

ASSESSMENT OF THE EFFECTS OF MULTIMEDIA AND SCAFFOLDING
STRATEGIES ON SENIOR SECONDARY SCHOOL STUDENTS'
PERFORMANCE IN ENGLISH LANGUAGE SPEAKING AND LISTENING
SKILLS IN KADUNA STATE, NIGERIA

BY

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NOVEMBER, 2019

DECLARATION

I declared that this thesis titled, **“Assessment of the Effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students’ Performance in English Language Speaking and Listening Skills in Kaduna State, Nigeria”** was carried out by me in the Department of educational foundations and curriculum, Ahmadu Bello University Zaria, under the supervision of Prof. A. Guga, Prof. (Mrs) H. O. Yusuf, and Dr. A. A. Dada. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree in any institution.



Caroline Wusili MIDAT

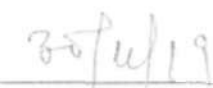


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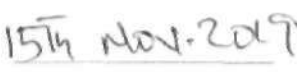
CERTIFICATION

This thesis entitled "ASSESSMENT OF THE EFFECTS OF MULTIMEDIA AND SCAFFOLDING STRATEGIES ON SENIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE SPEAKING AND LISTENING SKILLS IN KADUNA STATE, NIGERIA" by Caroline Wusili Midat meets the regulations governing the award of Doctor of Philosophy degree in Education (Curriculum and Instruction) of Ahmadu Bello University, and approved for its contribution to knowledge and literary presentation.

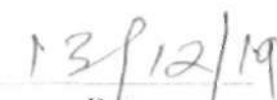

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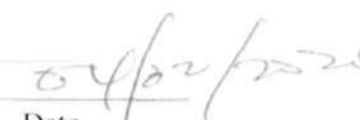

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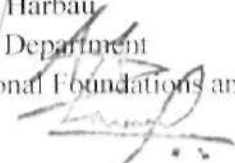

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Date

DEDICATION

I dedicate this work to my dear husband, Mr. Yunana Midat, children, late parents Sir. Lucius and Anna Nefai who left a finger print of grace on our lives, late Alexander, Grace and Agatha. Also, my brothers and sisters.

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ABSTRACT

This study assessed the effects of Multimedia and Scaffolding Strategies on students performance in English Language speaking and Listening Skills. The objectives of the study were to: investigate the effects of Multimedia Strategy on Senior Secondary School Students' performance in English Language speaking skills in Kaduna State; determine the effects of Scaffolding Strategy on Senior Secondary School Students' performance in English Language Speaking skills in Kaduna State; determine the effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Speaking skills in Kaduna State; investigate the effects of Multimedia, Scaffolding Strategies and Conventional method on the performance of students in English Language speaking skills in Senior Secondary Schools in Kaduna State; investigate the effects of Multimedia Strategy on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State; determine the effects of Scaffolding Strategy on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State; determine the effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State; and, find out the effects of Multimedia, Scaffolding Strategies and Conventional method on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State. In line with the objectives eight research questions and hypotheses were formulated to guide the study. The quasi-experimental research design which involved non-randomization of samples was used for the study. The study had 18,720 senior secondary school II students in Kaduna State as its target population. The sample size consisted of 330 senior secondary school students using a purposive sampling technique. An adapted test of multiple choices in English Language speaking and Listening Skills in senior secondary II students' syllabus was the instrument used for data collection. The validated instrument was pilot tested and a reliability coefficient of 0.85 was obtained. Research questions were analysed using descriptive statistics of mean and standard deviation. Hypotheses 1, 2, 3, 5, 6 and 7 were tested using t-test, while hypotheses 4 and 8 were tested using ANOVA. The hypotheses formulated for the study were rejected and retained at 0.05 level of significance. The results showed that the performance of students taught speaking skills using Multimedia and Scaffolding Strategies were significantly better than those of their counterparts taught using Conventional method; those that were taught Listening Skills using Multimedia and Scaffolding Strategies performed better than their counterparts taught using Conventional method. It was concluded that students will perform significantly better if taught English Language Speaking and Listening Skills using Multimedia and Scaffolding Strategies often rather than the Conventional method of teaching only. From the study the following recommendations were made: There is need for Kaduna State Ministry of Education to mount periodic training sessions for the teachers of English Language who are already in the field to be retrained on recent discoveries regarding the use of Multimedia and Scaffolding teaching Strategies in teaching English Language speaking and Listening Skills. Also, there is need for English Language teachers in the field to have a forum periodically to assess the effectiveness of their teaching using Multimedia and Scaffolding Strategies as applicable to the organisation of content of the school syllabuses in Senior Secondary Schools in Kaduna State.

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LIST OF ABBREVIATIONS

CAD:	Computer-Aided Drawing
CIP:	Conventional Instructional Package
CSAT:	Chemistry Scaffolding Achievement Test
ELSLSPT:	English Language Speaking and Listening Skills Performance Test
FGN:	Federal Government of Nigeria
ICT:	Information and Communication Technology
OCSS:	Oral Communication of Students Speaking Skills
PPMC:	Pearson Product Moment Correlation Coefficient
SSS II:	Senior Secondary School Students II
WAEC:	West African Examination Council

DEFINITION OF TERMS

The following operational terms were used in the study. They are defined as follows:

Assessment:	Opinion or judgement about something that has been thought very carefully.
Conventional:	The traditional method of teaching in secondary schools
Effects:	Changes brought about by one variable factor on another.
English Language:	English Language is the language Nigerians inherited from the British. English Language was introduced in 1842 by the first batch of Missionaries who arrived in Badagry for education and evangelization
Multimedia:	Multimedia is defined as the combination of various digital media such as text, images, sound and video into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience
Scaffolding:	Scaffolding is a means of providing help for the students to facilitate learning as something specific or to achieve a certain learning objective.
Senior Secondary Schools:	is a school which provides secondary education
Strategy:	This refers to different instructional methods of teaching in secondary schools.
Students' Performance:	Visible or measureable changes that result from learning activities.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Language is a means of communication and interaction between individuals and groups; it is also a community tool for the transfer of heritage from one generation to another. Language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. It is a gift of nature that distinguishes man from other beings (Foyewa, 2008, in Foyewa, 2016). It is also a way through which human minds, thoughts, and feelings are expressed. The study is of the opinion that language is a “system of conventional spoken or written symbols by means of which human beings as members of a social group and participants in its culture communicate.” Hence the language an individual speaks is for him or her, the most expressive and the most beautiful of all languages. It is essential to note that language is critical for cognitive development because it provides a way to express ideas and asks questions, the categories and concepts for thinking and the links between the past and the future.

The status of English Language in Nigeria has often been described as that of a second language. English Language has become our Lingua Franca since it is our official language of communication. It is also the language of politics, religion, education, science and technology. The knowledge of English Language is important both for educational, economical and national development of a country. Federal Government of Nigeria (FGN, 2012) also stipulates in the National Policy on Education the importance of English Language as one of the core subjects. English Language is not merely the medium of instruction at all levels of education; it is the medium of growth and also the language of textbooks and the only recognized official language in the country. The concepts of English Language taught at secondary school levels in Nigeria are

categorized into major areas namely, the sound system, comprehension, summary, essay and grammar. These themes are taught on over a period of three terms of an average of thirteen weeks each; that is, three sections (FGN, 2012).

The four main skills of English Language are Speaking, Writing, Listening and Reading. A person needs a mastering of various elements to convey thoughts, wishes, intentions, feelings and information. These four basic skills are divided into two categories such as productive skills and receptive skills. Speaking and writing are considered as productive skills whereas reading and listening are known as receptive skills. The students start learning to communicate through speaking and listening as they begin to interact with others at school level. Speaking involves articulation of all the components and development of communication at the productive level. Adejimiola and Ojuolape (2013), defined speaking as production of meaningful utterances in an attempt to communicate ideas, thoughts and feelings. Speaking entails pronunciation, social variation with language and grammar.

Listening is the act or ability of understanding what a speaker is saying and seizing the meaning. Asemota (2015), defined listening in terms of the ability to understand the language of the teacher in instruction, comprehend the important details abstract pertaining information and to keep a braised with the training modules through which teachers provide information. Listening can thus, be seen as a process which involves more than mere hearing of sounds and voices but include identifying, understanding and interpreting spoken languages. Listening comprehension has often been seen as a passive activity which is on the contrary, an active process in which the listener must discriminate among sounds, understands words and grammar, interprets intonation and retain information gathered long enough. The major goal of all English Language teaching should be to give learners the ability to use it effectively and

accurately in communication. However, not all language learners after many years of studying English can communicate fluently and accurately because they lack the necessary knowledge. Students' poor level of English proficiency has raised many concerns about English education in Nigeria.

It is disheartening to note that the poor performance in English Language at public examinations in recent times was much higher than those for other subjects combined. Other factors that contributed to poor performances as disclosed by Attah (2014), include difficulty of subject matter, poor teaching methods, attitude of both teachers and learners towards the subject. The rate of poor academic performance of students in Nigeria had resulted to economic and social wastage and this have become a great concern to all stakeholders in education. For instance, in 2008, 25.94% of the students had credits pass in English Language and Mathematics. Also in the year 2009, it was another year of poor result across all states of the Federation. According to Okpala (2010), at the National level, the percentage of candidates that had credit in English Language between 2005-2009 in West African Examinations Council (WAEC) are as follows: 27.353 % in year 2005, 15.56 % in 2006, 22.54 % in 2007, 13.78 % in 2008 and 24.94 % in 2009. The breakdown of the results indicated a mass failure across the 36 states of the Federation.

Similarly, in August 2010, WAEC gave the outcome of the May/June 2010 exercise as achieving 75 % failure in English Language and Mathematics results alone. That report further showed that only 24.95 % of the candidates who sat for the examinations, made five credits, including English Language and Mathematics, representing 337,071 of the 1,278,843 candidates whose results were released by the examination body. According to the breakdown and statistics of WAEC May/June 2016 a total of 878,040 candidates representing 52.97 % obtained credits in five (5) subjects and above, including English and Mathematics. Also, the West African Examinations

Council on Tuesday, March 13 announced the release of its January/February series of the 2018 West African Senior School Certificate Examination. According to the breakdown and statistics, a total of 11,307 candidates actually sat for the examination and 1,937 candidates, representing 17.13 %, obtained the minimum of credits in five subjects and above, including English Language and Mathematics. The percentage of candidates in this category in the WASSCE in 2017 was 26.01 %. This is a fact that all is not well with the students' attainment at the final examinations, and consequences of these mass failures are the inability of students to proceed to higher educational institutions in the country.

As a result of these poor performances, the researcher was curious to know the causal factors associated with these problems, although many studies have been carried out on English Language. Most of their findings have attributed to students' poor performances in English Language to non-application of modern educational media (technology) in teaching the subject. Yusuf, Guga and Ibrahim (2016), also confirmed that the methods adopted by teachers in most cases include the talk and chalk (lecture) method minimal with less concern for practical activities. Similarly, Yusuf, Guga and Ibrahim (2016), explains further that a teacher is expected to be a facilitator whose main function is to help learners become active participants in their learning and thereby making meaningful connection between prior knowledge and the process involved in learning.

It is pertinent to state that for a student of language to function well in the 21st century such a student must be well trained in the manipulation of Multimedia such as to cope with the changing trend in the global economic village. Education is believed to be the process of acquiring knowledge, skills, ideas, values, norms, and attitudes which brings permanent and positive change in behaviour or attitude of an individual. (Dale,

2007, in Dale, 2016), stated that the volume of knowledge and skills available in any society constitute the bedrock for its development and progress. The process of assessing academic performance is an important ingredient in the educational process. Annie, Howard and Stroke (2010), defined academic performance as the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. The study is focused on Senior Secondary Schools which are academic institutions where students are awarded Senior Secondary Certificate after a minimum of three years of study in areas of particular interest. Therefore, the 21st century document driven in information and services is rapid technological advancement involving several technologies that can be committed to assisting teaching-learning, research and community services. These technologies include Multimedia and scaffolding.

Multimedia is an interactive application that integrates text, color, graphical images, animation, audio sound, and a full motion video application. Multimedia learning Strategies offer a potential venue for improving students understanding about spoken English. Multimedia, according to Deliyannis and Kardis (2011), is an extremely wide area that includes the fields of information, telecommunications, the audio-visual production, cinema and digital media. The exposure to authentic materials found in the internet can assist the students to solve real world problems (Nelson, 2006, cited in Godwin, 2018). For that reason, the use of technology is becoming increasingly important and it will become a normal part of English Language teaching practice in the coming years.

On the other hand, Scaffolding strategy according to Ansawi & Mail (2017), is a temporary and support structure that helps a student or group of students accomplish a task they could not accomplished on their own. The Scaffolding Strategies enable teachers in the area of observation and cooperative learning. In addition to this Walqui

(2017), opined that Scaffolding is a tutorial behaviour that is contingent, collaborative and interactive. It is collaborative when the end result whether it is a conversation or the solution to a problem is jointly achieved. It is interactive when it includes the activity of two or more people who are mutually engaged.

1.2 Statement of the Problem

The researcher observes that English speaking and Listening Skills are greatly ignored in most public secondary schools classroom in Kaduna State. Most teachers tend to talk a lot in class while giving little chances for students to listen and speak English. Consequently, those learners are underdeveloped in their spoken English. In line with this thought, Muhammad (2010), opined that teaching speaking and Listening Skills in this part of the world does not go far beyond “the teacher assigns a topic.” Such an approach in the researchers’ point of view is very unproductive and demotivating. It induces the learner’s interest to develop negative attitude towards listening and speaking skills. The study is of the opinion that poor performance of students in English language in public examinations is also traced to minimal daily contact with the language. This could be the reason why many Nigerian students are said to be poor at reading (speaking and listening inclusive) skills and comprehension.

Situation analysis observed by the researcher in a visit to some of these schools has shown that teachers mostly practice traditional methods of teaching which focused on reading and writing skills but the productive skills such as speaking and Listening Skills are given less attention. Also, Buraimoh (2012), asserts that “the most formidable problem seems to be pronunciation” especially the spellings irregularities or inconsistencies in English Language. The analysis of 2006 to 2010 WAEC results given by Kaduna State Ministry of Education (2008), in Buraimoh (2012), stated that the

percentages of students who failed English Language ranges between 44.4%, 58.45%, 52.3%, 68.8%, 81.3% respectively. According to the breakdown and statistics of WAEC May/June 2016 a total of 878,040 candidates representing 52.97% obtained credits in (5) subjects and above including English and Mathematics. Also, the study is of the opinion that poor teaching methods used in the teaching and learning of the subject, in addition to the most abused Conventional method of teaching that is resulting in the poor performance of students and mass failure in the subjects. Likewise, most Nigerian students are not being empowered to benefit optimally from formal education. This is because Nigerian educational process fails to empower her students in the skills and Strategies that can make them effective and efficient listeners and speakers. Most of their findings have attributed to students' poor performance in speaking and Listening Skills to non-application of modern educational media (technology) in teaching the subject.

The challenges in teaching and learning English Language Speaking and Listening Skills in our educational institutions, according to Meziobi (2011), include inadequacy of equipment and language laboratories, large class size, incompetent teachers, the use of lecture method among others. Lecture method is teacher-centred with little or no participation of learners who remains passive listeners. Considering the above problems and owing to the students and community need for spoken English Language, adequate and relevant methods are needed to effectively teach the students. As a remedy of this the study employs Multimedia and Scaffolding Strategies to teach the students.

However, despite the importance accorded the use of Multimedia and Scaffolding Strategies in teaching and learning process, majority of English Language teachers have failed to demonstrate the requisite skills of the new technology in classroom situation making students in secondary schools understanding difficult. It is in view of this that

the researcher investigates the effect of Multimedia and Scaffolding Strategies on the performance of English Language speaking skills in Secondary Schools in Kaduna State.

1.3 Objectives of the Study

The objectives of the study were to:

1. investigate the effects of multimedia Strategy on Senior Secondary School Students' performance in English Language speaking skills in Kaduna State;
2. determine the effects of scaffolding Strategy on Senior Secondary School Students' performance in English Language speaking skills in Kaduna State;
3. determine the effects of multimedia and scaffolding strategies on Senior Secondary School Students' performance in English Language speaking in Kaduna State;
4. investigate the effects of Multimedia, Scaffolding Strategies and Conventional method on Senior Secondary School Students' performance in English Language speaking skills in Kaduna State;
5. investigate the effects of multimedia Strategy on Senior Secondary School Students' performance in English Language listening skills in Kaduna State;
6. determine the effects of Scaffolding Strategy on Senior Secondary School Students' Performance in English Language listening skills in Kaduna State;
7. determine the effects of multimedia and scaffolding strategies on Senior Secondary School Students' performance in English Language listening skills in Kaduna State; and
8. Find out the effects of multimedia, scaffolding strategies and conventional method on Senior Secondary School Students' performance in English Language listening skills in Kaduna State.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What is the effect of Multimedia Strategy on Senior Secondary School Students' performance in English Language speaking skills in Kaduna State?
2. To what extent does Scaffolding Strategy affects Senior Secondary School Students' performance in English Language Speaking skills in Kaduna State?
3. What is the effect of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Speaking skills in Kaduna State?
4. To what extent do Multimedia, Scaffolding Strategies and Conventional method affects Senior Secondary School Students' performance in English Language speaking skills in Kaduna State?
5. What is the effects of Multimedia Strategy on Senior Secondary School Students' performance of students in English Language Listening Skills in Kaduna State?
6. To what extent does Scaffolding Strategy affects Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?
7. What is the effect of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?
8. To what extent do Multimedia, Scaffolding Strategies and Conventional method affects Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?

1.5 Hypotheses

The following null hypotheses were formulated for this study and were tested at 0.05 significance level:

- H0₁: There is no significant difference between pre-test and post-test of Senior Secondary School Students' performance taught English language speaking skills using Multimedia Strategy in Kaduna State.
- H0₂: There is no significant difference between pre-test and post-test of Senior Secondary School Students' performance taught English Language speaking skills using Scaffolding Strategy in Kaduna State.
- H0₃: There is no significant difference between Senior Secondary School Students' performance taught English Language speaking skills using Multimedia and those taught using Scaffolding Strategies in Kaduna State.
- H0₄: There is no significant difference between Senior Secondary School Students' performance taught English Language speaking skills using Multimedia, Scaffolding Strategies and those taught using Conventional method in Kaduna State.
- H0₅: There is no significant difference between pre-test and post-test of Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia Strategy in Kaduna State.
- H0₆: There is no significant difference between pre-test and post-test of Senior Secondary School Students' performance taught English Language Listening Skills using Scaffolding Strategy in Kaduna State.
- H0₇: There is no significant difference between Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia Strategy and those taught using Scaffolding Strategy in Kaduna State.

H0g: There is no significant difference between the Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia, Scaffolding Strategies and those taught using Conventional method in Kaduna State.

1.6 Significance of the Study

The aim of carrying out a research in the field of education is to bring positive improvement in the practice of education, through finding new knowledge, ideas and information. Therefore, the research is important to all stakeholders in education because it will be published in conference papers and journals. The result of this study will be of great benefit to students, parents, school management, teachers of English language, ministry of education, curriculum developers and planners, examination bodies, textbooks writers, and researchers.

Students can use the results of the study to adopt effective study habits to achieve better performance in test and examination. Also, parents would as a result of the findings be able to advise their wards on multimedia and scaffolding strategies in enhancing their performances. Similarly, the study would enable school management to provide adequate facilities such as teaching materials and electricity for effective teaching and learning.

Teachers of English language need the present study because an important aspect of language (Speaking and Listening Skills) are explored using different methods and theoretical framework that account for each stage of the processes involve in teaching speaking and Listening Skills using Multimedia and Scaffolding to enhance the spoken and Listening Skills of students whose comprehension capacity is low or average, particularly video, internet, projector and other related Multimedia resources in teaching and learning activities.

It will also highlight the appropriate Multimedia and Scaffolding resources of teaching Senior Secondary Schools which will bring about students interest and active participation in the subject. Also, the study would benefit examination bodies such as West African Examination Council (WEAC), Joint Admission and Matriculation Board (JAMB) and Unified Tertiary Matriculation Examination (UTME) as the study gives an insight of what is expected to plan and to review their strategies by providing facilities such as computers, laptops, projectors and electricity in the full implementation of multimedia and scaffolding strategies in Senior Secondary Schools. The study will also serve as a reference to researchers who wish to embark on further research on effect of Multimedia and Scaffolding Strategies on student academic performance in English language speaking and Listening Skills.

The National Education Research and Development Council (NERDC) will benefit from the findings of the study by improving the quality of the curriculum and providing schools with the essential materials required in the teaching of English language speaking and Listening Skills in Senior Secondary Schools. The present study will also assist curriculum developers in making decisions and policies relating to content selection of materials and areas for development, speaking and listening diagnosis and subsequent relevant curriculum choices.

Also, the study would benefit the Government of Nigeria, especially Kaduna State Ministry of Education in the sense that it will shed light on the different varieties of Multimedia, Scaffolding and their effects on the performance of the students. Similarly in the area of assessment, examining bodies have a lot of benefit to draw from the present study. Examination norm is directed towards the most effective speaking and Listening Skills strategies. Similarly, test is focused on demands that would extract student's real inner resources such as processing and articulating the speech organs using the

appropriate methods. In the same vein, textbooks writers will find the present study useful as their focus would be sharpened on producing text materials that are relevant to the students' needs and relates to the cultural, social and political experiences as their thoughts are being developed and as such it will enhance and boost the students' learning and abilities to communicate effectively.

1.7 Scope of the Study

The study assessed the effects of Multimedia and Scaffolding Strategies (such as sound, video, animation, graphics and texts) on the performance of students in English language speaking and Listening Skills in Senior Secondary Schools in Kaduna State. The study was delimited to Senior Secondary School 11 students in two educational zones (Giwa and Zaria zones) in Kaduna State. In addition, the study was limited to measuring the students' English language speaking and Listening Skills using varieties of Multimedia, Scaffolding Strategies and Conventional method in six selected schools (GSS Jema'a, GSS Kwangila, GSS Shika, in Giwa Educational zone, GSS Barewa, GSS Chindit-Barracks and GSSS Kufena and Zaria Educational Zone).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter an attempt was made to review the relevant literature on the wide range of empirical studies on the effect of Multimedia and Scaffolding Strategies as it relates to students' performance in order to draw conclusions about the extent to which these Strategies are linked with students' performance and to gain insight to what other researchers have done. This chapter therefore, reviews the literature under the following sub-topics: conceptual framework, concept of Multimedia, concept of Scaffolding, history of English language, theoretical framework, criteria for measuring students' performance in English Language, English Language Curriculum for Senior Secondary Schools, English language speaking and Listening Skills, method of teaching English Language speaking and Listening Skills, framework for the utilization of Multimedia Strategy, types of Multimedia strategy, tools used with Multimedia strategy, advantages of Multimedia Strategy and disadvantages of Multimedia strategy, Strategies for analysing the effects of Multimedia, framework for the utilization of Scaffolding Strategies, merits of Scaffolding Strategy, demerits of Scaffolding Strategy, Strategies for the utilization the effects of Scaffolding, empirical studies and summary.

2.2 Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001 in Adom, Hussein & Adyen 2018). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher. It is the researcher's explanation of how the research problem would be explored. According to Warimu (2016), conceptual framework is a scheme of concepts (or

variables) which the researcher operationalizes in order to achieve the set objectives. It shows the relationship between independent and dependent variables. Also, the conceptual framework presents an integrated way of looking at a problem under study (Adom, Hussein & Adyem 2018). In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid and provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014 in Adom, Hussein & Adyem 2018). Interestingly, it shows the series of action the researcher intends carrying out in a research study (Adom, Hussein & Adyem 2018). The conceptual framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Adom, Hussein & Adyem 2018). Similarly, he opined that conceptual frameworks can be ‘graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them.’

2.2.1 The Importance of Conceptual Framework in Research

The conceptual framework offers many benefits to a research. For instance, it assists the researcher in identifying and constructing his/her worldview on the phenomenon to be investigated (Grant & Osanloo, 2014 in Adom, Hussein & Adyem 2018). It is the simplest way through which a researcher presents his/her asserted remedies to the problems she/he has defined (Adom, Hussein & Adyem 2018). It accentuates the reasons why a research topic is worth studying, the assumptions of a researcher, the scholars she/he agrees with and disagrees with and how she/he conceptually grounds his/her approach. Adom, Hussein & Adyem (2018), posits that the conceptual framework is mostly used by researchers when existing theories are not applicable or sufficient in creating a firm structure for the study.

2.2.2 Concept of Multimedia

Multimedia is defined as the combination of various digital media such as text, images, sound and video into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience (Oshinaike & Adekinmesí, 2012). In the same line of thought, Okedeyi, Oginni, Adegorite and Saibu (2015) opined that expressed text Multimedia teaching adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are not complicated with images and animals. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual sense.

In Multimedia technology, multi is a prefix that means more than one. Media on the other hand basically means collection of materials and equipment that facilitates communication e.g. radio, television, newspaper etc. Multimedia therefore, means anything that uses more than one medium to convey information. According to Marshall (2017), Multimedia is concerned with the computer controlled integration of text, graphics, drawings, still and moving images (videos), animation, audio and any other media where every type of information can be represented, stored transmitted and processed digitally. Multimedia plays a major role in education.

It can be used to prepare teaching materials and also aid in computer based training. Multimedia is the combination of variety of communication channels for presenting text, graphics, audio and video links and tools that allow users to interact, navigate, and communicate Buraimoh (2012). Multimedia is an umbrella term used for sound, text, images, video, animation and interactive content that can be created and

accessed from portable electronic devices such as computer mp3 players and cell phones. By using Multimedia in classrooms, instructors can invoke the visual style of learning when presenting information. The pedagogical strength of Multimedia is that it uses the natural information processing abilities that we already possessed as humans. Our eye and ears in conjunction with our brain form a formidable system for information. Multimedia requires good quality computer system where sound, images, animation and video especially constitute large amount of data Buraimoh (2012).

Technology is utilized for the uplifting of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. The world is fast changing. This change has been occurring mostly in scientific thought, discoveries and in the applications of technology inventions. Technology in every aspect helps people to live better lives. We are in the jet age also called 'age of technology.' We cannot make much progress in development without the use of technology. The national policy on education has also entrenched that the philosophy of education is to be geared towards self-realization, national unity, as well as towards social, cultural, economic, political, scientific and technological progress (Egbe, 2015).

Educational programme in Nigeria cannot afford to ignore, delay, bypass or underestimate the role of Information and Communication Technology on educational development. It is defined as the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by microelectronic based on combination of computing and telecommunication. The concept of information and communication technology (ICT) could be put together to mean the new media tools applied to information service delivering which encompasses to collect, organize, retrieve, disseminate and preserve information. It is generally agreed that information is

the communication of knowledge, ideas, values and traditions. Information and communication thus, serve as the power to help individual and the societies achieve greater access to knowledge and ideas. It also allows new faster and better methods of teaching and learning. The introduction of ICT into education will also improve the standard of education and benefit to the students, teachers and the nation at large.

Information and Communication Technology (ICT) has become, within a short time, one of the basic building blocks of modern society (Daniels 2012 in Simin (2013). Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. However, there appears to be misconception that ICTs generally refers to computers and computing related activities. This is fortunately not the case, although computers and their application play a significant role in modern information management, other technology and/or systems also comprise of the phenomenon that is commonly regarded as ICTs. Vassiliou, 2011) stated that near the end of the 1980s, the term 'computers' was replaced by 'IT' (Information Technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information.

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Aristovnik, 2012). ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrows' workers, as well as strengthening teaching and helping schools change (Aristovnik, 2012). In a rapidly changing world, basic education is essential for an individual to be able to access and apply information. Such ability must include ICTs in the global village.

Conventional teaching has emphasized content which for many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. ICT increase the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning.

One of the most vital contributions of ICT in the field of education is – easy access to learning. With the help of ICT, students can now browse through, e-books, sample examination papers. Previews papers can also have an easy access to resource persons, researchers, professionals and peers-all over the world. This flexibility has heightened the availability of just in time of learning and provided learning opportunities for more learners who previously were constrained by other commitments (Young, 2002, Donald, 2014). Wider availability of best practices and best course materials in education, which can be shared by means of ICT, can foster better teaching. ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets as well as learning at any time.

ICT also allows for the creation of digital resources like digital libraries, where the students, teachers and professionals can access research materials from any place at any time Gakibayo (2013). Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. ICT presents an extremely new environment for students, thus requiring different skills to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety, based on the extensive usage of ICTs

in education, the need appeared to unravel the myth that surrounds the use of ICT as an aid to teaching and learning, and the impact it has on students' academic performance. ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raised educational quality.

Considering new information, technology has transformed education and the increasing students' enrolment. It may not be understatement to say that information technology has significant role on teaching, learning and school management. Okoro, (2013), opined that information technology is indispensable in distance education programme. In addition, Kabiru, Obasi, Urrhoghide and Archibong (2015), noted that ICT is a mechanism by which a wide variety of audience can be reached especially with information that can be meaningful contributions in educational sector. Sagarmay (2011), argues that delivery of distance education has been boosted by four generations of technology, Multimedia and flexible interactive, Multimedia computer-based and the recently added a fifth (ICT). The weakness of this technology is that most Nigerian schools in the rural areas may not have adequate facilities to use.

The internet makes it possible for a student to access and even download information that may not be available to his/her lecturer. This is a new challenge to the secondary schools teachers who must constantly strive to prove to the students that they are authorities in the field. "The risk now is that of teachers who are not anything better than the students they teach; some who are computer literate may even be better than their computer illiterate teachers." The challenge for the secondary schools teachers is no longer in covering course contents or in adopting appropriate pedagogy methods, but it is having access to Information Communication Technology (ICT) and using it to enhance teaching and learning.

2.2.3 Concept of Scaffolding

The term ‘scaffolding’ comes from the work of Wood, Bruner and Ross (1976, in Seyedeh, Arfaei and Behzad, 2014). It was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of Scaffolding, the teacher helps the student master a task or concept that the student initially was unable to grasp independently. The teacher offers assistance with only those skills that are beyond the student’s capability. Most importantly, Scaffolding help students to complete task without needing a facilitator. Conceptual Scaffolding is a means of providing guidance on what to consider. Satoso (2010), defined soft Scaffolding as “dynamic situation and specific aid provided by a teacher or peer to help with the learning process”.

Hard Scaffolding is defined as “static supports that can be anticipated and planned in advanced based on typical student difficulties with a task.” In the same line of thought Satoso (2010), opined that conceptual Scaffolding refers to one that is provided for the development of concepts and that heuristic Scaffolding indicates how Scaffolding is provided to find ways to solve a problem. In terms of agency, there are three types of scaffolding; expert, reciprocal and self-scaffolding. Expert Scaffolding is Scaffolding given by an expert. Reciprocal Scaffolding refers to an activity where students work in groups and Self-Scaffolding indicates a situation where someone is Scaffolding oneself.

Satoso (2010) proposed three types of scaffolding. First, cognitive Scaffolding is provided to construct understanding. Second, technical Scaffolding is provided to use computers/technology and finally, effective Scaffolding is provided as emotional support. Nurvi (2015), proposed four types of Scaffolding; technical scaffolding, content

scaffolding, procedural Scaffolding and metacognitive scaffolding. Technical Scaffolding is provided to follow technical instructions. Content Scaffolding is given to add elaborate or correct information. Procedural Scaffolding is established to assist in data handling and representing data. Metacognitive Scaffolding is provided when students present rationales for tasks and activities, focus on the process of learning or support reflective writing. All these kinds of Scaffolding have been provided to the students from the point of view of teaching. Thus, it could be concluded that Scaffolding has always provided help for the students to facilitate learning as something specific or to achieve a certain learning object.

2.3 Theoretical Framework

The theoretical framework that guided the study was based on the theory of educational constructivism rooted in the work of Piaget 1980 and Vygotsky 1962, cognitive psychology rooted in the work of Pavlov and Krashen's affective hypothesis rooted in the work of Krashen. The two most popular are:

1. Constructivism attributed to Jean Piaget, and
2. Social constructivism associated with lev Vygotsky.

a. Constructivism

According to Mvududu and Thiel-Burgess (2012), Piaget and Inhelder (2012), the fundamental basis of learning is discovery. Constructivism placed emphasis on the learners' active engagement during studying. It is often discussed from two perspective; cognitivism and social constructivism. Knowledge refers to reconstructing and reorganizing experience. Knowledge can simply be transmitted to the students' experience and discovery acquired through students experience and discovery. Social

constructivism holds that learning is the process of interacting and collaborating either among the students or between the students and the teachers. The function of the educational system is to create an environment in which students can reconstruct their existing input with the new knowledge. Constructivism emphasizes the active role of students in building understanding by making sense of the information. The constructivism is learner centred where students are actively involved in knowledge construction rather than mere passive listeners.

Learning can occur in slow and subtle ways and the learner is quite unaware that a process of acquisition is in progress Karima (2017). The learning process involves: (1) paying attention to what is being learned and (2) understanding the relationship of the information being presented and what is already known. Constructivism encourages students to learn through personal experience rather than being fed by teachers. Knowledge building is inherently a social dialogistic process. Knowledge is not obtained only by teaching but by other's help and suitable learning material from constructivism way in ascertain social cultural backgrounds and teachers should put new and effective modes, ways and designing thoughts into Multimedia and Scaffolding teaching practice.

b. Cognitive Psychology

Cognitive learning theory is rooted in the work of Ivan Pavlov 1849-1936, who was able to train dogs to salivate at the sound of a bell. Cognitive theory explains how Learners' psychological characteristics and cognitive laws would be studied during the acquisition, storage and use of knowledge and that learners are not to acquire knowledge in a passive way but initiative procedure of information acquisition depending on their attitudes, demands, interest, habits, and their own backgrounds. From this statement, it can be concluded that an individual is regarded as being an active constructive being

rather than one who is a passive recipient of information that is why Multimedia and Scaffolding language teaching on speaking and Listening Skills will be effective through the use of visual materials to teach in the classroom.

The cognitive learning in Multimedia and Scaffolding environment, the external representations may include spoken and listening words, which enter through the ears, and animations, which enter through the eyes. The learner must select relevant aspects of the sounds and images for further processing (Abbas, 2012). In addition, the learner may convert some of the spoken and listening words into verbal channel whereas some of the animation can be converted into visual representations for further processing in the visual representations for processing in the visual channel.

In a book based environment, the external representations may include printed words and illustrations, both of which initially enter through the eye. The learner must select relevant aspects of the incoming images for further processing. In addition, the learner may convert some of the verbal representations to be processed in the verbal channel. These processes are called 'selecting' (Abbas, 2012). The second set of processes is to build a coherent mental representation of the verbal material (that is, form a verbal model) and a coherent mental representation of the visual material (i.e. form a pictorial model). These processes are called 'organizing.' A third process is to build connections between the verbal and pictorial models and with prior knowledge. These processes are called 'integrating.'

The process of selecting, organizing and integrating generally do not occur in a rigid linear order, but rather in an interactive fashion (Abbas, 2012). Once a learning outcome has been constructed, it is stored in long-term memory for future use. According to the cognitive theory of Multimedia learning, meaningful learning depends on all three

of these processes occurring for the visual and verbal representations. Instructional methods such as Multimedia and Scaffolding that enable and promote these processes are more likely to lead to meaningful learning than instructional methods that do not.

According to this theory, learners can engage in active learning (such as the processes of selecting, organizing, and integrating) even when the presentation media do not allow hands-on activity (such as printed text and illustrations, or animation and narration). The challenge of Multimedia and Scaffolding instructional design is to prime and guide active cognitive processing in learners to construct meaningful internal representations (Abbas, 2012).

The above theory is related to the study because a teacher's responsibility is not to fill in the student's brain with large amount of knowledge but to arouse student's interests and desires to learner's participation by using the Multimedia and Scaffolding integration of text, sound, animation, graphics, and images to present the learning content always. According to cognitive psychology, learners can receive information through five senses. This plays an effective role in getting information through experiments; 83 % information is obtained auditory. Other information is through auditory organ (35%) tactile organ (1.5%) and taste organ (1%) (Abbas 2012).

Multimedia and Scaffolding Strategies applied in the language class can offer multiple ways to convey the information, including the visual and auditory access. Psychologists grouped the sensory registers into three parts: the auditory sensory register, the visual sensory register and tactual sensory register. They are very essential because they give the learners some outer stimuli to acquire the knowledge. In the traditional classroom, students are always exposed to sensory registers. However, auditory sensory register might have some negative effect on students resulting from the poor or inaccurate

pronunciation of the language by the teachers. Multimedia through the modern projector, can offer the authentic English material conveniently and accurately in both visual and audio ways.

c. Krashen's Affective Hypothesis

This hypothesis is rooted in the work of Krashen as one of the affective factors that affect the language acquisition, these affective factors need not to be related to linguistic rather they can be social or psychological. According to a number of emotional variables, including anxiety, self-doubt, motivation self-confidence, play an important role in the second language acquisition. Learner's affective factors are just like the adjustable filter, which freely passes or blocks the acquisition of new material. Learners can acquire the knowledge of high motivation, low motivation, self-confidence and high anxiety can be combined to acquire the information. Understanding a message is not enough to assure language acquisition; one must be open to the message so that it reaches the Language Acquisition Device (LAD) (intake). Not all the input reaches the LAD; somewhere along the way it is filtered, and only part of it is acquired.

This filtering process takes place in the affective filter, to act like a gate controlling the amount of input. The affective filter "opens" or "closes" according to our mood. That is, if we are relaxed and in a pleasant learning environment, more input will reach the LAD, while if we feel tense or are in a negative environment, our efforts to provide input will be fruitless. That is why, it is important to provide appropriate acquisition environment in the classroom. Eliminating anxiety and encouraging students so that they can really acquire the language. One way of doing this is to allow the silent period to take place. Another way is by using suggestopedia techniques in the classroom,

for example, using the imagination to day dreams situations that will lead into discussion using the target language. Of course, proper motivation is the best way to open the filter.

According to Abukhattala (2013), students have two different ways of developing skills in a second language: language and acquisition learning is a conscious process that focuses the students' attention on the form of the language (structure). Acquisition, unlike learning, is processes similar to that by which we acquire our mother tongue, and which represents the subconscious activity by which we internalize the new language, putting emphasis on the message (meaning) rather than on the form. Acquisition is, thus, the untutored or naturalistic way.

In most classrooms learning is emphasized more than acquisition. In traditional classrooms one of the first thing teachers say "pay attention," and they have students analysed, and take notes on the new structure item in the lesson. Later students are giving practice in providing correct answers either structurally or functionally, but always remaining conscious of what they want to say. Nativist, such as Krashen assume that natural internal mechanism operate upon comprehensible input to lead to language competence. According to Krashen's input hypothesis, language acquisition takes place during human interaction in the target language environment. The learner is then exposed to rich comprehensible input in the target language.

This theory is related to the present study in the sense that Multimedia and Scaffolding applied in teaching can create a relaxing and non-threatening learning environment in which learner's motivation and self-esteem can be promoted and learner's anxiety can be reduced. The theories are also in line with the present study as they placed emphasis on the students to construct knowledge on their own through the process of Multimedia and Scaffolding activities. The process of cognition goes through

perceptual state and perceptual mind. Teaching makes students adopt to perceptual thinking to rational thinking; hence, it is the major objective in teaching to enhance the students' abstract thinking, the Multimedia technology makes content easier, and with its unique advantages.

2.4 English Language Curriculum for Senior Secondary Schools

Education is an indispensable tool and a process of systematic training and instruction designed to transmit knowledge and acquisition of skills, potentials and abilities, which will enable an individual to contribute effectively to the growth and development of his/her society. This involves the all-round development of an individual, including social, moral and intellectual development Mohammed (2015). Nigeria has come to appreciate the key position of education as an instrument per excellent for achieving individual and social development. This is demonstrated in the formulation of the National Policy on Education (FRN, 2004), cited in Yusuf and Miozi (2015).

Senior Secondary School is the education given in institutions for learners aged twelve (12), to seventeen (17), which other education systems are built upon (FRN, 2012). The overall aims of English Language curriculum are: to provide learner of English with opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology (IT), demands which include the interpretation, use and production of texts for pleasure, study and work in the English medium.

The Senior Secondary English curriculum is premised on the tenet that a person's development is a rising continuum and that a lifelong approach should be adopted for English Language curriculum planning and development, rather than a selective approach, exemplified by separate and isolated syllabus. The Senior Secondary Curriculum is designed for the full range of diversity of students. The English Language curriculum caters for all levels of school education from primary 1 to secondary 6. While the six-year primary focuses on laying the foundation of English Language development, the secondary curriculum at both junior and senior levels focuses on the application of English for various everyday learning and developmental purposes. Specifically, the Senior Secondary English curriculum comprises of a broad learning target, objectives and outcomes that help learners to consolidate what they have learned through basic education as well as to broaden and deepen their learning experiences to help them to develop the necessary language knowledge and skills for their future needs, whether they choose to pursue vocation, or to work after they complete secondary education.

To enable learners to meet the challenges of the Senior Secondary language curriculum effectively, a 'solid' ground work must be laid at the Junior Secondary level. Schools are encouraged to continue with the following practices to build a strong interface between the junior and senior secondary curricular; and make use of the learning targets objectives and the broad learning outcomes provided in the curriculum. The rationale for studying English Language as a core subject at Senior Secondary level is as follows:

- I. English is the language of global communication. It is not only a powerful learning tool, a medium by which people gain access to knowledge from around the world but also a medium through which they develop positive values and attitudes, establish

and maintain meaningful relationships with people, increase their cultural understanding and expand their knowledge and world-views.

2. English plays a crucial role in empowering learners with the capabilities necessary for life-long learning, problem-solving, creativity, and innovation for adapting to the rapid changes and demands of society.
3. English opens up the world of leisure and entertainment for learners. Hence, the mastery of English Language for Nigerian students is vital as it opens up new possibilities for intellectual and social development, educational attainment, personal fulfilment and career advancement.
4. The Senior Secondary academic structure is supported by a flexible, coherent and diversified Senior Secondary curriculum aimed at catering for students' varied interests, needs and abilities.

2.4.1 History of English Language as a subject in SS in Nigeria

English Language is the language Nigerians inherited from the British. English Language was introduced in 1842 by the first batch of Missionaries who arrived in Badagry for education and evangelization (Ekpe B. B, 2010). In order to bridge the ethno-linguistic barrier the colonialist implanted the English Language in Nigeria. The interaction of the British settlers and the Nigerian natives resulted in the birth of pidgin, a broken sort of English that helped communication between the two people, however, with the complete appropriation of the land as a colonial territory, Britain introduced the English Language as the language of administration. During these times also the missionaries, who needed to communicate with converts and potential converts, introduced learning of English Language for bible reading, thus forming the rudiments

of the educational system. There is no doubt that Nigeria is an embodiment of variety and various languages. As a State inhabited by “numerous speech,” we cannot but agree that Nigeria is today a heterogeneous society (Kolo & Jiya, 2012).

As identified earlier, a society with one common language (homogeneous society) may not be as problematic and chaotic as that with numerous languages (heterogeneous society). Nigeria is so blessed with multilingual society that a lot of socio-political and other complexities get readily advanced at the slightest opportunity (Kolo & Jiya, 2012). Furthermore, the need to seek an alternative to the numerous and varied languages that dominate the State, Nigeria. This situation readily found favour in the use of a neutral language that English Language braced up to play. Thus, English Language occupies the number one position and has become the chief medium for Nigeria’s life. Indeed, Nigerians today cannot afford not to have at least; a little knowledge of the use of English Language. The language became attached as the official language of communication. Besides, when the educational system in the country took off; English was; and still is the official means of communication.

Other forces that aided the spread of English Language of the communication systems in the country are radio, television, telecoms, and print media among others. Hence, the language has been adopted as country’s *Lingua Franca*, with parliamentary debates being conducted in English. And up till now, it remains the language of government. Similarly, English Language is used in Nigeria as an international language and it is used to convey information about life or the world in general (Kolo & Jiya, 2012).

The term second language is used to refer to a language that is learned and extensively in addition to the first language. It is used to describe the language a bilingual

or multilingual person requires and uses, extensively after the first language. A bilingual person is somebody who speaks languages. Today, many parts of the world English Language is used as a second language. This is exactly the situation in Nigeria where English is used as a second language. It develops its peculiar characteristics different from those of English as a first language, such characteristics manifest in the areas of pronunciation, lexis, and semantics and to some extent, grammar (syntax) Ehineni (2015).

In Nigeria, English is used as an official language. It is the most widely taught foreign language in over 100 countries such as China, Russia including Nigeria. The national policy on education states that English and two Nigerian languages are to be learnt by the JSS students. It is suggested that in any two Nigerian languages, students should study the language of their own area in addition to any of the three major Nigerian languages. This will be subjected to the availability of teachers. Hausa, Igbo and Yoruba are recognized as the major Nigerian languages. For the Senior Secondary Schools, the policy states that English and one Nigerian language should be studied. Language generally is sensitive to its environment. So with the English Language leaving its native home, this is to take on some other characteristics peculiar to its new environment.

These characteristics reflect mostly in vocabulary and pronunciation. In terms of vocabulary, words are borrowed from indigenous language e.g. the word 'Oba' (king), is borrowed from the Yoruba language. Another example is the word 'corn' in American English to mean 'maize' (corn in British English refers to wheat, barley, oats etc.). Thus maize entered British English to refer to what Americans call corn. In addition, new words and expressions are coined to express new realities. Examples are 'chewing stick,' 'bush-meat,' 'long-leg,' etc. in Nigerian English. In terms of pronunciation, some characters are also observed. In Nigerian English, the mother tongue is notable in the

aspect of pronunciation, particularly in the treatment of those vowels which are absent in indigenous Nigerian languages. In such a situation there is the phenomenon of sound substitution, for example, many Yoruba speakers of English will realize 'come' /k^m/ as /km/. Also, variations are notable in prosodic units e.g. stress, rhythm and intonation Ehineni (2015).

2.4.2 English Language Speaking Skills

English Language is the greatest legacy bequeath to the people at the end of the British colonialism (Olagoke, 2011). It is a core subject in the school curriculum at the Secondary School level of education in Nigeria (FGN, 2012). According to Totti (2010), speaking is an interactive process of constructing meanings that involves productive and receiving information. Speaking is a productive skill in the oral mode, it is more complicated than it seems at first and involves more just pronouncing words. In the same line of thought, Muhammad (2010), opined that speaking perhaps is the most important of the four language skills: Listening, Reading, Speaking and Writing. Language is primarily speech, and speech involves oral expression of relevant impression that flow through the human mind. Since there is an influx of thoughts, emotions and feelings through the mind, speaking is a linguistic activity which like language itself, consists of several elements viz; pronunciation, intonation, stress and rhythm.

There are numerous daily situations where people need speaking, such as talking to someone, face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with friends, to name a few. People spend great deal of their time interacting with more people and each of these situations requires a different register according to the formality of the moment. We speak for many reasons to be sociable; because we want something, because we want other people to do

something for someone else to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present or future, the possibility of something happening and so on Alonso (2013). When speaking we construct words and phrases with individual sounds, and we also use pitch change, intonation and stress to convey different meanings Alonso (2013).

This skill is the most complicated due to the fact that speakers try to express but also take into account other possibilities explained in the following quotation. Speakers have a great range of expressive possibilities at their command. They can vary their intonation and stress which help them to show which part of what they are saying. Also, they can indicate interest or lack of it for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand. And in face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message Alonso (2013).

Spoken English cannot usually be planned or organized unless in preparing a speech or a presentation, there is not much time for reflection, so it is frequently full of repetitions, pauses, incomplete sentences hesitations or fillers. It needs the response of another speaker or listener. It usually comes into the form of turns and when speakers are talking, they must also pay attention to gestures, intonation, stress and even pauses that other speakers are doing because they are clues to understand the meaning of what they are trying to say. Speaking involves using language in talking. Students who listen acquire the right Speaking Skills. Without adequate knowledge of Speaking Skills, learners may have difficulties in pronunciation, speaking and intonation Buraimoh

(2012), recommends six categories of oral production that students are expected to carry out that is, imitate, intensive responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). Besides knowing the characteristics of teaching oral skill, it also involves three areas of knowledge which are as follows: (1) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation (2) Functions (transaction and interaction): knowing when precise understanding is not required and (3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers' relatives' roles of participants): understanding how to take into account who is speaking to whom, in what circumstances about what and for what reason.

The above explanation suggested that accuracy and fluency are both important goals to pursue in performing spoken language. Accuracy includes clarity, articulation, correct grammar and speech sound, whereas the scope of fluency includes the flowing of the language and how to produce natural language. Adejimiola and Ojuolape (2013) analysed the difficulties that make speaking of the students sound unintelligible. These problems are identified in intonation and stress such as;

Noun	Verb
'Conduct	Con'duct
'Contact	Con'tact
'Present	Pre'sent
'Import	Im'port

Minimal Pairs

A good teacher of English Language must pay attention to the supra-segmental features such as stress, rhythm and intonation as well as segmental features. A minimal pair is also a useful concept in teaching communicative skills very well. Minimal pairs can be presented in word or sentence contexts as follows:

Tan van

Ten then

Bath birth.

On the intonation problems of the learners of English Language, moods and emphasis are used as marks of intonation and stress such as; ‘

/ I saw him _____ emphasis on the subject

I/saw him _____ emphasis on the verb

I saw /him _____ emphasis on the object.

The researcher agrees with the past study as Nigerian students have difficulties in pronunciation. The study will enable the students to distinguish different sounds especially those that are closely related. Similarly, the stress pattern and intonation will help students in appropriate stress placement.

2.4.2.1 Activities to Develop Speaking Skills

Activities to develop Speaking Skills include discussions, speeches, role-play among others. Discussions are probably the most commonly activity in the oral skills class. A selected topic is given to students through a reading, a listening passage or a

video tape and are then in pairs or groups, they discuss the chosen topic in order to come up with a solution. Students will be more involve with and motivated to participate in discussions if they choose the topics in relation to their likes and dislikes. Another common activity in the oral skill class is prepared speech.

Topics of speeches will be different depending on the level of the students and the focus of the class. For example, asking students to “tell us about the unforgettable experience you had,” allows them to talk about something meaningful while at the same time encourages narration and description. Discussion activity gives learners the opportunity to speak more freely and express themselves. For instance, ranking activities – they consist of creating a list of items about any topic; planning – they consist of planning activities for special events or for place that is enjoyable activity for students such as, planning a programme for an event; discussing and solving problems – the learners can talk about a problem; debates – learners can be given a statement and they have to decide whether they agree or disagree and why.

A third major speaking act type is the role play which is particularly suitable for practicing the socio-cultural variations of speech acts, such as complementing complaining, depending on the level of the students. Role-plays can be performed from scripts, created from a set of prompts and expressions or written, using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the roles play themselves. Communicative language teaching and collaborative leaning is based on real- life situations that require communication. This is one of the best ways to acquire Speaking Skills through interaction.

Each learner acquires a personality or interprets character and receives a card with some information about their roles and the solution. In these activities, the teacher gives

the information to the learners (cards) such as who they are and what they think or feel. With other learners in a group, they then have to act out a solution as if they then have to act out as if they were people on their own. Games: Games are often useful to liven up a lesson.

Kellem (2009) proposed seven principles to consider when doing fluency building activities, these are; incorporate repetition, increase speaking, prepare before speaking, use familiar and motivating topics, ensuring appropriate level, impose time limits, and teach formulaic sequences. According to Kim and Craig (2012), Video Conferencing offers new opportunity for language testers to assess speaking ability. According to Totti (2010), the ability to speak a foreign language is without a doubt the most highly prized language skill, and rightly so, yet testing the ability to speak a foreign language is perhaps the least developed and the least practiced in the field of language. Communicative competence is the ability to produce utterances which may not be so much grammatical but more importantly, are based on the rules of language use appropriate to the context in which they are made.

Expression is the grandest goal that educated people should possess because it is the fruit and the final outcome of teaching all languages; therefore there is a need to build a generation capable of expressing what is going on in its thoughts and consciousness easily and conveniently. Soman (2013), opines that expression is the pillar of individuals' person ability in achieving subjectivity and interaction with others. The inability to express ideas has a great failure and loss of self-esteem of social and intellectual development. According Fulcher (2003), cited in Totti (2010), speaking is the verbal use of language to communicate with others. Alam (2013), stated that Speaking and Listening Skills can be exploited through the provision of vivid visual and concrete experiences and this can provide an additional gate way through the emerging literacy

skills. Teaching practice starts with practicing and drilling set phrases and repeating models.

2.4.2.2 Listening Skills

Listening is one of the most important skills for students to learn in order to communicate effectively and in a mutually satisfying manner. According to Wang (2003), in Buraimoh (2012), the most important component in the five aspects of the overall English suggests that educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening teaching outcome and make students to recognize that listening comprehension is the crucial aspect of English listening. According to Depomu (2011), listening is one of the fundamental language skills. It is a medium through which children and adults gain a large portion of education, information, understanding the world and human affairs, ideas, sense of values, and appreciation.

Listening to and understanding speech involves a number of basic processes which depends upon linguistic competence, previous knowledge not necessarily of purely linguistic nature, and psychological variables that affect the mobilization of language in the particular task situation. The listener must have a continuous set to listen, to understand, and to hear the utterance in order to process and remember the information transmitted. Linguistic competence enable the learner presumably, to recognize the formatives of the heard utterance, that is, to dissect out the wave form of the morphemes, words and other meaning-bearing elements of the utterance. Long before man developed a system of writing to communicate ideas; man depended upon listening and speaking to communicate ideas. If communication is the goal of teaching any language, thje place of listening and speaking cannot be over emphasized. Apart from the fact that listening is

the first language skill, it also provides the foundation for all aspects of language and cognitive development, and it plays a lifelong role in the process of communication

There are two basic levels of listening; the level of recognition and the level of selection Buraimoh (2012). The level of recognition implies separating elements and patterns such as phonemes, intonation, words and phrases. The level of selection means separation of the message units for retention and comprehension without conscious attention to individual component. The development of selection level plays an important role because it is responsible for understanding specific information and the ability to answer related questions.

Long (2012), in Yaqub (2014), argues that teaching oral skills is teaching only half of the process of communication and adds that the students gain a sense of confidence with the language when their listening attitudes are well developed. This statement indicates that listening should not be thought of as an 'activity' but taught directly as a skill in its own right. He further identified some trends that have brought more attention to the development of Listening Skills in recent years: (1) Comprehension/based approaches, which advocates a pre-speaking or 'silent period' and which maintain that listening is the foundational skill for all language development; (2) Emphasis on the receptive skill in general which has been grooving in the early 1980s; (3) The prevalence of functional national approaches and concepts, with their emphasis on fostering an interest in the use of authentic material for listening and emphasizing communicative skill development.

Authentic listening materials, as well as writing activities (in a communicative curriculum) that involves analysis and interaction with texts, gives adult learners more of an opportunity to engage in challenging tasks appropriate to their level of cognitive

maturity. Adults spend 45 % of their time listening and 11 % to 6 % of their time reading. Listening takes place most often in either face to face conversational encounters, or in the presence of the speaker (as when listening to a lecture, public debate, or theatrical performance). According to Iliyas (2014), listening refers to a form of simultaneous actions in the mind. That is, physically, listening and processing information listened to for appropriate meaning. It also describes the ability to interpret such simultaneous actions on the speaker's mind. Listening is a compulsory day to day activity which is demonstrated in listening to a friend, listening to direction when you are in a new place, and listen to lectures. Iliyas (2014), viewed listening as a major learning skill which is central to successful studentship.

2.5 Methods of Teaching English Language Skills

Successful teachers tend to be those who are able to use a range of teaching Strategies rather than single and rigid approach. Hence, effective teachers must adjust their teaching to fit the need of different students and demands of different infrastructural goals, topics and methods (Midat, 2011). A teacher's role is that of someone who is motivated, proactive, collaborative, credible and technically capable to moderate the discussions in the classroom. As the course progresses, the role of the teacher must also change in order to establish group interactivity. Christopher (2015), presented the changing phases of engagement between the teacher and learners. As the quality of interactivity progresses in the course, the teacher provides less control over the students.

There are several learning approaches that are not only communicative but also diverse activity-based one of such is reflective thinking where the teacher considers teaching procedures and outcomes after teaching is completed. It is a way of getting the teacher to think about what has been done rightly or wrongly during the just concluded

teaching (Olaofe, 2008). The teacher of English Language, according to Midat (2011), “needs to have knowledge of variety approaches to second or foreign language teaching. English Language teachers should be familiar with established methods and acquainted with new ones, able to decide what to reject in the traditional and innovative teaching styles, determine what is suitable or possible given the culture and socio-economic setting in which the English Language is being taught; equipped to select from the vast number of available choices the method that is most appropriate for the students and teaching environment.

Midat (2011) argues that teaching method alone does not guarantee teachers effectiveness. Classroom competence and confidence come from planned and purposeful work: link with knowledge and without any kind of methods is dysfunctional. Though many teachers feel that, the teaching of English Language does not require any special method; methods are the viable means in the teaching and learning of sociolinguistic implications on the teaching and learning of English as second language. These methods are:

- a. The grammar translated method, is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Hong, Wendy and Heather, 2014). This method gives room for social, cultural and environmental consideration of the learners; the teacher does a lot of talking and denies the students the opportunity to explore the language based on the experiences provided by the environment. According to the grammar translated reading and writing are the main focus; listening and speaking are not emphasized. This method also emphasizes rule memorization of vocabulary

- item with their language, equivalents, reading aloud in the foreign language, explanations of rule and so forth (Midat, 2011).
- b. Direct method proposes that a foreign language should be learned the way children learn their first language or the children are being transferred to another country to acquire a second language naturally and without great difficulties (Hong, Wendy & Heather, 2014) begins with the learning of the foreign words and phrases of object and action in the classroom. Grammar is learned through practice and induction. These rules are explained in the target language (Midat, 2011). In this method a lot of time is consumed as the learner may not understand the concept as soon as possible, because the concept and method are quite foreign.
 - c. The third method examined, is audio lingual method, which emphasizes aural skills. Listening and Speaking Skills are the primary concerns of the method; he bears no consideration to the context but with the implacability of pronunciation and grammar consequently, it involves a lot of drills, pattern practice and use of language laboratory to enable the learner learn the correct form of the language. This method does not emphasise the ability to engage in communication on various occasion.
 - d. It can be deduced from the examination of these methods that every method has its place of emphasis and limitations. Thus teachers should not stick to one method on the time, which might be quite boring and ineffective.
 - e. A trained language teacher must add theoretical reason for the selection of methods to suit his unit of instruction. It is essential to device a means of applying series of methods in the course of handling a particular topic in English Language. The fact is that, without concrete method, a lesson cannot achieve its specific objective.

Consequently, a teacher should arrange the methods to teach depending on the age of the learner which enhances students' performances.

2.5.1 Macro Strategies

As an alternative to method, Kumaravadivelu (1994), cited in Attapol (2010), proposes a strategic framework for second language teaching which depicts many important findings of second language acquisition research, such as output hypothesis, input hypothesis, autonomy, and Strategy training. He posits 10 macro Strategies for language teaching:

1. **Increasing Learning Opportunities:** Teachers should create learning opportunities and make necessary changes.
2. **Reducing Perceptual Mismatches:** Teachers should minimize mismatches such as cognitive, linguistic, cultural, and instructional aspects between teachers' intentions and learners' interpretations.
3. **Helping Negotiated Interaction:** Teachers should encourage students to participate in meaningful interaction.
4. **Encouraging Learner Autonomy:** Teachers should help learners to learn how to learn and promote self-directing.
5. **Increasing Language Awareness:** Teachers should design activities that foster language awareness.
6. **Activating Self Discovery:** Teachers should provide rich textual data so that learners can infer underlying rules
7. **Contextualizing Linguistic Input:** Teachers should present linguistic input within thematic contexts reflects the natural use of language.

8. Integrating Language Skills: Language skills such as listening, speaking, reading and writing should be integrated.
9. Ensuring Social Relevance: Teachers should be sensitive to the societal, political, economic, and educational environment in L2.
10. Raising Cultural Consciousness: Learners should be encouraged to engage in a process of classroom participation that acknowledges their power and knowledge.

2.5.2 Gossiping as a Teaching Activity

Minor and Parisa (2010), used gossiping as a way of making shy students talk in English in the classroom. He wished to give extended oral practice to students who remain rather inhibited, in spite of having a working knowledge of grammar. In other words, it is an attempt to encourage less fluent students to talk with inspiration. There are three types of involvement in conversation: (1) self-involvement of the speaker, (2) interpersonal involvement, and (3) being involved in what is being talked about. He believed that gossip is the most frequent type of communication and found that few people resist doing it. The purpose of gossiping in education is to help learners become fluent in speaking.

He used the teacher as the model for being the object of gossip or a character from a story. For the first model, the students were given a note to trigger their talk or gossip in English. For the next exercise the students get the opportunity to invent their own gossip and go through three sat character of the story and the third stage is to prepare for giving oral presentations to practice. The first one is a brief discussion about the plot. The second stage is to express their contempt for the main character of the story and the third stage is to prepare for given an oral presentation.

2.5.3 Game Play either Through Call or Face to Face Teaching Practice

Minor and Parisa (2010), underlines the fact that the purpose of communicative language teaching is to prepare students for the real world activity, saying that the learners should be able to express language functions (such as requesting, congratulating, apologizing, complaining, consoling, and promising) appropriately. He offers the game of Sudoku, a kind of number puzzle, as an ideal authentic context for practicing language functions.

2.5.4 Using E-pet as Scoring E-portfolio

Alemi (2010), used E-portfolios instead of paper-based portfolios. The E-portfolio has several advantages: they are easy to search, enable the use of Multimedia projects, and allow efficient feedback on students' work. It includes the following features:

- i. An attractive, user-friendly webpage.
- ii. A learner contract between the student and teacher that outlines a practical and concrete study plan for the completion of certain goals and activities within a set time. Involving students in decisions about assignments makes their learning more relevant.
- iii. A personal profile page resembling social networking sites, such as My Space and Facebook that students customize with pictures and other information.
- iv. A mechanism to give students external rewards (in addition to grades) for learning new vocabulary items, grammar points, and learning strategies.
- v. A link that lists the best student portfolios. This will motivate the model students by publicly acknowledging their achievements, and their classmates will view the model portfolios and learn from that work (p. 23).

Teachers can use E-pet as the scoring system for children. The students are given animated eggs and can name these. These eggs will grow into pets. With the submission of quality work these pets grow and gain power so that finally they can fly.

2.5.5 Workplace Integration

Alemi (2010), emphasized the importance of a workplace needs analysis to be incorporated into the preparation of a syllabus. Alemi (2010), focused on the hospitality industry. Through three steps, he prepares the material. The first step is the survey of employers and employees through interviews. The second step is to evaluate the ESP textbooks. In doing this, several questions should be answered, including the following: (1) does the textbook cover the language functions the learners are likely to use in their future? (2) Does the textbook cover the topics/situations learners are likely to encounter in their future professional environment? (3) Does the textbook emphasize the linguistic skills needed? (4) Does the textbook content adequately reflect local and target language cultures? And (5) Does the textbook take into account local teaching/learning style?

These questions highlight the importance of considering the language functions, topics, linguistic skills, and cultural features for the language course. These considerations are localized and should be considered dialogically. Perhaps, in the future, more textbooks will integrate local situations (like workplace) in a multi-voiced framework. By multi-voiced, it mean all aspects of language and culture should be localized. According to Buraimoh (2012), “the proof of teaching is in the learning, and all successful teaching depends upon learning.” Buraimoh (2012), also states that there is no proof in providing interesting, well prepared language lessons if students do not learn from them.

The goal of language teaching is to develop learners' communicative competence, Richmond (2011). As advised in Hong, Wendy, and Heather (2014), "when selecting learning activities, we must always remember that our students should be able to interact freely with others; to understand what others wish to communicate in the broadest sense, and to be able to convey to others what they themselves wish to share." Following this point, Richmond (2011), believes that the ultimate goal of language instruction is to equip learners with the ability to use the language for their communication.

This reasonably explains why the four macro language skills (listening, speaking, reading, writing) fall into the two categories: vocal and written communication. Listening and Speaking are the most important forms of vocal communication, whereas reading and writing are the most important forms of written communication. Foreign language learning, therefore must be taught naturally and language should be taught without translating and without the use of the learners' native language. Instead it should be taught through demonstration and action. Grammar should be taught inductively and speaking and listening should be developed through intensive classes in Attapol (2010).

Teachers should help students build up enough classroom language so that they can understand the teachers' instructions, choose group techniques appropriate for students, plan group work, monitor tasks, and help debrief students to start the activity. Students' independence is considered important in student – centred learning approaches. Students are expected to interact with each other, rather than with teachers Attapol (2010). To this capacity, students need to have confidence, high motivation and positive attitudes towards their studies (Liu & Zhang, 2007), in Richmond (2011). Therefore learners' autonomy and motivation are important factors for successful teaching and learning.

2.5.6 The Use of Teaching Materials

Teaching materials play an important role in promoting communicative language use. There are different kinds of teaching materials; text-books, maps, games, role-plays, simulations, and task-based communicative language teaching. Different kinds of authentic objects can be used in a communication language teaching class to support communicative activities from language-based reality such as signs, magazines, and newspapers to graphic and visual such as maps, pictures, symbols, graphs and charts. Richard, Mathew and Alidmat (2013) agree that teachers' use of audio-visual aid helps students to understand lessons more interesting and helps them remember the lessons longer.

A study conducted by Wairimu (2016), found out that textbooks, workbooks, dictionaries, chalkboards, and posters are dominant in English classrooms. Whereas, modern media such as audio and video programme, texts, language laboratories, flashcards, computers, magazines and newspapers are rarely used.

2.6 Students' Performance in English Language

Academic performance, according to Valli, Santhi, Angela and Noor, (2014), is frequently defined in terms of examination performance. It can be seen as how one performs in school or the level of attainment in an examination. Hence, the success in school is determined, measured by academic performance or how well a student meets the standard set out by the local government and the institution itself. In line with this definition, the Longman Dictionary of Contemporary English defined academic as being good at studying and getting good result at school or university; and achievement is defined as something important that one succeed in doing by one's efforts. Yusuf and

Miozi (2015) defined students' performance as the ability to do something. While, academic performance refers to the quality and quantity of knowledge.

From these definitions, academic performance is considered as the outcome of learning that has taken place. Measuring of academic performance is a challenging since students' performance is a product of socioeconomic and environmental factors. It is commonly measured by examinations, practical's or continuous assessment, to include all activities that teachers and students undertake to get information that can be used to diagnose teaching and learning; it compasses observation, classroom discussion and analysis of students class work, homework and tests. Teachers can also judge the growth and development of students' behaviour and the effectiveness of teaching and learning facilities available. According to Yusuf and Miozi (2015), many studies such as the effects of discussion method on the performance of students in reading comprehension in secondary schools in Plateau State have been conducted on students' academic performance with different factors identified to influence academic performance in schools, yet controversy exists among scholars as to what contributes singly or jointly to students' poor academic performance.

The researcher accepts this assertion as different factors affect students' academic performance especially in rural settings in Nigeria. Similarly, students' motivation, parents educational background, age of students, family income, school location, distance from home to school, provision of basic school needs, condition of school environment, teacher qualification and teacher-students ratio are significant factors that influence students' academic performance in different environment. Poor academic performance in Nigeria schools has been of concern through frequent public discussion on educational standard. Yusuf and Miozi (2015), pointed out that student

learning outcome and educational performance are influenced by the nature and standard of school attended by an individual.

2.7 Framework for the Utilization of Multimedia Strategy

The term Multimedia constitutes of two words, 'multi' and 'medium'. Multi refers to many that is, at least two. Media is the plural of medium. Medium refers to storage, transmission, communication, representation, presentation, input, interaction and perception, meaning that it can refer to different level of abstraction. It also refers to a basic information type like text, graphics, images, audio, animation, video, etc. Therefore, Multimedia is an interaction of many types of media (that is, text, graphics, images, audio, animation, video among others) on a single medium in the same information unit.

Multimedia is any combination of text, sound, animation, and video delivered by computer or digitally manipulated means. It is a woven combination of digitally text, photographs, graphic art, sound, animation, and video elements" Buraimoh (2012). The simultaneous use of two or more different forms of media (text, graphics, animation, sound and video) for effective information communication is referred to as Multimedia. Deliyannis and Karydis (2011) observed that interactive Multimedia board can be relevant in teaching various school including speaking skills. The values of interactive Multimedia board have been emphasized as a means of involving several senses of a learner and a combating "verbalism" in the classroom.

Furthermore, the variety of media such as text, graphics, and audio for delivering content has attracted many teachers and students to use the internet for distant learning Bothaina, Anne and Mark (2010). These Multimedia components get and hold learners'

interest which many researchers believed is important when teaching the video generation (Ya-Ting (2012). The use of technology is not meant to replace human resources, rather it is intended to complement and enhance regular classroom work and the teachers' effectiveness will be enhanced through the use of these technologies. The students can use technology to reinforce the content they have learned in the classroom. In this way, the students can also have ample opportunities to expand their existing knowledge by dealing with complimentary activities which are completed and submitted online.

With the current advances of technology, more opportunities have been made available to introduce technology into the classrooms. Better internet connections better high-powered computers which are becoming more popular Bolliger (2010). Educational technology such as overhead projectors, filmstrip movies, and radio and television broadcasters has been in use in education for a long time Bolliger (2010). Its use and learning is not a new phenomenon.

2.7.1 Types of Multimedia

Multimedia is composed of various components, these include: text, graphics, animation, sound and video. These types of Multimedia can contribute immensely to the learning of students in the classrooms.

Text- It is a fundamental element in Multimedia applications. It conveys most information (Zhang 2014). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the readers' attention, teachers can use different font size, colour and style to present information, emphasize a certain word or phrase. Also, through the interaction texts on topic of interest, students

become increasingly familiar with academic vocabulary, speaking skills, listening skills and language structures.

Using print internet resources for studying provides students opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context.

Graphics- It refers to images and photographs, which contain no movement. Graphics can stimulate interest and motivation, improve understanding ability of language and offer a special reference object and topic Zhang (2014). Graphics plays a very important role in language teaching process.

Animation- It is the rapid images 2-D or 3-D artwork or model positions in order to create an illusion of movement. It ranges from scope to the basic graph with a simple motion to a detailed image with complex movements assisted by the use of animation. Teachers can highlight key points and heighten students 'motivation (Zhang, 2014).

Sound- It is speech, music or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In Multimedia, teachers can use more vivid and fruitful sound to help students in learning English Language speaking and Listening Skills

Video- It is the visible part of a television transmission, broad-casts visuals and images of stationary or moving objects. Compared with animation, video can offer more vivid information but it will consume more storage space than animation (Zhang, 2014).The video may be categorized in two types, analogue video and digital video. Analog video is the video data that is stored in any non-computer media like videotape, laserdisc, film

etc. It is further divided into two types, composite and component analogue video. Composite Analogue Video has all the colour, and synchronization combined into one signal. The digital video is an electronic representation of moving visual/ images (video) in the form of encoded digital data. This is in contrast to analogue video, which represents moving visual images with analogue signals. Digital video comprises a series of digital images displayed in rapid succession. Due to the composition or combining of the video components, the quality of the composite video is resulted as colour bleeding.

2.7.2 Tools Used With Multimedia Strategy

Some of the tools used with Multimedia method are discussed in this section as follows:

a. PowerPoint

Power point is an application programme of presentation that is found in Microsoft office (El-Ikhan, 2010). It is a method of presenting information using electronic format. According to Adul-aziz and Abd-el-latif (2014), power point is a software programme mainly used for enhancing oral presentations and to keep the audience focused on the content of the subject. This is so because it consists of individual pages or slides that allow the user to present the key phrases of his messages that include only important information Abdul-aziz and Abd-el-latif (2014). It can therefore be inferred from the foregoing that power point presentation could be used in the classroom as a means of instructional delivery by combining computers and digital for illustrating a lesson. Abd-el-aziz (2014), further asserts that students tend to enjoy power point presentations because the students' attentions are greatly captured especially when Multimedia resources are added to illustrate the text in a lesson.

The use of Multimedia resource in Microsoft power point presentations makes it possible to provide a much richer visual presentations consisting of multi-colour text, graphics, pictures and video that combine variety of other media stored on a video clips, such as full-motion video, readily accessible for viewing in order to help comprehend the concepts at focus. Udofia and Udofia (2013) reported that video arouse students' interest together with the dynamic and rich information that it offers. The quality picture and the flexibility make the use of video particularly attractive. By so doing, the quality of presentations is improved when the power point is used to play the video clips and in turns stimulates the entire senses of the students thus ensuring the success of the presentation.

b. Laptops

The ICT tools used in classroom for educational purposes include laptop computer, local area network and internet. The computer has the capacity to put texts, graphics and pictures on the screen and accept students, which can be easily retrieved and analysed. ICT can be utilized in the area of on-line admission registration of courses, virtual library, co-operate e-mail services of staff, e-payment of staff, video conference and the likes.

c. Recording of Test and Examination Results

Recording of test and examination is one of the most tedious work in teaching, it affects teachers' effectiveness and efficiency, the computation of examination results then becomes complex. Ukachi (2015), observed that test scores and results are a very sensitive issue that requires efficient, accurate and secured handling. Ukachi (2015), outlined the benefits of information technology as related to recording of scores test as follows:

- i. **Processing speed:** computer being a super-fast, can perform task more quickly than human, thus it reduces delay in result processing.
- ii. **Information/retrieval:** it takes computer seconds to supply needed information that takes man some days.

d. Audio Aids

Audio aids are teaching and learning devices that mostly appeal to the sense of learning. These include records, instructional radio, and audio recording and telephone signals and so on. Although visual element and support are lacking in a situation where content is being relayed exclusively by sound. If the recording is realistic enough, the audience will become thoroughly involved (Omoniyi and Olurinola 2015), events that requires audio recordings are:

- i. **Documentary sounds:** - here, a teacher create collection of documents sounds by recording from radio events of historical significance. The verbal delivery of such speakers would be most effective. Such events can be recorded from the news media at the time they happen and use later in a teaching setting.
- ii. **Special lecture/talk:** this is when a resource person is invited to talk to students, or give a “quest lecture”. It might be helpful to make an audio recording of the event. The recording can be sailed for use at later time. The remarks can also be reviewed by the students if they chose to listen to it again, or if the teacher wants to teach the same topic in the future, the recording can be used.
- iii. **Sound effectiveness:** it is necessary to make the audio recording as much like the actual situation as possible, for instance the sound of a moving car, the

sound of industrial machines. Sound effects not only add to the realism of a situation, but they can be used in teaching certain type of content.

c. Digital Audio Broadcast in Schools

Digital audio broadcasting has been used for educational purposes for many years Falade (2014).

- 1) **School broadcasting:** this is especially meant for students by their teachers here, a subject teacher will deliver his/her teaching via radio on live transmission. Students will need not to be in any classroom, they may be in their hostels, rooms, classes, libraries etcetera listening to his/her teacher imparting on them with the knowledge content (topic/subject). A typical example is the digital frequency modulation (FM) radio station of the Education Technology Centre of the faculty of education, Obafemi Awolowo University, Ile-Ife where lecturers broadcast their course lectures live to their students. This is better employed where there are large numbers of students offering a particular course.
- 2) **General broadcast:** speeches, lectures or a talk of an important personality is important in general broadcast.

Digital audio broadcast or radio has some advantages that make useful for all categories of learners. For example, blind, illiterate, young and non-reading students can benefit from audio recordings. They can also enhance effective acquisition of vocabulary in any language Mo'cen (2015). Radio is originally devised for entertainment purposes; the radio is not widely used for education. Omoniyi and Olurinola (2015), pointed out the following as advantages of digital audio technology in education:

- i. Supplement instruction: it widens the general knowledge of both the learners and teacher alike. It helps to remedy the cribbing of the curriculum in a new pattern.
- ii. Infuses new life: by correlating knowledge and skills to the immediate needs and natural environment of the learner. Radio DAB infuses a new life into the curriculum. Scatter heads and facts and information are string together as integrated knowledge having social relevance evading the curriculum.
- iii. Direct contact with great personalities: audio materials enable the students to listen to the expert, the historian, the author, the scientist and the fast rate teacher. This direct contact with the great personalities gives a lot of pleasure to the students.
- iv. Easy to use: almost everyone is comfortable with the use of radio audio Cassette player CD player. With radio audio or voice technologies, there is no software to install and no hardware to configure. They are also easy to repair or maintain.

2.7.3 Advantages of Multimedia in Teaching English Language

Experts and scholars pointed out that the advantages of Multimedia assisted instruction include strengthening learning motivation and attention of learners, increasing interactivity, satisfying individualized demand, monitoring the learning condition of learner, and non-space time restricted internet communication allowing learners to learn by themselves at anytime and anyplace. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio, and video and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Advantages of Multimedia compared to using a single medium result from the ability to choose among media to present well-structured information, (1)

using more than one representation to improve memory, (2) encouraging active processing, and (3) presenting more information at once. Students learn best by seeing the value and importance of the information presented in the classroom.

In order to achieve the goal of student's learning, it is important to use a combination of teaching methods and make the classroom environment as stimulating and interactive as possible. There has been tremendous achievement of students' attitudes regarding to learning with technology as reported by Salaberry (2011). A number of benefits for students related to the general use of technology in classrooms have been reported and these include motivation, improvement in self-concept and mastery of basic skills, more students-centred learning and engagement in the learning process, and more processing resulting higher order thinking skills and better recall Chih-Cheng (2011).

Chih-Cheng (2011), stated that low achieving students, when it's used to illustrate concepts and organize factual information. The researcher accepts this view and hence suggests that Nigerian students will benefit tremendously in learning the foreign language. Personalized educational learning and teaching with the assistance of technologies benefit both students who are able to process information easily and students who need more time to learn and digest study content Sergio, Panagiotis, Demetrios and Ramo'n (2013). In addition students can complete the instructional goal through self-learning in instances where Sampson and teachers are not able to provide individual consultation Sergio, Panagiotis, Demetrios and Ramo'n (2013).

The Multimedia learning platform allows students to suspend and revisit materials at their convenience and within a flexible time frame Richard, Ferdig and Kennedy (2014), comfortable for a variety of personality types. A Multimedia learning platform environment is impartial. The introverted student, for example, has opportunity

to function in a comfortable learning environment that provides privacy and independent operation without pressure from classmates or the teacher Vijayanand (2016).

The instructional Multimedia platform incorporates the interactivity of the traditional learning platform as well as personalized learning, mass production, immediate test feedback, and flexibility of time and space, allowing improvement upon learning speed. The attractive designs, audio and flash effects included in a Multimedia platform can attract interest and encourage student edification. The Multimedia platform provides diversified teaching materials through text, music, pictures and animation, which can provide assistance to students' cognitive development. Presentation using Multimedia applications can encourage student learning and effectively integrate a variety of media elements. The Multimedia learning platform can also stimulate situational applications allowing students to understand the subject more easily and observe its relevance.

2.7.4 Disadvantage of Multimedia in Teaching English Language

- i. There are many Multimedia teachers who just have half-baked knowledge (Zhang, 2014). It is a challenge for teachers to use Multimedia equipment sometimes.
- ii. Lack of communication and interaction between students and teachers.

After introducing Multimedia equipment into the class, some teachers just sit behind the computers and play the PPT. Students can only hear teachers' voice but cannot see the person. Therefore, students cannot communicate with teachers. Because of lack of interaction, teachers don't know students' reaction and cannot control teaching procedure. Thus, throughout the class, teachers talk with no enthusiasm, and students listen without passion, compromising teaching quality.

2.7.5 Strategies for Analysing the Effects of Multimedia

In the researcher's view, the world is fast changing and as such, Nigeria cannot afford to ignore or underestimate the role of information and communication technology on educational development. Multimedia incorporates the computer as a display device managing tool, and a source of text, picture, graphics and sound. It is also integrated into the classroom as the teacher becomes a facilitator of the learning experience instead of merely dispenser of information. Multimedia as an important technology device can affect the behaviour and expectation of both teachers and learners.

Multimedia can stimulate more than one sense at a time, getting more attention holding. Chih-Cheng (2011), opined that Multimedia enables students to be more motivated when learning and henceforth allows them to work at different pace. Furthermore it enhances team work and creativity. The use of Multimedia will promote students participation and interaction with the teachers, consequently improving the speaking skills and communicative competence. Positive affective benefits for students using technology are reported in the foreign language classroom context. Chih-Cheng (2011), found that technology encouraged the development of independent learning characteristics in high school students of French.

In an e-mail exchange project between these students and native French speakers- students assumed increase responsibility for their learning and broadened their cultural awareness. This is found useful in Nigeria schools and as such the researcher recommends that the use of e-mail should be used to encouraged students participation in the secondary schools. The writer is limited to the use of e-mail although there are many aspects that were not considered. Similarly, Chih-Cheng (2011), identified common factors of student motivation provided by technology-enhanced setting,

communication, empowerment, and learning. "Communication" is represented by the finding that students liked the ability to communicate with others and to engage in real, as opposed to contrived, communicative acts. "Empowerment" describes the finding that students felt empowered in the technology environment since they felt less isolated and were less afraid to contact others. The "Learning" factor describes the finding that students believed the computer gave them certain kinds of control over their learning by enabling them to learn faster and more independently and to speak better.

The brain storming activities, group discussions debates in the use of Multimedia in teaching English promote the students' positive thinking and communication skills. Also, students expressed and increased confidence in speaking. As such, the use of technology in foreign learning influenced the development of linguistic skills. The researcher found this study to be useful as it enables students to develop and promote self-confidence. The use of students' perceptions about a video conferencing project influenced the immediacy of communication with real person from their own age group and secondly, the interactivity of the video conferencing as a reduced form of communication in comparison to face-to-face interaction Chih-Cheng (2011).

The researcher finds this study useful because it will improve the speaking skills of the learners especially when they interact with the native speakers of the language. Although the study caution that classrooms activities cannot be simply transfer to external influences of technology/medium the teachers will have to intervene and to direct the flow of the interaction. The use of teacher controlled Multimedia increased the amount of communicative discourse in the classroom by the teachers and students. Students become more active and autonomous as they engage in the language learning actively via the attractive pictures, animation or sound. They collaborate with their classmates to solve problems or complete a project in a relaxing environment.

2.8 Framework for the Utilization of Scaffolding Strategy

The term “Scaffolding” was initially introduced by Belland (2017), as tutoring or *other assistance provided in a learning setting to assist students in attaining levels of understanding impossible for them to achieve without assistance.* They viewed scaffolds as personal in nature; that is, aid provided by a teacher or peer to help with the learning process

Scaffolding in an educational context is a process by which a teacher ponders students with a temporary framework for learning. Done correctly, such structuring encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students build knowledge and develop skills on their own elements of the framework are dismantled, eventually, the initial Scaffolding is removed altogether, and students no longer need it. Scaffolding is the assistance a teacher gives to the students in a learning situation (Omebe & Akani, 2015). Instructional Scaffolding is a learning process designed to promote a deeper level of leaning. Scaffolding is tailored to the needs of the students with the intention of helping the students to achieve their learning objectives.

Similarly, Huon (2016), stated that instructional Scaffolding is the provision of support to promote learning when concepts and skills are first introduced to students. These supports may include: resources, a compelling task, templates and guidance on the development of cognitive and social skills. The support is gradually removed as the students develop autonomous learning strategies, thus promoting their own cognitive, affective, psychological learning and knowledge. According to Oxford Advance Learners’ English Dictionary, 6th Edition (Omebe and Akani, 2015), Scaffolding is a structure of planks and metal poles used while working on a building. In educational

sector Scaffolding can be said to be a help or assistance given to students or pupils to enable them learn what they want to learn within a period of time. Hence: it is a helpful interaction between a teacher and learners to learn something beyond their independent efforts.

Veeramuthu, Wei and Tajuripin (2011), opined that the definite features of successful Scaffolding include clear direction, purpose, and expectation. Results include on-task activity; better students direction, reduce uncertainty, surprise, and disappointment; increased efficiency; and palpable momentum. Scaffolding requires continuous sorting and sifting as part of a puzzling process – combining of new information with previous understandings to construct new ones. Students are adding on, extending, refining and elaborating. It is almost as if they are building a bridge from their preconceptions to a deeper, wiser, more astute view of whatever truth matters for the questions or issue at hand Veeramuthu, Wei and Tajuripin (2011),.

Similarly, Brian (2013), stated three ways to Scaffolding instruction for students. One way that some educators favour an apprenticeship model whereby an expert model an activity; provides the learner with advice and examples guides the student in practice and then tapers off support until the student can do the task alone; others prefer methods that encourage ongoing use of tools and consultation with other people arguing, that in real life few people ever work exclusively on their own. Most researchers agreed that Scaffolding is particularly effective in areas in which students need to be more self-reliant, such as technology-based learning.

Scaffolding is typically associated with the socio-cultural theory of Vygotsky. Soman (2013), adopted the Scaffolding metaphor to explain the role that adults play in joint problem-solving activities with children. The researcher agrees with these methods

because it motivates the students in self-discovering and it is learner's centred. In the same vein, Chan, Cheung, Wan, Brown and Luk (2015), points out that computer and electronic technologies provide educators with a dizzying array of tools and resources useful in encouraging students to explore ideas and skills they otherwise might not attempt. He also notes the emerging field of educational media, which he characterizes as "a complex and rapidly changing field with ill-defined quality measures and limited fixed rules", but one that has the potential to help students become self-reliant, self-regulating, and self-evaluation.

Another work by Ya-Ting Wan-Chi and Wu (2012), specifically cites the internet as a boom for educators interested in Scaffolding as a teaching method. "From an educational point of view, the internet seems more like the world's largest library or at least the world's largest idiosyncratic bookstore." He says "it brings into classrooms a huge amount of information some of it fresher than this morning's newspaper...some of it based, some of it just plain wrong. At the same time (and somewhat related to the quality of the information), the web makes it possible for anyone with access and skills to publish their thoughts for a world-web audience. This study agrees with this opinion as it is relevant to the study. The world-web audience will enable the students to communicate effectively as they express their feelings and thoughts within and outside the classroom settings. Similarly, the computer facilities will assist the students to see how the native speakers articulate speech and produce words correctly in the classroom.

2.8.1 Merits of Scaffolding Strategy

Like any approach in teaching, Scaffolding has advantages and disadvantages. Scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning. Done correctly, such structuring encourages a

student to develop his or her own initiative, motivation and resourcefulness. Students and teachers experience success than failure with Scaffolding as a teaching approach. The model of Scaffolding in a lesson plan assist students to respond with enthusiasm, take risks, recognize success in their own work and then express curiosity about what is next in terms of knowledge or skill Djwantoro (2010). Such moments makes all the preparation and facilitation that Scaffolding requires of teachers worthwhile.

In scaffolding, success hinges on identifying that area that is just beyond but not too far beyond students. Effective learning occurs when a learning environment is supported continuously by collaborating processes focused on supporting or Scaffolding individual students or group performances. An effective way of Scaffolding positively influences the interactivity of the students which eventually facilitates effective learning, creating a vibrant learning. Students' motivation is important to determine effectiveness and efficiency of learning. Highly motivated students will learn in a situation where a poor teacher is present.

The following are achieved in a scaffolding class:

1. Through scaffolding, the learner is engaged in an active process of learning. The teacher builds on the knowledge the learners has of a particular topic. Scaffolding is like a research assignment into the learner is made to find the solution to unanswered questions.
2. Scaffolding minimizes the learners' level of frustration. It can be used to "cool down" learners who are easily frustrated when learning in their peer. . A learners' behaviour can be monitored, and time can be taken to counsel her on the frustration she builds while learning to the others in the same class.

2.8.2 Demerits of Scaffolding Strategy

Scaffolding requires that a teacher model the learning activity and its result, but knowing that one needs to do it successfully. One can know the subject and still not be able to teach because student's individual and collective zones of proximal development. *Misjudging students' individual or collective zones of proximal development is the chief disadvantage of Scaffolding as a teaching strategy.* Scaffolding can be disadvantageous for teachers, because it necessitates giving up control to allow learners to learn at their own pace. It is also time consuming, you cannot have adequate time to complete the entire Scaffolding lesson. On certain occasions, you may be forced to cut short the time allocated for each student in order to accommodate all learners. This can result in frustration, and the students' urge to learn can slowly fade.

2.8.3 Strategies for Analysing the Effects of Scaffolding

There are different ways to scaffold instruction for students. Veeramuthu, Wei and Tajuripin (2011), opined that constructivism learning environment emphasize knowledge construction inserted in knowledge reproduction. It emphasises authentic tasks in a meaningful context rather than abstract instruction that is out of context. They also provide leaning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction. It encourages thoughtful reflection on experiences. *Veeramuthu, Wei and Tajuripin (2011), stated that the environment supports collaborative construction of knowledge through social negotiation not competition among learners for recognition.* The most important role of the teacher is to provide an environment in which the child can experience spontaneously.

The classroom should be filled with authentic opportunities to challenge the students. The students should be given the freedom to understand and construct meaning

at their own pace through personal experiences as they develop through individual developmental processes. Sardegna (2012), explained the term 'scaffolding' as the way in which "a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learning task". Teachers need to provide these directives and clues when students tackle material that is new to them and slightly beyond their knowledge base.

Scaffolding help students work in what Vygotsky called "The Zone of Proximal Development" which describes language learning process of moving from what they know to material that is just out of reach. They can reach higher levels of achievement that might otherwise be possible with help provided by teachers or knowledgeable peers. Just as the Scaffolding allows access in the construction process, to reach this higher level, two conditions must exist; (1) the teacher must be willing to try, and (2) the teacher must provide a Scaffold. If these two conditions are met, the next question is to think about why the scaffold is useful. Wilson (2014), sets forth three reasons as follows: (1) to clarify the purpose and give clear step- by- step instructions, (2) to promote cooperative tasks so students are attuned to helping rather than competing, and (3) to give positive affective attitude encouraging safe relations.

The teacher must carefully consider when the supports are put and when they are gradually removed. Mahmoud (2015), identified several effective types of Scaffolding among which the following are most often mentioned: (1) simplifying language (vocabulary, grammar, or length of utterance) for example, may use present tense instead of past; avoid idioms or use partial sentences; (2) ask students to complete sentences or fill in the blank or rather than having them try to come up with the entire sentence; (3) use visuals, for example, graphic organizers, tables, outlines, graphs, pictures; and (4) use gestures, establish predictable routines- example, pointing behind to remind of past

tense or forward for future miming actions and so forth. Students are capable of mastering highly material, as for example, in content-based classes, when teachers provide purposeful, clear support in an encouraging environment.

2.9 Empirical Studies

Several studies have been conducted on Multimedia and Scaffolding Strategies by other researchers and found to have a bearing with the present studies. These studies were looked into: Alake and Ogunseemi (2013), assessed the effects of using Scaffolding Strategy on the academic achievement of students in integrated science (English Language Speaking and Listening Skills inclusive) in the Junior Secondary School (JSS) in Ekiti State. The research design adopted for the study was quasi-experimental of pre-test, post-test control type and the population for the study was 900 students of schools located in urban and rural areas of the State. Four Hundred and fifty (450) students in JSS 2 were randomly selected from four Junior Secondary Schools in two local government areas in Ekiti state.

The sample was divided into two groups, two schools serving as a group. The hypotheses were tested using t-test analysis and the results showed that students exposed to Scaffolding Strategy performed significantly better than their counterparts who were exposed to the Conventional method (TRM). The study concluded and recommended that it is better to teach students using Scaffolding Strategy (SCS) than the traditional method (TRM). Teachers are therefore employed not to stick to one particular method of teaching but should endeavour to use variety cognizance to the topic and the needs of the students.

Omebe and Akani (2015), investigated the effects of instructional Scaffolding on achievement of senior secondary student in chemistry in Ebonyi state of Nigeria. It also

studied the interactive effects of Scaffolding and gender on achievement of senior secondary school students in chemistry. Three research questions and two hypotheses guided the study. The research design adopted for the study was quasi- experimental design while the population of the study was three thousand (3000) students of Senior Secondary two classes (SSII) in ten governments owned Secondary Schools in Ebonyi State. Ninety (90) students were sampled using simple random sampling techniques. The instrument for data collection was chemistry Scaffolding achievement test (CSAT) for the treatment group and Conventional instructional package (CIP) for the control group. Mean and standard deviation were used for the analysis of the data. The study revealed that effect of gender on students using Scaffolding method proved that the male students performed better than the female students. The researcher made the following recommendations that teachers should regularly apply instructional Scaffolding Strategies to enhance the effectiveness of their instructions. Students should abide by Scaffolding Strategies when adopted by teachers to enhance retention long term learning and school authorities should on regular basis supervise class room instructions to promote the application of instructional Scaffolding by the teachers.

The reviewed study was related with the present study in the following: The past study investigated the effects of instructional Scaffolding which is related with the present study. Similarly, the past study adopted Senior Secondary School Students as the population which was related with the present study and lastly, the past study was investigated in Nigeria and the present study was conducted in Nigeria. Although the past study is different with present study in the following areas: the past study only used Scaffolding Strategy while the present study used Multimedia and Scaffolding Strategies to teach the students. Also, the past study focused on Chemistry as the teaching subject while the present study focused on English Language Speaking and Listening

Skills as the teaching subjects to the students. Lastly, the past study was investigated in Ebonyi State while the present study was investigated in Kaduna State.

Buraimoh (2012), investigated a study titled “effects of Multimedia on listening and Speaking Skills of Junior Secondary School students in Giwa Educational Zone of Kaduna State”. One hundred of the sample was randomly assigned to form the experimental group and another one hundred to form the control group. Inferential and descriptive statistics were the statistical tools used for data analysis. Four null hypotheses were tested and analysed with t-test statistic. The findings revealed that there was a significant difference between the performances in the two groups. The experimental group was found to have higher mean scores of 72.45 in Speaking Skill and 31.15 in Listening Skills while the control groups had 27.35 in speaking and 19.70 in listening.

Multimedia was found to be effective resources for the teaching and learning of English Language Listening and Speaking Skills. It was however, concluded that *Multimedia enables students to be more motivated and interested in learning Listening and Speaking Skills. Based on the findings recommendations were made among which includes that government should make concerted efforts to provide computer facilities in Secondary Schools and awareness on the need for Multimedia in our educational system.* The reviewed study was related with the present study in the followings.

The study was on the effects of Multimedia on the performance of students in Listening and Speaking Skills which is similar with the present study. The reviewed study was also related because quasi- experimental research designed with pre-test and post-test were used in the present study. The reviewed study was related with the present study because it was conducted in Kaduna State and Secondary School Students were the target population. The present study was also conducted in Kaduna State with

Secondary School Students as the target population. Although the reviewed study was different with the present study in the following: The reviewed study investigated listening and speaking skills using only Multimedia Strategies while the present study investigated the effect of Multimedia and Scaffolding Strategies on the performance of students' Speaking and Listening Skills. The reviewed study was conducted among Junior Students while the present study was focused on Senior Secondary Students. The strength of the study to the present study was that it assisted the researcher to employ Multimedia components to teach the students in the classrooms. Also it enabled the researcher to recommend Multimedia tools and English laboratories in the Secondary Schools.

Alaba (2014) compared the impact of clickers, the communicative approach and the lecture method on the communicative competence development of learners who were taught English as a second language. Ninety nine pupils from three primary schools in Edinburgh quasi experimental non-random pre-test and post-test control group was adopted. A battery of English Language listening tests and English Language speaking tests were used to measure pupil's communicative competence. The data collected were analysed using boxplot, paired samples t-test, Analysis of covariance and multiple competence analysis. The findings revealed that there was a significant difference between the communicative competence pre-test and post-test of scores of pupils in each of the groups. Also, there was a great significant difference of communicative competence based on the teaching Strategy and lastly, multiple regression analysis results revealed that 84.9010 of the variance of pupils communicative competence was accounted for by a combination of the predicator variables. Speaking skills was the potent contributor while gender did not make a significant contribution to the predication of pupil's communicative competence in each class room.

The reviewed study was related with the present study in the following ways: the reviewed study used communicative approach to teach the students, which is related with the present study as the researcher used communicative activities to teach English Language Speaking Skills to the students. The reviewed study was also related with the present study because English as a second language was the main focus which was similar with the present study as the learners were second language users. In the same vein the study adopted quasi-experimental using pre-test and post-test as instruments for the study which was related with the present study. Also, the past study was investigated in Nigeria which is related with the present study. The difference of the past study with the present study was that the past study only used clickers communicative and lecture methods while the present study used Multimedia and Scaffolding Strategies to teach the students.

Yusuf, Guga and Ibrahim (2016), investigated the effect of Discussion method on the performance of students in reading comprehension in Secondary Schools in Plateau State. The study adopted a quasi-experimental pre-text and post-test control group design. Two randomly selected Government Secondary Schools from Jos North and Jos South Local Government Areas were used for the study. One hundred (100) Senior Secondary class 2 students from two intact classes were used. Government Secondary School Jos was used as the experimental group, while, Government Secondary School Bukuru was used as the control group. Students from both groups were pre-tested to establish the homogeneity of the two groups before the commencement of the treatment to the experimental group.

Both groups were tested using an instrument called cloze reading comprehension test. The hypothesis postulated for the research was tested using t-test as a statistical tool of 0.05 level of significance. The findings indicated that there was a significant difference

in the pre-test and post-test mean scores of students in experimental and control groups. The result further revealed a higher mean scores of students taught reading comprehension using the discussion method as compared with those taught using Conventional method. The study recommended that teachers should be encouraged to use discussion method alongside the Conventional method to enrich their reading comprehension lessons. Curriculum planners and textbooks writers should equally provide topical issues/ discussion topics before, during and after every reading task to make reading comprehension lessons more participatory, meaningful purposeful, exciting, enjoyable and pleasurable.

The present study is related with the past study because they both examined methods of teaching English Language skills. Although the past study focused on reading skills, while the present study focused on English speaking and Listening Skills. The past study was also related with the present study in the followings: it focused on students' performance in Secondary Schools while the present study will also focus on Secondary Schools' Students. Similarly, the past study was conducted in Nigeria while the present study was conducted in Nigeria the difference was that the past study was carried out in Plateau State while the present study was carried out in Kaduna State. The past study employed quasi-experimental research design which was related with the present study. The strength of the study was that it enabled the present study to use effective methods to teach students in the classrooms. In the same line, it enabled curriculum planners and text-books writers to include interactive methods to enhance teaching and learning in the classrooms.

Alam and Uddin (2013), investigated a study on improving English oral communication (OCSS) skills of Pakistani Public Schools Students. Public schools grade six students who lack opportunities and are seldom exposed to the English Language

generally and OCSS particularly. Skill more important than OCSS is given to reading and writing skills of English in which results overlook the importance of OCSS and due to which students are found to be silent, shy or have a profound fear of being wrong. It further highlights self-developed Strategies of students in improving accuracy and fluency in which the national curriculum for English Language was taken as a guiding tool and action planner through which systematic where delivered in class rooms. The use of pre and post interaction of phases of four participants was employed. The findings revealed that children's OCSS had shown a marked improvement by giving opportunities to practice oral languages, and providing conducive learning environment. The reviewed study was related with the present study in the followings: the reviewed study focused on the oral skills of the learners which are often neglected by teachers.

This is related with the present study because it focused on the speaking skills of the students. The reviewed study which was conducted in public schools was related with the present study because public schools were used as the population. In the same vein, the reviewed study adopted pre-test and post-test as instruments for the study which was similar with the present study. The reviewed study was different with the present study because it was conducted in Pakistan while the present study was conducted in Nigeria.

Another study was conducted by Hong, Wendy and Heather (2014), on Factors Affecting English Language Teaching and Learning in Higher Education in Vietnamese, Australia. Eight non participants' class observations were conducted at HUTECH University, HO Chi Minh city, Vietnam. The study was conducted with the participation of managers, teachers and students of which various data techniques were used, including questionnaire, interviews and class observations. Eight data classes from various major disciplines were selected for non-participation and observations. The findings of the study revealed that many factors hinders the quality of English teaching and learning;

Uninteresting teaching style; insufficient time for communicative activities; grammar-driven teaching; unreasonable time management; unclear instructions; large classroom sizes; teachers' limited ability in classroom organization; unequal students' English levels; inadequate lesson preparation; teachers limited use of teaching aids and students' lack of confidence in using oral English in class activities.

The reviewed study was related with the present study because it emphasized the use of communicative activities in the teaching and learning in the classroom and other factors that affects learning among students which was related with the present study. Although the reviewed study adopted interviews, questionnaires and observation to generate the data while the present study used quasi-experimental with pre-test and post-test to generate the data for the study. The reviewed study was investigated in Australia while the present study was investigated in Nigeria. The strength of the study was that it assisted the researcher to use communicative activities in the classroom to teach the learners. Also, the reviewed study enabled the researcher to recommend the provision of adequate teaching materials from the ministry of Education to enhance teaching and learning in the Secondary Schools in the State.

Amosa, Akawu Eli and Queen (2014), examined the effects of video-based multimedia instruction on Secondary School Students' achievement and retention in biology in Gwagwalada, Nigeria. The study adopted pre-test and post-test experimental/control design. The population was all Senior Secondary Schools (SSII) (2010/ 2011) set from Abuja educational board. 120 students were randomly selected using multistage and purposive sampling techniques from Gwagwalada area council. T-test analysis of covariance and scheffés were used for the study.

The results showed that there was a significant difference among the groups. Students under multimedia instruction performed better than their counterparts in the conventional teaching method. The past study was related with the present study in the following areas: the study was on effects of video-based multimedia instruction with similar with the present study. The past study was similar because SSII Schools were used. Also experimental and conventional groups were used which is similar with the present study. The study was similar because they were both conducted in Nigeria. However, the past study used four groups while the present study used three groups.

Also, the past study used only video-based multimedia while the present study used multimedia and scaffolding strategies. Similarly, the past study was on biology while the present study was on English speaking and listening skills. The past study was conducted in Gwagwalada while the present study was conducted in Kaduna State. The strength of the study was that it recommended teachers to expose biology students (speaking and listening inclusive) to video-based multimedia instruction strategies so as to promote effective and active learning motivation, learning by doing and learning by experience among students.

Wang (2010), investigated the use of Multimedia technologies in education which enable teachers to stimulate final outcomes and assist students in applying knowledge learned and textbooks, thereby compensating for the deficiency of traditional teaching method. The study developed online learning-teaching resource platforms using flash Multimedia, providing interactive and integrated features in an easy-to-use user interface, in order to discuss Computer-Aided Drawing (CAD). The study also utilize a teaching experiment with a non-equivalent pre-test, post-test control group design to test and discuss students' professional cognition, operating skill cognition, and level of learning satisfaction during the learning process. No significant difference emerged. In

learning, satisfaction was noted indicating that the course work with Multimedia flash produced greater satisfaction than with traditional learning methods.

The study suggested that Multimedia platform can trigger students' learning interests, provide opportunities for self-paced learning and provide proper supports and feedback. However, students should not be attracted solely by potential distracters such as animation, and audio feedback. Moreover, while students are using the Multimedia platform, it is important to have interaction with teachers and classmates. At the same level, Multimedia learning platform level can replace traditional teaching materials for teachers. However, the Multimedia platform does not provide a substitute for teachers' role of coaching during student's learning processes.

Teachers should have an open mind regarding the Multimedia platform and try to integrate their own experiences and skills into the platform to make the platform more comprehensive. The past study was related to the present study because the present focus was on Multimedia and the traditional lecture method to stimulate students understanding and is similar to the present students although the present student used three methods which were Multimedia, Scaffolding Strategies and Conventional Method to teach students.

Another study was investigated by Okedeyi, Oginni, Adegorite and Shuib (2015), on the relevance of Multimedia Skills in teaching and learning of scientific concepts in Secondary Schools in Lagos state, Nigeria. The study investigated the relevance of Multimedia Concepts in Secondary Schools. Self-constructed questionnaire was administered to 120 students randomly selected in four secondary schools in Ojo Local Government Area of Lagos State. The data that was generated were analysed using chi-square statistical instrument. The findings of the study revealed that the acquisition

of relevant skills in Multimedia will improve teaching and learning of scientific concepts in Secondary Schools. Based on the findings, recommendations were proffered in the knowledge of Multimedia Skills in providing teaching of science.

This study was related to the present study because the two studies were on Multimedia Strategies and traditional methods (Conventional) although the only difference here is that the past study focused on only two methods while the present study focused on three methods Multimedia, Scaffolding Strategies and Conventional method to teach. The past study used secondary schools students which is related to the present study because the researcher taught English Language speaking and Listening Skills using Multimedia, Scaffolding and Conventional to teach students in Secondary Schools. The only difference here was that the past study was conducted in Lagos state while the present study was carried out in Kaduna State.

In addition, the past study was different with the present study in the sense that the two methods were used in science subjects while the present study used the Strategies to teach English Language speaking and Listening Skills. The past study used chi-square statistical instrument to analyse while the present study used t-test. The relevance of the past study to the present study was that the knowledge of Multimedia Skills enhanced teaching and learning in the classrooms. Also, new concepts were taught using Multimedia Skills.

Benter (2015), examined the general public concern in Kenya and found out that form four school teachers lack communicative and linguistic competence and thus cannot sustain conversation in English Language without occasionally code switching to Sheng or Kiswahili. The study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight Secondary

Schools in Eldoret municipality, Kenya. The monitor model, specifically the input and the effective filter hypotheses, emphasise that learners acquire target language when they are motivated and involved actively in the learning process. The study adopted mixed methods design and simple random sampling to select schools, students and English Language teachers from National provincial and district schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to teach Speaking Skills were collected using questionnaire administered to teachers and students, direct observation during Speaking Skills lessons in form three classrooms. The data collected was analysed using descriptive statistics.

The study found out that there are variations in use of classroom activities for example traditional teaching method was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson, thus denied learners chances of using authentic language in context. The study recommended that: Students should be given chances of practice using authentic English Language in context; Teachers should integrate various activities in a lesson to meet learners' needs; and Curriculum to acknowledge educators and teachers of English Language.

The past study is related to the present study because it emphasised class room activities used by teachers to promote learner's participation in speaking skills using oral drills which was also the focus of the present study. The past study is also related to the present study because it adopted purposive sampling technique and descriptive mean and standard deviation to analyse the data collected. However, the past study was carried out in Kenya while the present study was conducted in Nigeria.

Tuan and Mai (2015), investigated the speaking problems of the students at Less Than High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in the study were questionnaires and class observation. The study revealed that the students' speaking performance is affected by time pressures. They also encountered problems when they learn. Similarly, a number of students also claimed that they were fearful of criticism or losing face. The past study is related to the present study because it investigated the speaking problems of the students, which is also the focus of the present study. This will enable the study to assist fearful students to develop positive habits towards public speaking. It will also motivate the students through the use of Multimedia in the classrooms. The study used Secondary Grade II students as the population. This is also related to the present study because Secondary Schools Students were used as the population. The study was carried out in Le Than High School in Vietnam, while the present study was conducted in Kaduna State in Nigeria. Similarly, the past study used questionnaires and class intervals, while the present study used purposive sampling techniques with pre- test and post- test to generate the data.

Suliman (2014), conducted a study on the interference of Mother Tongue/Native language in one's English Language speech production in Malaysia. To execute the study, 16 students from 2 rural areas of Sarawak were chosen as the respondents. The study used purposive sampling, where the researcher deliberately selected subjects which belong to a specific group and observation on speech production as the research instrument which was validated in the interview session. The findings revealed that mother tongue interferes in students' speech production. This study is related with the present study because it was based on speech production and mother tongue interference on the academic performance of students.

This helped the present study to employed different Strategies in the class that promoted interaction and public speech. The past study was also related with the present study because it used purposive sampling technique and secondary students in rural schools. Similarly, the present study used purposive sampling technique with Secondary School Students in both rural and urban schools in the state. On the other hand the past study was different in the followings; the past study was carried out in Sarawak, Malaysia while the present study was conducted in Kaduna State in Nigeria. The past study used two rural schools and four urban schools as respondents while the present study used three rural schools and three urban schools respectively. The findings revealed that Mother Tongue/Native language interferes in students' speech production. In the same line of thought, it was revealed that competent English Language users do not face problems in delivering speech.

Adetutu, Umoh and Dada (2015), examined the effect of supervised peer-led Group Counselling Programme on Academic Achievement of Secondary Schools in Port Harcourt, Nigeria. The study adopted an experimental research method and the participants were drawn from the population of Senior School Students (SSS2) from two schools in port-Harcourt metropolis. To establish the validity of the instruments, five experts including the supervisors in the department of counsellors of Education, University of Ilorin were consulted. The Pearson Product Moment Correlation Method was used to compare the results of the two administrators. The findings revealed that there is need to have a more active, more directive and more supportive guidance for the under achieving students to improve their academic achievements through the concerted efforts of the students, teachers, parents, peer-group and counsellors.

The study was related to the present study because the focus was on academic achievement of Secondary Schools and was also the focus of the present study. The past study was conducted in part of Nigeria and focused only on Senior Secondary Students. This was related to the present study as the study was on SSS students. Both students were based in Nigeria the only difference was that the past study was carried out in Port-Harcourt while the present study was carried out in Kaduna State. Although the two studies used different methodology to assess the students but Pearson Product Moment Correlation was used to compare the results which was related to the present study.

Sa'ad and Usman (2014), investigated the causes of poor performance in English Language among Senior Secondary Students in Dutse Metropolis of Jigawa State, Nigeria. The study sample was 379, in which 300 were students and 79 were teachers. The descriptive survey design was used and questionnaire was used for data collection. Frequency and simple percentage were used in the analysis of the data. The findings revealed that the dominance of mother tongue, inadequate qualified teachers of English Language, negative attitudes of students toward learning English Language, improper use of method in media and facilities, lack of laboratory for teaching English Language are the causes of poor performance in English Language among Secondary Schools' Students in Dutse Metropolis of Jigawa State.

The reviewed study was related with the present study in the following: the study was on the performance of students in English Language which is similar with the present study. Also, the study was carried out on Senior Secondary Students which is similar with the present study. The past study was carried out in Nigeria and the present study was also conducted in Nigeria. The past study is different with the present study in following areas: the past study focused on interference of mother tongue in English

Language while the present study focused on English Language Speaking and Listening Skills.

Also, the past study used a descriptive survey design and questionnaires to collect the data while the present study used quasi-experimental design where pre-test and post-test was used for both the experimental and control groups respectively. Although, the past study was conducted in Jigawa State, the present study was conducted in Kaduna State. The past study enabled the researcher to recommend the provision of instructional media facilities and qualified teachers to teach English Language in Kaduna State.

Another profound study was conducted by Oduolowu and Akintemi (2014), on the effect of storytelling on Listening Skills of primary 1 pupil in Ibadan North Local Government Area of Oyo State, Nigeria. The study adopted pre-test/post-test control group quasi experimental design. Two public primary schools were purposively selected and randomly assigned to experimental and control groups. The experimental group was exposed to storytelling with illustrations while the control group was exposed with storytelling without illustrations.

Analysis was used to measure the Listening Skills of people before and after listening to stories in Yoruba language. Data collected was analysed using ANOVA, there was a significant effect of treatment of Listening Skills of primary one pupils and it was recommended that story telling in indigenous languages with illustrations should be adopted by teachers in primary schools to teach Listening Skills.

The past study was related with the present study in the following aspects: the past study was conducted in Listening Skills while the present study was conducted on speaking and Listening Skills. The past study adopted pre-test/post-test control group quasi experimental design similarly the present study adopted pre-test/post-test control

quasi experimental design. The past study was different from the present study because it used two public primary schools while the present study used six Secondary Schools for the study. The past study was conducted in Oyo while the present study was conducted in Kaduna State.

The empirical studies reviewed were similar to this study because either English Language Speaking and Listening Skills, Multimedia, Scaffolding, academic and teaching methods were investigated. The use of pre-test, post-test and quasi experimental design in these studies was another similarity to the present studies. None of the work however investigated both Multimedia and Scaffolding Strategies on the performance of students in English Language Speaking and Listening Skills in Kaduna State.

A study was carried out by Afyouni, Tabatabai and Ghasempour (2016) to investigate the effect of multimedia training method and lecture on second year students' competencies in general electronics course in technical and vocational school of Isfahan city. The population consisted of all second year students of technical and vocational school in the year 2015-2016. These two high schools were selected by random cluster sampling, data was collected from the tests and analysed by using covariance analysis. The results indicated that the electronic functional skills training score on multimedia-based group was significantly higher than lecture- based group. Also, the students who were weak in electronics lessons have benefited significantly more than the stronger students from the multimedia training programs.

The present study is related to the past study because they both examined multimedia strategies. Although the past study focused on electronic course while the present study focused on English language speaking and listening skills. The past study is related with the present study because it used covariance analysis while the present

study used covariance and t-test to analyse the data collected. However, the past study was different with the present study in the sense that it was conducted in China while the present study was conducted in Nigeria. Similarly, the past study used two schools while the present study used six secondary school students.

2.10 Summary

This chapter reviewed related literature on the study and adopted constructivism as the theoretical frame work for the study. It placed emphasis on the learner's active engagement during studying .It is often discussed from two perspectives, cognitive constructivism and social constructivism. The chapter began with concepts of Multimedia, Scaffolding, history of English Language, criteria for students' performance in English Language Speaking Skill. It was discovered that these methods were relevant and will enhance teaching and learning in the classrooms consequently, bringing positive effects on the students' Curriculum for teaching Secondary Schools Students. English Speaking Skills and the different methods of teaching English Language speaking skills were also reviewed. The researcher found out that good communicative competence teaching Strategies and Multimedia components and Scaffolding will help students to acquire Speaking Skills. Empirical studies were reviewed on Multimedia, Scaffolding, English Language speaking skills and methods of teaching English Language. It was noted that these methods are interwoven and as such, will assist students in their learning.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the research methodology used for the study under the following sub-headings: research design, population of the study, sample and sampling techniques, determination of sample homogeneity, instrumentation, and validity of the instrument, pilot study, and reliability of the instrument, procedure for data collection, treatment plan, control of extraneous variables, and method for data analysis.

3.2 Research Design

The research design adopted in this study was quasi-experimental research which involved pre-test and post-test, non-randomization of subjects (non-probability of samples) used in the study which involved the selection of intact class. This is a means of collecting evidence to show the effect of one variable upon another, it involved describing, comparison and analysis of data collection under a controlled condition. It attempted to hold some variables constant and manipulate others to protect result under controlled conditions (Kolo, 2005), in Nguyen (2017). This design was adopted in the study since it was not merely to observe the effects of teaching methods but to critically assess the effects of Multimedia and Scaffolding Strategies of teaching on English Language Speaking and Listening Skills of students. Thus the design permits the use of intact classes (non-randomized) groups Sambo (2007).

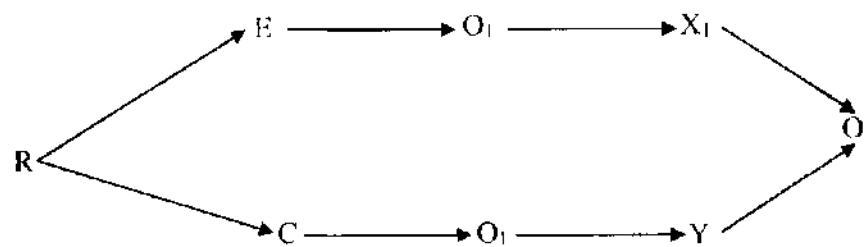


Figure 1: Research Design Illustration

Where E = Experimental group

C = Control group

O1 = Pre-test for both Experimental and Control groups

X1 = Treatment for Experimental group (Multimedia and Scaffolding method)

Y = Conventional method

O2 = Post-test for both Experimental and control groups

The research design for the study was illustrated above where both the experimental and control groups were exposed to pre-test before exposing them to post-test. The students in experimental group were taught using Multimedia and Scaffolding strategies, while those in control group were taught using the Conventional lecture teaching method. After the treatment, the two groups (experimental and control) were exposed to post-test. The result of the post-test was used to compare the performance of students in the experimental and control groups.

3.3 Population of the Study

The target population of this study consisted of the entire Senior Secondary Students (II) in public schools in Kaduna State. The population of the study was made up of eighteen thousand seven hundred and twenty (18,720) students in public Secondary Schools in Kaduna State, Nigeria. There are three senatorial zones in Kaduna State with twelve educational zones. These are shown in Table 1.

Table 1: Population for the Study

S/N	Senatorial Zone	Educational Zones	Schools	Population
1	Central	Kaduna	45	3600
2		Birnin Gwari	15	1200
3		Rigachikun	21	1680
4		SabonTasha	28	2240
5	North	Giwa	9	720
6		Anchau	11	880
7		Zaria	29	2320
8		Lere	10	800
9	South	Gwado gwado	8	640
10		Kachia	17	1360
11		Zangonkataf	19	1520
12		Kafanchan	22	1760
Total		12	234	18720

Source: Education Resource Centre Kaduna (2017-2018)

3.4 Sample and Sampling Techniques

The sample size used in the study was 330 (three hundred and thirty). A sample is a portion, piece, or segment that is a representative of a whole. Thus, six Senior Secondary Schools from Giwa and Zaria zones in Kaduna State were used as the sample for the study as shown in Table 2. Students numbering 330 in six schools were purposively sampled for the study. A sample of 110 out of the total sample was used in two schools for Multimedia Strategy, 120 students were also sampled in two schools for Scaffolding Strategy, while 100 students were sampled in two schools for the

Conventional method respectively. The following Senior Secondary Schools were selected for the study: Government Senior Secondary School Jama'a, was used as Experimental group 1, Government Senior Secondary School Kwangila, Experimental 2; while Government Senior Secondary School Yusuf Aboki Shika, was used as the Control group. Government Senior Secondary School Barewa was used as Experimental group 1, Government Girls' Senior Secondary School Chindit Barracks was used as Experimental group 2; while Government Science Secondary School Kufena was used as control group. The schools selected were from two of the Educational zones in Kaduna State.

Table 2: Sample Size for the Study

S/NO	Senatorial zone	Educational zones	Schools	Population	Sampled schools	No of selected students
A	Central	Kaduna	45	3600		
1		Birnin Gwari	15	1200		
2		Rigachikun	21	1680		
B	North	Giwa	9	720	3	180
3		Zaria	29	2320	3	150
4		Lere	10	800		
C	South	Gwadogwado	8	640		
5		Zangonkataf	19	1520		
6		Kafanchan	22	1760		
Total			234	18720	6	330

Source: Education Resource Centre Kaduna, (2015-2016).

3.4.1 Determination of Sample Homogeneity

In order to determine how homogenous the samples were, the following factors were looked into to see whether the respondents had certain identifiable attributes, for example, entry requirement, syllabus, qualified manpower (teacher), availability of instructional resources (such as laptops, computers, etcetera) physical structures and students' population rate. Other factors that were considered while determining the sample homogeneity included the expected dropout rate, and the unequal allocation ratio. Therefore, it was naturally neither practical nor feasible to study the whole population in the study, hence a set of participants were selected from the population, which was used in number (size) but adequately represented the population from which it was drawn so that true inference about the population could be made from the results obtained. This set of individuals are known as the "sample" the sample was the subset of individuals with specific demographic characteristics in which the researcher studied.

3.5 Instrumentation

The instruments used for data collection in the study were: English Language Speaking and Listening Skills performance test (ELSLPT), and lesson plans (see Appendix D). The ELSLPT test was a 50 item of multiple choice in nature. In the speaking skills test each student was required to pronounce 15 item questions while dictation of 35 item questions were used to measure the students Listening Skills. Each item had four options A, B, C, & D. The multiple items were drawn from the SS11 syllabus of Senior School Certificate Examination for English Language but was lifted and adopted by the researcher.

3.5.1 Treatment Package

Treatment package for Multimedia Strategy on Speaking and Listening Skills lasted for ten (10) weeks. In administering the treatment package, the following steps were followed:

1. Participants were divided into two groups.
2. The researcher switched on the laptop/projector while the trainer in the video clip explained the components of speaking and Listening Skills to the students.
3. The researcher expatiated more on the lessons taught by the trainer in the video clip.
4. Students were asked by the researcher to assess the Strategy and ask questions based on the lessons learnt.
5. The researcher evaluated the students by asking them questions based on the lessons taught in the class.
6. Students revised and wrote answers in accordance with the feedback from the instructor and students.

Treatment package for Scaffolding Strategy on speaking and Listening Skills. In administering the treatment package, the following steps were taken:

1. The researcher presented the lessons using different teaching Strategies to assist the students, e.g. Video recorder, tape recorder, and pictures. The researcher appointed leaders in each group to interact with them, while;
2. The researcher and research assistants assisted them.
3. The researcher explained more on the lessons and asked students to respond to questions based on the lessons learnt
4. The researcher with the help of the research assistants evaluated the students by asking them questions based on the lessons taught in the class.

Table 3 illustrated the number of the test items selected by the teacher based on the selected aspects of cognitive and affective domain on each of the topics selected from SSII English Language (speaking skills) curriculum for the term.

Table 3: Item Analysis

S/N	Topics	Cognitive Domain		Affective Domain		Total
		Knowledge	Comprehension	application	Responding	
1	Speaking skills	1, 2, 3				3
2	Vowel sounds	14, 15, 16	4, 5	36, 37, 38, 39		9
3	Consonant		10, 11, 12, 13	40, 41, 42, 43, 44	6, 7, 8, 9	13
4	Stress			45, 46, 47, 48, 49, 50		6
5	Intonation	17, 18, 19, 20		22		6
6	Drama	31, 32, 33, 34, 35	21, 26, 28		27, 29, 30	11
7	Poetry				24, 25	2
	Total	13	12	13	12	50

Source: Field Survey, 2018

3.5.2 Table of Specification

The Table of specification was a two way chart which described the topics covered by the researcher in the test and the number of items or points associated with each topic. Table 4 presented the topics covered in the study.

Table 4: Table of Specification

Content Area	Knowledge	Comp.	Appl.	Evaluation	Response	Receiving	Total 100%
Speaking skills	3	0	0	0	0	0	3
Vowels	3	2	4	0	0	0	9
Consonant	0	4	5	0	4	0	13
Sounds	0	0	0	0	6	0	6
Stress	4	0	2	0	0	0	6
Intonation	0	0	0	0	0	0	0
Listening(description)	0	0	0	0	0	0	0
Essay	0	0	0	0	0	0	0
Debate	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Short Poems	0	2	0	0	0	0	2
Drama	5	3	1	2	0	0	11
Total	13	14	12	11			50

3.5.3 Validity of the Instrument

The researcher submitted the drafted ELSLST pre-test and post-test instruments to the supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The instruments were subjected to thorough scrutiny and proof-reading to ensure that its contents were in line with the research questions. This was in line with the views of Haugen and Becker (2008), who stressed the need and significance of establishing the content validity of the

research instruments by a panel of experts to determine if its items can elicit the desired data they are intended to elicit and this in essence is to ensure that necessary adjustments are made thereafter.

3.5.4 Pilot Study

In order to ascertain the reliability of the instruments, a pilot study was carried out in Government Secondary School Bomo with 60 Students of SS11 class for the Experimental Group1 and Government Secondary School, Ilunkuyi with 70 students as Control Group respectively. These schools were used as a pilot study since they were not part of the schools used for the main study but shared similar characteristics in all respects. The pre-test, post-test was administered. The reason for the choice of the schools was that they had similar characteristics with the SS Schools in the area under study. The main purpose of pilot study, according to Kerlinger and Howard (2012), is to confirm the suitability of instruments for its adequacy and effectiveness. Similarly, the use of intact class helped to realise how difficult or easy the questions in the test instrument were for the actual students in the study. The fifty item instrument was administered to 130 students and the data were analysed to determine the indices of difficulty and discrimination of the test items.

3.5.5 Reliability of the Instrument

The result of the pilot study conducted on (ELSLTPT) Senior Secondary School Students in English Language Speaking and Listening Skills in Kaduna State, for both Experimental and Control Groups were recorded and a test/ re-test method within two weeks was used to analysed the instrument. A reliability index of 0.85 was obtained using Pearson Product Moment Correlation Coefficient (PPMC). This implies that the instrument was reliable for use because the reliability index falls between 0.5 to positive

one (+1).The research instrument is considered valid when the obtained reliability figure is above 0.05.

3.6 Procedure for Data Collection

The researcher collected an introductory letter from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The letter was taken to the various sampled schools and sought their approval to use their schools and to allow their students respond to the research instrument. The data collection exercise was two periods per-week. The pre-test lasted for 40 minutes and was administered by the researcher in the first contact of the first week with the students as shown in (Appendix E). The researcher employed the services of three research assistants and were trained for three days on the modalities of carrying out the field work, a research training manual was produced, (see appendix F).

In addition, the researcher together with the three (3) research assistants used the first day for introduction, familiarization, and creation of rapport and trust with the students. After the pre-test by the researcher, ten weeks of teaching by the researcher through the use of Multimedia and Scaffolding Strategies in the experimental schools, while school English teachers were used together with the researcher in teaching the Conventional method. The instrument used for pre-test was rearranged and administered as post-test by the researcher.

3.6.1 Treatment Plan

A total of ten weeks was used to cover the whole exercises involved in the study. The treatment plan for the study was presented in Table 5.

Table 5: Treatment Plan

Week	Topics	Periods	Remarks
BT	Pre-test		Both Control and Experimental
1	Speaking skills	2 nd and 3 rd	“
2	Vowel Sounds	2 nd and 3 rd	“
3	Consonant Sounds	2 nd and 3 rd	“
4	Stress Pattern	2 nd and 3 rd	“
5	Intonation	2 nd and 3 rd	“
6	Listening Skills	2 nd and 3 rd	“
7	Listening Skills (debate)	2 nd and 3 rd	“
8	Listening Skills (Speech)	2 nd and 3 rd	“
9	Listening Skills (Poetry)	2 nd and 3 rd	“
10	Drama	2 nd and 3 rd	“
AT	Post-test	Both Control and Experimental were exposed to post-test.	

BT Means Before Treatment while AT means After Treatment.

Source: Field Survey, 2018

3.6.2 Control of Extraneous Variables

In order to control and avoid major bias, the following was looked into: experimental bias, teacher's variable, subject interaction and inter group variable.

a. Experiment Bias

In order to avoid experimental bias, the regular class teachers in the practicing schools were employed and trained to teach the students in control group while the researcher taught the students in experimental group. The researcher was directly involved in the administration of the instrument with the aid of three trained research assistants.

b. Teacher Variable

In order to ensure that errors which might arise from teacher variable would not affect the findings of the study, the researcher organized three (3) days training for all the participating teachers. This was to ensure uniformity of instruction across the groups. Detailed explanation were given to the teachers by the researcher prior to the commencement of the experiment. The lesson plans were prepared by the researcher and not the teachers. These instruments were not released to the teachers before the commencement of the experiment. Lessons plan/notes were uniform in all the participating schools. This was supervised by the researcher when the experiment commenced. The students in the two groups were not informed that they would be involved in any research process.

c. Subject Interaction

The researcher did not use experimental and control groups from the same school. This was to ensure that teachers in the two groups do not mix up to share experiences obtained from the experiment. This eliminated likely errors that could arise as a result of subject interaction. Out of the six schools used for the study, four (4) schools were used for experimental groups while the remaining two (2) schools were used as control groups.

d. Inter Group Variables

Since the participating teachers were different in instructional competence, the design used in the study was a non-equivalent group (that was, non-randomization). This ensured that the initial equivalence achieved the treatment and the control groups. That was, the group taught using Multimedia, Scaffolding and those taught using traditional method.

3.7 Method for Data Analysis

In the course of analysing the data collected, the descriptive statistics such as means, standard deviations were used to respond to research questions. In testing the research hypotheses, the dependent /independent t-test statistics and ANOVA (f-test) were used to test the differences. So as to determine if significant effects of using Multimedia and Scaffolding Strategies exist or not. This was according to Flom (2010) and Ibrahim (2013), who suggested these inferential statistics when comparing two or more means. All null hypotheses were tested using $p=0.05$ (95 %) level of significance. According to Olayiwola (2007), if the result of the p-value for any null hypothesis is greater than 0.05, the null hypothesis would be accepted, but if otherwise, it would be rejected.

CHAPTER FOUR PRESENTATION OF RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a complete analysis and data collected for the study. The main objective was to assess the effectiveness of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language speaking and Listening Skills using adopted performance test of multiple choices. Examination questions were distributed to both experimental and control groups, which were all correctly answered and returned to the researcher. The frequencies and percentages for each test were presented comparing the two groups. The hypotheses were tested and discussions were also made on the research questions raised in the study. Discussion and summary of the findings were also made at the end of this chapter.

4.2 Description of Study Variables

The variables of the study were analysed using frequencies and percentages. Table 6 presents the summary of the analysis.

Table 6: Groups of the Respondents

Groups	Frequency (f)	%age (%)
Experimental group I (Multimedia)	110	33.3
Experimental group II (Scaffolding)	120	36.4
Control group III (Conventional method)	100	30.3
Total	330	100

Table 6 showed a total of 33.3 % of the respondents were used as experimental group I (Multimedia Strategy), while 36.4 % were used as Experimental group II (Scaffolding Strategy), and 30.3 % were used as Control group III (Conventional method). This result

showed that the population was fairly distributed with the Multimedia Strategy having the frequency and percentage.

4.3 Response to Research Questions

The research questions raised in the study were analysed using descriptive statistics of mean and standard deviation to answer the questions. The questions and analysis are presented as follows:

Research Question One: What is the effect of Multimedia Strategy on Senior Secondary School Students' performance in speaking skills in Kaduna State?

The total sample size for the study was 330 students while Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, seventy-four (74) students representing 68.3 % pass at credit level and above, while 36 students representing 32.7 % score below credit level or failed.

Table 7: Means and Standard Deviation Comparison of Pre-test and Post-test results for Speaking Skills of Multimedia

Group	Pre-test		Post-test		Mean Diff
	Mean	SD	Mean	SD	
Multimedia	5.75	2.52	8.55	2.44	2.80

Source: Field Survey, 2018

The students' pre-test and post-test mean score of Multimedia Strategies in speaking skills were compared. The post-test means of the Multimedia (8.55) was higher than the means of the pre-test (5.75). The mean difference was 2.80 as illustrated in the figure below

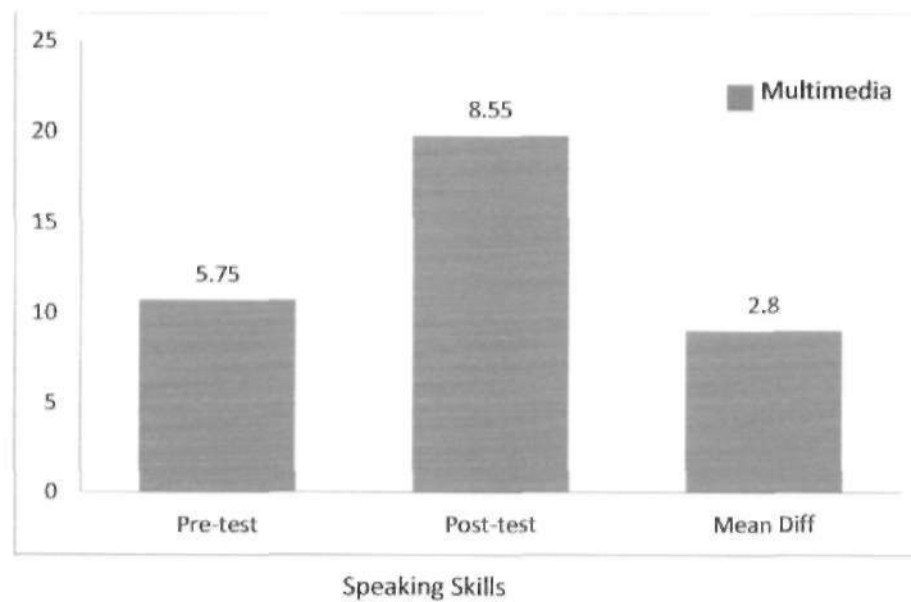


Figure 2: Pre-test and Post-test of Multimedia Means Comparison

Figure 2 indicated that the Multimedia Strategy was more effective in improving Senior Secondary School Students' speaking skills.

Research Question Two: To what extent does Scaffolding Strategy affects Senior Secondary School Students' performance in English Language speaking skills in Kaduna State?

The total sample size for the study was 330 students while the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total sample size. Out of these 120 students, eighty-eight (88) students representing 73.3 % passed at credit level and above, while 32 students representing 26.7 failed.

Table 8: Mean and Standard Deviation Comparison of Pre-test and Post-test results for Speaking Skills of Scaffolding Strategy

Group	Pre-test		Post-test		Mean Diff
	Mean	SD	Mean	SD	
Scaffolding	5.63	2.06	8.65	2.06	3.05

Source: Field Survey, 2018

The students' pre-test and post-test mean score of Scaffolding Strategy in Speaking Skills were compared. The post-test mean of 8.65 for Scaffolding was higher than the mean score of the pre-test (5.63).

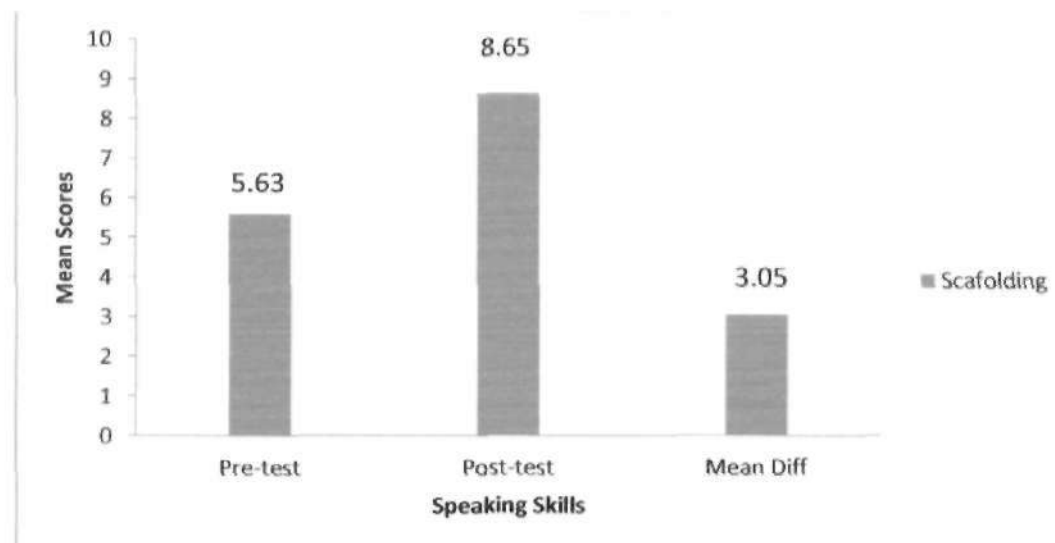


Figure 3: Scaffolding Pre-test and Post-test Means Comparison

Figure 3 indicated that the Scaffolding Strategy was more effective in improving Senior Secondary School Students' speaking skills.

Research Question Three: What is the effect of Multimedia and Scaffolding Strategy on Senior Secondary School Students' performance in English Language Speaking Skills in Kaduna State?

The total sample size for the study was 330 students while the Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, seventy-four (74) students representing 68.3 % pass at credit level and above while 36 students representing 32.7 % score below credit level or failed. Similarly, the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total sample size. Out of these 120 students, eighty-eight (88) students representing 73.3 % pass at credit level and above, while 32 students representing 26.7 score below credit level or failed in English Language Speaking skills.

Table 9: Means and Standard Deviation Comparison of Pre-test and Post-test Results for Speaking Skills of Multimedia and Scaffolding Methods

Group	Pre-test		Post-test		Post-test Mean Diff
	Mean	SD	Mean	SD	
Multimedia	5.75	2.52	8.55	2.44	.10
Scaffolding	5.63	2.06	8.65	2.06	

Source: Field Survey, 2018

The students' post-test mean score of Multimedia and Scaffolding Strategies in Speaking Skills were compared. The post-test means of 8.55 was found while the mean score of the Scaffolding group was 8.65. The mean difference between the two groups was 0.10 in favour of the two strategies. This may not be surprising because at the pre-test the difference of 0.12 existed in favour of the Multimedia group. Then the mean difference of the post-test could just be a reflection of the difference in the potential of the two groups.

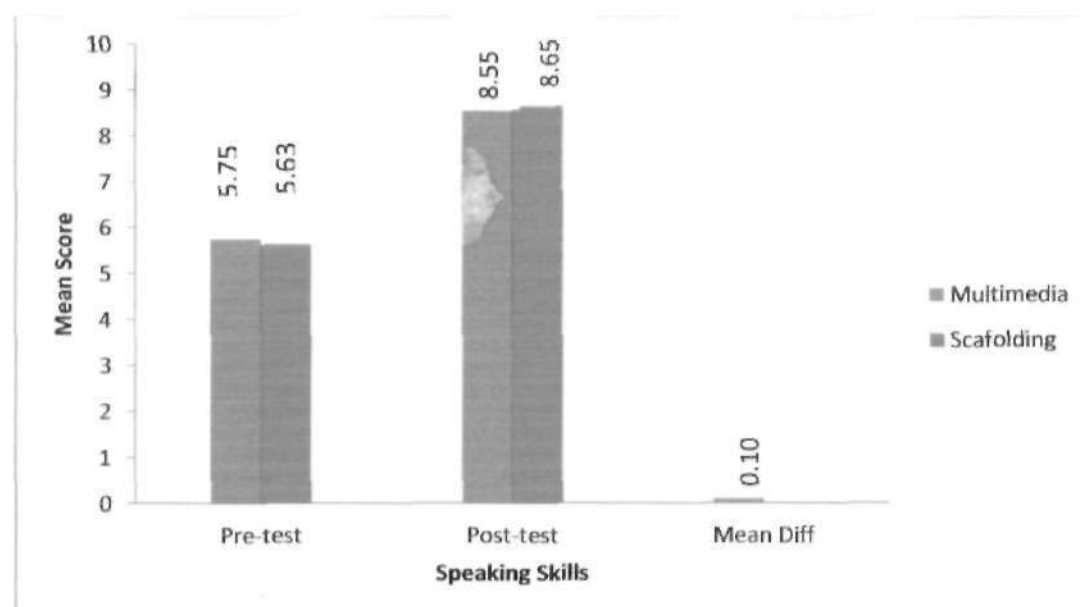


Figure 4: Multimedia and Scaffolding Speaking Skills Post-test Means Comparison

Figure 4 indicated that both Multimedia and Scaffolding Strategy were more effective in improving Senior Secondary School Students' speaking skills.

Research Question Four: To what extent do Multimedia, Scaffolding and Conventional Strategies affect Senior Secondary School Students' performance in English Language Speaking Skills in Kaduna State?

The total sample size for the study was 330 students while the Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, seventy-four (74) students representing 68.3 % passed at credit level and above while 36 students representing 32.7 % scored below credit level or failed. Similarly, the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total sample size. Out of these 120 students, eighty-eight (88) students representing 73.3 % passed at credit level and above, while 32 students representing 26.7 failed in English Language Speaking skills. On the contrary, the Conventional group was made up of one hundred (100) students representing 30.3 % of the total sample size. Out of these 100 students, twenty-six (26) students representing 26 % passed at credit level and above while 74 students representing 74 % failed in English Language Speaking skills.

Table 10: Mean and Standard Deviation Comparison of Pre-test and Post-test Results for Speaking Skills of Multimedia, Scaffolding and Conventional Methods

Group	Pre-test		Post-test		Post-test – Pre-test
	Mean	SD	Mean	SD	
Multimedia	5.75	2.52	8.55	2.44	1.00
Scaffolding	5.63	2.06	8.65	2.06	2.15
Conventional	6.17	1.52	6.50	1.52	

Source: Field Survey, 2018

The result in table 10 indicates the mean and standard deviation of the pre-test and post-test of Multimedia, Scaffolding and Conventional method. The pre-test mean of the three groups were 5.75, 5.63 and 6.17 respectively. The three groups improved their Speaking

Skills, students that learnt with Scaffolding Strategy had the highest post-test mean of 8.65, and the Multimedia mean was 8.55 while the control group had the least post-test mean of 6.50. The result is further illustrated as presented in the figure below.

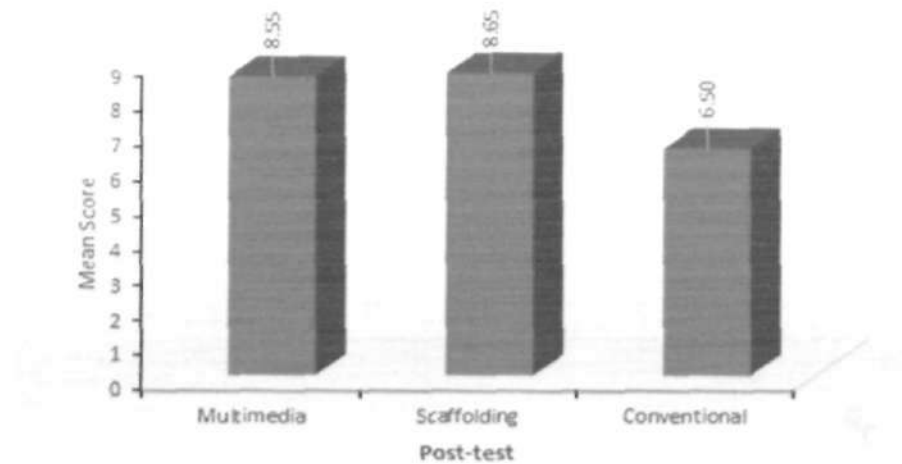


Figure 5: Multimedia, Scaffolding and Conventional Post-Test Means Comparison

Figure 5 indicated that the Multimedia and Scaffolding Strategies are more effective in improving students' English Language Speaking Skills among Senior Secondary School Students.

Research Question Five: What is the effects of Multimedia on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?

The total sample size for the study was 330 students. The Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, eighty-seventy (87) students representing 79.1 % pass at credit level and above while 23 students representing 20.9 % scored below credit level or failed.

Table 11: Means and Standard Deviation Comparison of Pre-test and Post-test results for Listening Skills of Multimedia

Group	Pre-test		Post-test		Mean Diff
	Mean	SD	Mean	SD	
Multimedia	11.25	7.14	21.00	4.51	9.75

Source: Field Survey, 2018

The students' pre-test and post-test mean score of Multimedia strategy in Listening Skills were compared. The post-test means of the Multimedia (21.00) was higher than the means of the pre-test (11.25). The mean difference was 9.75 as illustrated in the figure below.

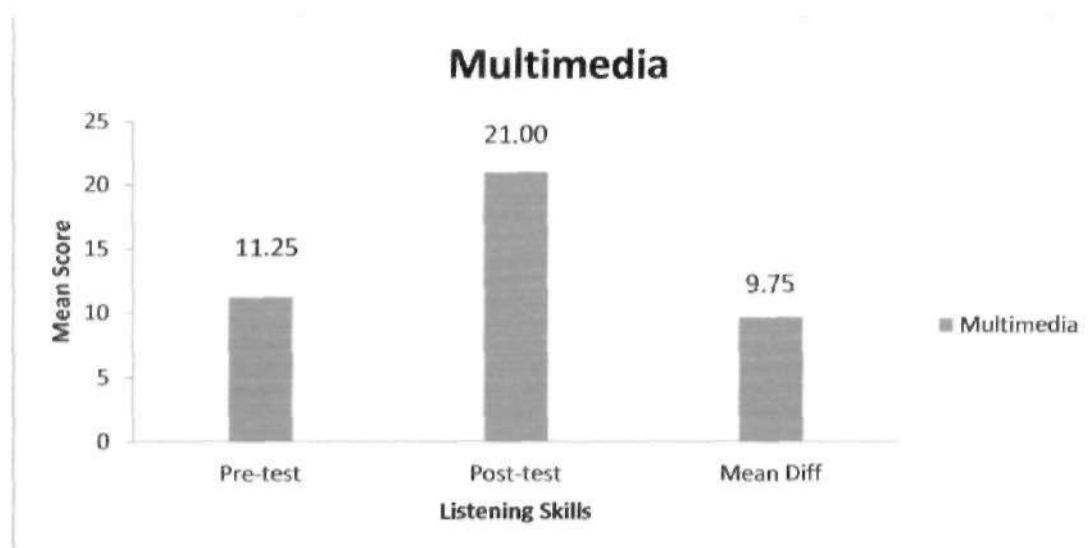


Figure 6: Multimedia Means Comparison of Listening Skills

Figure 6 indicated that the Multimedia Strategy was more effective in improving Senior Secondary School Students' listening skills.

Research Question Six: To what extent does Scaffolding affects Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?

The total sample size for the study was 330 students while the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total

sample size. Out of these 120 students, ninety-three (93) students representing 77.5 % pass at credit level and above, while 27 students representing 22.5 score below credit level or failed in Listening Skills.

Table 12: Means and Standard Deviation Comparison of Pre-test and Post-test results for Listening Skills of Scaffolding Strategy

Group	Pre-test		Post-test		Mean Diff
	Mean	SD	Mean	SD	
Scaffolding	10.75	5.04	19.80	4.56	9.05

The students' pre-test and post-test mean score of Scaffolding Strategy in Listening Skills were compared. The post-test means of the Scaffolding (19.80) was higher than the means of the pre-test (10.75). The mean difference was 9.05 in favour of the Scaffolding group as illustrated in the figure below.

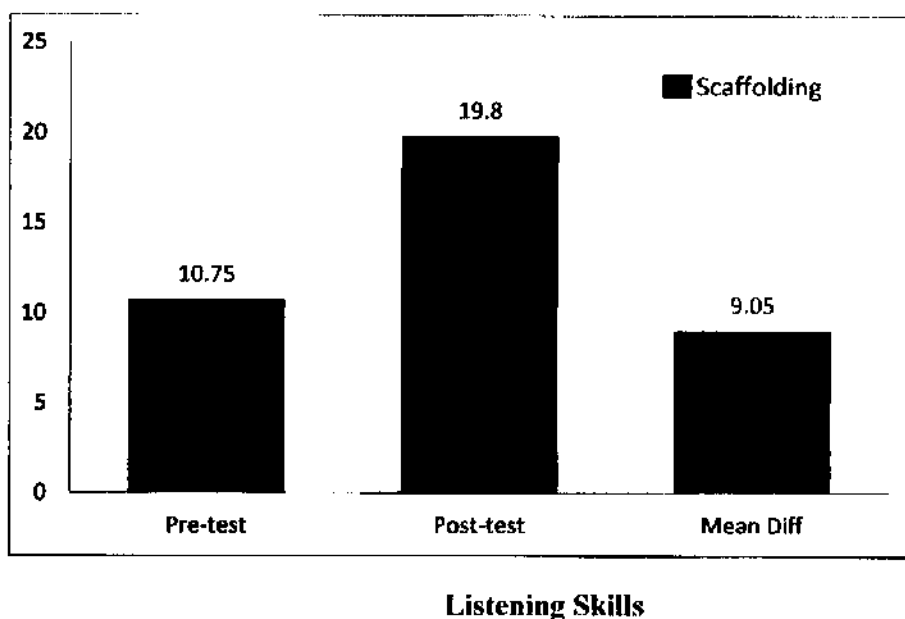


Figure 7: Scaffolding Means Comparison of Listening Skills

Figure 7 indicated that the Scaffolding Strategies were more effective in improving students' English Language Listening Skills among Senior Secondary School Students.

Research Question Seven: What is the effect of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?

The total sample size for the study was 330 students while the Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, eighty-seventy (87) students representing 79.1 % pass at credit level and above while 23 students representing 20.9 % score below credit level or failed. Similarly, the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total sample size. Out of these 120 students, ninety-three (93) students representing 77.5 % pass at credit level and above, while 27 students representing 22.5 score below credit level or failed in English Language Listening Skills.

Table 13: Means and Standard Deviation Comparison of Pre-test and Post-test results for Listening Skills of Multimedia and Scaffolding Methods

Group	Pre-test		Post-test		Post-test Mean Diff
	Mean	SD	Mean	SD	
Multimedia	11.25	7.14	21.00	4.51	1.20
Scaffolding	10.75	5.04	19.80	4.567	

The students' post-test mean score of Multimedia and Scaffolding Strategies in Listening Skills were compared. The post-test mean of 21.00 was found while the mean score of the Scaffolding group was 19.80. The mean difference between the two groups was 1.20 in favour of Multimedia group as illustrated in the figure below.

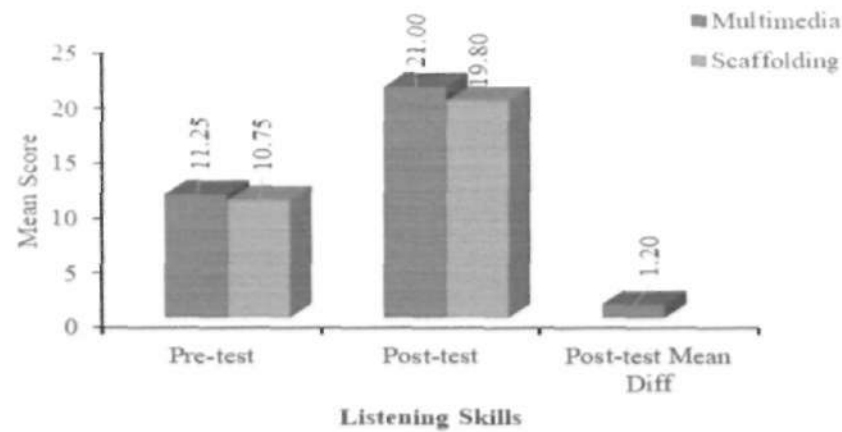


Figure 8: Multimedia and Scaffolding means comparison of Listening Skills

Figure 8 indicated that the Multimedia and Scaffolding Strategies were more effective in improving students' English Language Listening Skills among Senior Secondary School Students.

Research Question Eight: To what extent do Multimedia, Scaffolding Strategies and Conventional method affect Senior Secondary School Students' performance in English Language Listening Skills in Kaduna State?

The total sample size for the study was 330 students while the Multimedia group was made up of one hundred and ten (110) students representing 33.3 % of the total sample size. Out of these 110 students, eighty-seven (87) students representing 79.1 % passed at credit level and above while 23 students representing 20.9 % scored below credit level or failed. Similarly, the Scaffolding group was made up of one hundred and twenty (120) students representing 36.4 % of the total sample size. Out of these 120 students, ninety-three (93) students representing 77.5 % passed at credit level and above, while 27 students representing 22.5 score below credit level or failed in English Language Listening Skills. On the contrary, the Conventional group was made up of one hundred (100) students representing 30.3 % of the total sample size. Out of these 100 students,

five (5) students representing 5 % passed at credit level and above while 95 students representing 95 % scored below credit level or failed in Listening Skills

Table 14: Means and Standard Deviation Comparison of Pre-test and Post-test results for Listening Skills of Multimedia, Scaffolding and Conventional Methods

Group	Pre-test		Post-test	
	Mean	SD	Mean	SD
Multimedia	11.58	7.14	21.00	4.51
Scaffolding	10.75	5.04	19.80	4.567
Conventional	11.25	2.81	12.36	2.87

The result in table 14 indicated the mean and standard deviation of the pre-test and post-test of Multimedia, Scaffolding and Conventional method. The pre-test mean of the three groups were 11.58, 10.75 and 11.25 respectively. The three groups improve their Speaking Skills, students that learnt with Multimedia Strategy had the highest post-test mean of 21.00, and the Scaffolding mean was 19.80 while the Conventional group had the least post-test mean of 12.36. The result is further illustrated as presented in the figure below

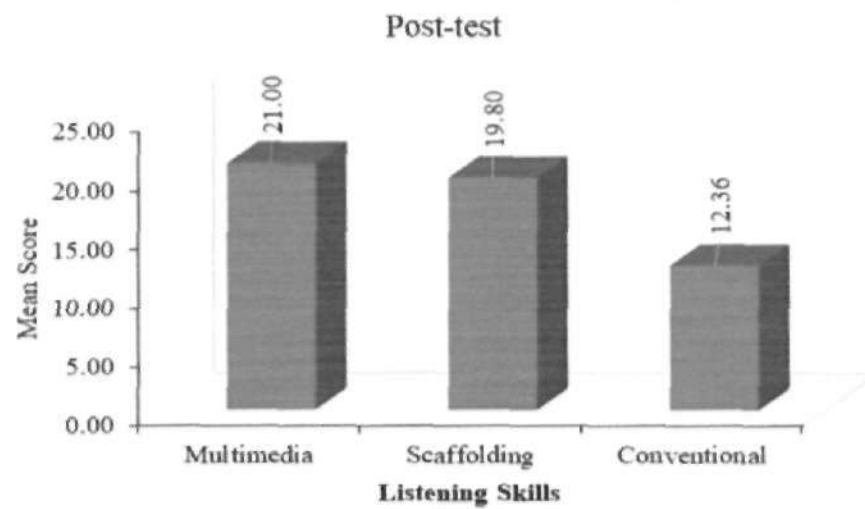


Figure 9: Multimedia, Scaffolding and Conventional Post-test Means Comparison of Listening Skills

Figure 9 indicated that the Multimedia and Scaffolding Strategies are more effective in improving students' English Language Listening Skills among Senior Secondary School Students.

4.4 Hypotheses Testing

To test the formulated hypotheses, dependent / independent t-test and ANOVA were employed and the results were presented as follows:

Hypothesis 1: There is no significant difference between the pre-test and post-test of Senior Secondary School Students' performance taught English Language speaking skills using Multimedia Strategy in Kaduna State.

Table 15: Speaking Skills Pre – post-test comparison of Multimedia Strategy

Variable	N	df	Mean	SD	t-value	P
Pre-test	110		5.75	1.41		
		109			-13.90	0.00
Post-test	110		8.65	2.51		

Significant $P < 0.05$

Table 15 Showed that there was a significant difference between the pre-test and post-test performance of students that were taught with Multimedia strategy ($t=-13.90$, $df=109$, $p=0.00$). The mean of the pre-test was 5.75, while the post-test mean was 8.65, which indicated that the significant difference was in favour of the Multimedia. Hence, the null hypothesis which states that there is no significant difference between the pre-test and post-test performance of students taught English Language Speaking Skills using Multimedia strategy in Senior Secondary Schools in Kaduna State was rejected. The Multimedia strategy was more effective in improving students speaking skills in English Language.

Hypothesis 2: There is no significant difference between the pre-test and post-test of Senior Secondary School Students' performance taught English Language Speaking Skills using Scaffolding strategy in Kaduna State.

Table 16: Speaking Skills Pre – Post-test Comparison of Scaffolding Strategy

Variable	N	Df	Mean	SD	t-value	P
Pre-test	120		5.63	1.34		
		119			20.15	0.00
Post-test	120		8.65	2.06		

Significant $P < 0.05$

Table 16 showed that there was a significant difference between the pre-test and post-test performance of students, that were taught with Scaffolding strategy ($t=20.15$, $df=119$, $p=0.00$). The mean of the pre-test was 5.63, while the post-test mean was 8.65, which indicated that the significant difference was in favour of the scaffolding. Hence the null hypothesis which states that there is no significant difference between the pre-test and post-test performance of students taught English Language speaking skills using

Scaffolding in Senior Secondary Schools in Kaduna State was rejected. The Scaffolding strategy was more effective in improving students speaking skills in English language.

Hypothesis 3: There is no significant difference between the Senior Secondary Schools Students' performance taught English Language Speaking Skills using Multimedia and Scaffolding strategies in Kaduna State.

Table 17: T-Test Computation on Speaking Skills for Multimedia and Scaffolding Strategies

Variable	N	Df	Mean	SD	t-value	P-value
Multimedia	110		8.55	2.44		
		228			7.21	0.74
Scaffolding	120		8.65	2.06		

(t=7.21, df=228, p=0.74) There is no Significant Difference

Table 17 showed that there was no significant difference between the group that was taught with Multimedia and the group that was taught with Scaffolding Strategy (t=7.21, df=228, p=0.74). The mean of the Multimedia was 8.65 while the Scaffolding group mean was 8.65 which indicated an insignificant difference in both Strategies. Hence the null hypothesis which states that there is no significant difference between the performance of students taught English Language Speaking Skills using Multimedia and those taught with Scaffolding Strategy in Senior Secondary Schools in Kaduna State was retained. Indicating that there is an insignificant difference between the performances of students taught English Language Speaking Skills using Multimedia and those taught with Scaffolding Strategy in Senior Secondary Schools in Kaduna State. Hence both methods were effective in improving students Speaking Skills in English

Hypothesis 4: There is no significant difference between the Senior Secondary School Students' performance taught English Language Speaking Skills using Multimedia, Scaffolding Strategies and Conventional method in Kaduna State.

Table 18: ANOVA Computation on Speaking Skills for Multimedia, Scaffolding and Conventional Methods

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	321.524	2	160.762	36.827	.000
Within Groups	1427.473	327	4.365		
Total	1748.997	329			

The ANOVA result in table 18 showed that there was a statistical significant difference in English Speaking Skills between the Multimedia, Scaffolding and Conventional group in the post-test $F(2,327) = 36.83$, $p = .001$ ($P < .05$).

Scheffe's multiple comparisons or post-hoc analysis was further performed to determine the direction of the significant difference. The result was presented in Table 19 below:

Table 19: Scheffe's Multiple Comparison

(I) Grouping (J) Grouping Mean		Sig.	95% Confidence Interval	
			Difference (I-J)	
				Lower Bound Upper Bound
Multimedia	Scaffolding	-.00455	1.000	-.6827 .6736
	Conventional	2.14545	.000	1.4356 2.8553
Scaffolding	Multimedia	.00455	1.000	-.6736 .6827
	Conventional	2.15000	.000	1.4544 2.8456
Conventional	Multimedia	-2.14545	.000	-2.8553 -1.4356
	Scaffolding	-2.15000	.000	-2.8456 -1.4544

The multiple comparison in table 19 showed that there was a significant difference between the mean score of Multimedia group (8.55) and Conventional group (6.50) in favour of students taught with Multimedia. The findings also showed that there was a significant difference between the students that were taught using Scaffolding and students that were taught using the Conventional method. The mean of the Scaffolding group (8.65) was higher than the Conventional group (6.50). Therefore, the significant difference was in favour of the Scaffolding group. The findings showed that the Multimedia and Scaffolding Strategies were effective in improving students' English Language speaking skills.

Hypothesis 5: There is no significant difference between the pre-test and post-test of Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia strategy in Kaduna State.

Table 20: Listening Pre – post-test comparison of Multimedia group

Variable	N	Df	Mean	SD	t-value	P
Pre-test	110		11.24	2.39		
		109			-27.39	0.00
Post-test	110		20.82	4.78		

Significant $P < 0.05$

Table 20 Showed that there was a significant difference between the pre-test and post-test performance of students taught with Multimedia strategy in English Language Listening Skills ($t = -27.39$, $df = 109$, $p = 0.00$). The mean of the pre-test was 11.24, while the post-test mean was 20.82, which indicated that the significant difference was in favour of the Multimedia. Therefore, the null hypothesis was rejected, indicating that there was a significant difference between the pre-test and post-test performance of students taught English Language Listening Skills using Multimedia strategy in Senior

Secondary Schools in Kaduna State. Hence, the Multimedia Strategy was more effective in improving students speaking skills in English language

Hypothesis 6: There is no significant difference between the pre-test and post-test of Senior Secondary School Students' performance taught English language listening skills using scaffolding strategy in Kaduna state.

Table 21: Listening Pre – Post-test Comparison of Scaffolding Group

Variable	N	Df	Mean	SD	t-value	P
Pre-test	120		10.79	2.60		
		119			-24.02	0.00
Post-test	120		19.51	5.04		

Significant $P < 0.05$

Table 21 showed that there was a significant difference between the pre-test and post-test performance of the students that were taught with Scaffolding strategy in English Language Listening Skills ($t = -24.02$, $df = 119$, $p = 0.00$). The mean of the pre-test was 10.79, while the post-test mean was 19.51, which indicated that the significant difference was in favour of the scaffolding. Therefore, the null hypothesis was rejected, indicating that there was a significant difference between the pre-test and post-test performances taught English Language Listening Skills using Scaffolding strategy in Senior Secondary Schools in Kaduna State. Hence, the Scaffolding Strategy was more effective in improving students Listening Skills in English Language.

Hypothesis 7: There is no significant difference between the Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia and Scaffolding Strategies in Kaduna State.

Table 22: T-Test Computation on Listening Skills for Multimedia and Scaffolding

Variable	N	Df	Mean	SD	t-value	P-value
Multimedia	110		21.00	4.51		
		228			1.86	0.04
Scaffolding	120		19.80	4.56		

(t=1.86, df=228, p=0.04) There is Significant Difference

Table 22 showed that there was a significant difference between the group that was taught with Multimedia and the group that was taught with Scaffolding Strategies ($t=1.86$, $df=228$, $p=0.04$). The mean of the Multimedia was 21.00 while the Scaffolding group mean was 19.80 which indicated that the significant difference was in favour of the Multimedia. Hence, the null hypothesis which stated that there was no significant difference between the performance of students taught English Language Listening Skills using Multimedia and those taught with Scaffolding Strategy in Senior Secondary Schools in Kaduna State was rejected.

Indicating that there was a significant difference between the performances of students taught English Language Listening Skills using Multimedia and those taught with Scaffolding Strategy in Senior Secondary Schools in Kaduna State. Hence, the Multimedia Strategy was more effective in improving students Listening Skills in English Language.

Hypothesis 8: There is no significant difference between the Senior Secondary School Students' performance taught English Language Listening Skills using Multimedia, Scaffolding and Conventional methods in Kaduna State.

Table 23: ANOVA T-Test computation on Listening Skills for Multimedia, Scaffolding and Conventional Methods

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4596.399	2	2298.200	135.96	.000
Within Groups	5527.407	327	16.903		
Total	10123.806	329			

The ANOVA result in table 23 showed that there was a statistical significant difference in Listening Skills between the Multimedia, Scaffolding and Conventional group in the post-test $F(2,327) = 135.96, p = .001 (P < .05)$.

Scheffe's multiple comparison or post-hoc analysis was further performed to determine the direction of the significant difference. The result is presented in Table 24 below

Table 24: Scheffe's Multiple Comparison of the Multimedia, Scaffolding and Conventional Mean Score

(I) Grouping	(J) Grouping	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Multimedia	Scaffolding	1.11667	.122	-.2178	2.4512
	Conventional	8.64000	.000	7.2431	10.0369
Scaffolding	Multimedia	-1.11667	.122	-2.4512	.2178
	Conventional	7.52333	.000	6.1545	8.8922
Conventional	Multimedia	-8.64000	.000	-10.0369	-7.2431
	Scaffolding	-7.52333	.000	-8.8922	-6.1545

The multiple comparison in table 24 showed that there was a significant difference between the mean score of Multimedia group (21.00) and Conventional group (12.36) in favour of students taught with Multimedia. The findings also showed that there was a

significant difference between the students that were taught using Scaffolding and students taught using the Conventional method. The mean of the Scaffolding group (19.88) was higher than the Conventional group (12.36). Therefore, the significant difference was in favour of the Scaffolding group.

4.5 Summary of Findings

In view of the hypotheses tested in the study, the following findings were established that:

1. Students that were taught English Language Speaking Skills using Multimedia Strategy had a significantly higher score and performed better in post-test ($p=0.00$).
2. The performance of students taught English Language Speaking Skills using Scaffolding Strategy was higher and significantly better in post-test ($p=0.00$).
3. Students that were taught English Language speaking skills using Multimedia strategies had the same mean score with those that were taught using Scaffolding Strategies ($p=0.74$).
4. Students that were taught English Language speaking skills using Multimedia and Scaffolding Strategies performed significantly better than the students that were taught with Conventional Method ($p=0.00$).
5. Students taught English Language Listening Skills using Multimedia Strategy had a significantly higher score and performed better in post-test ($p=0.00$).
6. Students that were taught English language Listening Skills using Scaffolding Strategy performed significantly better in post-test ($p=0.00$).

7. Students that were taught English Language Listening Skills using Multimedia strategies performed significantly better than those that were taught using Scaffolding Strategies ($p=0.04$).
8. The performance of students taught English Language Listening Skills using Multimedia and Scaffolding Strategies was significantly better than the performance students that were taught with Conventional Method. ($p=.001$).

4.6 Discussion of Findings

In research, question one the students pre-test and post-test mean scores of Multimedia in English language Speaking Skills were compared. The post-test mean of the Multimedia was higher than the means of the pre-test. This showed that the performance of students taught Speaking Skills using Multimedia performed better in Senior Secondary Schools in Kaduna State. Although the standard deviation at various levels indicated that students had a varied performance in the test administered.

The result on hypothesis one, which stated that there was no significant difference between the pre-test and post –test performance of students taught English Language Speaking Skills using Multimedia strategy in Senior Secondary Schools in Kaduna State, had a Pre-test and Post-test mean scores of 5.75 and 8.55. Hence, the hypothesis was rejected. This finding is in line with the findings of Buraimoh (2012), which revealed that Multimedia enables students to be more motivated and interested in learning Speaking Skills.

In research question two, the students' pre-test and post-test mean scores of Scaffolding strategy in English language Speaking Skills were compared. The post-test mean of the Scaffolding was higher than the pre-test. This showed that the performance of students taught speaking skills using Scaffolding performed better in Senior

Secondary Schools in Kaduna State. Although the standard deviation at various levels indicated that students had a varied performance in the test administered.

Hypothesis two, which stated that there was no significant difference between the pre-test and post –test performance of students taught English Language Speaking Skills using Scaffolding strategy in Senior Secondary Schools in Kaduna State had a Pre-test and Post-test mean scores of 5.63 and 8.65. Hence, the hypothesis was rejected.

This finding is in line with Walqui (2006), in Walqui A. (2017). That Scaffolding emphasises interactive social nature of learning that is contingent, collaborative nature of support and development which is weaving together several levels of pedagogical support from macro-level of planning of curricula over time to micro-level moment to moment Scaffolding as the contingent variation of support responsive to interactions as they unfold.

In research question three the students post-test mean score of Multimedia and Scaffolding group in speaking skills were compared. The post-test mean of the Multimedia and Scaffolding were the same. This showed that the performance of students taught speaking skills using Multimedia and Scaffolding Strategies performed better in the two Strategies in Senior Secondary Schools in Kaduna State. Although the standard deviation at various levels indicated that students had a varied performance in the test administered.

The hypothesis which stated that there is no difference between the students taught English Language speaking skills using Multimedia and Scaffolding Strategies had mean scores of 8.55 for Multimedia and 8.65 for Scaffolding. This revealed an insignificant difference between the performance of students taught with Multimedia and Scaffolding. Hence, the hypothesis was retained. This finding is in line with Midat (2011), who stated that the teacher of English Language needs to have the knowledge of

variety of approaches to Second language teaching. Similarly, Udofia (2013), in his findings reported that videos arouse the interest of the learners.

Research question four was on the performance of students taught English Language Speaking Skills using Multimedia, Scaffolding Strategies and Conventional method. The findings revealed that the students taught with Multimedia and Scaffolding Strategies performed better than the students taught with Conventional method in Senior Secondary Schools in Kaduna State. The hypothesis which stated that there is no significance difference between the performance of students taught English Language Speaking Skills using Multimedia, Scaffolding Strategies and Conventional method in Senior Secondary Schools in Kaduna State using Scheffe's multiple comparison mean score of Multimedia group was (8.55) and Conventional group was (6.50), Scaffolding group (8.65) was higher than Conventional groups (6.50).

The findings showed that the Multimedia and Scaffolding were effective in improving students English speaking skills. Hence, the hypothesis was rejected. This was in line with the findings of Kim and Craig (2012), that video conferencing offers new opportunity for language testers to assess speaking ability. It was also revealed in the findings of Abd-el-aziz (2014), that, students tend to enjoy power point presentation as their attention is captured especially when Multimedia resources are added to illustrate the text in a lesson.

The analysis on table 16 showed that a total mean score of Multimedia group was 8.55 and Conventional group of 6.50. Hence, Multimedia was in favour of students taught in Multimedia. The findings also showed that there was a significance difference between the students that were taught English Language speaking skills using Scaffolding and students taught using Conventional method. The mean score of the Scaffolding group 8.65 was higher than the Conventional group 6.50. Therefore, the significant difference

was in favour of the Multimedia and Scaffolding groups and was effective in improving student's English Language speaking skills. This is in line with the findings of Alake and Ogunseemi (2013) that students exposed to Scaffolding Strategy performed better than their counterparts who were exposed to conventional method.

In research question five, the students pre-test and post-test mean scores of Multimedia in English language Listening Skills were compared. The post-test mean of the Multimedia was higher than the means of the pre-test. This showed that the performance of students taught Listening Skills using Multimedia performed better in Senior Secondary Schools Kaduna State. Although the standard deviation at various levels indicated that students had a varied performance in the test administered. This was in line with Afyoni, Tabatabal and Ghassenpour (2016), who revealed that weak students benefited significantly than the stronger students from the multimedia training programs.

The result on hypothesis five, which stated that there was no significant difference between the pre-test and post –test performance of students taught English Language Listening Skills using Multimedia strategy in Senior Secondary Schools in Kaduna State, had a Pre-test and Post-test mean scores of 11.24 and 20.82. Indicating that there was a significant difference between the pre-test and post –test performance of students that were taught English language Listening Skills. Hence, the hypothesis was rejected. This finding is in line with Buraimoh (2012), who stated that, there was a significant difference between the performances of the experimental and control groups. Multimedia was found to be effective resources for the teaching and learning of English Language Listening Skills because it enables students to be more motivated and interested in learning listening skills. This was in line with the findings of Amosa, Akawu, Eli and Queen (2014), that students should be exposed to multimedia instructional strategies so

as to promote effective and active learning, motivation, learning by doing, and learning by experience.

In research question six the students' pre-test and post-test mean scores of Scaffolding strategy in English language Listening Skills were compared. The post-test mean of the Scaffolding was higher than the pre-test. This showed that the performance of students taught Listening skills using Scaffolding performed better in Senior Secondary Schools in Kaduna State. Although the standard deviation at various levels indicated that students had a varied performance in the test administered. This was in line with Wang (2010), who revealed that multimedia learning can replace traditional materials for teachers.

The hypothesis which stated that there was no significant difference between the pre-test and post –test performance of students taught English Language Listening Skills using Scaffolding strategy in Senior Secondary Schools in Kaduna State had a Pre-test and Post-test mean scores of 10.79 and 19.51 . Hence, the hypothesis was rejected.

This finding is in line with Omebe and Akani (2015), which revealed that Scaffolding Strategy when adopted by teachers enhances the effectiveness of their teaching and students' retention.

In research question seven students taught English Language Listening Skills using Multimedia had a higher mean score than the students taught with Scaffolding Strategy in Kaduna State. Hypothesis seven which stated that there is no significant difference between the students taught English Language Listening Skills using Multimedia and Scaffolding Strategies in Kaduna State had a mean score of Multimedia of 21.00 and Scaffolding mean score of 19.80. Hence, the hypothesis was rejected. This was in line with the findings of Amosa, Akawu, Eli and Queen (2014), which revealed that students performed better in biology (Listening Skills inclusive) when taught with

video-based Multimedia instruction strategies than those exposed to conventional method alone.

In research question eight students taught English Language Listening Skills using Multimedia, Scaffolding Strategies had a higher mean score than students taught with Conventional method in Senior Secondary School Kaduna State. It was revealed that the students exposed to Multimedia and Scaffolding Strategies achieved higher Post-test mean scores of 21 for Multimedia than their counterpart with Conventional method with mean scores of 12.36. Mean score for Scaffolding was 19.88 and mean score of 12.36 for Conventional method. Hence, the hypothesis was rejected. This finding is in line with Wang (2010), which revealed that Multimedia triggers students learning interests, provide opportunities for self-paced learning and provide proper supports and feedback.

Hypothesis eight which stated that there was no significant difference between students taught English Language Listening Skills using Multimedia, Scaffolding Strategies and Conventional method in Senior Secondary Schools in Kaduna State was rejected. This finding is in line with the findings of Okedeyi, Oginni, Adegorite and Shuib (2015), which revealed that the acquisition of relevant skills in Multimedia will improve teaching and learning of scientific concepts (Listening Skills inclusive) in Secondary Schools. In addition, Omebe and Akani (2015), revealed that, instructional Scaffolding Strategies when adopted by teachers, enhances the effectiveness of their instructions, Students' retention and long term learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and its findings on the effects of Multimedia and Scaffolding Strategies on English Language Speaking and Listening Skills on the performance of Senior Secondary Schools in Kaduna State. Also, recommendations and conclusions were drawn from the study.

5.2 Summary

The study assessed the effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language speaking and Listening Skills in Kaduna State, Nigeria. The study comprised of introduction, where the background to the study and statement of the problem were highlighted. Also, the study was carried out with the following objectives to; investigate the effect of Multimedia Strategy on Senior Secondary School Students' performance in English Language Speaking Skills in Kaduna State; determine the effects of Scaffolding Strategy on Senior Secondary School Students' performance in English in English Language Speaking Skills in Kaduna State; determine the effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Speaking in Kaduna State; investigate the effects of Multimedia, Scaffolding Strategies and Conventional method on Senior Secondary School Students' performance in English Language Speaking Skills in Kaduna State; investigate the effects of Multimedia Strategy on the performance of students in English Language Listening Skills in Senior Secondary Schools in Kaduna State; determine the effects of Scaffolding on the performance of students in English Language Listening Skills in Senior Secondary Schools in Kaduna State; determine the effect of Multimedia and Scaffolding Strategies

on the performance in English Language Listening Skills in Senior Secondary Schools in Kaduna State and to find out the effects of Multimedia, Scaffolding and Conventional method on the performance of students in English Language Listening Skills in Senior Secondary Schools in Kaduna State.

Eight research questions and hypotheses also were formulated for the study. The study reviewed relevant literatures on the major sub themes of the study. Conceptual framework, theoretical framework, concept of Multimedia, concept of Scaffolding, history of English Language, criteria for measuring students' performance in English Language, English Language curriculum for Senior Secondary Schools, English Language Speaking and Listening Skills, methods of teaching English Language speaking and Listening Skills, teachers' role of teaching English Language using Multimedia, effects of Multimedia Strategies on students' performance, advantages and disadvantages of Multimedia, Scaffolding Strategies, role of teaching English Language using Scaffolding strategies, effects of Scaffolding Strategies on students' performance in English Language, advantages and disadvantages of Scaffolding Strategies, empirical studies and summary.

The research design used for the study was quasi-experimental design of pre-test and post-test with contact classes. The total population was eighteen thousand, seven hundred and twenty (18720) SS II students in Kaduna State and a sample of three hundred and thirty students (330) was purposely collected for the study in the two educational zones of Giwa and Zaria respectively. Ten (10) weeks training exercise with Multimedia, Scaffolding Strategies and Conventional method was organised for the experimental and control groups. Pre-test of fifty (50) items of multiple choice questions on English Language Speaking and Listening Skills was administered to the students.

The treatment was given to both experimental and Conventional groups at the end of the training period. In the data analysis, descriptive statistics were employed to answer the research questions, t-test was used in hypothesis one, two, three, five, six and seven while, ANOVA was used to test hypotheses four and eight respectively. The findings revealed that seven of the hypotheses were rejected while one was retained. The following findings were obtained based on the hypotheses;

1. Students that were taught English Language Speaking Skills using Multimedia Strategy had a significant higher score and performed better in post-test ($p=0.00$).
2. Students that were taught English Language Speaking Skills using Scaffolding Strategy had a significant higher score and performed better in post-test ($p=0.00$).
3. Students that were taught English Language speaking skills using Multimedia and Scaffolding Strategies had the same mean score and performed better ($p=0.74$).
4. Students that were taught English Language speaking skills using Multimedia and Scaffolding Strategies performed significantly better than the students that were taught with Conventional Method ($p=0.00$).
5. Students that were taught English Language Listening Skills using Multimedia Strategy had a significant higher score and performed better in post-test ($p=0.00$).
6. Students that were taught English language Listening Skills using Scaffolding Strategy performed significantly better in post-test ($p=0.00$).
7. Students that were taught English Language Listening Skills using Multimedia strategies had a better mean score and performed better than those that were taught using Scaffolding Strategies ($p=0.04$).

8. The performance of students taught English Language Listening Skills using Multimedia and Scaffolding Strategies was significantly better than the performance of students that were taught with Conventional Method. ($p=.001$).

5.3 Conclusion

Based on the findings of the study, the following conclusions were drawn out by the researcher that Students taught English Language Speaking Skills using Multimedia and Scaffolding Strategies performed better than the Students taught using Conventional Method. Similarly, Students that were taught English Language Listening Skills using Multimedia and Scaffolding Strategies had a significant high score than their counterparts taught using Conventional Method. Hence, it was concluded that Multimedia and Scaffolding Strategies improves students' abilities to learn English Language speaking and Listening Skills and remember the contents of the teaching. Therefore, English Language teachers as partners of building Educational development of the nation must be trained on how to use Multimedia and Scaffolding Strategies to enhance teaching and learning in the classroom.

5.4 Recommendations

Based on the findings from the study, the following recommendations were made:

1. There is need for the Ministry of Education to mount periodic training sessions for the teachers who are already in the field to be retrained on recent discovery regarding the use of Multimedia and Scaffolding teaching Strategies in teaching English Language Speaking and Listening Skills.
2. There is need for English Language teachers in the field to have a forum periodically to assess the effectiveness of their teaching using Multimedia and Scaffolding

Strategies as applicable to the organisation of content of the school syllabuses in Senior Secondary Schools in Kaduna State.

3. Both federal and state government should organized refresher courses workshops and conferences for the teachers in improving their skills of Multimedia and Scaffolding Strategies in teaching English Language.
4. Teachers of English Language should not gear towards passing Examination in English per se; rather, the emphasis should be on competences of students in speaking and Listening Skills. This will help them understand not only English Language but other subjects that are taught in English Language.
5. Kaduna State should provide computers, laptops and constant electricity in all Senior Secondary Schools for effective teaching and learning with Multimedia and Scaffolding strategies.
6. The board of management in schools should ensure that schools are stuffed with adequate modern instructional materials. Parents and community should assist in providing sufficient physical facilities in secondary schools such as electricity.
7. The Ministry of Education and Teachers Service Commission should work hand in hand to ensure the employment of well-trained and qualified teachers in order to give more positive output reflected in students' performance.
8. English Language educators and curriculum planners should incorporate innovative techniques such as Multimedia and Scaffolding Strategies into their various teacher education programmes.

5.5 Contributions to Knowledge

The study has contributed to the advancement of knowledge in the field of Education especially in English Language Speaking and Listening Skills. It has been

proven empirically from the study that the student's performance in English Language Speaking and Listening Skills can be improved as the teachers use Multimedia and Scaffolding Strategies in the classrooms. The study can be made to revise Secondary Schools' English curriculum in order to reflect on the courses offered. This will in turn assist the teachers in proper handling of the curriculum in the Secondary Schools. In essence, difficulties encountered in understanding and teaching of English Language speaking and Listening Skills contents will be better simplified for easy assimilation of knowledge and skills on students in the classroom. The study also, empirically established that Multimedia and Scaffolding Strategies has been able to turn Students from passive learners to active participants and has enhanced the skills of continuity as media is used for education, entertainment and information in the classroom.

5.6 Suggestions for Further Studies

In view of the fact that the present study was confined to eight areas of Assessment of the Effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' Performance in English Language Speaking and Listening Skills in Senior Secondary II Schools Students in Kaduna State, Nigeria. There is need to study this in other areas like:

1. Assessment of the Effects of Multimedia and Scaffolding Strategies on Senior Secondary School Students' performance in English Language Writing Skills, Kaduna State.
2. Assessment of the Effects of Multimedia and Scaffolding Strategies on Junior Secondary School III Students' performance in English Language Reading and Speaking Skills in Kaduna State.

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APPENDIX A

REQUEST LETTER

Curriculum and Instruction Section,
Department of Educational Foundations
and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.
25th April, 2017.

Dear respondent,

REQUEST TO ANSWER RESEARCH QUESTIONS

The research instrument was designed on the ASSESSMENT OF THE EFFECTS OF MULTIMEDIA AND SCAFFOLDING STRATEGIES ON SENIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE SPEAKING AND LISTENING SKILLS IN KADUNA STATE. You are please, required to respond to the questions by ticking (✓) the most appropriate to you. Kindly answer the questions objectively so as to enhance the quality of the research. I sincerely thank you for your assistance.

Yours' faithfully,

Midat Caroline

P14 ECDFC 9006

APPENDIX B
LESSON UNITS

These are the selected topics from SSII English Language curriculum for this research.

1. Speaking skills (definition)
2. Vowel sounds
3. Consonant sounds
4. Stress pattern
5. Intonation
6. Listening Skills (Speech delivery)
7. Listening Skills ()
8. Listening Skills (debate)
9. Listening Skills(Short poems recitation)
10. Drama (short play)

Manual for teaching (lesson plan)

APPENDIX C

LESSON PLAN FOR EXPERIMENTAL GROUP: MULTIMEDIA

WEEK ONE

School – G.S.S.S Zango, G.S.S.S.S Barewa

Date: 17/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex: boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Books: Intensive English Language text book for SSII, dictionary.

Instructional Strategy: Multimedia Strategies

Learning Materials: Main text, magazines, Dairies, pictures. Teaching board

Behavioural objectives: At the end of the lesson, students should be able to:

1. Define language and speaking skills
2. Identify the four language skills
3. Mention components of speaking skills

Previous Knowledge: The students have been taught about language and speaking skills.

Introduction:

The teacher introduced herself and explained the purpose of being in their midst.

Presentation

Step 1 The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video explains to the students that language is a means of communication and interaction between individuals or groups and comprises of four basic skills which are: speaking and writing skills (productive or expressive skills), reading and Listening Skills (receptive skills).

Step 2: The teacher and the trainer further explains to the students that speaking skill is the ability to express your feelings, thoughts etc orally. It is one of the four language skills and also one of the productive language skills in language.

Step3: The trainer explains to the students the components of speaking skills, such as vowel sounds, consonant sounds, stress etc.

Student's Activities:

1. The teacher gave the students the video on a flash drive to use on their laptops and smartphones while the schools without these facilities were group into two to four groups so that they could have maximum participation. The leader in the respective groups asked them to define language and speaking skills
2. To explain the four language skills. While the teacher goes round as a facilitator to assist them.

Conclusion: The teacher summarizes all that she has taught in the class.

Evaluation:

1. The teacher evaluated the students by asking them to list the components of speaking skills
2. The teacher also asked the students to differentiate the productive and receptive skills of English Language. The teacher marked the students note books.

WEEK ONE

School – G.S.S.S Zango, G.S.S.S.S Barewa

Date – 17/1//2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Multimedia Strategy

Learning Materials: Lap-top, projector, tape recorder

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

1. Define language and speaking skills
2. Identify the four language skills
3. Mention components of speaking skills

Previous Knowledge: the students have been taught about English Language skills.

Introduction: The teacher introduced the lesson and asked them to explain what they learnt in the previous lesson. The teacher with the assistant researchers connects the electrical appliances to the generator, switched on the laptop and used the video clips for the students watched and listened to the trainer on the video displayed on the projector.

Presentation:

Step 1: The teacher explains to the students that listening skill is one of the receptive skills in English Language.

Step 2: The teacher explains to the students that listening skill is the ability to interpret sounds, words etc.

Step: The teachers explains to the students that how to listen to a speech, news etc for specific information.

Student's activities:

- Students should define Listening Skills.
- Students form groups and interact by asking questions e.g
 - a. What is your name?
 - a. My name is Gloria.
 - b. What is your father's name?
 - c. My father's name is Audu.

Conclusion: The teacher concluded the lesson by summarizing all that she has taught in the class.

WEEK TWO

Schools– G.S.S.S Zango, G.S.S.S.S Barewa

Date –23rd/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Vowel sounds

Sub-Topic: (/i://i//e//ai//ei//au/ etc)

Reference Material: Intensive English Language for SSII, Dictionary.

Instructional Materials: teaching board, flash cards.

Instructional Method: Multimedia Strategy

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

1. Recognize and pronounce distinctly and correctly these sounds in the class.
2. Write words in sentences and read aloud with correct pronunciation.
3. Use minimal pairs to differentiate words.

Previous Knowledge: Students have been taught about vowel sounds.

Introduction: The teacher introduced the lesson by asking the students to explain what was taught in the previous lesson.

Presentation:

Step 1: The teacher with the help of the research assistants prepared all the electrical appliances switched on the played the video clip from the laptop and the trainer defines vowel sound as the sounds that are produced without any vibration or obstruction from the vocal cords. The air is free from the vocal cords to the mouth.

Step 2: The teacher with the help of the trainer on the video clip pronounced the sounds distinctly and asked the students to imitate them by pronouncing the sounds correctly e.g /i://i/, /e/, /ai/, /ei/, etc The teacher and trainer gave examples of words based on the sounds eg /i:/ /i/bin, in, /e/ bed, peg etc

Step 3: The teacher with the help of the trainer on the video clip pronounced the words in contrast and ask the students to listen attentively. /i/bin---/i:/bean pin---seen, hit---heat, lick---leak, bit---beat /i/--/e/ pin, pen big---beg hill, hill---heal, fill---fell, sit---set bin

Step 4: The teacher and trainer used the words in contextual sentences and demonstrated some of the words while the students read through the sentences and make efforts to make new ones.

1. Jealousy is a sin, but have you seen jealousy?
2. Hit the ball and heat the soup too.
3. The cat is licking her paws, but the bucket is leaking water.
4. The dog bit the man and the man beat the dog.
5. The pin pricked me and the pen ran out of ink.
6. The big boys beat the small ones and they begged him to stop.

Student Activities: The teacher asks students to use their laptops, and the displayed projector for those that do not have smartphones and laptops and paired them in groups with their leaders to:

1. pronounce the sounds aloud
2. Pronounce the words distinctly and correctly in pairs.
3. Use the words in contextual sentences.

Conclusion: The teacher concludes the lesson by explaining more on vowel sounds

Evaluation: The teacher evaluated the students by asking them to use their dictionaries to locate the words above with their transcriptions and also to answer the following questions: 1, define vowel sound. 2, pronounce 5 vowel sounds aloud. 3, write words depicting these sounds and make sentences with them.

WEEK TWO

Schools– G.S.S.S Zango, G.S.S.S.S Barewa

Date –23/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration – 40mins

Subject: English Language

Topic: Vowels

Sub-Topic: Unstressed Vowels

Reference Book: Intensive English Text Book for SSS11 and English dictionaries.

Instructional Material: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Method: Multimedia Strategies

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

1. Identify the unstressed vowel sounds.
2. Pronounce them correctly.
3. Write them correctly.

Previous Knowledge: Students have been taught about vowel sounds.

Introduction: The teacher greeted the students and introduced the lesson by writing it on the chalk-board and asked some students to stand up and explain what they learnt in the previous lesson.

Presentation:

Step 1: The teacher mobilized the research assistants to connect the laptops, and play the video clips while the students watch and also listen to the sounds as she pronounces the unstressed vowel sounds. E.g she finally promised not to STEAL again.

- John was the best student in the PHYSICAL education class.

Step 2: The teacher introduced a passage which contains unstressed vowel sounds while students listen to how the teacher pronounces the sounds and make contribution.

Step 3: The teacher led them to write words freely by locating vowel sounds from the passage.

Student's Activities: Students were asked to use their smartphones text books, laptops to locate unstress vowel sounds, practice in pairs and write them down.

Conclusion: The teacher concluded the lesson by summarizing all they have taught.

Evaluation: The teacher evaluated the lesson, by asking the students to identify the unstressed vowel sounds and pronounce them correctly. The students should also write the sounds appropriately.

WEEK THREE

Schools–G.S.S.S Zango, G.S.S.S.S Barewa

Date –30/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic:/t/, /d/, /v/, /s/, /ʃ/, /Z/, /ʒ/, /ə/, etc.

Reference Books: Intensive English text book for SS11 and English Language dictionary.

Instructional Material: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Strategy: Multimedia Strategy

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: Students have been taught about sound already.

Introduction: The teacher introduced the lesson by writing it on the chalk-board and defines consonant sound.

Presentation:

Step 1: The teacher mobilized the research assistants in the class to connect the electrical appliances and then switched on the laptop to play the video clip while the trainer explained to the students as they watch and listen that consonant sounds are the sounds produced with obstruction in the mouth or with difficulty. The teacher also gave examples of consonant sounds using strips of cardboard with pre-written words showing the sounds and real objects as well as pronouncing them aloud to the students in the class. E.g /t /Table, /d/ dog /ts/ Chair |j | view, beauty, eunuch, yam | Z | goes, bus | ʒ | television etc

Step 2, the teacher gave contrast of these sounds by pronouncing each aloud and also project it using the video clip while students watch and listen attentively. Eg

Tip-dip, ten-den, chair—cheer, etc

Step 3: The teacher used contextual words in the sentences and pronounces them aloud while students listen attentively e.g (a) you can view the picture.

(b). the birds are singing.

(c). I have a collection of pictures.

(d). He has a big mouth.

(e). My mother is pretty.

Step 4: The teacher asked the students to repeat the words pronounced. Also, to make sentences following the teacher's examples displayed on the projector.

Students Activities: - The teacher asked the students to pick out the sounds and underline them in any given sentence.

Summary: The teacher summarized the lesson and also repeated the video clip for the students to watch how the sounds are pronounced and used in sentences.

Evaluation: The teacher evaluates the lesson by asking the students to:

1. Mention three words on each of the different sounds.
2. Make sentences with them.
3. Read the sentences in order to pronounce the sounds correctly.

WEEK THREE

Schools– G.S.S.S Zango, G.S.S.S.S Barewa

Date – 30/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic: /t/, /d/, /v/, /s/, /θ/, /Z/, /ʒ/, /æ/, etc.

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Material: Main text, magazines, Dairies, pictures. Teaching board

Instructional Strategy: Multimedia

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: students have been taught about consonant sounds.

Introduction: the teacher introduced the lesson by writing it on the chalk-board.

Presentation:

Step 1: Step 1 The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video explains to the students how to pronounce the sounds to the students in the class e.g |r| |s| |k| |θ| |d| etc.

Step 2: The teacher displayed words for each sound and engaged the trainer on the video clip to pronounce them as the students listen and watch in the class e.g

|r| for: road, rag, lorry, rock

|s| for: sing, sand, singer, consonant

|k| for: keg, car, cork, coffee

|θ| for: thank, teeth, though

|d| for: they, themselves, the

Step 3: The teacher used the words in sentences and pronounces them while the students listen alternatively e.g.

1. The children are singing.
2. He has a keg.
3. They gave thanks yesterday.

Student's Activities: The teacher moderated the training and asked the research assistants in assisting students to use their laptops, smartphones to pick out the sounds and use them in sentences.

Summary: The teacher summarizes the lesson by asking the students to:

1. Mention five words on each of the different sounds
2. Make sentence with them
3. Pronounce the words aloud in the class.

WEEK FOUR

School – G.S.S.S Zango, G.S.S.S.S Barewa

Date –6/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Stress (words on 1st, 2nd, or 3rd syllables

Sub Topic: Words on 1st, 2nd, 3rd, and 4th syllables

Reference Materials: Intensive English Language text book for SSII, dictionary

Instructional Materials: Video tapes, magazines, audio tape, main text.

Instructional Method: Multimedia Strategies

Behavioural Objectives: Students should be able to:

1. define stress
2. Pronounce correctly with the right stress placement, words of four syllables.
3. Distinguish between words of varied syllables.

Previous Knowledge: the students have been taught stress.

Learning materials: Video, audio tape, magazines, pictures, charts, flash-cards.

Introduction: The teacher introduced the lesson by writing the topic on the board and by asking them questions based on their previous lesson.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video defines stress as the amount of air pressure or breathe force used in pronouncing a word or syllables in a word. Such syllables are always louder and longer since they are produced with greater measure of air pressure or breathe force and muscular energy than the rest of the syllables of the word.

Step 2: The trainer pronounced the syllabic words e.g come (1 syllable), Be-gin (2 syllables), En-du-rance (3 syllables) and E-du-ca-tion (four syllables) words while the students listen attentively.

Step 3. The trainer pronounces four syllables and other words correctly with the appropriate stress while the students imitates. E.g supervisor, legislation, fortunately, education, tribalism, agriculture.

Step 4. The teacher and trainer used the words in sentences to show their appropriate meanings and their correct pronunciation e.g.

1. My father is the supervisor in charge of the writing section.
2. Tribalism should not be encouraged in a country.
3. Audu is the Nigerian ambassador in the United State of America.

Student's Activities:

1. Students imitate teacher's pronunciation correctly.
2. Students use the words in sentences with appropriate stress.
3. Students use the dictionary where necessary.

Evaluation: Teacher and trainer ask students to:

1. Define stress
2. Pronounce some words and use them in sentences
3. Read sentences with appropriate stress placement.

WEEK FIVE

Schools– G.S.S.S Zango, G.S.S.S.S Barewa

Date –13/2/2018-15/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Intonation

Sub-Topic: Rising and Falling Tune

Learning Materials: Intensive English Language text book for SSII, dictionary

Instructional Materials: Tape recorder, video recorder, laptop, projector, pictures, sound, text, Animation.

Instructional Strategy: Multimedia

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

- 1, Define intonation
- 2, Differentiate the different intonation in English Language
3. Use intonation in sentences

Previous knowledge: The students have practiced intonation in the class.

Introduction: The teacher introduced the lesson in the class by asking them what the learnt in their Previous lesson.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video defines intonation as the rise and fall of pitch of the voice or the change in voice pitch while speaking.

Step 2. The trainer explain the different types of intonation to the students e.g The falling intonation tune is used for: 1, statement e.g the party was a blatant failure/, 2. Command e.g leave my office at once 3.Wh- questions e.g How was the examination? 4. Exclamation e.g Hay, watch out

Step3: The trainer explain the rising tune to the students also .e.g the rising tune for 1. Questions requiring Yes/No as answer e.g is this your sister? 2. in polite request e.g May I use your pen? 3. In statements showing indifference e. g Well, I think that is O.K e.t.c

Conclusion/Summary: The trainer and teacher concluded the lesson by summarizing what was taught.

Evaluation: the trainer and teacher ask students the following questions: 1 Define Intonation 2. Write 5 examples of each type of falling and rising intonation Assignment: The teacher gives students assignment e.g Give examples in statements showing indifference 2. In making surprise or statements 3. Echoed questions 4. For statements showing uncertainty.

WEEK SIX

Schools–G.S.S.S Zango, G.S.S.S.S Barewa

Date – 20/2/2018/22/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 45mins

Subject: English Language

Topic: Listening Skills

Sub-Topic: Oral composition

Reference Book: Intensive English Language text book for SSH, dictionary

Instructional Material: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Strategy: Multimedia

Behavioural Objectives: Students should be able to:

1. Define Listening Skills
2. Dramatize a story using a play-let.
3. Assign different roles in the play-let.

Previous Lesson: Students have learnt Listening Skills already

Introduction: The teacher introduce the lesson by defining Listening Skills on the chalk board

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video defined listening as the act or ability of understanding what a speaker is saying and seizing the meaning.

Step 2: The teacher narrated a story or an event while the students listen attentively in the class, e.g a story about people, events e.t.c. The stories were both fictional and non-fictional.

Step 3: The teacher called students' attention to various things/events e.g HIV/AIDS Victims by hanging pictures and Venn diagram on the chalkboard as the students follow the directives of the teacher.

Step 4: The teacher engaged the students in the discussing the items written on the Venn diagram on Hiv/Aids victims e.g meaning of Aids, causes of aid, symptoms of Aids, prevention of Aids e.t.c while students pay attention to the pronunciation of words, stress and voice modulation.

Students' activities: The teacher paired up students in groups to discuss causes of Hiv/Aids, while others listen attentively to write down important points.

Conclusion: The teacher concluded the lesson by summarizing all she has taught.

Evaluation: The teacher asked the students to take part in turns to narrate the pictures, charts etc.

WEEK SEVEN

Schools–G.S.S.S Zango, G.S.S.S.S Barewa

Date –27/2/2018/29/2/2018

Class – SS2

Average Age of Students: 14-15 year

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Listening Skills

Sub-Topic: (Speech Using Description)

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Material: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Strategy: Multimedia

Behavioural Objectives: Students should be able to:

- Listen and use special words to describe events in the class
- Should be able to explain using special words and their elements in the discourse.

Previous Knowledge: students have been taught about description

Introduction: The teacher introduced the lesson by writing the topic on the chalkboard.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video presents the topic as he revises the previous lesson and gives a brief definition of description while students listen attentively e.g Ability to describe people, events or activities

Step 2: The teacher incorporated different pictures, objects or market situations into her laptop and displayed on the projector for the students to watch as she describes all the scenes in the class.

Step 3: The teacher engaged students in the discussion and description of the objects with emphasis on the pronunciation of words

Conclusion: The teacher concluded the lesson by summarizing all she has taught.

Evaluation: The teacher evaluated the students by asking them to discuss events they had witness

WEEK SEVEN

Schools–G.S.S.S Zango, G.S.S.S.S Barewa

Date –27/2/2018/29/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration: 40mins

Subject: English Language

Topic: Listening Skills

Sub-Topic :(Speech on road traffic management; giving clear, concise and correct directions.

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Material: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Strategy: Multimedia

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

1. Listen attentively to the direction given.
2. Pick out key directional turns e.g. turn right, turn left, round about etc.
3. Retain the directional turns logically, identify the sign boards, and follow direction.

Previous knowledge: Students have been taught about speech delivery.

Introduction: The teacher introduced the lesson by writing the topic on the chalk-board.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips and explained to the students that road traffic management involves directing vehicles and pedestrian traffic to ensure the safety of the general public what sign boards are while student listen attentively

Step 2: The teacher further explained the role of road safety as that is a scheme design to promote safety on our roads. The teacher presents the poster, charts for more illustration and leads the students to discuss and exchange views *on the sign posts*.

Step 3: The teacher guides the students to use these signs in sentences of their own and also guides them to write.

Student's Activities:

1. Teacher asked students to discuss and exchange views on road signs they have read or seen.
2. Student's to discuss the uses of the signs in the class by assigning different roles while others listen attentively.

Evaluation: Teacher asked students to identify sign boards.

- Pick out key directional turns and follow direction.

WEEK EIGHT

Schools-G.S.S.S Zango, G.S.S.S.S Barewa

Date: 6/2/2018/8/2/2018

Subject: English Language

Topic: Listening Skills

Sub-Topic: Debate

Learning Materials: Intensive English Language text book for SSII, dictionary

Learning Method: Multimedia Strategy

Reference Book: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board.

Instructional Materials: Tape recorder, video recorder, laptop, projector, Main text, magazines, Dairies, pictures, Teaching board..

Instructional Strategy: Multimedia

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

1. Listen attentively to debates for main points.
2. Identify the main points of the debates.
3. Reproduce main points and idea in the debates.
4. Pass judgment.

Previous-Knowledge: Students have learnt about debates already in the class.

Introduction: The teacher introduced the lesson in the class.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips the video explained to the students the main points of the debate, main points, irrelevant points and points of secondary importance.

Step 2. The teacher previously had asked students to choose any of these topics e.g rejection of Fraud, Cheating, Truthfulness, and Steadfastness e.t.c to practice during break time for some days. Also assisted them to choose the speakers that will be on the opposing and proposing sides.

Step 3. The teacher, with the assistance of the research assistants and English teachers in the schools invited the principal and other teachers to grace the occasion. Judges were selected while the participated students had the debate as others listened.

Step 4. The teacher allowed the judges to pass judgement.

Students' Activities: The teacher asked the students to identify the main points.

Evaluation: The teacher and invited teachers in the school evaluated the lesson by asking the students to:

1. Identify the main points.
2. Make a list of the main points in the debate.
3. Reproduce main points and ideas in the debate.

WEEK NINE

School: G.S.S.S Zango, G.S.S.S.S Barewa

Date: 13/2/2018/15/2/2018

Topic: Listening Skills

Sub-Topic: Short poems

Reference Materials: Intensive English Language text book for SSII, dictionary

Learning Method: Multimedia Strategy

Learning Materials: Flash cards, Tape recorder, video recorder, laptop, projector, pictures, sound, Animation.

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

1. define a poem
2. Recite a poem
3. Act a play-let

Previous Knowledge: Students have learnt poetry in the class

Introduction: The teacher introduced the lesson by writing the topic on the chalk board.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips while the trainer on the video presents the topic by stating that poetry is one of the genres of literature and it is a piece of writing arranged in patterns of lines and of sound which often rhyme, expressing thoughts, emotions and experiences in words that excite their imagination.

Step 2. The teacher asked students to recite a poem they had practiced earlier.

Step 3. The teacher assisted the students to explain the poem.

Conclusion: The teacher concluded the class by summarizing the poem.

Evaluation: The teacher evaluated the students by asking them to perform a play- let based on the poem.

WEEK TEN

School –G.S.S.S Zango, G.S.S.S.S Barewa

Date – 20/2/2018/22/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Speaking Skills

Sub-Topic: To persuade, convince and sway opinion.

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Multimedia

Learning materials: Sound, Animation, text, pictures. Projector, power-points, lap-tops, Tape-Recorder etc

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

1. List key words on persuasion.
2. List key words on persuasion and cultism.
3. Identify sentence type for persuasion.

Presentation:

Step 1: The teacher with the research assistants switched on the laptop and projector and displayed the video clips on the video to explain cultism and the dangers of such acts to persuade, convince and sway opinion of the students while students listen attentively to the discussion by the teacher.

Step 2: The teacher asked students to give a talk on cultism, the hazards and how it can be prevented among the youths.

Step 3: The teacher acted as a facilitator as the students gave the talk in the class.

Student activities:

1. Students should list key words on cultism.
2. Students should give their own opinion based on the topic discussed above.

Conclusion: Teacher asked one of the participants to summarize the discussion.

Evaluation:

1. The teacher and asked students to explain cultism.
2. Students should list 5 key words on cultism.

APPENDIX D

LESSON PLAN FOR EXPERIMENTAL GROUP: SCAFFOLDING

WEEK ONE

Schools– G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date – 16/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Scaffolding

Learning Materials: Main text, magazines, Dairies, pictures. Projection,

Behavioural objectives: At the end of the lesson, students should be able to:

1. Define language and speaking skills
2. Identify the four language skills
3. Mention components of speaking skills

Previous Knowledge: The students have been taught about language and speaking skills.

Introduction:

The teacher introduced herself and explained the purpose of being in their midst. She further asked the students to explain their previous lesson by pointing at two students in the classroom. The teacher then introduced the lesson by writing it on the chalkboard.

Presentation

Step 1: The teacher brought in the projector, laptop and connected the video clip for the students to watch while she explained the students that language is a means of communication and interaction between individuals or groups and comprises of four basic skills which are: speaking and writing skills (productive or expressive skills).

Step 2: The teacher also explained to the students that speaking skill is the ability to express your feelings, thoughts etc orally. It is one of the four language skills and also one of the productive language skills in language.

Step3: The teacher now engaged the students to read out the components of speaking skills, such as vowel sounds, consonant sounds, stress etc.

Student's Activities:

1. Students were paired in different groups to define language and speaking skills and also to point out few components of speaking skills.
2. Students were asked to explain the four language skills in their various groups while the teacher went round as a facilitator to monitor them.

Conclusion: The teacher summarizes all that she has taught in the class.

Evaluation:

1. The teacher evaluated the students by asking them to list the components of speaking skills
2. The teacher also asked the students to differentiate the productive and receptive skills.

WEEK ONE

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date – 16/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Book: Intensive English Language text book for SSII. dictionary

Instructional Strategy: Scaffolding

Learning Materials: Audio tapes, video tapes, Main text, magazines, Dairies, pictures.
Teaching board

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

1. Define language and speaking skills
2. Identify the four language skills
3. Mention components of speaking skills

Previous Knowledge: the students have been taught about English Language skills.

Presentation:

Step 1: The teacher and trainer explain to the students that listening skill is one of the receptive skills in English Language.

Step 2: The trainer explains to the students that listening skill is the ability to interpret.

Step 3: The teacher and trainer explains to the student how to listen to a speech, news etc for specific information.

Student's Activities:

- Students should define Listening Skills.
- Students should form groups and interact by asking questions e.g
 - a. What is your name?
 - b. My name is Gloria.
 - c. What is your father's name?
 - d. My father's name is Audu.

Conclusion: The teacher concludes the lesson by summarizing all that she has taught in the class.

WEEK TWO

Schools–G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –22/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Vowel sounds

Sub-Topic: (/i://I//e//ai//ei//au/ etc)

Reference Material: Intensive English Language text book for SSII, dictionary

Instructional Materials: Main text, tape recorder, video recorder, magazines, projector, laptop

Instructional Strategy: Scaffolding

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

1. Recognize and pronounce distinctly and correctly these sounds in the class.
2. Write words in sentences and read aloud with correct pronunciation.
3. Use minimal pairs to differentiate words.

Previous knowledge: Students have been taught about vowel sounds.

Introduction: The teacher introduced the lesson by writing it on the chalk-board and defined vowel sound.

Presentation:

Step 1: The teacher allowed the trainer on the video clip to define vowel sound as the sounds that are produced without any vibration or obstruction from the vocal cords. The air is free from the vocal cords to the mouth.

Step 2: The teacher with the help of the trainer on the video clip pronounced the sounds distinctly and drilled the students as they imitate the pronunciation of the sounds correctly e.g /I:/ /i:/, /e:/, /ai:/, /ei:/, etc the teacher and the trainer gave examples of words based on these sounds eg /i:/ /i:/bin, in, /e:/ bed, peg etc

Step 3: The teacher and the trainer pronounce the words in contrast and ask the students to listen attentively. /i:/bin---/i:/bean pin---seen, hit---heat, lick---leak, bit---beat /i:/---/e:/ pin, pen big---beg hill, hill---heal, fill---fell, sit---set bin

Step 4: The teacher used the words in contextual sentences and demonstrate some of the words while the students read through the sentences and make efforts to make new ones.eg

1. Jealousy is a sin, but have you seen jealousy?
2. Hit the ball and heat the soup too.
3. The cat is licking her paws, but the bucket is leaking water.
4. The dog bit the man and the man beat the dog.
5. The pin pricked me and the pen ran out of ink.
6. The big boys beat the small ones and they begged him to stop.

Student Activities: The teacher group students and asked to:

1. Pronounce the sounds aloud.
2. Pronounce the words distinctly and correctly in pairs.
3. Use the words in contextual sentences.

Conclusion: The teacher concluded the lesson by allowing the students summarize on vowel sounds

Evaluation: The teacher evaluated the students by asking them the following questions: 1, define vowel sound. 2, pronounce 5 vowel sounds aloud. 3, write words depicting these sounds and make sentences with them.

WEEK TWO

Schools– G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –22/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Vowels

Sub-Topic: Unstressed Vowels

Reference Book: Intensive English Language text book for SSII, dictionary

Instructional Material: Main text, tape recorder, video recorder, magazines, projector, laptop

Instructional Method: Scaffolding Strategy

Teaching aids: Flash cards, cardboards which contains these unstressed vowel sounds.

Behavioral objectives: At the end of the lesson, students should be able to:

1. Identify the unstressed vowel sounds.
2. Pronounce them correctly.
3. Write them correctly.

Previous Knowledge: the students have been taught unstressed vowels.

Introduction: The teacher introduced the lesson by writing it on the chalk-board.

Presentation:

Step 1: The teacher and trainer guides the students in the pronunciation of unstressed vowel sounds. E.g she finally promised not to STEAL again.

- John was the best student in the PHYSICAL education class.

Step 2: The teacher introduced a passage which contains unstressed vowel sounds while students listen to how the teacher pronounces sounds and make contribution.

Step 3: The teacher allowed students to write words freely on their own based on their understanding by locating vowel sounds in the passage.

Student's Activities: Students should locate unstress vowel sounds in the passage and write them down.

Conclusion: Teacher concluded the lesson by summarizes all she has taught.

Evaluation: The teacher evaluated the lesson, by asking the students to identify the unstressed vowel sounds and pronounce them correctly. The students should also write the sounds appropriately.

WEEK THREE

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date – 29/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic: /t/, /d/, /v/, /s/, /ʃ/, /z/, /ʒ/, /θ/, etc.

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Material: Laptop, projector, main text, tape recorder, video recorder

Instructional Strategy: Scaffolding

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: Students have been taught about sound already.

Introduction: The teacher introduced the lesson by writing it on the chalk-board

Presentation:

Step 1: the teacher and trainer explain to the students that consonant sounds are the sounds produced with obstruction in the mouth or with difficulty. The teacher also give examples of consonant sounds using strip of cardboard with pre-written words showing the sounds and real objects as well as pronouncing them aloud to the students in the class. E.g /t/ Table, /d/ dog /ts/ Chair | j | view, beauty, eunuch, yam | Z | goes, bus | ʒ | television etc

Step 2: the teacher and trainer gave contrast of these sounds by pronouncing each aloud while students listen attentively. Eg

Tip-dip, ten-den, chair—cheer, etc

Step 3: The teacher and trainer used contextual words in the sentences and pronounces them aloud while students listened attentively e.g (a) you can view the picture.

(b). the birds are singing.

(c). I have a collection of pictures.

(d). He has a big mouth.

(e). My mother is pretty.

Step 3: The teacher asked the students to repeat the words as pronounced by the teacher and make sentences following the teacher's examples.

Student's Activities: - The teacher asked the students to pick out the sounds and underline them in any given sentence.

Summary: The teacher summarized the lesson by pronouncing the sounds and explaining how to use them in sentences.

Evaluation: The teacher evaluated the lesson by asking the students to:

1. Mention three words on each of the different sounds.
2. Make sentences with them.
3. Read the sentences in order to pronounce the sounds correctly.

WEEK THREE

School – G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date – 29/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic: /t/, /d/, /v/, /s/, /ʃ/, /z/, /ʒ/, /æ/, etc.

Reference Book: Intensive English Language text book for SSII, dictionary

Instructional Material: Main text, magazines, Dairies, pictures, Teaching board

Instructional Strategy: Scaffolding

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: students have been taught about consonant sounds.

Introduction: the teacher introduced the lesson by writing it on the chalk-board.

Presentation:

Step 1: The teacher and trainer pronounce the sounds about to the students in the class
e.g /r/ |s/ |k/ |θ/ |d/ etc

Step 2: The teacher and trainer write words for each sound and pronounced them aloud in the class e.g

|r| for: road, rag, lorry, rock

|s| for: sing, sand, singer, consonant

|k| for: keg, car, cork, coffee

[θ] for: thank, teeth, though

[d] for: they, themselves, the

Step 3: The teacher and trainer use the words in sentences and pronounces them while the students listen alternatively e.g.

- a. The children are singing.
- b. He has a keg.
- c. They gave thanks yesterday.

Student's Activities: The teacher asked students to pick out and use them in sentences.

Summary: The teacher summarized the lesson by asking the students to:

1. Mention five words on each of the different sounds
2. Make sentence with them
3. Pronounce the words aloud in the class.

WEEK FOUR

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –30/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period 3rd

Duration - 40mins

Subject: English language

Topic: Stress (words on 1st, 2nd, or 3rd syllables

Sub Topic: Words on 1st, 2nd, 3rd, and 4th syllables

Referential Material: Intensive English Language text book for SSII, dictionary

Instructional Materials: Laptop, projector, main text, tape recorder, video recorder.

Instructional Strategy: Scaffolding

Behavioural Objectives: Students should be able to:

1. define stress
2. Pronounce correctly with the right stress placement, words of four syllables.
3. Distinguish between words of varied syllables.

Previous Knowledge: the students have been taught the previous topic.

Learning Materials: main text tape recorder, video recorder, pictures, charts, flash-cards.

Introduction: The teacher introduces the lesson by writing the topic on the board and by asking them questions based on their previous lesson.

Presentation:

Step 1: The teacher and trainer defines stress as the amount of air pressure or breathe force used in pronouncing a word or syllables in a word. Such syllables are always louder and longer since they are produced with greater measure of air pressure or breathe force and muscular energy than the rest of the syllables of the word.

Step 2: The teacher and trainer pronounce the syllabic words e.g come (1 syllable), Be-
gin (2 syllables), En-du-rance (3 syllables) and E-du-ca-tion (four syllables) words while
the students listen attentively.

Step 3. The teacher and trainer pronounces four syllables and other words correctly with
the appropriate stress while the students imitates. E.g supervisor, legislation, fortunately,
education, tribalism, agriculture.

Step 4. The teacher and trainer uses the words in sentences to show their appropriate
meanings and their correct pronunciation e.g.

1. My father is the supervisor in charge of the writing section.
2. Tribalism should not be encouraged in a country.
3. Audu is the Nigerian ambassador in the United State of America.

Student's Activities:

1. Students imitate teacher's pronunciation correctly.
2. Students use the words in sentences with appropriate stress.
3. Students use the dictionary where necessary.

Evaluation: teacher asked students to:

1. Define stress
2. Pronounce some words and use them in sentences
3. Read sentences with appropriate stress placement.

WEEK FIVE

Schools–G.S.S.S Kwangila , G.G.S.S.S Chindit.

Date –6/2/2018/8/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Intonation

Sub-Topic: Rising and Falling Tune

Learning Materials: Intensive English for SSS II Main text, tape recorder, video recorder, projector, and laptop.

Instructional Materials: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Scaffolding

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

1. Define intonation
2. Differentiate the different intonation in English Language
3. Use intonation in sentences

Previous Knowledge: The students have practice intonation in the class.

Introduction: The teacher introduced the lesson by defining intonation in the class
Previous Knowledge: The students have been taught about intonation

Presentation:

Step 1: The teacher and trainer defines intonation as the rise and fall of pitch of the voice or the change in voice pitch while speaking.

Step 2: The teacher and trainer explain the different types of intonation to the students
e.g The falling intonation tune is used for: 1, statement e.g the party was a blatant failure/
2. Command e.g leave my office at once 3.Wh- questions e.g How was the examination?
4. Exclamation e.g Hay, watch out

Step 3: The teacher and trainer explain the rising tune to the students also .e.g the rising tune for 1. Questions requiring Yes/No as answer e, g is this your sister? 2. in polite request e.g May I use your pen? 3. In statements showing indifference e, g Well, I think that is O.K e.t.c

Conclusion/Summary: The teacher concluded the lesson by summarizing what was taught.

Evaluation: the teacher asked students the following questions: 1 Define Intonation 2. Write 5 examples of each type of falling and rising intonation Assignment: The teacher gave students assignment e.g Give examples in statements showing indifference 2. In making surprise or statements 3. Echoed questions 4. For statements showing uncertainty.

WEEK SIX

School -G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –13/2/2018/15/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex -- boys and girls

Period – 3rd

Duration - 45mins

Subject: English Language

Topic: Listening Skills

Sub- topic: Oral composition

Reference Book: Intensive English for SSS II, Tape recorder, video recorder, laptops, projector, main text

Instructional Materials: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Scaffolding

Behavioural Objectives: Students should be able to:

1. Define Listening Skills
2. Dramatize a story using a play-let.
3. Assign different roles in the play-let.

Previous Lesson: Students have learnt Listening Skills already

Introduction: The teacher introduced the lesson by defining Listening Skills on the chalk board

Presentation:

Step 1: The teacher used the previous lesson in the class and introduced the new lesson by defining listening as the act or ability of understanding what a speaker is saying and seizing the meaning.

Step 2: The teacher narrated a story or an event while the students listen attentively in the class. e.g a story about people, events e.t.c. The stories may be fictional or non-fictional.

Step 3: The teacher called students attention to various things/events e.g HIV/AIDS Victims by hanging pictures and Venn diagram on the chalkboard as the students follow the directives of the teacher.

Step 4: The teacher engaged the students in the discussing the items written on the Venn diagram on Hiv/Aids victims e.g meaning of Aids, causes of aid, symptoms of Aids, prevention of Aids e.t.c while students pay attention to the pronunciation of words, stress and voice modulation.

Students' activities: The teacher pair up students in groups to discuss causes of Hiv/Aids, while others listened attentively and wrote down important points.

Conclusion: The teacher concluded the lesson by summarizing all they have taught.

Evaluation: The teacher asked the students to take part in turns to narrate the pictures, charts etc.

WEEK SEVEN

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –20/2//2018/22/2/2018

Class – SS2

Average Age of Students: 14-15 year

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Listening Skills

Sub-Topic: (Speech Using Description)

Reference Book: Intensive English Language text book for SSII, dictionary

Instructional Material: main text, laptop, projector, tape recorder, video recorder.

Instructional Strategy: Scaffolding

Behavioural Objectives: Students should be able to:

- Listen and use special words to describe events in the class
- Should be able to explain using special words and their elements in the discourse.

Previous Knowledge: students have been taught about description

Introduction: The teacher introduced the lesson by writing the topic on the chalkboard.

Presentation:

Step 1: The teacher presented the topic as she revised the previous lesson and gave a brief definition of description while students listen attentively e.g Ability to describe people, events or activities

Step 2: Teacher used different pictures, objects or market situations to describe all the scenes in the class.

Step 3: The teacher engaged students in the discussion and description of the objects with emphasis on the pronunciation of words

Conclusion: The teacher concluded the lesson by summarizing all they have taught.

Evaluation: The teacher evaluated the students by asking them to discuss events they have witness.

WEEK SEVEN

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date –20/2/2018/22/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration 40mins

Subject: English Language

Topic: Listening Skills

Sub-Topic: (Speech on road traffic management; giving clear, concise and correct directions.

Reference book: Intensive English for SSS II, Main text, tape recorder, video recorder, laptop, projector

Instructional Materials: Intensive English Language text book for SSII, dictionary

Instructional Method: Main text, video tapes, projector, laptops

Teaching aids: Laptop, main text tape recorder, relevant materials.

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

1. Listen attentively to the direction given.
2. Pick out key directional turns e.g. turn right, turn left, round about etc.
3. Retain the directional turns logically, identify the sign boards, and follow direction.

Previous Knowledge: Students have been taught about speech delivery.

Introduction: The teacher introduced the lesson by previous lesson, by writing the topic on the chalk-board.:

Presentation:

Step 1: The teacher explained to the students that road traffic management involved directing vehicles and pedestrian traffic to ensure the safety of the general public. what sign boards are while student listen attentively

Step 2: The teacher further explained the role of road safety as that is a scheme design to promote safety on our roads. The teacher presents the poster, charts for more illustration and leads the students to discuss and exchange views on the sign posts.

Step 3: The teacher asked the students to use these signs in sentences of their own and also guides them to write.

Student's Activities:

1. Teacher asked students to discuss and exchange views on road signs they have read or seen.
2. Students should discuss the uses of the signs in the class by assigning different roles while others listen attentively.

Evaluation: Teacher asked students to identify sign boards.

- Pick out key directional turns and follow direction.

WEEK EIGHT

Schools-G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date: 27/2/2018/1/3/2018

Subject: English Language

Topic: Listening Skills

Sub-Topic: Debate

Learning Material: Main text, magazines, Intensive English for SSS II, tape recorder, video recorder, pictures

Learning Strategy: Scaffolding

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Materials: Laptop, main text, tape recorder, video recorder, projector

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

1. Listen attentively to debates for main points.
2. Identify the main points of the debates.
3. Reproduce main points and idea in the debates.
4. Pass judgment.

Previous-Knowledge: Students have learnt about debates already in the class.

Introduction: The teacher introduced the lesson by writing the topic on the chalk-board

Presentation:

Step 1: The teacher explained the main points of the debate, main points, irrelevant points and points of secondary importance.

Step 2: The teacher and the students chose a topic titled "Military regime is better than the civilian regime".

Step 3: The teacher guides students to make a list of the main points in the debate listened to.

Step 4: The teacher and the school teachers guides students to pass judgement.

Students' Activities: The teacher instructed students to form two groups and choose speakers that will represent them in the debate. A debate was organised and school teachers were invited as students brainstorm on the topic. At the end of the debate judgment was passed by the panel of judges.

Evaluation: The teacher evaluates the lesson by asking the students to:

1. Identify the main points.
2. Make a list of the main points in the debate.
3. Reproduce main points and ideas in the debates.

WEEK NINE

School: G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date: 6/3/2018, 8/3/2018

Topic: Listening Skills

Sub-Topic: Short poems

Reference Materials: Intensive English Language text book for SSII, dictionary

Learning Strategy: Scaffolding

Learning Materials: Laptop, main text, tape recorder, video recorder, projector

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

1. define a poem
2. Recite a poem
3. Act a play-let

Previous knowledge: Students have learnt poetry in the class

Introduction: The teacher introduced the lesson by defining poetry and writing the topic on the chalk board.

Presentation:

Step 1. The teacher presents the topic by stating that poetry is one of the genres of literature and it is a piece of writing arranged in patterns of lines and of sound which often rhyme, expressing thoughts, emotions and experiences in words that excite the imagination.

Step 2. The teacher recites a poem and ask the students to repeat after her.

Step 3. The teacher assist students until they are able to recite the poem on their own without reading their scripts.

Conclusion: The teacher concludes the class by summarizing what she has taught.

Evaluation: The teacher evaluates the students by asking them to perform a play- let based on the poem.

WEEK TEN

School –G.S.S.S Kwangila, G.G.S.S.S Chindit.

Date – 13/3/2018, 15/3/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Speaking Skills

Sub-Topic: To persuade, convince and sway opinion.

Reference Books: Intensive English Language text book for SSII, dictionary

Instructional Strategy: Scaffolding

Learning Materials: Main text, magazines, Dairies, pictures. Projector, power-points, lap-tops, Tape-Recorder etc

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

1. List key words for persuasion
2. Identify sentence type for persuasion.

Presentation:

Step 1: The teacher gave a topic on cultism to persuade, convince and sway opinion of the students while students listen attentively to the discussion by the teacher.

Step 2: The teachers assigned three students to make a research on cultism, its consequences and the remedy.

Step 3: The teacher assisted students to give a talk on the outcome of the research.

Student activities:

1. Students did a research on cultism.
2. Students gave a talk on the outcome of the research.

Conclusion: Teacher asked the students to summarize their findings.

Evaluation:

1. The teacher asked students to explain cultism.
2. Students should list 5 key words on cultism.
3. Students should identify and underline sentence type on persuasion.

APPENDIX E

LESSON PLAN: CONVENTIONAL METHOD

WEEK ONE

Schools—Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date – 22/1/2018/24/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Book: Intensive English for SSS11

Instructional Method: Conventional Method

Learning Materials: Main text, magazines, Dairies, pictures. Teaching board

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

1. Define language and speaking skills
2. Identify the four language skills
3. Mention components of speaking skills

Previous knowledge: The students have been taught about language and speaking skills.

Introduction:

The teacher introduced herself and explained the purpose of being in their midst. The teacher also, introduced the lesson by writing it on the chalkboard.

Presentation

Step 1: The teacher explained to the students that language is a means of communication and interaction between individuals or groups and comprises of four basic skills which are: speaking and writing skills (productive or expressive skills).

Step 2: The teacher explained to the students that speaking skill is the ability to express your feelings, thoughts etc orally. It is one of the four language skills and also one of the productive language skills in language.

Step3: The teacher explained to the students the components of speaking skills, such as vowel sounds, consonant sounds, stress etc.

Student's Activities:

1. Students defined language and speaking skills
2. Students explained the four language skills

Conclusion: The teacher summarizes all that she has taught in the class.

Evaluation:

1. The teacher evaluated the students by asking them to list the components of speaking skills
2. The teacher also asked the students to differentiate the productive and receptive skills.

WEEK ONE

School –Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date – 22/1/2018/24/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Language Skills

Sub-Topic: Speaking Skills

Reference Book: Intensive English for SSS11

Instructional Method: Conventional Method

Learning Materials: Main text, magazines, Dairies, pictures, Teaching board

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

3. Define language and speaking skills
4. Identify the four language skills
3. Mention components of speaking skills

Previous Knowledge: the students have been taught about English Language skills.

Presentation:

Step 1: The teacher explained to the students that listening skill is one of the receptive skills in English Language.

Step 2: The teacher explained to the students that listening skill is the ability to interpret.

Step: The teacher explained to the student that how to listen to a speech, news etc for specific information.

Student's Activities:

- Students defined Listening Skills.
- Students formed groups and interact by asking questions e.g
 - a. What is your name?
 - b. My name is Gloria.
 - d. What is your father's name?
 - e. My father's name is Audu.

Conclusion: The teacher concluded the lesson by summarizing all that she has taught in the class.

WEEK TWO

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –31/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Vowel sounds

Sub-Topic: (/i://I//e//ai//ei//au/ etc)

Reference Material: Intensive English for SSS11

Instructional Materials: teaching board, flash cards,

Instructional Method: Conventional method

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

1. Recognize and pronounce distinctly and correctly these sounds in the class.
2. Write words in sentences and read aloud with correct pronunciation.
3. Use minimal pairs to differentiate words.

Previous Knowledge: Students have been taught about vowel sounds.

Introduction: The teacher introduces the lesson by writing it on the chalk-board and defines vowel sound.

Presentation:

Step 1: The teacher defined vowel sound as the sounds that are produced without any vibration or obstruction from the vocal cords. The air is free from the vocal cords to the mouth.

Step 2: The teacher pronounced the sounds distinctly and ask the students to imitate the teacher's pronunciation of the sounds correctly e.g /I://i/, /e/, /ai/, /ei/, etc The teacher gives examples of words based on these sounds eg /i:/ /i/bin, in, /e/ bed, peg etc

Step 3: The teacher pronounced the words in contrast and ask the students to listen attentively. /i:/bin---/i:/bean pin---seen, hit---heat, lick---leak, bit---beat /i/--/e/ pin, pen big---beg hill, hill---heal, fill---fell, sit---set bin

Step 4: The teacher used the words in contextual sentences and demonstrate some of the words while the students read through the sentences and make efforts to make new ones.eg

1. Jealousy is a sin, but have you seen jealousy?
2. Hit the ball and heat the soup too.
3. The cat is licking her paws, but the bucket is leaking water.
4. The dog bit the man and the man beat the dog.
5. The pin pricked me and the pen ran out of ink.
6. The big boys beat the small ones and they begged him to stop.

Student Activities: The teacher asked Students to

1. pronounce the sounds aloud
2. Pronounce the words distinctly and correctly in pairs.
3. Use the words in contextual sentences.

Conclusion: The teacher concluded the lesson by explaining more on vowel sounds

Evaluation: The teacher evaluated the students by asking them the following questions: 1, define vowel sound. 2, pronounce 5 vowel sounds aloud. 3, write words depicting these sounds and make sentences with them.

WEEK TWO

Schools– Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –31/1/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration – 40 mins

Subject: English Language

Topic: Vowels

Sub-Topic: Unstressed Vowels

Reference Book: Intensive English for SSS11

Instructional Material: Flash cards, cardboards which contains these unstressed vowel sounds.

Instructional Method: Conventional method

Teaching aids: Flash cards, cardboards which contains these unstressed vowel sounds.

Behavioral Objectives: At the end of the lesson, students should be able to:

1. Identify the unstressed vowel sounds.
2. Pronounce them correctly.
3. Write them correctly.

Previous Knowledge: Students have been taught on stress.

Introduction: The teacher introduced the lesson by writing it on the chalk-board and defines vowel sound again to the students.

Presentation:

Step 1: The teacher guided the students in the pronunciation of unstressed vowel sounds. E.g she finally promised not to STEAL again.

- John was the best student in the PHYSICAL education class.

Step 2: The teacher introduced a passage which contains unstressed vowel sounds while students listen to how the teacher pronounces sounds and make contribution.

Step 3: The teacher led them to write words freely by locating vowel sounds in the passage.

Student's Activities: Students located unstress vowel sounds in the passage and write them down.

Conclusion: Teacher concluded the lesson by summarizes all she has taught.

Evaluation: The teacher evaluated the lesson, by asking the students to identify the unstressed vowel sounds and pronounce them correctly. The students should also write the sounds appropriately.

WEEK THREE

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date – 7/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic: /t/, /d/, /v/, /s/, /ʃ/, /Z/, /ʒ/, /ə/, etc.

Reference Book: Intensive English for SSS II

Instructional Material: Flash cards, cardboards which contains these unstressed vowel sounds.

Instructional Method: Conventional Method

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: Students have been taught about sound already.

Introduction: The teacher introduced the lesson by writing it on the chalk-board and defines consonant sound.

Presentation:

Step 1: the teacher explained to the students that consonant sounds are the sounds produced with obstruction in the mouth or with difficulty. The teacher also give examples of consonant sounds using strip of cardboard with pre-written words showing the sounds and real objects as well as pronouncing them aloud to the students in the class. E.g /t/ Table, /d/ dog /ts/ Chair | j | view, beauty, eunuch, yam | Z | goes, bus | ʒ | television etc

Step 2: The teacher gave contrast of these sounds by pronouncing each aloud while students listen attentively. E.g. Tip-dip, ten-den, chair—cheer, etc

Step 3: The teacher used contextual words in the sentences and pronounces them aloud while students listen attentively e.g

(a) you can view the picture.

(b). The birds are singing.

(c). I have a collection of pictures.

(d). He has a big mouth.

(e). My mother is pretty.

Step 3: The teacher asked the students to repeat the words as pronounced by the teacher and make sentences following the teacher's examples.

Students Activities:- The teacher asked the students to pick out the sounds and underline them in any given sentence.

Summary: The teacher summarized the lesson by pronouncing the sounds and explaining how to use them in sentences.

Evaluation: The teacher evaluated the lesson by asking the students to:

1. Mention three words on each of the different sounds.
2. Make sentences with them.
3. Read the sentences in order to pronounce the sounds correctly.

WEEK THREE

School –Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date – 7/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 2nd

Duration - 40mins

Subject: English Language

Topic: Consonant sounds

Sub-Topic: /t/, /d/, /v/, /s/, /ʃ/, /z/, /ʒ/, /θ/, etc.

Reference Book: Intensive English for SSS11

Instructional Material: Main text, magazines, Dairies, pictures. Teaching board

Instructional Method: Conventional method

Behavioural Objectives: Students should be able to:

1. Differentiate the sounds of these consonants.
2. Identify words in which they occur.
3. Use such words in sentences
4. List more words in which they occur.

Previous Knowledge: students have been taught about consonant sounds.

Introduction: the teacher introduces the lesson by writing it on the chalk-board.

Presentation:

Step 1: The teacher pronounced the sounds about to the students in the class e.g |r| |s| |k|
|θ| |d| etc

Step 2: The teacher wrote words for each sound and pronounced them aloud in the class
e.g

|r| for: road, rag, lorry, rock

|s| for: sing, sand, singer, consonant

|k| for: keg, car, cork, coffee

|θ| for: thank, teeth, though

|d| for: they, themselves, the

Step 3: The teacher used the words in sentences and pronounces them while the students listen alternatively e.g.

- a. The children are singing.
- b. He has a keg.
- c. They gave thanks yesterday.

Students' Activities: The teacher asked students to pick out and use them in sentences.

Summary: The teacher summarized the lesson by asking the students to:

1. Mention five words on each of the different sounds
2. Make sentence with them
3. Pronounce the words aloud in the class.

WEEK FOUR

School –Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –14/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Stress (words on 1st, 2nd, or 3rd syllables

Sub Topic: Words on 1st, 2nd, 3rd, and 4th syllables

Referential Material: Intensive English for SSSII

Instructional Materials: Cardboards, textbooks, Chalkboard.

Instructional Method: Conventional (lecture method)

Behavioural Objectives: Students should be able to:

1. define stress
2. Pronounce correctly with the right stress placement, words of four syllables.
3. Distinguish between words of varied syllables.

Previous Knowledge:

Learning Materials: Real objects, dictionary, chalk board, pictures, charts, flash-cards.

Introduction: The teacher introduced the lesson by writing the topic on the board and by asking them questions based on their previous lesson.

Presentation:

Step 1: The teacher defined stress as the amount of air pressure or breathe force used in pronouncing a word or syllables in a word. Such syllables are always louder and longer since they are produced with greater measure of air pressure or breathe force and muscular energy than the rest of the syllables of the word.

Step 2: The teacher pronounced the syllabic words e.g come (1 syllable), Be-gin (2 syllables), En-du-rance (3 syllables) and E-du-ca-tion (four syllables) words while the students listen attentively.

Step 3: The teacher pronounced four syllables and other words correctly with the appropriate stress while the students imitates. E.g supervisor, legislation, fortunately, education, tribalism, agriculture.

Step 4: The teacher used the words in sentences to show their appropriate meanings and their correct pronunciation e.g.

1. My father is the supervisor in charge of the writing section.
2. Tribalism should not be encouraged in a country.
3. Audu is the Nigerian ambassador in the United State of America.

Student's Activities:

1. Students imitated the teacher's pronunciation correctly.
2. Students used the words in sentences with appropriate stress.
3. Students used the dictionary where necessary.

Evaluation: Teacher asked students to:

1. Define stress
2. Pronounce some words and use them in sentences
3. Read sentences with appropriate stress placement.

WEEK FIVE

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –21/2/2018/22/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Intonation

Sub-Topic: Rising and Falling Tune

Learning Materials: Students' text books

Instructional Materials: Chalk-board, Flash-Cards, Venn-Diagrams

Instructional Method: Conventional Method

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

1. Define intonation
2. Differentiate the different intonation in English Language
3. Use intonation in sentences

Previous Knowledge: The students have practice intonation in the class.

Introduction: The teacher introduces the lesson by defining intonation in the class

Previous Knowledge: The students have been taught about intonation

Presentation:

Step 1: The teacher defined intonation as the rise and fall of pitch of the voice or the change in voice pitch while speaking.

Step 2: The teacher explained the different types of intonation to the students e.g The falling intonation tune is used for: 1, statement e.g the party was a blatant failure/, 2. Command e.g leave my office at once 3. Wh- questions e.g How was the examination? 4. Exclamation e.g Hay, watch out

Step 3: The teacher explained the rising tune to the students also .e.g the rising tune for 1. Questions requiring Yes/No as answer e.g. is this your sister? 2. In polite request e.g May I use your pen? 3. In statements showing indifference e.g. Well, I think that is O.K e.t.c

Conclusion/Summary: The teacher concluded the lesson by summarizing what she has taught.

Evaluation: the teacher asked students the following questions: 1 Define Intonation 2. Write 5 examples of each type of falling and rising intonation Assignment: The teacher gives students assignment e.g Give examples in statements showing indifference 2. In making surprise or statements 3. Echoed questions 4. For statements showing uncertainty.

WEEK SIX

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –26/2/2018/29/2/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 45mins

Subject: English Language

Topic: Listening Skills

Sub- Topic: Oral composition

Reference Book: Intensive English for SSS11

Instructional Material: Flashcard, textbooks, chalkboard

Instructional Method: Lecture method

Behavioural Objectives: Students should be able to:

- 1 Define Listening Skills
- 2 dramatize a story using a play-let.
- 3 Assign different roles in the play-let.

Previous Lesson: Students have learnt Listening Skills already

Introduction: The teacher introduced the lesson by defining Listening Skills on the chalk board

Presentation:

Step 1: The teacher used the previous lesson in the class and introduce the new lesson by defining listening as the act or ability of understanding what a speaker is saying and seizing the meaning.

Step 2: The teacher narrated a story or an event while the students listen attentively in the class. e.g. a story about people, events e.t.c. The stories may be fictional or non-fictional.

Step 3: The teacher called students' attention to various things/events e.g HIV/AIDS Victims by hanging pictures and Venn diagram on the chalkboard as the students follow the directives of the teacher.

Step 4: The teacher engaged the students in the discussing the items written on the Venn diagram on Hiv/Aids victims e.g meaning of Aids, causes of aid, symptoms of Aids, prevention of Aids e.t.c while students pay attention to the pronunciation of words, stress and voice modulation.

Students' activities: The teacher paired up students in groups to discuss causes of Hiv/Aids while others listen attentively to write down important points.

Conclusion: The teacher concluded the lesson by summarizing all she has taught.

Evaluation: The teacher asked the students to take part in turns to narrate the pictures, charts etc.

WEEK SEVEN

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date - 7/3/2018/8/3/2018

Class – SS2

Average Age of Students: 14-15 year

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: Listening Skills

Sub-topic: (Speech Using Description)

Reference book: Intensive English for SSS11

Instructional material: Cards, cardboards, flash cards

Instructional method: Lecture method

Behavioural objectives: Students should be able to:

- Listen and use special words to describe events in the class
- Should be able to explain using special words and their elements in the discourse.

Previous Knowledge: students have been taught about description

Introduction: The teacher introduced the lesson by writing the topic on the chalkboard.

Presentation:

Step 1: The teacher presented the topic as he revises the previous lesson and gives a brief definition of description while students listen attentively e.g Ability to describe people, events or activities

Step 2: Teacher used different pictures, objects or market situations to describe all the scenes in the class.

Step 3: The teacher engaged students in the discussion and description of the objects with emphasis on the pronunciation of words

Conclusion: The teacher concluded the lesson by summarizing all she has taught.

Evaluation: The teacher evaluated the students by asking them to discuss events they have witness

WEEK SEVEN

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date –7/3/2018/8/3/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration- 40mins

Subject: English Language

Topic: Listening Skills

Sub-Topic: Speech on road traffic management; giving clear, concise and correct directions.

Reference Book: Intensive English for SSSII

Instructional Material: Flash cards, cardboards which contains these unstressed vowel sounds,

Instructional Method: Conventional method

Teaching Aids: Posters, charts, FRSC booklet, relevant materials.

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

1. Listen attentively to the direction given.
2. Pick out key directional turns e.g. turn right, turn left, round about etc.
3. Retain the directional turns logically, identify the sign boards, and follow direction.

Previous Knowledge: Students have been taught about speech delivery.

Introduction: The teacher introduced the lesson by Previous lesson, by writing the topic on the chalk-board.:

Presentation:

Step 1: The teacher explained to the students that road traffic management involves directing vehicles and pedestrian traffic to ensure the safety of the general public, what sign boards are while student listen attentively

Step 2: The teacher further explained the role of road safety as that is a scheme design to promote safety on our roads. The teacher presents the poster, charts for more illustration and leads the students to discuss and exchange views on the sign posts.

Step 3: The teacher guided the students to use these signs in sentences of their own and also guides them to write.

Student's Activities:

1. Teacher asked students to discuss and exchange views on road signs they have read or seen.
2. Student discussed the uses of the signs in the class by assigning different roles while others listen attentively.

Evaluation: Teacher asked students to identify sign boards.

- Pick out key directional turns and follow direction.

WEEK EIGHT

Schools-Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date: 14/3/2018/15/3/2018

Subject: English Language

Topic: Listening Skills

Sub-Topic: Debate

Learning Material: Students' text, cardboards, flashcards

Learning Method: Conventional method

Reference book: Intensive English for SSS11

Instructional Materials: Chalk-board, Flash- cards, post-cards.

Instructional Method: Lecture method

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

1. Listen attentively to debates for main points.
2. Identify the main points of the debates.
3. Reproduce main points and idea in the debates.
4. Pass judgment.

Previous-Knowledge: Students have learnt about debates already in the class.

Introduction: The teacher introduced the lesson by writing the topic on the chalk-board

Presentation:

Step 1: The teacher explained the main points of the debate, main points, irrelevant points and points of secondary importance.

Step 2: The teacher chose topics e.g rejection of Fraud, Cheating, Truthfulness, Steadfastness e.t.c and ask students to speak on them while others listen.

Step 3: The teacher guided students to make a list of the main points in the debate listened to.

Step 4: The teacher guided students to pass judgement.

Students' Activities: The teacher asked the students to identify the main points, speak on some topics while others listen. They should also pass judgement at the end of the lesson.

Evaluation: The teacher evaluated the lesson by asking the students to:

1. Identify the main points.
2. Make a list of the main points in the debate.
3. Reproduce main points and ideas in the debates.

WEEK NINE

School: Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date: 21/3/2018/22/3/2018

Topic: Listening Skills

Sub-Topic: Short poems

Reference Materials: Students' text books

Learning Method: Conventional Method

Learning Materials: Flash cards, chalk-board, text-books, Script.

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

1. define a poem
2. Recite a poem
4. Act a play-let

Previous Knowledge: Students have learnt poetry in the class

Introduction: The teacher introduces the lesson by defining poetry and writing the topic on the chalk board.

Presentation:

Step 1. The teacher presents the topic by stating that poetry is one of the genres of literature and it is a piece of writing arranged in patterns of lines and of sound which often rhyme, expressing thoughts, emotions and experiences in words that excite the imagination.

Step 2. The teacher recited a poem and ask the students to repeat after her.

Step 3. The teacher assisted students until they are able to recite the poem on their own without reading their scripts.

Conclusion: The teacher concluded the class by summarizing what she has taught.

Evaluation: The teacher evaluated the students by asking them to perform a play- let based on the poem.

WEEK TEN

School – Nuhu Aboki G.S.S.S Shika, G.S.S.S.S Kufena

Date – 26/3/2018/27/3/2018

Class – SS2

Average Age of Students: 14-15 years

Sex – boys and girls

Period – 3rd

Duration - 40mins

Subject: English Language

Topic: *Listening Skills*

Sub-Topic: To persuade, convince and sway opinion.

Reference Book: Students text books

Instructional Method: Lecture Method

Learning Materials: Main text magazines, Dairies, pictures etc

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

1. The teacher explain to the students that speaking skill is the ability to express your feelings, thoughts etc orally. It is one of the four language skills and also one of the productive language skills in language.
2. List key words for persuasion
3. Identify sentence type for persuasion.

Presentation:

Step 1: The teacher gave a topic on cultism to persuade, convince and sway opinion of the students while students listen attentively to the discussion by the teacher.

Step 2: The teacher used a textbook or magazine, Dairies to select relevant topics on cultism, show them a film on cultism and guide students to select key words.

Step 3: The teacher guided students to select sentence type for persuasion and encourages students to give their own opinion.

Student Activities:

1. Students listed key words from the textbook or Dairies, magazines, and film they have watched.
2. Students gave their own opinion based on the topic discussed above.

Conclusion: Teacher summarized all that she has taught in the class.

Evaluation:

1. The teacher asked students to explain cultism.
2. Students should list 5 key words on cultism.
3. Students should identify and underline sentence type on persuasion.

APPENDIX F
ENGLISH LANGUAGE SPEAKING AND LISTENING SKILLS
PERFORMANCE TEST (ELSSPT)

Time: 1 hour

Dictation on Listening Skills

Name: _____

School: _____

Class: _____

Date _____

Instructions: Choose the right answer from the following options below

1. Language is a means of --- ideas, feelings, thoughts, facts, emotions etc, to one another. (a) Writing (b) Reading, (c) communicating (d) comprehension
2. Which of the following definitions is correct?
(a) Speaking skills is a speech sound that is produce with the mouth wide open.
(b) Speaking skills is one of the receptive skills.
(c) Speaking skills is produced with an obstruction in the mouth.
(d) Speaking skills is one of the productive skills.
3. Speaking skills is one of the ----(a) one (b)two (c) three (d) four
4. Which of the following is true?
(a) a vowel sound is define as the sound that is produced with the lips spread.
(b) Produced with the tongue and teeth together.
(c) With a free flow of air through the mouth.
(d) With a free flow of air through the nose.
5. Which of the following sounds is not a vowel sound?
(a) /i:/ (b) /e/ (c) /f/ (d) /a/

From the words letter A to D choose the correct word that has the same vowel or consonant sound as the one represented below:

6. (a) Nurse (b) Cap (c) Table (d) Knife
7. /θ/
(a) Tank (b) Tie (c) Thank (d) Tongue
8. /ŋg/
(a) Sing (b) Seen (c) Sin (d) Secrete

9. [ɔɪ]
(a) Monk (b) Corn (c) Coil (d) Corn
10. /n/ a. cup b dog c. tank d. net
11. /ts/
a. car,
b. Church
c. Ship,
d.comb
12. /f/
(a) Physics
(b) Paul
(c) Pan
(d) Pin
13. /dz/
(a) Zoo
(b) Judge
(c) Jos
(d) House
14. /iː/
(a) Sit
(b) Fit
(c) Feet
(d) Knit
15. /aɪ/
(a) Out
(b) Air
(c) On
(d) Our

16. /a:/
- (a) Car
 - (b) Door
 - (c) Table
 - (d) Ant

Identify the correct intonation in the following sentences

- (17) I haven't the time = (falling tone)
- (18) I'm going home
- (19) Have they gone?
- (20) Will he agree?
- (21) Drama is defined as:
- A. A sound
 - B. A Story c. A Play
 - D. A play-wright
- (22) Stress is defined as:
- A. Rising and falling of voice
 - B. A statement
 - C. A force placed on a syllable
 - D. A falling tune.
- (23) Identify the followings: Is she your mother? A. falling tune b. rising tune c. rising/falling tune d. All of the above
- (24) A poem is ...
- A. dance
 - B. in form of a song
 - C. in form of a short story
 - D. a fiction
- (25) The theme of a poem is...
- (a) The sub-heading (b) heading (c) main idea (d) subject matter

The play: "My Favorite Day"

Sarah was hoping to get the lead role in the upcoming school play. Last year she played the role of Darma in the school's production of "My Favorite Day". The audience loved her performance. She received a huge round of applause at the end of every performance.

This year the school will be putting on a production called "My Crazy Week". Sarah began to practice her lines three times a day for four weeks before the auditions. The week before the audition she began to practice with two friends. Sarah practiced the part of Jane, Mike practiced the part of James, and Amanda practiced the part of Teresa.

When the audition started, Sarah did an excellent job! Her outstanding performance won her the role of Jane. As soon as she learned that she won the part, she ran home to practice for opening night.

Answer the followings:

26. What play did Sarah play the role of Drama in?
 - a. My Favorite Day
 - b. My Crazy Summer
 - c. My Worst Day
 - d. My Crazy Week
27. What is the lead role in the upcoming play?
 - a. James
 - b. Teresa
 - c. Mike
 - d. Jane
28. How long before the play did Sarah begin practicing her lines?
 - a. One week
 - b. Three weeks
 - c. Four weeks
 - d. Five weeks
29. What part in the upcoming play did Mike play for?
 - a. James
 - b. Mike
 - c. Teresa
 - d. Jane
30. What part in the upcoming play did Amanda practice for?
 - a. Sarah
 - b. Amanda
 - c. Teresa
 - d. Jane

31. This year the school will be putting on a production called....
- My drama week
 - My crazy day
 - My dream week
 - My crazy week
32. Sara began to practice with _____ friends.
- Five
 - Two
 - Plenty
 - Few
33. Sarah began to practice her lines _____ times a day for four weeks before auditions.
- Thirty
 - Tree
 - Three
 - Four
34. She received a huge _____ of _____ at the end of every performance.
- Amount
 - Round
 - Sum
 - Clap
- 35
- Money
 - Cash
 - Gift
 - Applause
 - Oral Examination

PERFORMANCE CHECK LIST: SPEAKING SKILLS

Name: _____

School: _____

Class: _____

Date _____

Instructions: Pronounce the following Sounds and Stresses aloud

36. /i/ 37. /e/ 38. /a:/ 39. /ai/ 40. /f/ 41. /p/ 42. /o/ 43. /tʃ/ 44. /ts/ 45. CONduct
46. conDUCT 47. ConVERT 48. CONvert 49. ComBAT 50. COMbat

APPENDIX G

TRAINING MANUAL FOR RESEARCH ASSISTANTS

FOR MULTIMEDIA STRATEGY

Researcher acquaints the research assistants with objectives of the research

Researcher explains the procedure of the Multimedia strategy and assessment criteria

Research assistants help in administering pre-test and post-test.

Research assistants are to divide students into groups; supervise the process of the groups respectively. They were to go round the groups offering assistance where necessary.

They were also to help in collecting scripts and assess homework/assignment given to students.

FOR SCAFFOLDING STRATEGY

Researcher acquaints the research assistants with the objectives of the research

Researcher explains the procedure of Scaffolding strategy assessment criteria.

Research assistants help in administering pre-test and post-test.

While students are writing, research assistants go round the class to maintain orderliness and offer assistance to students where necessary.

FOR CONVENTIONAL STRATEGY

Researcher explain research objectives to the aides.

Research procedure is explained to research aides.

Research assistants help in administering pre-test and post-test

They help to maintain orderliness in the class while the researcher is teaching

APPENDIX H

INSTRUMENT VALIDATION FORM

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

Instrument Validation Form

Dear Sir/Ma,

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


Head of Department (signature, Date & Stamp)

Student's Surname: MIDAT Other names: CAROLINE WUSILI

Registration Number: P4HEIC9014 Programme: PhD CURR + INSTRUCTION

Title of the Instrument: ENGLISH LANGUAGE SPEAKING & LISTENING SKILLS PERFORMANCE TEST (ELSLPT), LESSON PLAN

Please Comment on the following:

1. Appropriateness of the instrument for the research work: Instrument is appropriate for the research
2. Clarity and simplicity of the language used: Items on the instrument are clearly stated in simple language
3. Suitability of the instrument for the level of respondents: Items are very suitable for the level of respondents
4. The extent in which items cover the topic it meant to cover: Items have good coverage in line with the research topic
5. Is the instrument properly structured in line with objectives and research questions: Items on the instrument are structured in line with the objectives
6. Others (Grammatical errors, spelling errors and others): Very minimal typographical and spelling errors
7. General comment on the instrument: Instrument is adequate

and suitable for the research.

Suggestion(s) for improving the quality of the instrument

1.
2.
3.
4.

ATTESTATION SECTION

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

Name of Attester:

Designation:

Name and Address of Institution:

Phone No.: E-mail:

Signature and Date

Thank You



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

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration), DIP. Pl. D Geology (London), D.I.C., F.N.M.G.S.
Head of Department: Dr. Musa Idris Harbau, GED (UC), NCE, BA (Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date: 27/02/2020

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Carmine Midat, with Registration Number 14EDFC 9006, is a student in this department. He/She is carrying out research, being part of requirement for graduation, in Curriculum and Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

Assessment of the effects of Multimedia and Scaffolding Strategies on the Performance of SSII Students in English Language Speaking and Listening Skills in Kaduna State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau
Head of Department

27/02/2020
Head of Department
Dept. of Educational Foundations &
Curriculum
A. B. U. Zaria

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

Instrument Validation Form

Dear Sir/Ma,

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

[Signature] 20/2/2011

Head of Department (signature, Date & Stamp)

Student's Surname: *MATAT* Other names: *KAUSILI CAROLINE*

Registration Number: *PHD/2009/0001* Programme: *PHD CURZ T. INSTRUCTION*

Title of the Instrument: *ENGLISH LANGUAGE SPEAKING AND LISTENING SKILL PERFORMANCE TEST (ELSLPT). LESSON PLAN*

Please Comment on the following:

1. Appropriateness of the instrument for the research work: *is appropriate for the research*
2. Clarity and simplicity of the language used: *It is clear and simple to understand*
3. Suitability of the instrument for the level of respondents: *It will be suitable for the respondents*
4. The extent in which items cover the topic it meant to cover: *It covers all the area expected*
5. Is the instrument properly structured in line with objectives and research questions? *Yes*
6. Others (Grammatical errors, spelling errors and others): *The grammar is OK and there is no much error in the instrument*
7. General comment on the instrument: *The instrument is OK but*

Lack proper arrangement-

Suggestion(s) for improving the quality of the instrument

1. The should be properly arrange
~~The question and option should be clear~~
2. The question and option should be clearly stated
3. Question 36-50 not clearly stated
~~check and clear it (objective or oral)~~
- 4.

ATTESTATION SECTION

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

Name of Attester: Dr. M. J. Ibrahim

Designation: Associate Professor

Name and Address of Institution: A. B. U. Ba'aj, Dept. Sci. Educ.

Phone No.: 08050... E-mail:

Signature and Date: [Signature]

Thank You