bend

7. ac + be = brass and non brass rods that bend

8. ad + bd = brass and non brass rods that do not bend

9. ac + ad = brass rods that bend and brass rods that do not bend.

10. be + bd = non brass rods that bend, and non brass rods that do not bend.

11. Ac + bd = brass rods that bend and non brass rods that do not bend.

12. Ad + be = brass rods that do not bend, and non brass rods that bend.

13. Ac + ad + be = brass rods that bends, brass rods that do not bend and non brass rods that bend

14. ac + ad + bd = brass rods that bend, brass rods that do not bend and non rods that do not bend.

15. ac + be + bd = brass rods bend, non brass rods that bend, and non brass rods that do not bend.

16. ad + be + bd = brass rods that do not bend, non brass rods that bend and non brass rods that bend and non brass rod that do not bend.

17. ac + ad + be + bd = brass rods that bend brass rods that do not bend, non brass rods that bend and non-brass rods that do not bend.

If we observe carefully the sixteen possibilities, we notice that to achieve some of these groupings, one need to perform and disjunction. It has been fund that intelligent children towards the end of their concrete operational stage perform or understand the underlying criteria for any of these grouping and children of the formal stage can attain the concepts of the above sixteen binary groupings, which the authors call INRC groupings implying “I” for inversion, “N” for negation, “R” for reciprocity, and C for correction. Apparently, the INRC groupings may seem to be irrelevant in the cognitive

development of children, but when one considers the enormous number of situation children are confronted with, then, one realizes the relevance of the above experimental findings. In the teaching of mathematics, reasoning and logic care should be taken top aid children in understanding the implications of these different possibilities of group and classification structures. In the teaching of biology and chemistry and in lessons from which generalizations of or abstractions have to be drawn, applications of the knowledge of the above findings will be helpful in teaching.

(ii) Evidence of operational schemata:

Operational schemata imply that individuals are able to perform activities of cognition involving the use of operations on operations in Piagetian terms. An experiment consisted of asking children of various ages to identify the solutions. There were eight beakers all containing colourless liquid. Three of them A,B. and C contained water, another three of them, D,E, and F contained a colour less indicator(phenolphthalein), one of them, G, contained an acid and the last one, H, contained an alkali. It is known from chemistry that when phenolphthalein is added to alkali solution, it turns pink, but when the pink solution is treated with an acid, it again becomes colour less due, to neutralization of the alkali by the acid. Children were shown the coloring and decolorizing experiment. Then the bottles were shuffled in their absence. They were asked to find the solutions that made the colorization and decolonization possible. It was found that children of the formal operation stage were able to perform this task systematically by the use of their prepositional logic. They were able to formulate hypothesis and hold on to them till they met with contrary evidence. This

finding is similar to the findings from Bruner's work on conservative focusing strategy. Abstraction or generalization therefore is a characteristic of the formal operational stage.

Finally these theories, such as constructivist learning theory, experiential learning theory, brain base learning theory and Piaget's cognitive development theory are related to this work in the sense that:

Constructivist learning theory is base on the belief that learning occur as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. It also suggest that learning is more effective when a student is active engaged in the learning process rather than attempting to receive knowledge passively

Experiential learning theory is related to this work in the sense that, the theory is used to describes the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Therefore communicative language method of teaching and learning support student in applying their knowledge and understanding to real-world.

Brain based learning theory is also related to communicative language teaching method base on the explanation that learners face challenge similar to the reflective thought process found in experience to identify areas for improvement.

Piaget cognitive development theory is also related to this study because looking at formal operational stage (11 years onward) at this stage of piegetian cognitive development children have acquired the ability for abstract thinking and can perform

academic tasks, such as solving problems and other related issues. The above mentioned evidences have indicated the relevance of piaget cognitive development theory to the work.

2.3 Conceptual Framework

The study used the following concept: concept of academic performance, concept of Hausa language, concept of language teaching method and communicative language teaching method.

2.3.1 Concept of Language Teaching Method

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

Approaches	Examples of method that go with the approach
Structural approach	Grammar-translation method, audio- lingual method
Functional approach	Oral method, functional-notional method, situational language teaching.
Interactive approach	Direct method, communicative language teaching, language immersion, silent way, suggestopedia, natural approach, total physical response, reading method, and so forth.
Constructivist approach	Scaffolding, task-based, teacher support and mentoring.

(Olaofe, 2013).

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

A. Structural Approach

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

Grammar translation method:

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

- Classes are taught largely in mother tongue with little use of the target language

- The mother tongue is translated into English as illustrated or class based activities
- Grammar forms the bulk of language teaching is used by teachers to account for all that are involved in language use and usage
- The class teacher or the grammar books role is to prescribe how language is to be used.
- Learners are seen as passive absorber of language facts rather than active participants in language learning process

Audio - lingual method:

Audio-lingual method originated from the structural grammar. The method is designed as a reaction to the grammar- translation method in an attempt to integrate more use of the target language into English lessons. It is based on the principles of behaviuoral psychology and has adapted many principles of direct method of language teaching which makes speaking, dialogue and active conversational styles in English the primary focus. According to direct method, all language materials are first presented orally with action and pictures. The mother- tongue is never used and translation to the mother- tongue prohibited. As an off-shoot of structural grammar, audio- lingual method is based on the principles that speech is primary. Language learning is triggered off by stimulus which elicits responses. The assumption is that all these efforts will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language (Olaofe, 2013).

The principles behind audio- lingual approach are enumerated below:

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

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

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

- Vocabulary is strictly limited and leant in contexts

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

All drills should move from the mechanical ones to the meaningful and varied in order to avoid boredom or fatigue (Olaofe, 2013).

B. Functional Approach

The functional approach is considered to be second paradigm of psychology. This idea focuses on the function of the mental process which involves consciousness. In second language acquisition (SLA) functional approaches are of similarities with Chomsky's universal Grammar (UG) focus is on the use of language in real situation

(performance) as well as underlying knowledge (competence). Functional approaches have the following methods:-

Functional-notional methods:

The concepts of notional-functional approach are developed by scholars like David Wilkins, Finocchiaro & Brumfit (2000). This language teaching method is categorized along with others under the rubric of a communication approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units' analysis in terms of communicative situations in which they are used (Fubaru, 2008). By the notational component of the method, we mean the meaning elements conjunction, adjectives or adverbs. The use of particular notions depends on three major factors. These are the functions, the elements in situation and the topic being discussed. A situation may affect the variations of language, such as the language of dialects, the formality of the language to be used, and the mode of expression. A situation includes the participants in the speech act, place or domain where the act is taking place, time, and topic. Finocchiaro placed the functional categories as personal, interpersonal, directives, referential and imaginative.

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

- By interpersonal, we mean being able to establish and maintain desirable social and working relationships, involving greetings and leave taking, introducing others, identifying, expressing politeness, making and breaking appointments,

apologizing, excusing oneself, indicating agreements or disagreements, interrupting politely changing an embarrassing subject politely, receiving and acknowledging gratitude and so on (Wikins, Finocchiaro & Brumfit,2000).

Oral method and situational language teaching

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

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

patterns has contributed to the survival of the approach until recently. Besides, its emphasis on oral practice still attracts support among language teachers

C. Interactive Approach

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

Direct method:

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

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

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

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

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

- Focus on question-answers patterns.

Direct methods are the use of straightforward, explicit teaching techniques, usually to teach a specific skill. It is a teacher- directed method, meaning that the teacher stands in front of a classroom and presents the information. It might be a lesson in which the teacher very planets in the solar system, or might be a simple explanation and some examples of the double-ff-11-55- 22 spelling rule. You might be thinking, isn't that how everything is thought in classroom? Yes, this used to be true, but then we found that not all students benefited from listening to a teacher talk all day and that not all lessons were best taught through direct instruction. Teachers now match the type of instruction to the task, teaching directly when it suits the skill being taught. The order of the planets is something best learned directly, while teaching what materials are magnetic is better learned, and much more engaging, though experimentation (Krause in Fubaru, 2008).

Communicative language teaching

Communicative language teaching approach is a revolution which comes to being in the twentieth century. It is as a result of the advancement in sociolinguistic, discourse

analysis and pragmatics which places language learning in contexts, situations and language in use. It is based on the principles that conceive language in terms of its functions which are realized in use as utterances, spoken, written or computerized, appropriate to a particular context, and motivated by some communicative purposes. Thus, a distinction is often made between language in its symbolic forms, as an abstract system or code, which are manifested in terms of usage through words, part of speech or sentences, and language in terms of communicative functions to be realized as social behaviuors and language in use in real life situations.

According to Olaofe (2013), the concepts of communicative approach to language teaching are as follows:-

- Learners engage in participating in spoken and written exchanges of high communicative value in simple and complex social service, interactions and transactions of the type that are encountered in real life situations.

- 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' active in language learning) at the expense of passive approach to language learning.

- Learners are to be exposed to massive comprehensible language in put by bringing the natural route of language learning into the language classroom. After massive exposure to the language, learners are allowed to deduce rules either on their own or through teacher's guidance.

- Deep end strategies are encouraged, whereby learners are dropped into the ocean of language task. Through self-discovery, self-reflection and critical thinking coupled with self-analysis, learners struggle their ways out of deep into full-fledge language use.

- The emphasis is on skill using rather than skills getting. That is using, the four language skills of listening, speaking, reading and writing, preferably in an integrated manner,

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. The emphasis should be on both the use and usage. Communicative language teaching 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. Creative construction mechanisms cannot be thrown overboard in language learning strategies. Also, communicative language method demands the resourcefulness and initiative of a teacher. Such attributes are not very common and thus difficult to come by in adverse second language teachers (Olaofe, 2013).

Language immersion

Language immersion, or simply immersion, is a method of teaching a second language in which the learner's second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science and social studies in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competences or language proficiency

in their L2 in addition to their first or native language (LI). Additional goals are the cognitive advantages to bilingualism. Immersion programs vary from one country or region to another because of language conflict, historical antecedents, language policy or public opinion. Moreover, immersion programs take on different fonnats based on: class time spent in L2, participation by native speaking (LI) students learners age, school subjects taught in L2, and even the L2 itself as an additional and separate subject.

Silent Way:

Silent way is a language-teaching method created by Caleb (2000) that, is striking for its extensive use of silence on the part of the teacher as a technique; it is not considered a mainstream method in language education. The method emphasis the autonomy of the learners, the teacher's role is to monitor the student's efforts and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginner course start with pronunciation and time is spent practicing it in most lessons even with advanced students. The silent way uses a structural syllabus and structures are constantly reviewed and recycled. The treatment of vocabulary is different from the conventional approach: time is spent using functional and versatile words but wider vocabulary is only introduced as needed. Acquiring a wide vocabulary is seen as something that students can do outside the class. Translation and rote repetition is usually practiced in meaningful contexts. Evaluation is carried out by observation and the teacher may never set a formal test. The teacher uses silences for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own error.

sugestopedia:

Sugestopedia is a teaching method developed by the Bulgarian psychotherapist Georgilozanov. It is used mostly to learn foreign languages. Sugestopedia has been called a pseudoscience it strongly depends on the trust that students develop towards the method by simply believing that it works. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on de-suggestive learning and now is often called de-sugestopedia, (Lewya, 2000).

Natural approach:

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1990s and early 2000s. It aims to foster naturalistic language acquisition in a classroom setting and to this end it emphasizes communication, and place decreased importance on conscious grammar study and explicit correction of student errors. Effort is also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allows emerging spontaneously after students have attended to large amounts of comprehensible language input.

The natural approach has become closely associated with krashens monitor model, and it is often seen as an application of the theory to language teaching. Despite this perception, there are some differences, particularly Terrels view that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell cease as promoting subconscious language acquisition. He divide these activities into four main areas; content activities, such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favorite music; games; and problem solving activities (Krashen & Terrell, 2003).

Total physical response:

Total physical response is a language teaching method developed by James Asher, a professor emeritus of psychology San Jose state university. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: it is a means of quickly recognizing meaning in the language being learned and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs. Asher developed TPR as a result of his experiences observing young children learning their first language. He notices that interaction between parents and children often took the form of speech from parent followed by a physical respond from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right

hemisphere of the brain; and third, that learning language should not involve any stress. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups and so forth.

D. Constructivist approach:

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge, constructivist teaching fosters critical thinking, and creates motivated and independent learners. This theoretical framework holds that learning always build upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student's is actively engaged in the learning process rather than attempting to receive knowledge passively. Constructivist approaches have the following methods (Falalu, 2014).

Scaffolding

Scaffolding is the teaching technique that involves providing students with the supports needed to complete a task or facilitate their learning of new concepts. Some students need more scaffolding than others, but those who don't need the supports do not need to use them. As the students develop and their abilities in a particular area improve, the supports related to that area can be gradually removed. Tasks and activities can be broken down into achievable chulks for the students so they are able to gain confidence

in their abilities without feeling too much stress or anxiety. Scaffolding information provides an ideal opportunity to use the student's prior knowledge of the area. This prior

Knowledge should be used to support for the new material. Ideally the new information should be placed at a level just above the knowledge the students already possess (Bruner, 2002).

Task-based language Teaching

Task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can be including visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real word tasks) rather than an accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of communicative language teaching (CLT).

Task-based language learning has its origin in communicative language teaching, and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some move to task-based syllabi in an attempt to make language in the classroom truly communicative, rather than the pseudo-communication that result from classroom activities with no direct connection to real-life situations. Other, like prabhu in the Bangalore project, thought that tasks were a way of tapping into learners natural mechanisms for second-language acquisition, and weren't concerned with real-life communication. Task-base language learning also focus of the teaching on the

completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors, (this is the prominent method in middle school ESL teaching at Frankfurt international school. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students and so on (Ellis, 2003).

2.3.2 Communicative Language Teaching Methods

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Communicative language teaching approach is a revolution which came to being in the twentieth century. It is as a result of the advancement in socio-linguistic, discourse analysis and pragmatics, which places language learning in contexts, situations and language in use. It is based on the principle that conceives language in terms of its functions which are realized in use as utterances, spoken, written or computerized appropriate to a particular context and motivated by some communicative purposes. Thus, a distinction is often made between language in it symbolic forms, as an abstract system or code, which are manifested in terms of usage through words, part of speech or sentences, and language in terms of communicative functions to be realized as social behaviours and language in use in real life situations.

Communicative language teaching usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practice. As such, it is most often define as a list of general principles or features. One of the most recognized of the lists is Debessa, (2016) five features of communicative language teaching:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learners own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

Those five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency based activities that encourage learners to develop their confidence, role-playing in which

students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities. Classroom activities used in communicative language teaching according to Debessa (2016), include: Role-playing; Interviews; Information gap; Games; Language exchanges; Surveys; Pair-work; and Learning by teaching.

However, not all courses that utilize the communicative language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance. “Control theory” exemplifiers his attempts to empower students and give them voice by focusing on their basic, human needs: unless students are given power, they may exert what little power they have to thwart learning and achievement through inappropriate behaviour and mediocrity. Thus, it is important for teachers to give students voice, especially, which is dominated by standardization and testing.

2.3.3 Concept of Language and Communication Skills

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

certainly irreplaceable as an effective tool of teaching and learning in all human situations.

Though not much has been done in the area of communicative skills in Hausa language apart from the emphasis giving by curriculum itself in the writing and communicative ability of learners of Hausa language in senior secondary school, a look at the English languagecommunicative skills can serve Hausa language teaching as well, hence the structure for teaching and learning are similar. Saussure (2010), made a distinction between what he called "langue" and "parole". According to him, "langue" represents the systems and rules of a language according to a community's speech, in other words competence; "parole" on the other hand is the performance of an individual, that is, his ability to produce and understand language. Also discussing this issue, Lamidi (2000:77) draws a line between competence and performance. Thus by competence he means, "The innate linguistic knowledge of the native speaker-listener while as by performance he means the actual use of the language in the society".

This assertion by Lamidi is of clear, knowledge of a particular language that is, the competence, while the ability to manipulate and use the language on its grammatical structure is the performance. In learning Hausa language the performance of the learners depends solely on how competent a teacher is if the teacher is knowledge in verbal communicative ability the student will comprehend effectively within a short period of time. To this end, a teacher need to have a good mastery of the language of instruction and improved communication skills, especially in speaking and written Hausa. It will be an advantage to teachers to have the knowledge of language skills in order to improve the quality of his teaching, as well as his students learning ability. Without the four language

skills no mean full teaching or leaning of any language will take place. According to Miftah and Odowo (2004), the four language and communication skills are listing, speaking, reading and writing

2.3.3.1 Listening skills

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

The teaching of Hausa language in senior secondary schools is faced with problems. The facilities for the teaching of the language are either not available outdated or completely out of use (Tsiga, 2000). This has greatly affected the teaching of listening comprehension as a skill. For effective language and learning, students are expected to listen to different lessons in Hausa language i.e. pronunciation of sounds, words and phrases which will help in no small measure toward improving the skills of listening, speaking, reading and writing; but in the absence of materials that will facilitate then

understanding of a learner; no meaningful teaching or learning will take place. Facilities such language laboratories, audio and usual materials, charts and diagrams are very essential towards improving listening skills.

Limbu (2011) and Strother (2006) through their researches in listening affirmed that there is a direct relationship between listening ability and learning. They therefore advocated for the teaching of listening skills at all levels. Likewise Olugbodi (2006) asserts that:"the listener pays attention to what the speaker is saying, how he is saying it that is, politely, broadly, hastily, crossly, and so on.

Students are involved in a number of study situations, where they are required to listens; such as lectures, seminars, and so on. According to Habib (2014), listening is a neglected skill area; this is because of the wrong assumption by many people that listening develops naturally such there is no need to teach it. One thing is clear; intelligibility in listing skill will increase learners' performance and competence in other aspects of any language study.

2.3.3.2 Speaking Skills

Speaking is very vital in any academic achievement in most cases a leaner's sign of comprehending what has been taught is his ability to say or express what he learns in his own thought. According to Abbas (2001), "speaking could best be described as the ability of one to express his mind in the most accepted rule governing a particular language and be understood by those near him". In a nutshell students must speak Hausa language in such a way that they utter will best achieve the purpose they want it to. That

is not say, they are not just to speak standard Hausa but also the sounds of Hausa which are most appropriate to the situation they will need it for.

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

2.3.3.3 Reading Skills

Reading could be defined as an interaction of adult's knowledge of their language with material printed or written that they may perceive usually (Fallic, in Habib, 2014). Reading is usually done for the purpose of comprehending meaning. Like the adult, by relating the printed symbols to the knowledge of their language and their ability to listen, learners at the senior secondary school also relate their experiences with what they read. Reading and listening are receptive activities while speaking and writing are productive activities. Reading and listening however differ in the sense that, reading deals with sound. Reading skills generally include:

a. Recognition
b. Structuring
c. Interpretation

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

According to Tsiga (2000), Ninety percent (90%) senior secondary schools students, in Kaduna state are day students, therefore they have little or no time to go through their notes at home, this is because their time is taken over by events at home; unlike the boarding students who enjoy four hours in a day for prep (study time).

Other factors that affects Hausa students in senior secondary schools study habits, includes inadequate study materials (both prints and electronics), most the textbooks for

the teaching of Hausa language are on literature, language and culture, few material are available for the teaching of writing and other language skills, even where one find them they are not commensurate with the age the greatest problem of the students. Finally, the greatest problem of the Hausa language learners at the senior secondary schools level is being a product of defective teachers, till now there are some Hausa teachers, who cannot understand the basic orthography of the language. When a teacher lacks competence, how can one expect his students to perform well.

2.3.3.4. Writing Skills

Writing could be described as the ability of one to communicate through the use of paper and pen. Writing gives a visual representation of human thoughts, feelings and imagination (Husna, 2010). For any academic achievement, particularly at the senior level of secondary educations to take place, writing is the bedlock of success of any students. The ability to comprehend, initiate thoughts and ideas is very significant to students, but how to express the idea in writing is the most important factor for students' achievements (Junaidu, 2000).

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

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

2.3.4 Differences between communicative language teaching method and conventional method

Conventional method is concerned with the teacher being the controller of the learning environment. The power and responsibilities are held by the teacher and they play the role of instructor (the form of lectures) and decision maker (in regards to curriculums content and specific outcomes). They regard students as having knowledge holes that needs to be filled with information. In short, the traditional teacher that courses learning to occur (Nworgu, 2009).

Learning is chiefly associated within the classroom and is often competitive. The lessons contents and delivery are considered to be most important and students master knowledge through drill and practice (such as rote learning). Contents needs not be learned in context (Theroux, 2002; Johnson and Johnson, 2006). The most common seating arrangement used by the traditionalist is rows. Also traditional teaching is regimented, teachers choose the course material based on the curriculum they are required to cover by the end of the terms. Students' success is based upon a major of individual performances in compares to the work of the rest of the class. Emphasis is

placed on the instructor in a conventional method class room. The class teaching follows a stick format where the teachers' talks and the student listen to what he or she has to say. The class room is very quiet, as students work an assignment individually, instead of with their peers. Class room objectives are measure students and are all given the same learning goals, which are based on the information covered in class (Mobolaji, 2008).

Communicative language teaching method is a revolution which came to being in the 20th century. It is as a result of the advancement in sociologist, discourse analysis pragmatics, which placed language learning in context, situations and language in use. It is based on the principal that conceives language in terms of it functions which are realized in the used of utterances, spoken, written appropriate to a particular content and motivated by some communicative purposes. Communicative language teaching is viewed as a progressive method of teaching. The focused of communicative teaching is to make student more aware of the material they are learning and why it is important. Teachers want to make student more active in the class room, by encouraging them to interact with one another. It focused on each student interest, abilities and learning styles, placing the teacher as a facilitator of learning. This class room teaching method acknowledges student voice as central to the learning experiences for every learner, and differs from any other learning methodologies.

In a communicative teaching class, learners engage in participating in spoken and writing exchanges of high communicating values in simple and complex social services, interactions and transactions of the types that are encountered in real life situations. The emphasis of communicative teaching is always on skill using rather than skills getting.

That is using the four language skills of listening, speaking, reading and writing preferably in an integrated manner (Olaofe, 2013).

2.3.5 Concept of Hausa Language

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

2.3.6 Objective and Content of Senior Secondary School Hausa Language Curriculum

Objectives are very important in any educational programs because of the key role they play in determining the content of the curriculum. The Oxford Advanced Learner Dictionary defines objective as a goal, set to be achieved. The objectives always determine what to teach, whom to teach, how to teach and when to teach. This shows that content is logically, a objectives are interdependent, this is why the success or otherwise of a programs is assessed against the background of its objectives.

The senior secondary school Hausa language curriculum spells out seven broad objectives to be achieved at the end of its implementation (FME, 2004). The curriculum is designed specifically for students studying Hausa Language as (LI); this is after due consideration of the aims of Nigerian language policy, as well as problem that may emanate from the teaching of Hausa as a first language (LI). It is the aim of the curriculum that every child at the end of senior secondary school education should learn the following;

1. To prepare the student to be able to communicate effectively in Hausa language, using standard and acceptable Hausa.

2. To have an idea on storytelling as well as some basic aspects of the language i.e. tales, fantasy, Hausa debates etc.

3. To prepare him to be able to read and write without difficult within a short time particularly on book reading, newspaper and magazines.

4. To help him have a basic knowledge of Hausa orthography, punctuations and other writing skills that are part and parcel of the Hausa language.

5. To prepare him with the basic skills in writing short stories, plays, alliteration and poems.

6. To give him a proper foundation for future studies on Hausa language if he so wishes.

7. To enable student to appreciate and become interested in the study on Hausa culture.

2.3.7 Concept of Academic Performance

Academic performance according to the Cambridge University (2003) is defined in terms of examination performance. Also academic performance is the outcome of education, the extent to which a student teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

Individual differences in academic performance and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic setting. A recent Meta analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment, when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping student skills, behaviour and attitudes towards school. Parents influence students through the environment and discourse parents

have with their children, academic socialization can be seen as parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. Another important enhancer of academic performance is the presence of physical activity. Studies have shown that physical activity in the brain function such as attention span and working memory.

2.3.8 Competence and Performance

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

It is a well-known fact that language is man's unique accomplishment, more than everything else, it sets means apart from the animal world (Olugbodi, 2006).Walberg (2014) says language is man's most important gift, the vehicle for communication and good instrument of thought and creativity, it is the most important subject in the school curriculum, since it is the crucial tool through which information, concepts, skills, value and all other subjects are transmitted.

In the light of the above, language is of great importance to every child, the development and mastery of the language skills should be the teachers' major concern. This is because the child needs competence in language use so that it will help to express his feeling, ideals, emotions and carryout his social activities. In any language learning situation, it is only when the learners has competence in the language that he will be able to perform effectively and diligently in actualizing his dreams. With this therefore, competence and performance are very significant in every language learning situation. As far back as 1964, Saussure made a distribution between competence represents the system and rules of a language to a community's speech, while performance on the other hand is the ability to produce and understand language. In Hausa language a speaker is competent if has internalized the rules of the language and performance is the ability of the individual speaker to manipulate the language in accordance with the laid down rules of the language that is, the ability to speak truly in the language for conviction, ability to use the language vocabulary, idioms and so forth.

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

It is quite disturbing to come across senior secondary school graduates in Hausa language who could neither read nor write in the language despite the training received at the senior secondary school; before crossing to the senior level. The general paucity of instruction, facilities and material printed out by situation and policy analysis (SAPA) survey team quoted in Yakubu (2000) shows that, "students in senior secondary schools had no textbooks on language". How will the teacher teach? Another problem is the 90% of classroom teachers teaching language depends solely on text even when they could improve materials for teaching. More often than not, Hausa students at senior secondary schools are not adequately motivated by parents and society in general. This is because a Hausa teacher or a graduate in Hausa is being looked upon as someone who has nothing to offer the society. Generally, many people could not distinguish between studying and speaking a language; to most of them it is just a mere waste of time for one studies his language, thereby discouraging the students to concentrate in the study of Hausa. This has led to students' poor performance in Hausa language.

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

2.4 Empirical Studies

Studies have been conducted in an attempt to evaluate the effects of communicative language methods to teaching and learning. This study attempted to examine the effect of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state. Below are reviews of some empirical studies that are related to this study. It aims at identifying similarities and differences in order to fill-in the gaps left by other studies.

Nwankpa (2002) conducted a research on inquiry method as a strategy in the teaching of social studies in selected secondary schools in Imo state. The study focused on the following research objectives: to determine the teachers trained in social studies and those not trained in social studies using inquiry method in teaching social studies in secondary schools in Imo. To find out teachers perceptions about the use of inquiry method in teaching social studies. To find out if teachers use of inquiry method in teaching social studies is influenced by their years of teaching social studies and their sex. To identify the problems militating against the use of inquiry method in the teaching of social studies.

The design for the study was survey research design. In order to truly ascertain the authenticity of teachers clams to use of inquiry method in the area of study. Questionnaire was used for collecting data, in testing the reliability of the instrument; a pilot study was conducted using school from local government areas outside the ones sampled for the study. The questionnaire was administered to a group of fifteen (15) teachers. Next, the same draft was re-administered to the same group of teachers after two weeks. The researcher carried it out personally. The first and second test of respondents were used to calculate the correlation coefficient using Pearson product

moment correlation coefficient formulae. The result showed a reliability coefficient of 0.78. a correlation of 0.78 was found to be significant.

The instrument used for the study was questionnaire, this enable the researcher to obtain first hand information and critically ascertain if the observed individual teacher used inquiry method in the teaching the subject. In analyzing the data for the study, percentages and chi-square statistical methods were employed. The current study uses three objectives, research question and research hypotheses while Nwankpa (2002) focused on four objectives, research question and hypotheses. This study used quasi experimental design, while the design for the study of Nwankpa (2002) is both survey and descriptive methods also Njoku used questionnaires as an instrument for collecting data while this study used teacher made test, titled Hausa Language Achievement Test (HLAT) as an instrument. And the two studies are of similar because all the research are conducted in secondary school and both the two studies put emphasis on teaching method.

Jibrin (2000) conducted a research on relationship between performance in English language and the overall performance of students of post – primary schools in Kano state. The study focused on the following research questions: does the English language performance of student of Grammar secondary schools affect their overall performance in other subject area? Does the English language performance of students of teacher training colleges affect their overall performance in other subject areas? Does the English languages performance of student of science secondary schools affect their overall performance in other subject area? Does performance in English language affect overall performance in content subjects?

The procedure used in carrying out the study is population, sampling and data collection procedure and the statisatical tools to be applied. Population of this research is made up of ninety – two post-primary schools that are biased in science, arts and teacher training. These schools formed the group of the oldest post-primary schools that have operated for over a decade. This focus is necessary because the school have the required past five years (1982 – 1986) external examination results to be used for the study. The instrument use for the study is past five years external examination results. The breakdown of the schools and colleges is as follows: Grammar secondary schools 70, Teachers college 15, Science secondary schools 7, making the total of 92.

In selecting the sample, twenty percent of the posts – primary schools were selected through a proportional stratified random sampling technique. The aim here is, considering size of the population to get a representative sample. The procedure for data collection of the study is, the past five years (1982 – 1986) SSCE, GCE and grade II teachers' certificate examination results were collected from the Kano educational resources. Department under the state ministry of education, Kano state. The data to be analyzed are the past five years (1982 – 1996) final examination results of the sampled schools. The student' English language performance was correlated with their performance in content subjects as summarized from the main result collected.

The similarities of this study and that of Jibrin (2000) are academic performance of student and also the two studies are conducted in the area of languages. The differences that exist between this study and that of Jibrin (2000) are research deign, sample and statistical methods and so on.

The study conducted by Jibrin (2000) examined the relationship between performance in English language and the overall performance of student of post primary school in Kano state. This present study will bridge the gap created by Jabo's research in the sense that his approach was specific to English language while this research employs effect of communicative language teaching method on senior secondary Hausa Language students performance in Kaduna state, this implies that this research make use of broader technique and specifically concerns itself with Hausa language and secondary school in Kaduna state. This study therefore fills in the gaps appropriately.

Udoh (2013) conducted a research on the relative effectiveness of team teaching and traditional teaching in English classes at senior secondary school level. The objectives of this experiment is to compare the achievement of a group of students taught the traditional way with another group of students taught through team teaching. Achievement will be measured by the means of tests that cover the areas of comprehension, summary and essay writing. The procedure used in conducting the study is, experiment conducted in government day secondary school, Bomo. The school is situated in Bomo Village in Sabon Local Government area of Kaduna state. It is a secondary school with a student population of one thousand five hundred and ninety – four and fifty – eight teachers in the school. Government day secondary school, Bomo is used for the experiment for the following reasons: team teaching is not practiced in the school. Student performance in the SSCE has been neither too poor not good. For example, in the 1989 SSCE, eleven students in the school out of a total of two hundred and fifty-three at the credit level in contrast to government secondary school, Giwa with one credit pass out of are hundred and fourteen students and demonstration secondary

school, Ahmadu Bello University which had fifty- seven credit and distinction passes out of a total of one hundred and forty students.

Three teachers were used to teach the experimental group, where two of them have B.Ed (language Arts) degree and the third teacher has the B.A (English) degree. The team teaching class was taught by two teachers who have the B.Ed (language Arts) and B.A (English) degrees respectively while the traditional teaching class was taught by a teacher who has the B.Ed (language Arts) degree. A fourth teacher who did not teach in the course of this research marked the pre-test and the post-test. This teacher has M.Ed (TESL) Degree in addition to the B.Ed (language Arts) degree. The rational for using an independent teacher for making the pre-test and post-test is to ensure objectivity. The duration of teaching in this study was eight weeks and structure of the test ,is pre-test and the post-test and t-test statistic were used to analyzed the null hypothesis of the mean scores to the experimental and control groups.

The similarities of this study and that of Udoh, (2013) is the research design, procedure for data analyses, level of research and also t-test were used for the both studies and the area of difference between this study and that of Udoh (2013) are location or scope of the study, the class level used in this study is SSII, while Uchenna uses SS2 classes.

The study conducted by Udoh (2013) examined the relative effectiveness of team teaching and traditional teaching in English language classes at senior secondary school level. This present study will bridge the gap created by Uchenna's research in the sense that his approach was specific to English language while this research employs effects of

communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state, this implies that this research make use of broader technique and specifically concerns itself with Hausa language and senior secondary school in Kaduna state, therefore fill in the gaps appropriately.

Abdulhamid (2000) conducted a research on comparison of tradition and simulation method in the teaching of social studies concept of junior secondary school students in Gashua town of Yobe state. The study focused on the following objectives: to find out the effectiveness of using traditional method and simulation methods in teaching selected social studies concepts; To suggest which out of the three simulation methods is to be employed by the teachers of social studies in day to day learning and teaching activities in the classroom.

The instrument used for the study was three simulation methods was compared one by one with the traditional method. The first simulation method is a simulation activity and the second simulation is historical simulation and the third simulation is a simulation game and was design specifically for the junior secondary school Two (JSSII) students. The method employed in analyzing the data are two in number, each one of them representing the hypothesis tested, since there are also two hypotheses. These are: T-test for hypotheses one and analysis of variance (ANOVA) for hypotheses two. The overall result of the class test was based on 100% test scores for each of the four teaching methods. The resulting correlations were checked for significance using the T-distributions. After all computations have been made, the data was entered in tables for ease of reporting and interpretation. The study recommended that: students in junior

secondary schools should be given practice in simulations to be part of their leisure time, especially the simulation game.

Therefore the current study and that of Abdulhamid (2000) have a similarities in the area of method of teaching because the two research talked about teaching methods and also this study differs in the area of conducting the research and population also the current study was conducted at senior secondary school and that of Abdulhamid (2000) conducted in junior secondary school. The study was conducted by Abdulhamid (2000) examined the comparison of traditional and simulation method in the teaching of social studies concept to junior secondary. School, Gashuwa town of Yobe state. This present study will bridge the gap created by Abdulhamid's research in the sense that his approach was specific to social studies while this research employ's effects communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state, this implies that this research make use of broader technique and specifically concerns its self with Hausa Language and senior secondary school in Kaduna state. This study therefore fills in the gaps appropriately.

Ololobou (2001) conducted a research on "the cognitive development of Hausa speaking children: A study of performance based on purgation tasks of conservation. The research focused on the following research hypothesis: the 3 – 7 old in child development centre cannot conserve number. The 3 -7 year old in child development centre cannot perform piagetian conservation task of liquid. The 3 – 7 year old in child development centre will not be able to perform conservation tasks of mass. The 3 – 7 years old will not be able to conserve length. The 3 – 7 year old in child development centre will not be able to conserve area. The 3 – 7 year old in child development centre will not be able to

perform seriation tasks. The research was designed to carry out some selected piagetian tasks of conservation among pre-school children, who are of the age range 3 – 7. The instruments used for the study were the children of child development centre, Samaru, Zaria. All the children come from the less advantage home in Samaru, where, both parent earn less than 3,000 per annum. The method used for data collection was the clinical interview method and the statistical treatment used was percentages of subjects by their age classes and task categories. This study is similar to that of Ololobou (2001) in the area of Hausa speaking children and performance and also this study differs in the area of research design, population and research instrument for the study.

The study conducted by Ololobou (2001) examined the cognitive development of Hausa language speaking children: a study of performance based on purgation tasks of conservation. This present study will bridge the gap created by Omer's research in the sense that her approach was specific to cognitive development of Hausa language while this research employs effect of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna state, this implies that this research make use of broader technique and specifically concerns itself with Hausa language and senior secondary school in Kaduna state therefore fill in the gaps appropriately.

Furthermore, Tanko (2014) conducted a study on "effects of inquiry teaching method on the academic performance of JSS students in Kaduna central education Zone". The study used quasi- experimental research design and 120 JSII students, however, government Junior secondary schools, Rigasa central, (jnr) were used as experimental group, and the selected students were taught using inquiry teaching method while,

government Junior Secondary Schools, Bakin-Ruwa and government junior secondary school, Unguwan Sarki were used as “central group” and students were used as “ central group” and students were taught using traditional lecture method, using JSSII students. The study used social studies lecture method (SOSLEM) Social Studies inquiry teaching method (SOSITM) as data collection installments. The study answered three (3) research questions and tested three (3) hypotheses. The data analysis tools were t-test independent sample and one way analysis of variance (ANOVA) The study revealed that JSS students performed better when they were taught with inquiry teaching method. The study revealed that inquiry teaching method was effective with the students as entrance their academic performance. In the light of the above findings, the study recommended in - service training for teachers, sending teachers to seminars and workshops among others.

The current study and that of Tanko (2014), differs in some ways the currents study uses SSS student in Kaduna State as the population of the study while that of Tanko (2014), used JSS student in Kaduna central educational zone as the population of the study. Nevertheless, the studies were similar in the areas of research designs, sampling techniques, data collections, and analysis procedures among other obvious similarities.

2.5 Summary of Related Literature

The chapter reviewed the concepts of teaching and learning, the concept of academic performance, language teaching method such as communicative language method have been reviewed in relation to the research topic. In addition to that, language communication skills which include listening, speaking, reading and writing skills were also reviewed, the objectives and context of Hausa language teaching, competence and

performance in regard to Hausa language teaching and learning were highlighted. The differences between traditional and communicative language teaching methods were reviewed. In theoretical framework, the chapter uses the constructivist learning theory, experiential learning theory and brain- based learning theory as the theory for teaching methods and also used piglets, cognitive development theory as the theory for academic performance. The study picked constructivist learning theory to be the best for the study because constructivist belief that learning occur as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.

The chapter also reviewed some empirical studies that are pertinent to the major variables of the study. This study is unique from other studies reviewed in the sense that, studies reviewed the following theses such as: Inquiry method as a strategy in the teaching of social studies in selected secondary schools in Imo state (Nwankpa, 2000). Comparison of traditional and simulation methods in the teaching of social studies concept to JSS students in Gashua town of Yobe State Abdulhamid, 2000) and relationship between performance in English language and overall performance of students in post primary schools in Kano state (Jibrin, 2000) and the cognitive development of Hausa speaking children: a study of performance based on purgation tasks of conversation (Ololobou, 2001) and so on. Whereas this study specifically examined the effect of communicative language teaching method on senior secondary Hausa Language students' performance in Kaduna State.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The chapter discussed the procedure used in carrying out the research. The chapter discussed the following sub-headings: research design, population of the study, sample and sampling procedure, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

Quasi-experimental research design was used for the study. According to Tanko (2014), Quasi-experimental design was developed to dealt with the messy world of research where it is not always practical and ethical or even possible to randomly assign persons to experimental and control group. The research adopted quasi-experimental design based on the recommendation of slchoneffield (2006), that quasi-experimental design use in research when its involves selection groups upon which a variable is tested, without any random pre- selection process as well as with a variable compared between different groups or over a period of time, it is a type of design which aim to determine whether an intervention has effect on a study participants (Schonefield, 2006). Specifically, this study utilized non-equivalent comparison group design, non-equivalent group design according to Salihu (2014), is a design well worth using when the true experimental designs are not possible, comparisons are made between or among subjects in the group. The non-equivalent group design can be expressed as (graphical representation). Figure 1 shows the graphical representation for non-equivalent group design.

Figure 1: For non-equivalent group Design

Group	Pre-test	Treatment	Post-test
Experimental	Y1 ⟶	X ⟶	Y3
Control	Y2 ⟶	0 ⟶	Y4

Where Y1 is pre-test to experimental group, Y2 is pre-test to control group, X is treatment, O signifies no treatment, Y 3 is post-test for experimental group, while Y4 is post-test for control group. In its simplest form, it requires a pre-test and post-test for a treated and comparison group. The study utilized the design because of its suitability to the demands of comparing two teaching methods; communicative method and conventional methods.

3.3 Population of the Study

Population is the collection of element about which we make inference (Richard 1988). It is a collection or sets of individuals or objects whose properties are to be analysed. The population for this study comprises of all fifteen thousand eight hundred and forty (15,840) senior secondary school students from four local government in Kaduna state. The total populations of the study cut across the classes of the schools that are involved in the study. The population also include males and female students as indicated in Table 3.1.

Table 3.1: Population of the Study

S/N	Name of Schools	Group	Male	Female	Total
1.	Alhuda-huda College, Zaria	Urban	700	-	700
2.	Barewa College, Zaria	Urban	880	-	880
3.	G.S.S, Zaria (Snr)	Urban	400	-	400
4.	G.G.S.S, Zaria	Urban	-	650	650
5.	G.S.S, Magajiiya	Urban	300	400	700
6.	G.S.S.S, Kaura	Urban	300	330	630
7.	G.S.S,T/Saibu	Rural	300	110	410
8.	S.S.S, Kufena	Urban	600	-	600
9.	G.S.S,Aminu (Snr)	Urban	300	310	610
10.	G.C.C, Zaria	Urban	320	380	700
11.	G.G.S.S,D/Bauchi (Snr)	Urban	-	620	620
12.	G.S.S, Dakace	Urban	450	250	700
13.	G.S.S, Kugu	Rural	400	-	400
14.	G.S.S, Muchia (Snr)	Urban	240	300	540
15.	G.S.S, Tudun Jukun	Urban	350	400	750
16.	S.I.A.S.S, Karau-Karau	Rural	280	370	650
17.	G.S.S, Chindit (Snr)	Urban	660	-	660
18.	G.S.S, Gyellesu	Urban	300	400	700
19.	G.G.S.S, KofarGayan	Urban	-	410	410
20.	G.S.S, Yakasai	Rural	450	150	600
21.	G.G.S.S, Chidit (Snr)	Urban	-	600	600
22.	G.S.S, Dinya	Rural	200	150	350
23.	G.S.S, Awai	Rural	200	100	300
24.	G.S.S, Likoro	Rural	300	180	480
25.	G.S.S, Bogari	Rural	290	100	390
26.	G.S.S, K/Kuyanbana	Urban	300	250	550
27.	G.G.S.S, Pada (Snr)	Urban	-	750	750
	Total				15,840

Source: Zaria Zonal Education Office, Ministry of Education Kaduna State, (2015)

3.4 Sample and Sampling Technique

The sample for this study comprised of 74 male and 36 female students for experimental group and 62 male with 49 female students for control group. Hence the study purposively sampled out government secondary school Dakace, Zaria and Government Secondary School, Tudun Saibu (Snr); used as experimental group, which were taught using communicative language teaching method, while government secondary school, Tudun Jukun and government secondary school, Kugu (Snr) were used

as “control group” and taught using traditional method. Table 3.2 shows the sample for the study.

Table 3.2: Sample of the Study

S/N	Group	Name of Schools	Male	Female	Total
1.	Experimental group	Government Snr. Sec.Sch., Dakace Zaria	39	21	60
		Government Sec. Sch., Tudun Saibu (SNR)	35	15	50
2.	Control group	Government Sec. Sch., Tudun Jukun	32	38	70
		Government Sec. Sch., Kugu (SNR)	30	11	41
		Total			221

3.5 Instrumentation

The study used teacher-made test titled, “Hausa Language Achievement Test, as an instrument to test the academic performance of students used in the study after receiving a set of instruction. The students were subjected to pre-test and post-test after exposing them to communicative method and conventional method. The test consists of thirty (30) objectives questions. The teacher designed the test using past question of SSCE (WAEC) and the outcomes of the teacher-made test score was subjected to statistical analysis to determine the differences and relationship between the variables.

3.5.1 Validity of Instrument

The drafted Hausa Language Achievement Test (HLAT) was subjected to validation by the researcher’s supervisors and experts from the department of educational foundations and curriculum, Ahmadu Bello University, Zaria by scrutinizing the instrument and also effected corrections. This has ensured both face and content validity of the instrument.

3.5.2 Pilot Study

A pilot study was conducted in government secondary School, Zaria (Snr). Using SSII class. Therefore, for the pilot study, an intensive practice using communicative method and conventional method was conducted by the researcher. The two methods was developed based on the topic tsarin sauti which was then broken into eight sub-themes topics to suit the teaching of an instructional package from SSII syllabus tsarin sauti namely; yanayi furuci, matsayin makwallato, wasulla and tsarin gaba, kwayar sauti, wuraren furci and gabobin furci. The data gathered from two different tests based on the eight sub-themes (topic) was analyzed.

3.5.3 Reliability of the Instrument

Reliability of the instrument was ascertained based on the results of a pilot study to determine the internal consistency and stability of the items in the instrument. In testing the reliability of the instrument, a pilot study was conducted using schools from Local Government Area outside the one's sample for the study. A teacher made test was administer to a group of 10 Hausa language students. Next, the same draft was re-administered to the same group of students after two weeks. The first and second test scores was used to calculate the correlation co-efficient, using the Pearson Product Moment Correlation Coefficient (PPMCC) formula.

The result showed a reliability co-efficient of 0.6 and to allow for decision making the co-efficient of determination was obtained as: $(r)^2=d=(0.6)^2$. A correlation of 0.6 was fund to be significant thus justify to be an index of a relationship between the two tests, based on the universal benchmark for the acceptance of the reliability on an

instrument (0.5), the co-efficient obtained signifies that the instrument for this study is very reliable.

3.6 Procedure for Data Collection

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

3.6.1 Treatment Plan

The section explains the procedure used in administration of treatment in the table below:

Table 3.6.1 Treatment Plan for Experimental and Control Group

S/NO	Week	Activity	Topic	Comment
1.	Week 1	Introduction	……	Researcher took his introductory letter and submitted to the school authority.
2.	Week 2	Pre-test	…….	Pre-test was administered to both experimental and control group.
3.	Week 3	Treatment	Definition of yanayin furuci (manner of articulation)	Students in experimental group were taught the concept of yanayin furuci (manner of articulation) using communicative language method while those in control group were taught same topic using conventional method
4.	Week 4	Treatment	Matsayin makwallato	Students in experimental group were taught matsayin makwallato using communicative language method while those in control group were taught using conventional method.
5.	Week 5	Treatment	Wasulla	Students in experimental group were taught wasula using communicative language method while those in control group were taught same topic using

				conventional method.
6.	Week 6	Treatment	Tsarin gaba	Students in experimental group were exposed to tsarin gaba using communicative language method while those in control group were taught using conventional method
7.	Week 7	Treatment	Gabobin furuci	Students in experimental group were exposed to the gabobin furuci using communicative language method while those in control group were taught using conventional method.
8.	Week 8	Treatment	Kwayar sauti	Students in experimental group were taught kwayar sauti using communicative language method, while those in control group were taught the same topic using conventional method.
9.	Week 9	Treatment	Wuraren furuci	Students in experimental group were taught wuraren furuci using communicative language method, while those in control group were taught the same topic using conventional method.

10.	Week 10	Treatment	Gabobin furuci	Students in experimental group were taught gabobin furuci using communicative language method, while those in control group were taught the same topic using conventional method.
11.	Week 11	Post-test	……..	Students in both experimental and control group were exposed to post-test
12.	Week 12	Marking and distribution of scripts	……	Students in both groups were given their scripts

3.7 Procedure for Data Analysis

In analyzing the personal information, data collected was presented in tabular form and responses was calculated in percentages, while descriptive statistics such as mean and standard deviation was used to answer the research questions, also inferential statistics of t-test was used to test all the three null hypotheses at 0.05 Alpha level of significance. Hence, hypotheses that is greater than 0.05 was rejected and hypotheses less than 0.05 was retained.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter comprehensively presents the data analysis of this research through the presentation and discussion of the results obtained. The analysis is presented and interpreted in three main sections. They are bio-data variables, answering of three research questions and testing of three null hypotheses. Thereafter, discussions of findings as well as summary of major findings are provided in this chapter.

4.2 Description of Study Variables

Analysis of the bio-data reveals the following:

4.2.1: Frequency and percentage of respondents based on Groups

Groups	Frequency	Percentage
Control Group	111	50.2
Experimental Group	110	49.8
Total	221	100

The descriptive analysis on Table 4.2.1 shows the frequency and percentage of the respondents based on their group. Detail shoes that students in control group were 111, equivalent to 50.2%, while students in experimental group were 110, representing 49.8%. This means that both control and experimental groups were well represented in the study.

4.2.2: Distribution of respondents based on Gender

Gender	Frequency	Percentage
Male	136	61.5
Female	85	38.5
Total	221	100

Details of the descriptive result on Table 4.2.2 indicated that, the majority (136 representing 61.5%) of the students used for the study are male, while 85 (38.5%) are female students. This shows that the male students were more represented than the female students.

4.3 Response to Research Questions

Research Question One: What is the effects of communicative language method on senior secondary Hausa language students' performance in Kaduna state?

To answer this research question, the scores obtained from the test item were analysed using mean, standard deviation and standard error mean. The result is presented in table 4.3.1:

4.3.1: Descriptive statistics on the effects of communicative language method on students' performance in Hausa language.

Group	N	Mean	SD	Std. Error Mean
Control	111	32.450	14.228	3.4101
Experimental	110	35.300	14.379	4.9210

From Table 4.3.1, the result suggests that students in experimental group had a better performance mean score of 35.300 with the standard deviation of 14.379 and standard error mean of 4.9210, while students in control group has the mean scores of 32.450 with the standard deviation of 14.228 and standard error mean of 3.4101. Based on this result,

it can be said that students taught Hausa language using communicative language teaching method performed better that those taught using traditional method in senior secondary schools in Kaduna state.

Research Question Two: How does the performance of rural and urban students taught Hausa language using communicative language method differ in senior secondary schools in Kaduna state?

To answer this research question, the scores obtained from the test item were analysed using mean, standard deviation and standard error mean. The result is presented in table 4.3.2:

4.3.2: Descriptive statistics on the effects of communicative language method on senior secondary Hausa language students' performance in rural and urban areas

Location	N	Mean	SD	Std. Error Mean
Rural	50	10.905	7.805	1.3011
Urban	60	10.427	7.040	1.8240

From Table 4.3.2, the result suggests that students in rural area had a slight performance mean score of 10.905 with the standard deviation of 7.805 and standard error mean of 1.3011, while the mean scores of students in urban centre stood at 10.427 with the standard deviation of 7.040 and standard error mean of 1.8240. Based on this result, it can be said that students taught Hausa language using communicative language teaching method in rural areas in Kaduna state slightly performed better than the students in urban areas.

Research Question Three: What is the difference between the performance of students taught manner of articulation using communicative language and conventional methods in senior secondary school in Kaduna State?

To answer this research question, the scores obtained from the test item were analysed using mean, standard deviation and standard error mean. The result is presented in table 4.3.3:

4.3.3: Descriptive statistics on the performance of students taught manner of articulation using communicative language and conventional methods.

Variable	N	Mean	SD	Std. Error Mean
Conventional method	74	22.435	16.360	2.1992
Communicative language	36	39.500	17.537	2.0118

From Table 4.3.3, the result suggests that the communicative students had a better performance mean score of 39.500 with the standard deviation of 17.537 and standard error mean of 2.0118, while the conventional students had the mean scores of 22.435 with the standard deviation of 16.360 and standard error mean of 2.1992. Hence, this result depict that the female students taught Hausa language using communicative language teaching method performed better than the students taught using conventional methods.

4.4 Hypotheses Testing

The test scores obtained from the respondents in respect of each of the hypothesis were analyzed using t-test at 0.05 level of significance.

Hypothesis One: There is no significant difference in the effects of communicative language teaching on senior secondary Hausa Language students' performance in Kaduna State.

In order to determine the significance difference between the means of the two separate groups, t-test was used. The result is presented in table 4.4.1:

Table 4.4.1: Summary of independent sample t-test on the effects of communicative language teaching on students' performance in Hausa language.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig-value
Cont.	111	32.450	14.228					
				219	0.05	2.047	1.96	.003
Exp.	110	35.300	14.379					

$t\ (219) = 1.96 \leq 0.05$

Details on Table 4.4.1 revealed that the mean score of students in control group stood at 32.450 and the standard deviation of 14.228, while students in the experimental group has the mean score of 35.300, with the standard deviation of 14.379. The table also indicated the observed t-calculated value of 2.047 and the p-value of 0.003 ($P<0.005$). The null-hypothesis that states there is no significant difference in the effect of communicative language teaching on students' performance in Hausa language in senior secondary school in Kaduna State was rejected.

Hypothesis Two: There is no significant difference in the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary school in Kaduna State.

In order to determine the significance difference between the means of the two separate groups, t-test was used. The result is presented in table 4.4.2:

Table 4.4.2: Summary of independent sample t-test on the performance of rural and urban students taught Hausa language using communicative language teaching method.

Location	N	Mean	SD	Df	α	t-cal	t-crit	Sig-value
Rural	50	10.905	7.805	108	0.05	6.135	1.96	.004
Urban	60	10.427	7.040					

$$t(108) = 1.96 \leq 0.05$$

Details on Table 4.4.2 revealed that the mean score of students in rural areas stood at 10.905 and the standard deviation of 7.805, while students in the urban areas has the mean score of 10.427, with the standard deviation of 7.040. The table also indicated the observed t-calculated value of 6.135 and the p-value of 0.004 (P<0.005). The null-hypothesis that states that there is no significant difference in the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary school in Kaduna State was rejected.

Hypothesis Three: There is no significant difference in the performance of students taught manner of articulation using communicative language teaching and conventional methods in senior secondary school in Kaduna State. In order to determine the significance difference between the means of the two separate groups, t-test was used. The result is presented in table 4.4.3:

Table 4.4.3: Summary of independent sample t-test on the performance of students taught manner of articulation using communicative language teaching and conventional methods in senior secondary school in Kaduna State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig-	Decision

								value	
Conventional method	74	22.435	16.360	108	0.05	4.812	1.96	.000	Rejected
Communicative method	36	39.500	17.537						

$$t\ (108) = 1.96 \leq 0.05$$

Details on Table 4.4.3 revealed that the mean score of conventional students stood at 22.435 and the standard deviation of 16.360, while the communicative students has the mean score of 39.500, with the standard deviation of 17.537. The table also indicated the observed t-calculated value of 4.812 and the p-value of 0.000 (P<0.005). Therefore, the null-hypothesis that states that there is no significant difference in the performance of students taught manner of articulation using communicative language teaching and conventional methods in senior secondary school in Kaduna State was rejected.

4.5 Summary of Major Findings

Three hypotheses were drawn and tested accordingly using the independent t-test statistics at 0.5 alpha level of significance. From the analysis, the following findings emerged:

1. Student thought Hausa Language using communicative language teaching method performed better than those using traditional method in senior secondary in Kaduna state. (P=0.003)
2. Students taught Hausa Language using communicative language teaching method in rural areas performed better than those in urban areas. (P=0.004)

3. students taught manner of articulation using communicative language teaching method performed better than those taught using conventional method on senior secondary in Kaduna state. (P=0.000)

4.6 Discussion of Findings

Details on Table 4.4.1 revealed that the mean score of students in control group stood at 32.450 and the standard deviation of 14.228, while students in the experimental group has the mean score of 35.300, with the standard deviation of 14.379. The table also indicated the observed t-calculated value of 2.047 and the p-value of 0.003 (P<0.005). The null-hypothesis that states there is no significant difference in the effect of communicative language teaching on senior secondary Hausa Language students' performance in Kaduna State was rejected. Similarly, the descriptive analysis on Table 4.3.1 suggests that students in experimental group had a better performance mean score of 35.300 with the standard deviation of 14.379 and standard error mean of 4.9210, while students in control group has the mean scores of 32.450 with the standard deviation of 14.228 and standard error mean of 3.4101. Based on this result, it can be said that students taught Hausa language using communicative language teaching method performed better than those taught using traditional method in senior secondary schools in Kaduna state. This result confirms the finding of Tanko (2014) that, the use of communicative skills can improve students fluency in Hausa language. The study also disagreed with the finding of Abdulhamid (2000), that differences does not exist in the performance of students whenever they are taught using communicative skills.

Details on Table 4.4.2 revealed that the mean score of students in rural areas stood at 10.905 and the standard deviation of 7.805, while students in the urban areas has the

mean score of 10.427, with the standard deviation of 7.040. The table also indicated the observed t-calculated value of 6.135 and the p-value of 0.004 (P<0.005). The null-hypothesis that states that there is no significant difference in the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary school in Kaduna State was rejected. From Table 4.3.2, the result suggests that students in rural area had a slight performance mean score of 10.905 with the standard deviation of 7.805 and standard error mean of 1.3011, while the mean scores of students in urban centre stood at 10.427 with the standard deviation of 7.040 and standard error mean of 1.8240. Based on this result, it can be said that students taught Hausa language using communicative language teaching method in rural areas in Kaduna state slightly performed better than the students in urban areas. This outcome corroborate with the result of Udoh (2013), that students in rural area are always will to learn the language using communicative skills.

Details on Table 4.4.3 revealed that the mean score of conventional students stood at 22.435 and the standard deviation of 16.360, while the communicative students has the mean score of 39.500, with the standard deviation of 17.537. The table also indicated the observed t-calculated value of 4.812 and the p-value of 0.000 (P<0.005). Therefore, the null-hypothesis that states that there is no significant difference in the performance of students taught manner of articulation using communicative language teaching method in senior secondary school in Kaduna State was rejected. Also, the descriptive analysis on Table 4.3.3, revealed that the communicative students had a better performance mean score of 39.500 with the standard deviation of 17.537 and standard error mean of 2.0118, while the conventional students had the mean scores of 22.435 with the standard

deviation of 16.360 and standard error mean of 2.1992. Hence, this result depict that the communicative students taught manner of articulation using communicative language teaching method performed better than their conventional students. This finding was in line with the finding of Ololobou (2001), who observed differences in the performance of male and female students when taught Hausa using learner centred strategy, but the finding was in contrary with the work of Abdulhamid (2000), who found no differences in the performance of male and female students based on the findings from his research.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main thrust of this research was to determine the effects of communicative language teaching method on students' performance in Hausa Language in senior secondary school in Kaduna State, Nigeria. Specifically, the study was conducted with the objectives to: determine the effects of communicative language teaching on students' performance in Hausa language in senior secondary school in Kaduna state; ascertain the performance of rural and urban student taught Hausa language using communicative language teaching method in senior secondary school in Kaduna state; and examine the performance of students taught manner of articulation using communicative language teaching and conventional methods in senior secondary school in Kaduna State. Also, three research questions were raise, and three null hypotheses were postulated. Quasi-

experimental research design was used for the study and a total of two hundred and twenty-one (221) students, comprising one hundred and thirty six (136) male students and eighty-five (85) female students formed the sample for the study. A researcher made instrument was used to gather data from the subjects. Data collected from students were statistically analyzed using mean, standard deviation and standard error for the research questions. The null hypotheses were tested using independent t-test at 0.05 level of significance. The findings of the study shows that there is a significant difference in the effects of communicative language teaching on students' performance in Hausa language in senior secondary school in Kaduna State; result indicated that there is a significant difference in the performance of rural and urban students taught Hausa language using communicative language teaching method in senior secondary school in Kaduna State; and finding revealed that there is a significant difference in the performance of students taught manner of articulation using communicative language teaching method in senior secondary school in Kaduna State.

5.2 Conclusion

In conclusion, it can be said that students taught Hausa language using communicative language teaching method performed better than those taught using traditional method in senior secondary schools in Kaduna state. Also, the students taught Hausa language using communicative language teaching method in rural areas in Kaduna state slightly performed better than the students in urban areas. Finding have shown that whenever students are involved in teaching and learning, this involvement would enhance student performance which is an acceptable objective to all respondents as it tied up with teachers' primary purpose for being in school. Hence, finding has confirmed that the

communicative students were very active in the class; hence, they had a better performance than the conventional students.

5.3 Recommendations

Based on the findings of the study, the following were recommended;

1. The use of communicative language teaching method should be encouraged in teaching Hausa language and teachers should be given the opportunity to attend regular workshops and seminars.
2. Teachers of Hausa Language in the rural and urban settings should thoroughly study communicative language so as to make use of it during teaching.
3. Teachers should ensure that both communicative and conventional students are made an active participant in the class activity by making sure that they all participate.

5.4 Suggestions for further Studies

After reviewing related literature for the study, it was observed that a very few studies in Communicative Language Teaching have been conducted, especially in our country. Hence, there is a lot of scope for further study in this area.

1. To develop a Communicative Language Teaching (CLT) package for the teachers and study its effects at secondary school level.
2. A critical study of the textbooks based on Communicative Approach at secondary school level.
3. To study the effects of students' family background on their Hausa language acquisition.

5.5 Contribution to Knowledge

The study has clearly revealed that, learning difficulties in Hausa language objectives of the curriculum could be addressed by adopting a teaching methodology such as communicative language method which is learner-centered. The study has provided another frontier in the discovery of knowledge concerning learners and teachers. Communicative language method permits independent learning in the students thereby allowing them to explore different avenue for knowledge. It is a core method which students are allow to be in their own (that is, independently). They find out new things by themselves because they are not under the teacher. In a communicative language method, teachers serve as moderator, by allowing the learner to think for themselves.

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APPENDIX I

Week I

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Yanayin Furuci
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta
Behavioural Objectives:	By the end of the lesson, student should be able to: 1. To identify tsayau 2. To explain hadiyau 3. To pronounce ‘yanhanci
Previous knowledge:	Students have an idea about yanayin furuci
Presentation:	Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will

	be made up of 10 students per group and will be assigned a leader among its members.
Step I:	Student will be divided into four (4) groups and each group will be made up of 10 students per group.
Step II:	Student will be introduced to the communicative language skills in Hausa language.
Step III:	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as (k) (kj) (kw), (b) (d), (m) (n) (n) (n)).
Step V:	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI:	The group leaders will come out to present the communicative language skills learned in their various groups.
Step VII:	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week I

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Yanayin Furuci
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta
Behavioural Objectives:	By the end of the lesson, student should be able to: 1. To identify tsayau 2. To explain hadiyau 3. To pronounce ‘yanhanci
Previous knowledge:	Students have an idea about yanayin furuci
Presentation:	Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will

	be made up of 10 students per group and will be assigned a leader among its members.
Step I:	Student will be divided into four (4) groups and each group will be made up of 10 students per group.
Step II:	Student will be introduced to the communicative language skills in Hausa language.
Step III:	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as (k) (kj) (kw), (b) (d), (m) (n) (n) (n)).
Step V:	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI:	The group leaders will come out to present the communicative language skills learned in their various groups.
Step VII:	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week II

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Matsayin makwallato
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A chart showing some pictures
Number of student:	40
Reference:	Hausa da ka'idojinta
Behavioural objectives:	By the end of the lesson student should be able to:

1. Explain matsayin makwallato
2. Identify makwallato a rufe sosai
3. Mention Makwallato a tsuke

Previous knowledge: Students have an idea about yanayin furuci:

Presentation:	Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average students. Each group will be made half of 10 students per group and will be assigned a leader among its members.
Step I:	Student will be divided into four (4) group and each group will be made up of 10 students
Step II:	Student will introduce to the communicative language skills in Hausa language.
Step III:	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the communicative language skills in learning and pronounce some Hausa language terms (such as (z) (d) (dz) (g) (t) (t) (k) (s).
Step V:	The researcher will go round to ensure that each group member actively participated in the communicative language learning skills.
Step VI:	The group leaders will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week II

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School: Government Secondary School T/Saibu, Zaria

Name of Teacher: Sani Zubairu

Subject: Hausa

Topic: Matsayin makwallato

Group: Experimental

Class: SS II

Age: 16 – 19

Sex: Mixed (Boys and Girls)

Teaching strategy: Communicative Language method

Instructional materials: A chart showing some pictures

Number of student: 40

Reference: Hausa da ka'idojinta

Behavioural objectives: By the end of the lesson student should be able to:

1. Explain matsayin makwallato
2. Identify makwallato a rufe sosai

3. Mention Makwallato a tsuke

Previous knowledge:	Students have an idea about yanayin furuci:
Presentation:	Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average students. Each group will be made half of 10 students per group and will be assigned a leader among its members.
Step I:	Student will be divided into four (4) group and each group will be made up of 10 students
Step II:	Student will introduce to the communicative language skills in Hausa language.
Step III:	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the communicative language skills in learning and pronounce some Hausa language terms (such as (z) (d) (dz) (g) (t) (t) (k) (s).
Step V:	The researcher will go round to ensure that each group member actively participated in the communicative language learning skills.

Step VI: The group leaders will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week III

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wasulla
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da ka'idojinta
Behavioural objectives:	By the end of the lesson student should be able to: 1. Identify gajerun wasulla 2. Mention dogayen wasulla 3. Explain daurin wasula
Previous knowledge:	Students have an idea about matsayin makwallato.
Presentation:	Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below

average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.

Step I: Student will be divided into four (4) groups and each group will be made up of 10 students.

Step II: Student will be introduced to the communicative language skills in Hausa language.

Step III: To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.

Step IV: Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as: Gajerun wasulla: A, I, O, U, E, Dogayen wasulla: AA, II, UU, OO, EE, daurin wasulla: Ai, au, ui.

Step V: The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.

Step VI: The group leaders will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week III

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wasulla
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da ka'idojinta
Behavioural objectives:	By the end of the lesson student should be able to: 1. Identify gajerun wasulla 2. Mention dogayen wasulla 3. Explain daurin wasula
Previous knowledge:	Students have an idea about matsayin makwallato.
Presentation:	Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below

average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.

Step I: Student will be divided into four (4) groups and each group will be made up of 10 students.

Step II: Student will be introduced to the communicative language skills in Hausa language.

Step III: To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.

Step IV: Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as: Gajerun wasulla: A, I, O, U, E, Dogayen wasulla: AA, II, UU, OO, EE, daurin wasulla: Ai, au, ui.

Step V: The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.

Step VI: The group leaders will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week IV

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School: Government Secondary School Dakace, Zaria

Name of Teacher: Sani Zubairu

Subject: Hausa

Topic: Tsarin Gaba

Group: Experimental

Class: SS II

Age: 16 – 19

Sex: Mixed (Boys and Girls)

Teaching strategy: Communicative Language method

Instructional materials: A chart showing some pictures

Number of student: 40

Reference: Hausa da ka'idojinta

Behavioural objectives: By the end of the lesson student should be able to:

1. Explain tsarin gaba.
2. Identify gajere da dogon wasali.
3. Mention tagwan wasali da rufaffiyar wasali.

Previous knowledge: Students have an idea about wasullan Hausa.

Presentation: The subject will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below

average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.

Step I: Student will be divided into four (4) groups and each group will be made up of 10 students.

Step II: Student will introduce the communicative language skills in Hausa language.

Step III: To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. And it is the role of group leaders to read out the activities of their groups.

Step IV: Students will be asked to apply the communicative language skills in learning and written some Hausa Language terms (such as BW, BWW, BWB).

Step V: The researcher will go round to ensure that each group members actively participated in communicative language learning skills.

Step VI: The group leader will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week IV

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School: Government Secondary School T/Saibu, Zaria

Name of Teacher: Sani Zubairu

Subject: Hausa

Topic: Tsarin Gaba

Group: Experimental

Class: SS II

Age: 16 – 19

Sex: Mixed (Boys and Girls)

Teaching strategy: Communicative Language method

Instructional materials: A chart showing some pictures

Number of student: 40

Reference: Hausa da ka'idojinta

Behavioural objectives: By the end of the lesson student should be able to:

1. Explain tsarin gaba.
2. Identify gajere da dogon wasali.
3. Mention tagwan wasali da rufaffiyar wasali.

Previous knowledge: Students have an idea about wasullan Hausa.

Presentation: The subject will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below

average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.

Step I: Student will be divided into four (4) groups and each group will be made up of 10 students.

Step II: Student will introduce the communicative language skills in Hausa language.

Step III: To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. And it is the role of group leaders to read out the activities of their groups.

Step IV: Students will be asked to apply the communicative language skills in learning and written some Hausa Language terms (such as BW, BWW, BWB).

Step V: The researcher will go round to ensure that each group members actively participated in communicative language learning skills.

Step VI: The group leader will come out to present the communicative language skills learned in their various groups.

Step VII: The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week V

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Gabobin Furici (organs of speech)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objective: By the end of the lesson student should able to:

1. Identify labba
2. Explain Handa
3. Identify Ganda and Hanka

Previous knowledge: Student have an idea about Haruffan Hausa (Alphabet).

Presentation: Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below

	average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.
Step I	Students will be divided into four (4) groups and each group will be made up of 10 students.
Step II .	Students will be introduced to the communicative language skills in Hausa language.
Step III	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language words.
Step V	The researcher will go round to ensure that each group members activity participate in the communicative language learning skills.
Step VI	The group leader will come out to present the communicative language skills learned in their various group.
Step VII	The researcher evaluate the lesson by asking student questions based on the communicative language skills learned

Week V

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Gabobin Furici (organs of speech)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objective: By the end of the lesson student should able to:

1. Identify labba
2. Explain Handa
3. Identify Ganda and Hanka

Previous knowledge: Student have an idea about Haruffan Hausa (Alphabet).

Presentation: Student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below

	average students. Each group will be made up of 10 students per group and will be assigned a leader among its members.
Step I	Students will be divided into four (4) groups and each group will be made up of 10 students.
Step II .	Students will be introduced to the communicative language skills in Hausa language.
Step III	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language words.
Step V	The researcher will go round to ensure that each group members activity participate in the communicative language learning skills.
Step VI	The group leader will come out to present the communicative language skills learned in their various group.
Step VII	The researcher evaluate the lesson by asking student questions based on the communicative language skills learned

Week VI

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Kwayar Sauti (Phoneme)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural Objectives: By the end of the lesson student should be able to:

1. Identify the example of kwayar sauti (Phoneme).
2. Mention bakake (consonants)
3. Wasula (vowels).

Previous knowledge : Students have thought furuci (organs of speech).

Presentation: Student will be assigned into small groups of student (boys and girls) to allow for better

interactions between the student within the group in order to ensure

Heterogeneity in each group. Each group will be made up of average , above average and

below average students. Each group will be made up of 10 students

per group and will be assigned a leader among its members.

Step I	Student will be divided into four (4) groups and each group will be made up of 10 student per groups.
Step II	Student will be introduced to the communicative language skills in Hausa language.
Step III	To ensure the role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as /b/ da a, I, o, u, e).
Step V	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI	The group leader will come out to present the communicative language skills learned in their various groups.
Step VII	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week VI

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Kwayar Sauti (Phoneme)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural Objectives: By the end of the lesson student should be able to:

1. Identify the example of kwayar sauti (Phoneme).
2. Mention bakake (consonants)
3. Wasula (vowels).

Previous knowledge : Students have thought furuci (organs of speech).

Presentation: Student will be assigned into small groups of student (boys and girls) to allow for better interactions between the student within the group in order to ensure Heterogeneity in each group. Each group will be made up of average , above average and below average students. Each group will be made up of 10 students

per group and will be assigned a leader among its members.

Step I	Student will be divided into four (4) groups and each group will be made up of 10 student per groups.
Step II	Student will be introduced to the communicative language skills in Hausa language.
Step III	To ensure the role interdependence and individual accountability, each member in the group will be assigned a role, this include group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will asked to apply the communicative language skills in learning and pronouncing some Hausa language terms (such as /b/ da a, I, o, u, e).
Step V	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI	The group leader will come out to present the communicative language skills learned in their various groups.
Step VII	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week VII

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wuraren furici (place of articulation)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objectives By the end of the lesson, student should e able to:

1. Mention Balebe
2. Identify labe-Hakori
3. Explain Bahanke.

Previous knowledge Students have thought about kwayar sauti (phoneme)

Presentation Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average

	students each group will be made up of 10 students per group and will be assigned a leader among its members.
Step I	Student will be divided into four (4) groups and each group will be made up of 10 students per group.
Step II	Student will be introduced to the communicative language skills in Hausa language .
Step III	To ensure role interdependence and individual accountability, Each member in the group will be assigned a role, this include Group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms such as (/b/, /b/,/m/), (f), (/d/, /d/, (/t/, /s/). And so on.
Step V	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI	The group leaders will come out to present the communicative language skills learned in their various groups.
Step VII	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week VII

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wuraren furici (place of articulation)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objectives By the end of the lesson, student should e able to:

1. Mention Balebe
2. Identify labe-Hakori
3. Explain Bahanke.

Previous knowledge Students have thought about kwayar sauti (phoneme)

Presentation Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students each group will be

made up of 10 students per group and will be assigned a leader among its members

Step I Student will be divided into four (4) groups and each group will be made up of 10 students per group.

Step II Student will be introduced to the communicative language skills in Hausa language.

Step III To ensure role interdependence and individual accountability,

Each member in the group will be assigned a role, this include Group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.

Step IV Students will be asked to apply the communicative language skills in learning and pronouncing some Hausa language terms such as (/b/, /b/,/m/), (f), (/d/, /d/, (/t/, /s/). And so on.

Step V The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.

Step VI The group leaders will come out to present the communicative language skills learned in their various groups.

Step VII The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week VIII

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School Dakace, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Matsayin tantarin (place of glottis)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objective: By the end of the lesson student should be able to:

1. Identify masu zina
2. Mention marasa ziza.

Previous knowledge Student have taught about wuraren furuci (place of articulation).

Presentation Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average,

	above average and below average students each group will be made up of 10 students per group and will be assigned a leader among its members
Step I	Student will be divided into four (4) groups and each group will be made up of 10 students per group.
Step II	Student will be introduced to the communicative language skills in Hausa language.
Step III	To ensure role interdependence and individual accountability, Each member in the group will be assigned a role, this include Group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will be asked to apply the communicative language skills in learning some Hausa language terms examples: /b/, /d/, /g/, /m/, (/k/, /f/ /sh/).
Step V	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI	The group leaders will come out to present the communicative language skills learned in their various groups.
Step VII	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

Week VIII

Experimental Group: Lesson plan for Communicative Language Teaching Method

Name of School:	Government Secondary School T/Saibu , Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Matsayin tantarin (place of glottis)
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Communicative Language method
Instructional materials:	A Chart showing some pictures
Number of student:	40
Reference:	Hausa da Kaidojinta

Behavioural objective: By the end of the lesson student should be able to:

1. Identify masu zina
2. Mention marasa ziza.

Previous knowledge Student have taught about wuraren furuci (place of articulation).

Presentation Students will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average,

	above average and below average students each group will be made up of 10 students per group and will be assigned a leader among its members
Step I	Student will be divided into four (4) groups and each group will be made up of 10 students per group.
Step II	Student will be introduced to the communicative language skills in Hausa language.
Step III	To ensure role interdependence and individual accountability, Each member in the group will be assigned a role, this include Group leaders, questioners and group listeners. It is the role of group leaders to read out the activities to their groups.
Step IV	Students will be asked to apply the communicative language skills in learning some Hausa language terms examples: /b/, /d/, /g/, /m/, (/k/, /f/ /sh/).
Step V	The researcher will go round to ensure that each group members actively participated in the communicative language learning skills.
Step VI	The group leaders will come out to present the communicative language skills learned in their various groups.
Step VII	The researcher evaluate the lesson by asking questions from the students based on the communicative language skills learned.

APPENDIX II

Week I

Lesson Plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Yanayin Furuci
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 1. Identify tsayau a Hausa 2. Identify Hadiya a Hausa 3. Mention 'Yanhanci a Hausa
Previous Knowledge:	Student have an idea about yanayin furuci
Introduction:	Teacher will introduce the lesson by asking student question based on the previous lesson e.g. 1. Menene yanayin furuci?
Presentation:	Teacher will present the lesson through the following steps:
Step I:	Teacher will define tsayau a yanayin furucin Hausa.

Step II:	Teacher will explain yanayin furuci goma na Hausa.
Evaluation:	Teacher will evaluate the lesson by asking student question based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week I

Lesson Plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Yanayin Furuci
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 4. Identify tsayau a Hausa 5. Identify Hadiya a Hausa 6. Mention 'Yanhanci a Hausa
Previous Knowledge:	Student have an idea about yanayin furuci
Introduction:	Teacher will introduce the lesson by asking student question based on the previous lesson e.g. 2. Menene yanayin furuci?
Presentation:	Teacher will present the lesson through the following steps:
Step I:	Teacher will define tsayau a yanayin furucin Hausa.
Step II:	Teacher will explain yanayin furuci goma na Hausa.

Evaluation:	Teacher will evaluate the lesson by asking student question based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week II

Lesson Plan for conventional method (Class teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Matsayin makwallato
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 1. Explain matsayin makwallato 2. Identify makwallato a rufe da makwallato a bude
Previous knowledge:	Student have already been taught about yanayin furuci.
Introduction:	Teacher will introduce the lesson by asking student question based on the previous lesson.
Presentation:	Teacher will present the lesson through the following steps:
Step I:	Teacher will explain matsayin makwallato in Hausa language.
Step II:	Teacher will identify makwallato a rufe da kuma makwallato a bude.

Evaluation:	Teacher will evaluate the lesson by asking student question based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week II

Lesson Plan for conventional method (Class teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Matsayin makwallato
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 1. Explain matsayin makwallato 2. Identify makwallato a rufe da makwallato a bude
Previous knowledge:	Student have already been taught about yanayin furuci.
Introduction:	Teacher will introduce the lesson by asking student question based on the previous lesson.
Presentation:	Teacher will present the lesson through the following steps:
Step I:	Teacher will explain matsayin makwallato in Hausa language.
Step II:	Teacher will identify makwallato a rufe da kuma makwallato a bude.

Evaluation:	Teacher will evaluate the lesson by asking student question based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week III

Lesson Plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wasulla
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 1. Identify wasullan Hausa 2. Explain gajerun wasulla da dogayen wasulla da kuma daurin wasulla.
Previous lesson:	Student have already taught about matsayin makwallato
Introduction:	Teachers will introduce the lesson by asking study questions based on the previous lesson.
Presentation:	Teacher will present the lesson by the following steps.
Step I:	Teacher will identify wasulan Hausa
Step II:	Teacher will explain gajerun wasula da dogayen wasula da kuma daurin wasulla.

Evaluation:	Teacher will evaluate the lesson based on the present lesson
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week III

Lesson Plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wasulla
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Behavioural objectives:	By the end of the lesson student should be able to: 1. Identify wasullan Hausa 2. Explain gajerun wasulla da dogayen wasulla da kuma daurin wasulla.
Previous lesson:	Student have already taught about matsayin makwallato
Introduction:	Teachers will introduce the lesson by asking study questions based on the previous lesson.
Presentation:	Teacher will present the lesson by the following steps.
Step I:	Teacher will identify wasulan Hausa
Step II:	Teacher will explain gajerun wasula da dogayen wasula da kuma daurin wasulla.

Evaluation:	Teacher will evaluate the lesson based on the present lesson
Conclusion:	Teacher will conclude the lesson by given student note to copy.

Week IV

Lesson plan for conventional method (Class Teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Tsarin Gaba
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Reference:	Hausa da ka'idojinta
Behavioural objectives:	By the end of the lesson student should be able to: 1. Explain tsarin gaba 2. Identify gajeru, dogo, tagwai da kuma budaddiyar wasali.
Previous lesson:	Student have already taught about wasullan Hausa.
Introduction:	Teacher will introduce the lesson by asking student questions based on the previous lesson.
Presentation:	Teacher will present the lesson by the following steps:
Step I:	Teacher will explain tsarin gabar Hausa
Step II:	Teacher will identify gajeru, Dogo, tagwai da kuma budaddiyar wasali.

Evaluation:	Teacher will evaluate the lesson based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given students' note to copy.

Week IV

Lesson plan for conventional method (Class Teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Tsarin Gaba
Group:	Experimental
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional materials:	A chart showing some pictures
Number of student:	40
Reference:	Hausa da ka'idojinta
Behavioural objectives:	By the end of the lesson student should be able to: 1. Explain tsarin gaba 2. Identify gajeru, dogo, tagwai da kuma budaddiyar wasali.
Previous lesson:	Student have already taught about wasullan Hausa.
Introduction:	Teacher will introduce the lesson by asking student questions based on the previous lesson.
Presentation:	Teacher will present the lesson by the following steps:
Step I:	Teacher will explain tsarin gabar Hausa
Step II:	Teacher will identify gajeru, Dogo, tagwai da kuma budaddiyar wasali.

Evaluation:	Teacher will evaluate the lesson based on the present lesson.
Conclusion:	Teacher will conclude the lesson by given students' note to copy.

Week V

Lesson plan for conventional method (Class teaching) I

Name of School: Government Secondary School T/Jukun, Zaria

Name of Teacher: Sani Zubairu

Subject: Hausa

Topic: Gabobin furuci (organs of speech)

Group: Control

Class: SS II

Age: 16 – 19

Sex: Mixed (Boys and Girls)

Instructional Materials: A chart showing some pictures

Number of student: 40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify labba

(ii) Explain Handa

(iii) Identify Ganda and Hanka

Previous knowledge: Students have an idea about Harufan hausa (Alphabets)

Introduction: Teacher introduces the lesson by asking students questions based on the previous lesson.

Presentation: Teacher presents the lesson through the following steps:

Step I: Teacher will define lebba in Hausa language.

Step II: Teacher will explain handa.

Step III: Teacher will identify ganda and Hanka.

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week V

Lesson plan for conventional method (Class teaching) I

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Gabobin furuci (organs of speech)
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify labba

(ii) Explain Handa

(iii) Identify Ganda and Hanka

Previous knowledge: Students have an idea about Harufan hausa (Alphabets)

Introduction: Teacher introduces the lesson by asking students questions based on the previous lesson.

Presentation: Teacher presents the lesson through the following steps:

Step I: Teacher will define lebba in Hausa language.

Step II: Teacher will explain handa.

Step III: Teacher will identify ganda and Hanka.

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week VI

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Kwayar sauti (phoneme)
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify the example of kwayar sauti (phoneme)

(ii) Mention bakake (consonants)

(iii) Explain wasula (vowels)

Previous knowledge: Students have already been taught about gabobin furuci (organs of speech)

Introduction: Teacher will introduce the lesson by asking student question based on the previous lesson.

Presentation: Teacher will present the lesson by the following steps.

Step I: Teacher will identify the examples of kwaryar sauti (phoneme)

Step II: Teacher will mention bakake (consonants)

Step III: Teacher will explain wasula (vowels)

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week VI

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Kwayar sauti (phoneme)
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify the example of kwayar sauti (phoneme)

(ii) Mention bakake (consonants)

(iii) Explain wasula (vowels)

Previous knowledge: Students have already been taught about gabobin furuci (organs of speech)

Introduction: Teacher will introduce the lesson by asking student question based on the previous lesson.

Presentation: Teacher will present the lesson by the following steps.

Step I: Teacher will identify the examples of kwaryar sauti (phoneme)

Step II: Teacher will mention bakake (consonants)

Step III: Teacher will explain wasula (vowels)

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week VII

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wuraren furuci
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Mention balebe.

(ii) Identify lebe hakori

(iii) Explain bahanke

Previous knowledge: Students have taught about kwaryar sauti (phoneme)

Introduction: Teacher will introduce the lesson by asking student question based on the previous lesson.

Presentation: Teacher presents the lesson through the following steps:

Step I: Teacher will mention and explain balebe.

Step II: Teacher will identify lebe, hakora.

Step III: Teacher will explain Bahanke

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week VII

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Wuraren furuci
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Mention balebe.

(ii) Identify lebe hakori

(iii) Explain bahanke

Previous knowledge: Students have taught about kwaryar sauti (phoneme)

Introduction: Teacher will introduce the lesson by asking student question based on the previous lesson.

Presentation: Teacher presents the lesson through the following steps:

Step I: Teacher will mention and explain balebe.

Step II: Teacher will identify lebe, hakora.

Step III: Teacher will explain Bahanke

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy the note on the board.

Week VIII

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School T/Jukun, Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Gabobin furuci (organs of speech)
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify bagande

(ii) Explain Dan Handa

(iii) Identify Al-Hamza

Previous knowledge: Students have an idea about wuraren furuci (place of articulation)

Introduction: Teacher introduces the lesson by asking students questions based on the previous lesson.

Presentation: Teacher will presents the lesson through the following steps:

Step I: Teacher will identify bagande.

Step II: Teacher will mention dan handa and explain.

Step III: Teacher will explain Al-Hamza

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy note on the board.

Week VIII

Lesson plan for conventional method (Class teaching)

Name of School:	Government Secondary School Kugu (Snr), Zaria
Name of Teacher:	Sani Zubairu
Subject:	Hausa
Topic:	Gabobin furuci (organs of speech)
Group:	Control
Class:	SS II
Age:	16 – 19
Sex:	Mixed (Boys and Girls)
Instructional Materials:	A chart showing some pictures
Number of student:	40

Behavioural Objectives: By the end of the lesson students should be able to:

(i) Identify bagande

(ii) Explain Dan Handa

(iii) Identify Al-Hamza

Previous knowledge: Students have an idea about wuraren furuci (place of articulation)

Introduction: Teacher introduces the lesson by asking students questions based on the previous lesson.

Presentation: Teacher will presents the lesson through the following steps:

Step I: Teacher will identify bagande.

Step II: Teacher will mention dan handa and explain.

Step III: Teacher will explain Al-Hamza

Evaluation: Teacher will evaluate the lesson by asking student question based on the present lesson.

Conclusion: Teacher will conclude the lesson by asking student to copy note on the board.

APPENDIX III

Hausa Language Achievement Test SSII

1. Yanayin furuci ya kasu kashi nawa ne ?

   a. 5 b. 8 c. 10 d. 12

2. Wanne gabobine ake amfani da shi wajen furucin tsayau ?

   a. ganda tattausa b. lebe c. tsinin hanka d. Dukkansu

3. Dukka wadannan yanayi ne na furuci, amma banda

   a. Tsayau b. Hadiyau c. Tunkudau d. Zuzzau

4. Zuzau a hausa ya hada da duka wadannanan, amma banda

   a.(z) b. (s) c. (h) d. (a)

5. Matsayin makwallato ya kasu kashi nawa ne ?

   a. 1 b. 2 c. 3 d. 4

6. Matsayin makwallato sun hada da duka wadannan amma banda

   a. makwallato a rufe sosai b. makwallato a tsaye c. makwallato a tsuke

   d. makwallato a bude

7. Misalin furuci masu ziza sun hada da

   a. /b/ b. /d/ c. /g/ d. dukkansu

8. Wasulla sun kasu kashi nawane ?

   a. 1 b. 2 c. 3 d. 4

9. Karkasuwan wasulla sun hada da

   a. gajeru b. dogaye c. daurin wasulla d. dukkansu

10. Gajeru wasali guda nawa ne ?

    a. 2 b. 5 c. 3 d. 4

11. Dogayen wasali guda nawa ne ?

    a. 5 b. 6 c. 7 d. 8

12. Daurin wasulla sun hada da

    a. Ai b. Au c. ui d. Dukkansu

13. Inda ake samun tagwayen furuci sun hada da

    a. lebuntawwa b. gandantawwa c. hamzantawad. dukkansu

14. Tsarin gaba za a iya nuna shi ta hanyoyi nawa ne ?

    a. 1 b. 2 c. 3 d. 4

15. Kalma ta ‘biki’ ta kunshi haruffa guda nawa ne ?

    a. 4 b. 3 c. 5 d. 6

16. Ire-iren gaba guda nawa ne ?

    a. 1 b. 2 c. 3 d. 5

17. Ire-iren gaba sun hada da

    a. budaddiya b. rufaffiya c. tsalakakiya

18. Hamzantawa ya kunshi auratayya tsakanin haruffa guda nawa ne ?

    a. 2 b. 1 c. 3 d. 6

19. Daya daga cikin wadannan wasali baki wasali

    a. BWB b. BW c. BWW d. WBW

20. Wadannan duka tsawon wasali ne amma banda

    a. tooshi b. dooka c. tuusa d. keke

21. Dan ganda shi ne

    a. gaban harshe da ganda tsattaura suke kusantar juna
    b. gaban harshe da hnaka suke kusantar juna
    c. su ne inda baki ke hadewa da wasali

22. A wajen Furta wadannan leben sama yakan hada da na kasa amma banda _____

    a. (m) b. (b) c. (b) d. (k)

23. Daya daga cikin wadannan tagwan wasali ne

    a. gw b. k c. H d. c

24. Wadannan duka wasulan Hausa ne amma banda

    a. a b. i c. o d. h

25. Mahimman bakaken Hausa da ake amfani da su guda nawa ne ?

    a. 22 b. 30 c. 29 d. 2

26. Kwayan sauti na nufin

    a. Na nufin kwaya mafi takaita wanda kunni zai iya ji ko shaidawa

    b. Na nufin magana mai amfani

    c. Na nufin magana mara amfani

    d. Na nufin wasan kwaikwayo

27. Hadiyau a Hausa sun hada da

    a. b b. g c. k d. h

28. Duka wadannan bakake ki jima sun hada da :-

    a. B b. F c. t d. dukansu

29. Misalin kusantau kinin wasali sun hada da :

    a. (J), (W) b. (k) c. (t) d. (c)

30. Misalin rakade a Hausa ita ce

    a. K b. h c. s d.r