EFFECT OF SUGGESTOPEDIA METHOD ON SENIOR SECONDARY SCHOOL STUDENTS' LISTENING AND SPEAKING SKILLS IN ENGLISH LANGUAGE IN RINGIM, JIGAWA NIGERIA

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DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Prof. Mansur Saleh Kiyawa and has not been presented anywhere for the award of M.Ed. Curriculum Studies. All sources have been duly acknowledged.

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DEDICATION

This dissertation is dedicated to my mother Maryam Abdullahi, my father Alhaji Shehu Muhammad and my lovely wife Halima Isah Muhammad.

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ABSTRACT

The study investigated the effects of Suggestopedia method on senior secondary school students' listening and speaking skills in English language in Ringim local government area, Jigawa state, Nigeria. The objectives of the study were to determined; the effects of Suggestopedia teaching method on students' listening and speaking skills in English language in senior secondary schools, effects of Suggestopedia teaching method on the achievement with respect to gender (male/female) students taught using Suggestopedia teaching method in English language in senior secondary schools. The study tested null hypotheses on the effect of teaching English language using Suggestopedia method. The study used quasi experimental design. In a sample of 162 of SSII students from four selected schools (90 males and 72 females) through proportionate purposive sampling technique. Students listening and comprehension test (SLICOT) was used as data collection instrument. The data collected were analyzed using t-test and the result revealed that: there is significant effect of suggestopedia teaching method on senior Secondary School students' listening and speaking skills in English Language; there is significant effect of suggestopedia teaching method on senior Secondary School students' listening and speaking skills of male students in English Language, there is significant effect of suggestopedia teaching method on senior Secondary School students' listening and speaking skills of female students in English Language; there is significant difference in listening and speaking skills between students taught using suggestopedia teaching Method and those taught using Conventional method and it also revealed that there is significant difference in listening and speaking skills between male and female students taught using suggestopedia teaching Method and those taught using Eclectic method. It was concluded that Suggestopedia is not gender sensitive and it is ideal method that cater for all students. Based on the findings of the study, it was recommended that teachers should be encouraged to use Suggestopedia method for enhancing English language listening and speaking skills. Seminar and workshop to help teachers improve on the mastery of Suggestopedia method be provided for English language teachers for better service delivery. Finally Suggestopedia is not gender sensitive, therefore both male and female students should be taught English language listening and speaking skills using Suggestopedia teaching method as it enhances high students' academic performance in English language.

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LIST OF ABBREVIATIONS

FL	Foreign Language
ESL	English Second Language
ENT	English Language Teaching
LSN	Language Society of Nigeria
SLICOT	Students' Listening Comprehension Test
S S II	Senior Secondary School Class II
ELTA	English Language Teachers Association
SERD	State Education Resource Centre
NERDC	Nigerian Educational Research and Development Council
LEA	Local Education Authorities
L1	First Language
L2	Second Language
UNESCO	United Nations Educational Science and Cultural Organisations
YLLs	Young Language Learners
CAI	Computer Assisted Instruction
NPE	National Policy on Education
FME	Federal Ministry of Education

NEEDS	National Economic Empowerment and Development Strategies
SDGs	Sustainable Development Goals
CGPA	Cumulative Grade Point Average
SLICOT	Students' Listening Comprehension Test
GDSS	Government Day Secondary School
GGDSS	Government Girls Day Senior Secondary School
GUSS	Government Unity Secondary School
GDAM	Government Day Abdullahi Mai Masallaci
GTC	Government Technical College
GDASS	Government Day Arabic Secondary School

OPERATIONAL DEFINITION OF TERMS

Suggestopedia method: Is a humanistic foreign language teaching method that uses a combination of techniques, such as physical relaxation and visualization exercises, affirmations and relaxing music (especially Baroque one), based on suggestive principles to strengthen self-esteem and expand the learners' memory capabilities, enabling students to learn with greater speed, little conscious effort and a great amount of pleasure.

Listening: As an active creative skill that enables students to comprehend speakers' utterance and passage, it is a process by which students receive, construct meaning from, and respond to spoken messages

Speaking: As an interactive process of constructing meaning it typically involves receiving, processing and producing, information by using verbal or nonverbal symbols.

Effects - The change that one thing causes in a second thing

Method - A Particular way of doing something

Control Group - The group that were taught using Conventional method

Experimental Group - The group that were taught using Suggestopedia method

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Language plays important roles in human life, it is the medium of communication, thought and learning, by using language human beings can communicate with one another to express ideas, to facilitate the thinking process, and to recall the information of the language that have an important role in their lives. Since the introduction of English in Nigeria by the British Colonial Government, the use of English language has spread beyond the conduct of government and commerce purposes to include social, educational, personal and interpersonal affairs. Two reasons account for this spread. First, was the global significance of English as an international language and the second was the multilingual situation in Nigeria where there are about 400 linguistically distinct Nigerian languages. English is a second and official language for Nigeria and is used in many international activities such as commence, sport, science, education and technology. Therefore, English must be taught at all levels of education in Nigeria.

Teaching English language needs four basic skills of the language, namely; listening, speaking, reading and writing and these four skills must be mastered by the students as stipulated in the National Policy of Education (FGN, 2014). It is therefore, an essential pre-requisite for further education. At least a credit (C6) in English is required for admission into higher institutions even for science-based subject, because of the emphasis placed on passing English language at the ordinary level in Nigerian educational system, it is essential that, the language be properly taught so that students can have effective mastery of the subject. Poor academic achievement in English language could be attributed to many factors ranging from the attitude of students towards the subject, methods of teaching the subject, lack of motivation on the part of

teachers, lack of basic background at the primary school and teacher's method which was considered as an important factor. This implies that the mastery of English concepts might not be fully achieved without the use of adequate method of teaching. The teaching of English without proper method may certainly result to poor students' academic achievement.

Effective English language is essential for secondary school students to function properly or perform better. Fema (2003) was of the view that a person is functionally literate when he acquire the knowledge and skills in listening, writing, reading and speaking which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture of group. English language normally has four basic skills, namely listening, speaking, reading and writing. It is the medium of instruction in our schools and compulsory school subject that must be passed at all level of education in Nigeria (Danladi, 2013). Danladi, (2013) was of the opinion that having difficulty in grasping fully the contents and concepts of the various subjects of the curriculum taught in target language seem to be one of the most serious problems that English as a language of instruction students faced with in their respective course of studies, and this might be due to their weaknesses in English language (the medium of instruction) which may also have negative consequences on their overall academic performance.

Suggestopedia, developed by the Bulgarian educationalist Lozanov, is defined as a foreign/second language teaching method that focuses on accelerating the learning process by providing students with a comfortable environment inside a classroom (Richards & Schmidt, 2010). As all teaching methods, suggestopedia has certain principles that were examined to find whether it is an effective method or not. According to Lozanov (2009), using this method in foreign/second language teaching, as it was mainly applied, can accelerate language learning three to five times faster than conventional methods. However, in the review of this, the method

was criticized as pseudoscience or unscientific. These opposing viewpoints was analysed using the supporting evidence collected by other educationist to confirm the validity of this method. For that reason, collecting different linguists` views regarding a teaching method through general principles can help teachers use what is considered to be beneficial and avoid what is described as useless.

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking (Bueno, Madrid & McLaren, 2006). Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. Attention refers to a selection that our brain focuses on. The brain screens stimuli and permits only to select few to come into focus. The third stage understands which consists of analyzing the meaning of what have heard and understanding symbols which have seen and heard, and analyze the stimuli that have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, it has to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by

the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step is remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so to our memory, what is remembered may be quite different from what was originally heard or seen (Nunan, 2001).

In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases. Finally, Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan, 2001).

Speaking is one of the most difficult skill language learners have to face. In spite of this, it has traditionally been forced into the background while, teachers of English, have spent all classroom time trying to teach students how to write, to read and sometimes even to listen in L2,

because grammar has a long written tradition (Bueno, Madrid and Mclaren, 2006). Speaking performs two important functions, which are social functions and intellectual functions. As a social function, it helps students to adjust to ideas and these ideas are reformulated to facilitate understanding. It helps in sharing information and ideas with listeners by speaking informally and sharing through conversation. To participate actively in the society individuals must be able to communicate clearly, effectively and appropriately in a variety of modes and to employ reasoned analysis to interpret and structure arguments (Forster, 1994). As an intellectual function, it shapes students' perception of the world and represents these perceptions as knowledge. From these definitions, one can infer that competence in listening comprehension is a vital component of the English language which is important to oral performance and it is quite useful in this study.

Against this background, the researcher believes that the methods used in teaching the language will either make or mar this primary objective, especially at the senior secondary school levels. This study therefore, proposes that Suggestopedia method of teaching is worth of attention since it is important that the learner masters the grammatical rules and develop as well the skills or abilities to function in the language using the rules of the language.

1.2   Statement of the Problem

In the recent past, there has been awareness on the part of the government of Nigeria, parents and the general populace as to the poor performance of students in English Language (Afolabi, 2009). Although several lecture, seminars and conferences have been organized in order to device ways of promoting students' performance in English language and curving the prevailing element, not much seems to have been achieved in reality. Therefore, there is urgent need for concrete steps to be taken to turn theory into practice. Most of the time, a secondary

school leavers cannot express himself in simple correct English. Parents, teachers as well as the general populace have complained bitterly about students' inability to express themselves in a good and conventional language and usually fail in senior secondary examinations owing to improper teaching methods and lack of essential teaching aids for instructional delivery (Afolabi, 2009).

Table: 1.1 shows examination results of candidates that passed in the WAEC/SSCE with 5–credits. The statistical data were provided from consolidated report of WAEC/SSCE examinations over the period 2013 – 2018. They represent summary of candidates who sat for the examinations and those who passed with 5–credits including English language and Mathematics in Jigawa state.

Table 1.1: Students' WAEC Examination Results

Year	Total Entry	5 Credits	Percentage (%)
2013	11,739	867	7.39
2014	12,016	971	8.10
2015	9,324	1,111	11.92
2016	11,273	1,621	14.38
2017	10,654	987	9.26
2018	10,261	965	9.40

Source: Jigawa State Ministry of Education Science and Technology, Dutse.

The above table presents data of the students' WAEC results between the years 2013 to 2018 in Jigawa state, the data shows that, there is declining in the students' WAEC examination results and the general academic performance of the students. In light of this, the study is set to determine the effects of Suggestopedia method on senior secondary school students' listening

and speaking skills in English language as well, in Ringim, Jigawa state Nigeria, secondly to determine the effects of this Method on students' gender affiliation (male and female).

1.3 Objectives of the Study

The following are objectives of the study:

i. To find out the effects of Suggestopedia teaching method on senior Secondary Schools students' listening and speaking skills in English language.

ii. To find out the effects of Suggestopedia teaching method on the performance of male students taught English language in senior Secondary Schools.

iii. To find out the effects of suggestopedia teaching Method on the performance of female students taught English Language in senior Secondary Schools.

1.4 Research Questions

The aim of this study is to find answers to the following research questions;

 i.   What is the effect of suggestopedia teaching Method on senior Secondary School students' listening and speaking skills in English Language?

 ii. What is the effect of suggestopedia teaching Method on the listening and speaking skills of male students in English Language?

iii. What is the effect of suggestopedia teaching Method on the listening and speaking skills of female students in English Language?

1.5 Research Hypotheses

The following null hypotheses ware tested for the purpose of this study:

HO$_1$: There is no significant difference in students' listening and speaking skills taught using Suggestopedia teaching Method and those taught using Conventional method.

HO$_2$: There is no significant difference in male students' listening and speaking skills taught using Suggestopedia method and those taught using Conventional method.

HO$_3$: There is no significant difference in female students' listening and speaking skills taught using Suggestopedia method and those taught using Conventional method.

1.6   Significance of the Study

This study could contribute ideas for improving the teaching of English language in schools. Specifically, the following could benefit from the findings of this study: English language teachers could find and utilize Suggestopedia teaching method and its strategies so as to enhance the teaching and learning of English language especially listening and speaking skills among secondary school students. The result is also expected to help English language teachers with what to teach and how to teach it in order to enhance competence in students.

Colleges and universities preparing teachers can benefit from the findings of this study. This is because the findings from the study may require taking a decision by the school authorities whether to infuse materials in learning curriculum or to modify.

Bodies such as the English Language Teachers Association (ELTA), States Educational Resource Centres (SERC), Nigerian Educational Research and Development Council (NERDC) and Local Education Authorities (LEA) can benefit by considering the findings of this study in developing instructional methods and therefore become aware of the variables to manipulate in order to enhance teaching and learning of students especially in English language. The study will be of great significance to English Language curriculum planners, so that they will plan the

curriculum bearing Suggestopedia teaching method in mind, so that the curriculum will be more of activity based and provide all the missing links in the use of language teaching methods and try to fill in the gap during curriculum planning.

English language teachers at different level of education will also find the study of benefit to them, because they will become aware of this method (Suggestopedia) and use it in the classroom for better students' listening and speaking skills performances in English language, at the same time sensitize them of their important roles in promoting the use of language teaching methods in teaching and learning English. This is because it will provide a basis for them to understand the need for their complimentary roles in encouraging and supporting the use of language teaching methods.

1.7 Scope and Delimitation of the Study

This research was delimited to the Effects of suggestopedia Teaching Method on senior secondary school Students' listening and speaking skills (vowel contrast, consonant contrast, stress and intonation, listening and comprehension passage) in English Language in Ringim Local Government Area, Jigawa State. Specifically, students of SSS II in Government Unity Secondary School Ringim, Government Day Senior Secondary School Ringim, Government Girls Day Senior Secondary School Ringim and Government Day Senior Secondary School Sankara were used for the study. Because it is a stage where students get intensive teaching and training in senior secondary school English language curriculum, it is also a stage where students are expected to prepare toward their final senior secondary school examinations, example; West African Examination Council (WAEC) and National Examination Council (NECO).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter centres on the review of related literature on the topic, Effects of Suggestopedia Method on Senior Secondary School Students` Listening and Speaking Skills in English Language in Ringim, Jigawa State. It therefore comprises of theoretical framework in which the behaviourist theory was considered and discussed, conceptual framework was also treated based on the following sub-headings; concept of Suggestopedia method, key features of Suggestopedia, Suggestopedia in classroom, concept of teaching method, Suggestopedia method and the teaching of Speaking and Listening skills in English language, review of empirical studies and the summary and uniqueness of the study.

2.2   Conceptual Framework

Some basic concepts related to the topic had been reviewed as conceptual framework of the study under the following headings: concept of Suggestopedia, teaching methods, teaching of listening and speaking skills etc.

2.2.1   Concept of Suggestopedia

Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning efficacy and it is very appropriate to use in teaching speaking for young language learners (Xue, 2005). This method was introduced by a Bulgarian psychologist and educator, (George Lazanov 1975). Maleki (2005) believed that the capability of learning is much more than thinking and use of brain power of inner capacities. In addition, (Maleki, 2005) assumed that human brain could process great quantities of material if given the

right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Lazanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. By using this kind of method, Young Language Learners (YLLs) can get the memorization 25 times faster rather than conventional methods (Bowen, 2009).

Suggestopedia is an effective comprehensible input based method with a combination of de-suggestion and suggestion to achieve super-learning. The most important objective of Suggestopedia is to motivate more of students' mental potential to learn and which obtained by suggestion. De-suggestion means unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories.

Lazanov in Maleki, (2005) argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes. When the learners are in this condition their heart and blood pressure raise. He believes that there is a mental block in the learners' brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The combination of de-suggestion and suggestion is to lower the affective filter and motivate students' mental potential to learn, aiming to accelerate the process by which they learn to understand and use the target language for communication to achieve super-learning. It is the final goal of suggestopedia.

According to Richard and Schmidt (2010), suggestopedia is a pedagogical application of "*suggestology*"; the method applies the influence of suggestion on human behaviour; it is also known as suggestopedy, desuggestopedia, or the Lozanov method. The first two terms are

formed by a combination of two words, namely, suggestion and pedagogy. Regarding the latter term, this refers to the developer of this method, Professor Georgi Lozanov, a psychiatrist-psychotherapist, brain physiologist and educationalist, who studied psychological suggestion and applied his new suggestology science to pedagogy. Lozanov (2009) defines suggestology as, the science or the art of liberating and stimulating the personality both under guidance and alone and presents suggestopedy as suggestology applied in the process of instruction." Furthermore, the term "*desuggestopedia*" is now used to indicate the important position of desuggesting any potential limitations on learning" (Larsen & Anderson, 2011).

In 1978, UNESCO considered suggestopedia to be superior and suggested that it can be applied in the whole world (Lozanov, 2009). Foreign language researchers who have investigated and used this method report some positive results in the field of instruction (Lozanov, 1978; Larsen & Anderson, 2011). Prominent results of their research revealed that this method provides for the integration of the affective and humanistic factors so necessary in the foreign language classroom. Referring to its definition, this method integrates the principles of suggestology with those of pedagogy. Since this method is concerned with both the emotional or affective aspects of learning as much as the cognitive and psychomotor aspects, it is oftentimes referred to as a psychotherapeutic-psycho-hygienic educational process (Lozanov, 2009).

As such, Suggestopedia is based on three key principles viewed as interconnected and interacted. These principles are summarized as follow: first, the principle of euphoria that refers to the ecstasy and absence of anxiety in a learning environment that has to do with the general atmosphere in which teaching and learning take place. Lozanov (1978) explained that the creation of a pleasant learning atmosphere can help students to lower their levels of tension, fear, anxiety and all other emotions that produce a negative attitude towards learning in most

conventional language classrooms. These feelings are normally aroused by a "lack of confidence in one's ability to understand, memorize and utilize the material given in the lesson" (Lozanov, 2009).

Furthermore, the mental and physical stress associated with traditional learning and the social mores related to it easily impedes the students' cognitive activity; but when the learning atmosphere is full of joy and quietness, students tend to feel relaxed, euphoric, and thereby, open to receive learning signals strongly and permanently. According to Lozanov (2009), the second principle is "the unity of the conscious and the para-conscious" and the integration of brain activity, which focus on the human being as an integrated whole. In other words, the tenets of suggestopedia indicate that there is a holistic approach of the development of emotional, cognitive and psychomotor aspects of the human personality, and that these aspects should be treated by integration upon learning and teaching.

The conscious and the Para-conscious aspects of the mind function as an integral whole, considering the integration of the left and right hemispheres of the brain, the cortical and sub-cortical structures and the process of analysis and synthesis. Biologically, none of these components functions separately, this is also called the principle of globalist in which Suggestopedia is grounded. Accordingly Larsen & Anderson, (2011) observed that presenting and globalizing a lesson as one unit by means of artistry, didactics and psychology is immediately applied in classrooms.

The last principle underlying this method is the suggestive link that refers to the level of the reserve complex which calls for the creation of mutual relations in the process of instruction as it occurs in psychotherapeutic practice. Tacitly put, this principle refers to such principles of

human learning such as group learning, collaborative and cooperative learning and the social aspects of learning. Suggestive links in suggestive group learning helps to improve memory and learning in the suggestopedic system. Potentials for learning can be aroused when people learning in a cooperative environment; as Lozanov suggests: "The level of the suggestive link is measured by the degree to which the reserves of the student have been tapped" (Lozanov, 2009).

Richard and Rodgers (1998) stated that there are some theoretical components through which desuggestion and suggestion operate:

(1) **Authority:** students remember best and are influenced when information comes from an authority or teachers

2) **Infantilisation:** learners may regain self-confidence in a relation of teacher-student like that of parent to child

(3) **Double-Planedness:** learning does not only come from direct instruction but also comes from the environment in which instruction takes places

(4) Intonation, rhythm, and concert pseudo-passiveness: varying tone and rhythm of presentation frees the instruction from boredom, and presenting linguistic material with music gets the benefit of the effect produced on body.

2.2.2   Key Features of Suggestopedia

The Suggestopedia method has five key features that are important in the teaching and learning process. According to Lozanov (2009, pp 231) the five key features are:

1. **Comfortable Environment**

In this kind of teaching method, the classroom is very different from common classrooms. In the classroom, the chairs are arranged semicircle and faced the black or white board in order to make the students pay more attention and get more relaxed. The light in the classroom is dim in order to make the students' mind more relaxed (Xue, 2005).

2. **Peripheral Learning**

The students acquire English not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration featuring the target language and various grammatical information they are changed every day. By doing this, the students can learn many things indirectly in the classroom or outside classroom. For example, young language learners (YLLs) can make simple oral production by using the posters or grammatical information on the wall.

3. **Free Errors**

In the teaching learning process of speaking, young language learners (YLLs) who make mistakes are tolerated. The emphasis is on the content not the structure. Grammar and vocabularies are presented and given treatment from the teachers, but not dwelt on.

4. **Homework**

Limited Young Language Learners (YLLs) reread materials given in the classroom once before they go to sleep at night and once in the morning before they get up.

5. The Use of Music

One of the most uniqueness of this method is the use of Baroque music during the learning process. Ostrander and Schroeder in Fema (2003) said that Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of relaxed states of mind for maximum retention of material. It is believed that Baroque music creates a level of relaxed concentration that facilitates the intake and retention of huge quantities of materials. Baroque music helps the suggestopedic student to reach a certain state of relaxation, in which the receptivity is, increased (Fema, 2003). The increase in learning potential is put down to the increase of alpha brain and decrease of blood pressure and heart rate. The music used also depends on the expected skill of the students' grammar, imagination exercises, making future plans, discussion etc.

One of the most important contributions of Lozanov is his use of music in the Suggestopedia method (Dhority, 1991). He uses it as a suggestopedic device. Lozanov found certain kinds of music ideal for creating a mentally relaxed state and as vehicle that can enhance the cognitive process. The music also helps create a pleasant suggestive atmosphere which counteracts anti-suggestive psychological barriers. The music used with the Suggestopedia method in the presentation of material is classical music. The term classical music is commonly used to refer to any music other than popular music or jazz. Yet technically, classical music is music of the classical period.

Darling-Hammond, (2007) indicates that this music should be called classical period music. Classical music has developed in the context of the different epochs in history. The music mirrors the values and affects its corresponding historical period (Amend, 1989). Baroque period

music corresponds to the baroque period from 1600 to 1750, classical period music from the 1751 to 1825, and romantic period music from 1825 to 1900.

Lazanov recommends the use of baroque period music and classical period music with the Suggestopedia method. Baroque music is used with the passive concert for the presentation of new material. Classical period music is used for the active concert. The student is asked to calmly and intuitively listen to the music with the dialogue while allowing the complex process of the superior system to take place. Baroque period music is known for excitement, exuberance, decoration and exaggeration, yet it has a uniformity of texture and message. There is consistent pattern in each movement. The major composers of this era are Johnn Sebastian Bach, Frideric Handel, Geroge Phillip Telemann and Antonio Vivaldi.

Classical period music has simplicity and symmetry. It has clearly defined internal compositional structures and simplicity in melody and harmony. There are emotional contrasts in each movement. The major composers of this era are Wolfgang Amadeus Mozart, Ludwing Van Beethoven, Franz Joseph, and Gioachino Rossini.

Music is also used for the relaxation exercises. In the West, mood music or New Age music has been used instead of classical music. This instrument music is characterized by a very slow rhythm. It is introspective flighty or dreamy, and often using synthesizers. Sometimes sounds of the natural environment are used in this music. One of its most important artists is Kitaro, George Winston, Steve Halpern and Andreas Vollenweider. Music is not only used in the presentation of new material and relaxation exercises but it is also used in the practice phase. People generally like music and they associate it with leisure. Music is an ideal song for second language learning especially with children is an effective technique that is widely used. It

provides a feel for sentence construction, vocabulary, pronunciation and cultural learning. Students are also engaged in games for practice of material. Just like the use of song, these are enjoyable and tension releasers' attention from the study of linguistic form. Students use vocabulary and language structures without realising it. The student views this activity as play not work, yet the learning goals can be achieved. Music promote a pleasant, informal, and relaxed atmosphere in the classroom.

2.2.3   Suggestopedia in Classroom

Teaching speaking for Young Language Learners (YLLs) using suggestopedia method, the teacher should take three steps (Lazanov, in Xue 2005):

a. Presentation

Presentation is the basis of conducting Suggestopedia in class successfully. The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning will be easy and fun. Desuggestion and suggestion happen at this stage at the same time.

b.i First Concert

This involves the active presentation of the material to be learnt. The original form of Suggestopedia presented by Lozanov used extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points. Typically these dialogues will be read aloud to YLLs to the accompaniment of music.

b.ii Second Concert

The students are now guided to relax and listen to some Baroque music, the best choice of music according to Lozanov with the text being studied very quietly in the background. During both

types of reading, the learners will sit in comfortable seats, armchairs rather than classroom chairs, in a comfortable environment. After the readings of these long dialogues to the accompaniment of music, the teacher will then make use of the dialogues for more conventional language work. The music brings the students into the optimum mental state for the effortless acquisition of the material. The students, then, make and practice dialogue after they memorize the content of the materials.

2.2.4   Concept of Teaching Methods

Teaching methods do not seem to matter because there is no evidence to favour one method over another (Robertson in Kadiri, 2004). This was echoed by Seigel and Seigel (1967), Flanders (1969), Dunkin and Barnes (1986) in Kadiri (2004). Teaching methods have been catalogued by Robertson (1969) as having bearing on today's teaching practices. The Rhetoricians for example used the method of systematized instruction to teach young men of ancient Athens to speak effectively. The popular teaching method was imitation and the purpose was to prepare the child for adult life. The children on their own cannot learn but rather they should imitate the adult. But education is not only for the preparation of adult life but to liberate the mind, the heart and to develop a complete human being that can be rational and possess a sound interpersonal relation.

Socrates felt that learning can easily be affected by exhortation. A learner cannot learn on his own, he must therefore be conditioned to learn. This further buttress what Skinner later in the 20th century called the system of reward and punishment, however, it had been repeated that persistence of punishment cannot for a long time induce learning. The emphasis on drill and repetition as a method of teaching was echoed by Alvain in the 11th century. This was akin to what Thorndike later elaborated as principle of exercise. However, learning cannot be

synonymous to memorization. Meaningful learning must therefore be based on understanding (Kadiri 2004). Teaching methods that were inclined to motivation review and healthy setting of rivalry was emphasized by the Jesuits in the 16th century. Revision should be the main teaching approach. This theory on teaching method was later developed in the 17th century to incorporate other ideas that learning cannot be acquired haphazardly but rather sequentially. Learning should therefore be arranged in a manner that reinforces this law. The sequence of all teaching should therefore start from simple to complex; from the principle of universals to general and then to particular (Kadiri, 2004).

The opinion of Pestollazi in Kadiri (2004), is that teaching method must be built on a strong foundation of the knowledge of the learner; it must be adjusted to his ability. Intellectual development is not sporadic but gradual. The guiding principle in all teaching should start from known to unknown, from concrete to abstract and particular to universal. However, he added that learning or teaching methods should be simultaneously double sided giving and taking, uniting and dividing processibility and following.

The advocacy of Postallazi had greatly influenced modern methods of teaching. It generally influenced decision regarding teaching methods which have strong implication on classroom practices even today. It was a critique of the old methods of memorizing materials in premier text, the ideas of teacher to hear recitation, test memory, keep order and administer discipline. Thus, methodology became an important field of study (Kadiri, 2004).

At the end of the 19th century, as reported by Herbert in Kadiri (2004) teaching was viewed as a means of helping the learner recall ideas when needed. The role of teacher is to assist any way possible for the preparation, presentation, association, systematization and

application of ideas. Teaching method is another way of finding ways by which ideas can be organized or can facilitate the organization of ideas. Teaching methods, today, are based on psychological assumption about learning, curriculum and the teacher. The Computer Assisted Instruction (CAI) was to solve problem of teaching so as to encourage independent thinking and learning. However, the accessibility is a problem and large class sizes do not augur well for Computer Assisted Instruction.

The next teaching technique is the individualized instruction. The teaching technique is apparently good because it bridges the gap between the teacher and the learner and reduces anxiety. But educators like (Williams, 1994) doubt the practicability of this technique against the background of mass education and over-crowded classrooms. Williams (1994) observed that, Individualized instruction is not in line with the principles of lifelong education which has as its goal to train young people to have an open mind, intellectual flexibility and sensitivity to new phenomenon."

Team teaching especially in certain curriculum areas such as the social studies, integrated science and other humanities was proposed by (Williams, 1994). But the main problem of team teaching is logistics, coordination and adequate arrangement may be lacking. Thus, teaching methods are many and most teaching methods used in today's classroom are based on certain psychological assumption. However, the old hypothesis by Crage in Kadiri (2004) that no teaching method is the best or superior support, the theoretical assumption that any method can effectively promote cognitive, affective and psychomotor changes in the learner. This idea is supported by (Dunkin & Barnes 1986), (Kromrey & Purdom 1995) in (Ogunyemi, 1999).

2.2.5 Teaching of English Language in Senior Secondary Schools

The significance of Senior Secondary School English Language Programme cannot be over emphasized. This can be justified by the fact that English is a compulsory school subject in Primary, Junior and Senior Secondary Schools, and also the medium of instruction (FRN, NPE, 2004). Great hopes and aspirations have been expressed on the Senior Secondary School curricular particularly as it affects value-reorientation, poverty eradication, job creation, wealth generation and using education to empower the people (FME, Education Curriculum English Studies for SSS 1-3, 2007).

English Language Education at Senior Secondary Schools in Nigeria is expected to equip individuals with appropriate knowledge, value and beliefs to enable them function as responsive and responsible citizens particularly students whose formal education might terminate at Senior Secondary School level. An analysis of the objectives of Senior Secondary School English Language is both remedial and developmental, as it sets out to:

i. Tackle the language deficiencies brought in from the lower basic.

ii. Develop language proficiency for both upper basic and post basic.

iii. Develop the language proficiency necessary for performing well in other school subjects (Education Curriculum English Studies for SSS 1-3, 2007).

The curriculum at this level is intended to build up confidence in students' use of the language. As much as possible, the activities are expected to be interactive, sometimes teacher initiated and at other times student initiated. In addition, the curriculum reflects depth, appropriateness, and interrelatedness of the curricula contents. Also, emerging issues which covered value orientation, peace and dialogue, including human rights education, family life,

Civic education, entrepreneurial skills etc were infused into the relevant contents of the new Education curriculum of Senior Secondary Schools. In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS).

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

1. Language Development

2. Listening and speaking skills

3. Reading and writing skills

4. Grammatical accuracy

5. Literature (Education Curriculum English Studies for SSS 1-3 2007).

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

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

Hammond, 2007, p. 1078). Therefore, this informs the need for this research particularly on Senior Secondary School English Language.

2.2.6 Methods, Approaches and Techniques of Teaching English Language

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

2.2.7 Structural Global Method/Audio-Visual Method

Structural approach goes with grammar-translation method, and audio-lingual method. The criticisms leveled against the grammar-translation method are many. It makes a learner to be largely passive participant in the teaching-learning process. The emphasis is on teaching about the language rather than teaching the language itself. The grammatical analysis may be boring and mechanical, if handled by inexperienced teachers typical of adverse teaching situations, and de-motivate learners. Some of the rules given allow exceptions which cannot be explained by the teacher. The method is largely teacher-centered. The teacher decides the item to teach, how to teach it and the kind of exercises that are to be practiced. Practice activities are limited to analysis and parsing which are mainly written; oral activities are limited. A grammar focused approach is centered on a set of language structures usually imposed by the syllabus rather than

the communicative needs of the learners. It is influenced by factors such as individual differences and their developmental learning sequences. Teachers who have limited knowledge of grammar are at a great disadvantage in this method. It may lead them to avoiding the teaching of English or turn the English Language teaching to a lecture or note taking exercise.

Olaofe, (2013) submits that a general survey of English Language teaching at the Primary and Secondary Schools in Nigeria, as a typical example revealed the popularity of this method. Teachers end up teaching only minute aspects of the language sometimes only nouns and verbs, throughout a whole year, leaving all other communicative aspects untouched. This is not to say that grammar-translation method is completely bad. It has its own merit, especially if the aim is to achieve accuracy of language usage in a situation where certain language errors are endemic and have become a source of great concern for both the students and the teachers. When language errors become a stigma, and are persistent and embarrassing, grammar-translation method becomes necessary to call learners" attention to the serious and damaging errors, especially at the tertiary level, where such errors are least expected.

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

assumption is that all these effort will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language. The audio-lingual method has been severely criticized by many scholars. The method undermines the role of human mental faculty and ability, it is teacher-centered and its insistence on correct forms always underplays the role of hypothesizing, trial and error and rule generalizations which are part of language learning process employed by learners of a second language. According to Corder, (1979), errors are a productive proof that language learning is taking place.

2.2.8   Communicative Language Teaching Method

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

These teaching techniques derived their impetus from the observation of classroom interaction patterns based on the postulation of Lewis in Ojo (1997). According to Lewis, movement towards the accomplishment of desired goals is a result of tension within an individual. Deutch in Ojo (1997) asserted that the interrelationship of the tension of different individual could be resolved into three types of goal structures; viz: cooperation, individualistic and competitive goals structures. Thus Deutch was the first to give a vivid conceptual framework

of the interaction patterns in the classroom. The three models continued to be given prominence by works abroad, such as (Johnson and Johnson, 1980), (Morris and Kelly 1988) in (Ojo, 1997).

In Nigeria, the work of Okebukola (1991) has also given prominence to these classroom goals structures in the sense that these goal structure were shown to influence students` performance in science. In social studies, in Kadiri (2004) have also asserted the benefit likely derivable from the utilization of these teaching techniques. However, this seems to be ignored by practicing teachers in Secondary Schools as reported by Ogunyemi, (1999).Researchers have proposed a number of reasons why interaction brings about positive learning outcomes. For example, it can provide interactional feedback (Ellis & Barkhuizen, 2005), enhance the salience of positive evidence (Okebukola, 1991), raise learners' awareness of language form and create opportunities for learners to produce the target language (Swain 1995, 2000 and 2005), in Olaofe (2010).

Therefore, the crucial question is how can the organization of the English Language classrooms in this fashion affect the performance and interest of students in Senior Secondary Schools? In the interactive setting the goals of the individuals in a group are so closely linked. They work and compromise. The achievement of an individual in a group is linked with the achievement of others in the group. They see themselves as swimming or sinking together. The team is similar to a basketball team in which individuals in the team work together to achieve a common goal victory, which is shared by the whole team and not an individual in the team.

In these teaching techniques, the following levels of interaction can be used and they are;

i. Teacher- student verbal interaction

ii. Student-student verbal interaction

iii. Student-teacher verbal interaction

iv. Group activities, for example

- Reporting group discussions

- Retelling individual experiences

- Performing other specified activities (role-playing, acting, telling stories, debates)

- Practicing to complete a started activity or controlled discussion.

Morris and Kelly in Ojo (1997) felt that interaction studies have their roots in social psychology and initiated by American researchers. They opined that with a democratic or socially integrated teacher, children can be relaxed and more friendly worked together and show an interest in what they are doing, while children with an authoritative teacher are likely to be submissive, yet aggressive and uncooperative when left on their own. The social learning theory regards teaching and learning as a matter of assistance or help. A lot could saliently be learnt from interaction with social environment. The family peers and those that walk into the children or students' lives can exert influence on them. In a discussion, the teacher engages more students and each can be allowed to participate. Discussion method of teaching if not highly organized, may lead to rowdy and noisy classrooms. Cooperative learning is an approach to learning which uses small groups of students working together to solve problems, complete a task or accomplish a common goal. Small groups provide a forum in which students ask questions, discuss ideas, make mistakes, and learn to listen to others ideas, offer constructive criticism and summarize their discoveries in writing. The interactive teaching techniques are a group teaching-learning in

which a group with a sense of purpose or spirit de corps work together, think together to accomplish set of goals, (Mezieobi, 1994).

2.2.9 Suggestopedia Method and the Teaching of Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2001). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Okebukola, 1991). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Okebukola, 1991). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

The speaking skill is often discussed within the context of a theory of communicative competence. Communicative competence describes a language learners' ability to communicate appropriately within a given situation. Corder, (1979) outlined four components of communicative competence. These are:

• Discourse competence,

• Grammatical competence,

• Sociolinguistic competence and

• Strategic competence.

In terms of speaking, learners demonstrate communicative competence when they choose the correct words/phrases to convey their meaning while showing an understanding of the particular socio-cultural or sociolinguistic context in which they speak (e.g., choosing language to be polite or formal based on the situation). Speakers also show communicative competence when they can compensate for language deficiencies such as using other words to describe a concept for which the speaker has no word (Dhority, 1991).

2.2.10 Suggestopedia Method and the Teaching of Listening Skill

Listening is a critical element in the competent language performance of second language learners, whether they are communicating at school, at work, or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Corder, 1979). In a recent study of Fortune 500 Corporations, Wolvin and Coakley (1996) found that listening was perceived to be crucial for communication at work with regards to entry-level employment, job success, general career competence, managerial competency, and effectiveness of relationships between supervisors and subordinates. Yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Dhority, 1991).As language teaching has moved toward comprehension-based

approaches, listening to learn has become an important element in the adult English as a second language (ESL) classroom (Luoma, 2004).

Today, with a greater emphasis on the importance of all four skills, listening receives attention in its own right, and the focus in the classroom is on learning how to listen through the application of listening skills and strategies. Four primary goals for listening instruction are:

• To improve learner's comprehension of spoken language;

• To increase the quality of learners' uptake (that is, the words actually retained) from spoken input;

• To develop learners' strategies for understanding spoken discourse;

• To encourage learner participation in face-to-face communication (Dhority, 1991)

There are conflicting reports on whether gender plays a significant role in language achievement or performance. Some researchers like Olaofe, (2013) and Aliyu (2018) claim that the females performed better than males in language. However, other researchers like Danladi (2013) and Dopemu, (2011) found that the males perform better than the females in language. Yet, other by Adu (2002), Oluikpe (2004) and Aganda (2009) did not establish any significant difference in the achievement of male and female students in language. Based on the disparity of findings on which gender performs better in language, it seems that the exact influence of gender on language achievement is not clear, hence there is need for further studies on the nature of students' achievement by gender especially in Ringim Local Government Area, Jigawa State and Nigeria in general.

Gender has been an enduring educational diversity in developing countries like Nigeria. Inequality of access is a crucial factor that contributes to gender disparity in the Nigerian educational system. Correspondingly, Akanbi (2000) reiterates that excellent performance in L2 is attributed to females, rather than their male counterparts, in Nigerian schools. Research findings regarding gender and some other variables associated with teaching and learning seem to be inconclusive. Some findings indicate that gender inequality still persists in the education system (Mortberg in Lee, 2003). However, research findings also show insignificant effect of gender on students' use and liking of technology in education (Aganda, 2009).

Academic achievement may be defined as the assessment outcome of a formal instruction in a cognitive domain with a defined subject matter that is explicitly taught (Fema, 2003). Formal instruction according to Cries carries with it the expectation that will produce observable changes in behaviour. The emphasis here is that academic performance does not cover such domains as creativity, motivation or ethical sense. Cries concluded that academic achievement is often thought of as sample of indicators of student`s knowledge taken at a particular point in time. Brown (2001) spelt out two common criteria used to determine academic achievement, they are; (i) Academic grades (ii) Graduation or passing rate. They further stressed that, the use of course grade as a measure of academic adjustment and success is not surprising , because typically successful students are considered to be those who perform well academically, presumable students who excel in terms of cumulative grade point average (CGPA). According to Olaofe, (2013) academic achievement of students is the yardstick for testing educational quality of a nation. Hence, it is expedient to maintain a high performance in internal and mostly external examination (Hijazi, and Mahama, 2012).

2.3   Theoretical Framework

Some theories were chosen to serve as the theoretical framework of this study, they are:

i.   Cognitive Learning Theory

ii.   Learning Environmental Theory

iii.   The Behaviourist Theory

2.3.1   Cognitive Learning Theory by Max Wertheiner (1942)

Cognitive Learning theory by Max Wertheiner (1959): Cognitive learning theory is a conceptual framework that describes how information is absorbed, processed, and retained during learning. It was propounded in Berlin by a German psychologist Max Wertheiner in 1959. Cognitive learning theory holds that humans generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognition, recollection, analysis, reflection, application, creation, understanding and evaluation. The cognitive of learning techniques, procedures, organization and structure to develop internal cognitive structure that strengthens synapses in the brain (Nunan, 2001). When we say the word "learn" we usually mean "to think using the brain" this basic concept of learning is the main viewpoint in the cognitive learning theory. The theory as they are influence by both intrinsic and extrinsic factors, which eventually bring about earning in an individual. The cognitivists posit that the memory system is an active organized processor of information. They view learning as an internal mental process (including insight) information processing, memory and reception. Learning disabilities are caused by neurological dysfunction and that they are casually correlated with basic psychological process. It is also believed that learning disabilities is as a result of minimum brain destruction and dysfunction in the central nervous system owing to neurological developmental lag resulting in clumsiness, restlessness and in attention. And

learning is a process by which neurons joined by developing the synapses between them so a relative influence of brain damage account for ineffective cognitive process which manifests during learning. With reference to brain damage, and neurological developmental lag, it can be deduced that they are casually correlated with basic psychological process. The idea behind this theory therefore is that a child who suffered from ineffective cognitive process does not perform well academically.

2.3.2   Learning Environmental Theory by Pelton (1981) & Garbasino (1987)

Learning Environmental theory by Pelton (1981) & Garbasino (1987): This theory focus is on potentially dominant role of certain societal conditions and values. It takes a look at a broader structural and cultural abuse as emanating from lack of motivation or skill on the part of the parents. The environment encompasses all things around the individual that has influence or offer an impression. Children are greatly inspired and motivated as well as deterred by the environment around them. Learning theory is the understanding that the child's environment shapes learning and behaviour and it is also thought that learning and behaviour are reactions to the environment. This perspective encourages families, schools, and educators to understand that the child develops and learns new skills in reaction to items she finds around her. Environment according to Julian B. Rotter in his social learning concept focused on the idea that personality represents an interaction of individual's experience play a role because the individual and her reaction encourage learning. The relative influence of environment on behaviour accounts for many learning disabilities in an individual's life that is, a child who lives in an environment which is not psychologically stimulating may manifest signs of maladjustment and perceptual problem. In all these, it can be concluded that unfavourable nature of some environments such as illiterate home background, schools where there are poor facilities and child abuse among others

influence children academic performance which may result in poor academic performance in school.

2.3.3 The Behaviourist Theory

The study was based on the Behaviourist theory; the Behaviourist offers a particular perspective on how learning occurs and how teaching impacts that process. According to Beavers, Eaglin, Green, Nathan, and Wolfe (2002), learning is a persisting change in performance or performance potential that results from experience and interaction with the world. The importance of measurable and observable performance and the impact of the environment comprise foundational principles of the behaviourist approach to learning.

For clarity of meaning and purpose, this theory conceptualizes learning as a change of behaviour as a result of experience. It is among the oldest schools of thought about learning that debunked the maturation theory but accepts the utilitarian theory. Perhaps one of the major attacks of this school of thought about learning is the fact that most of its principles are derived from experiments conducted with animals. Thorndike in Sotto (1994), one of its early proponents, confidently claimed that the laws that emerged from this theory are by-products of a series of experiment on animal learning. According to the proponents of this theory, learning among human beings result by building association or bond between the experience, thinking and behaviour. Two laws are very popular with this theory; the laws of effect and that of exercise. The law of effect as Andrew (1990) puts it, it revolves around the principle that, the greater the satisfaction, the greater the strengthening or weakening of the bond. That of exercise revolves around the premise that, the probability of a response occurring in a given situation increases with the number of times that response has occurred. This clearly demonstrates that learning is a process that takes place as a result of reward and punishment, which further

elaborates the theory of pleasure seeking and fear avoidance. The law of exercise emphasizes the place of practice, repetition and drills in learning. In other words, the more an exercise is repeated, the better it is learnt.

Perhaps, the significance of this theory on learning is that it had debunked an already held belief on learning as innate. It had also refuted and discredited the maturation theory. The theory further exposes the place or role of the teacher in teaching and learning process. It also emphasizes the benefits of reward and punishment, conditioning and repetition in learning. Learning to be effective must show or manifest a change in disposition for a relatively time frame. This theory is relevant to the present study because it deals with second language acquisition. The theory holds that L2 learning is unattainable without a mediator (stimulus) which can be a human or tool. The theory asserts that a teacher who is more skilled and knowledgeable than the students is considered a human mediator whereas the language teaching method and the other symbolic or material tools regarded as another vital mediator to actualize L2 learning. Hence, the teaching methods, instructional materials and media employed by the teacher in language teaching classrooms are viewed as stimuli. Without such tools, the learning is predicted to be shallow. Moreover, the theory is applicable to this study since, the theory emphasized the use of stimulus and response in the process of language learning.

2.4.   Review of Empirical Studies

So many studies/research have been conducted across the world which is either directly or indirectly related to this study. As such, the researcher is going to look at some of these studies. The studies are:

A study was conducted by Vega and Nieves (1998) on the Effects of the Suggestopedia method on attitudes and language achievement in English among ninth grade Puerto Rican students. It intended to explore the use of the suggestopedia method, which is a humanistic and highly affectively oriented method for teaching English as a Second Language (ESL) in a public secondary school in Puerto Rico and see its effect on communicative competence and students' attitudes towards English. A quasi experimental research design was performed using a pretest-posttest non equivalent control group design with a population of four intact ninth grade English classes, and a sample of 113 registered students. There were 54 assigned to experimental group and 59 to the control group. The results of the study suggest that students taught by way of the Suggestopedia Method had significantly better communicative language achievement than those who received instruction under traditional language teaching method. The above study is related to the present study since a quasi-experimental research design was used for the study, and the study assessed the Effects of the Suggestopedia method on attitudes and language achievement in English among ninth grade Puerto Rican students. While the present study intends to find the effects of suggestopedia method on senior secondary school students' listening and speaking skills in English language in Ringim, Jigawa state.

Kusner (2007) studied Suggestopedia and creative writing at a high school in Durban, South Africa. With the objective of; finding out the effectiveness of Suggestopedia method on students' creative writing skill in high school. A quasi-experimental research design was used involving a population of three Grade 9 students and two Grade II students. A sample of 158 students were involved, 89 in Grade 9 and 69 in Grade II. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Data collected was analyzed using mean for the research questions and ANOVA (Analysis of Varience). Results show that

there is a significant main effect of suggestopedia method over the conventional method. Findings have positive involvement implication of creative writing at high schools.

Oyinloye and Ajayi (2008) investigated the effects of audio instructional packages on the academic achievement of students in listening skills in junior secondary schools in Ekiti state. The study was quasi experimental, which involves a population of forty-four thousand, three hundred and eighty-six (44,386) students. The schools for the study were selected through stratified random sampling techniques and a sample of three hundred and twenty (320) students was selected for the study. It was discovered that students taught with audio-instructional packages were able to produce sounds better than those not exposed to audio-instructional packages. It was also discovered that female students were better listeners than their male counterpart. The present study investigated the effects of suggestopedia method on senior secondary school students' listening and speaking skills in English language in Ringim, Jigawa state.

Adesomon (2011) examined the effects of teaching listening and speaking skills using audio-visual materials on students' oral English performance in senior secondary schools in Kano State. It was found that there was significant difference in the performance of respondents who were subjected to treatment using audio-visual materials (radio and tape recorder). This implies that the audio-visual materials contributed immensely to the high performance of students in the listening comprehension. The researcher therefore recommended that audio-visual resource should be used in conjunction with oral communication to enhance effective teaching and learning of listening and speaking skills at senior secondary school level. While the present study examined the effects of suggestopedia method on senior secondary school students' listening and speaking skills in English language in Ringim, Jigawa state.

Idris (2015) examined the effects of audio-visual materials in the teaching and learning of speaking skill in Junior Secondary Schools in Katsina Local Government Area of Katsina State. The study used the Phonetic Assessments Test (PAT) instrument to determine students' entry level in speaking skill. Two hundred (200) respondents were sampled out of the total population using simple random sampling technique and data collected for the study were analyzed using t-test. The result revealed that the use of Audio-Visual materials in the teaching and learning of speaking skill is significantly better than the conventional method in junior secondary schools of the local government area under study.

Indriani (2015) also studied the use of direct method and suggestopedia method to improve students' vocabulary mastery. Comparative study of the first year students of MTs Darul Ulum Reksosari, Suruh Salatiga Indonesia, it is a quantitative research in which experimental method was used. A population of 94 students of first grade MTs was used, and a sample of 62 were drawn for the study. The researcher used test and observation to collect the empirical data, and used t-test to analyse the data. The findings indicated that, in learning English especially in memorizing new vocabulary, the students should be active in learning English not just depending on the materials given by the teacher in the class.

Alfiani (2017) examined the effectiveness of Suggestopedia method on students` vocabulary mastery at the eighth grade of students of 166 Junior High School, Jakarta. Quasi-experimental research design was used, based on the question of finding if Suggestopedia is effective on students` vocabulary understanding at the eighth grade students of 166 Junior High School. A purposive sampling was used to select two intact classes as control and experimental classes. The researcher used pre-test post-test as research instrument of data collection. And t-test was also used to analyze the data collected. The result shown that using Suggestopedia

method on students' vocabulary mastery is effective to be implemented in the eighth grade of SMP N 166 Jakarta, the findings indicated that many students consider that English is a difficult and boring lesson. To change the students' mindset, the teacher has to be creative in choosing the appropriate method. The method should be able to attract and motivate the students. This study proves that Suggestopedia method is effective for eighth grade students of junior high school. Therefore, Suggestopedia can be an alternative method chosen by the teacher.

2.4. Summary and Uniqueness of the Study

Suggestopedia is one of the methods that can be used by English language teachers to cultivate students' motivation, to increase students' memorizing ability and to improve their listening and speaking capacity by helping students overcome a variety of potential psychological barriers that they might have before coming to a classroom and affect their studying negatively. The theoretical study is a quick guide as to how to gear English language curriculums to be based on the pedagogical principles of Suggestopedia. In the review of related literature, an outlines on suggestopedia background including its origin, developer, and principles. It also discussed suggestopedia in classroom including discussion about foreign/ second language learning process, key features of the method, concept of teaching methods, suggestopedia method and the teaching of speaking and listening skills and then some related empirical studies were reviewed.

The uniqueness of this study lies in the fact that, the study examined the effectiveness of Suggestopedia method on Senior Secondary School Students listening and speaking skills in Ringim Local Government Area Jigawa State, Nigeria, whereas other studies such as Charles (2007), Rolsa (2015), and Anggita (2017) looked at the effect of using Suggestopedia method in mastering and improving students` vocabulary while this study focused on effect of suggespedia

method on senior secondary school students` listening and speaking skills. Another area of uniqueness of this study was that, this type of study was not conducted before in Ringim Local Government Area of Jigawa State. Again the study concentrates on Senior Secondary School Students in which to the best of my knowledge no study has been carried out in such classes before in the area under investigation. Most importantly, the study concentrates also on public schools only.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

For effective and objective investigation into the likely effect of Suggestopedia language teaching method on senior secondary school students` listening and speaking skills in English language in Ringim Local Government Area, Jigawa State. This chapter focused on the choice of useable methodology in order to achieve accurate data collection and arriving at unbiased research findings and conclusions

3.2   Research Design

The design for this research work is "*Quasi – Experimental Research Design*" inform of pre-test and post-test design. According to Johnson and Christensen (2008) quasi experimental design is used in investigating the cause and effect between independent and dependent variables. The author pointed out that most educational experiments are done in actual schools and classrooms, and so the experimental design makes it possible for independent variables to be relatively manipulated and randomization used, as in the case of this study.

 The research design of this study can be diagrammatically presented like this:

EG ⟶ O1 ⟶ SM ⟶ O2

CG ⟶ O1 ⟶ CM ⟶ O2
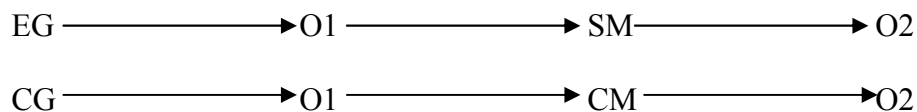
Figure I: The Research Design Diagram

O1 – Pre-test   O2 – Post test   SM- Sugestopedia Method

CC- Conventional Method   EG – Experimental Group   CG – Control Group

3.3   Population and Sample

3.3.1   Population of the Study

The population for the study comprised all the two thousand and forty (2040) SSII students of all

the ten (10) senior secondary schools that are in Ringim local government area of Jigawa state.

Table 3.1 provides the details of the population:

Table 3.1: Population Distribution

Name of School	No. of Male Students	No. of Female Students
GUSS Ringim	1,045	-
GDSS Ringim	320	-
GGSS Ringim	-	130
GDAM Ringim	51	104
GTSC Ringim	157	-
GDSS Sankara	68	-
GDSS Suntulmawa	27	-
GDASS Dabi	52	-
GDSS Chaichai	40	-
GDSS Yandutse	46	-
TOTAL	**1806**	**234**

Source: Ringim Zonal Education Office, Ministry of Education Science and Technology,

Dutse Jigawa State, (2018)

3.3.2 Sample Size

Four (4) schools were selected from the ten (10) Senior Secondary Schools, and a sample size of 168 participants were drawn from the total number of 1563 SSII students in the selected four (4) Senior Secondary Schools in Ringim Local Government Area for the study through purposive sampling technique. The subjects of this study were used and randomly assigned to control and experimental groups, so as to ensure as much as possible a fair representation of the characteristics of the population. The samples for experimental and control groups for the study should come from a population that share common characteristics vital to the study (Johnson & Christesen 2008). Therefore to qualify for selection in this study, the subjects must have the following characteristics:

i. They are students of SS 2.

ii. They are above the ages of sixteen (16) years.

iii. They have been exposed to SS 1-2 English Language syllabus.

3.4   Sampling Technique

The sampling technique used was purposive sampling technique also called judgmental sampling. It is a sampling strategy (a method for gathering participants for a study) used in which the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Jonhson & Christesen, 2008). Four (4) senior secondary schools were randomly selected out of the ten senior secondary schools in Ringim local government area. Purposive sampling technique was also used, based on the stated characteristics; forty-two (42) students from each of the four selected secondary schools were

located and selected for the study. Thus, a total of one hundred and sixty eight students were selected and participated in the study.

3.5   Data Collection Instrument

Data in this research was collected through the researcher adopted test, Students' Listening Comprehension Test (SLICOT). A test is any relatively standardized set of stimuli which elicit specific or general responses. The test (SLICOT) consist of two sections: section A and B, section A consist of demographic information of the students, while section B consist of thirty-item tests which is subdivided into four sub-sections. The sub-sections include; listening comprehension passages, test of knowledge of vowels and consonants, the use of stress in sentences and use of intonation in English sentences. The items enumerated from the use of a table of specification are presented on table 3.2.

Table 3.2: Table of Specification for Post-SLICOT Testing Instrument

Topic	Content	No. of items	Level of Thinking		
			A	B	C
Vowel contrast	Vowel articulation	5	1	3	1
	Vowel perception				
Consonant contrast	Consonant production				
	Consonant perception	5	3	1	1
Stress and intonation	Word stress (shifting stress)	15	5	5	5
	Sentence stress (emphatic)				
	Intonation of statement,				
	Questions and command sentences.				
Listening for ideas and details	Main ideas and supporting details.	5	2	1	2
Total		**30**	**11**	**10**	

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3.6   Validation of Data Collection Instrument

For research findings to be dependable, data collection instrument must be valid, reliable and usable. In order to ensure the validity of the test items as data collection instrument, the following steps were followed to ensure validity and reliability of the instrument that was used in this study. To ensure the validity of the instrument, the table of specification was strictly used to assess the thirty test items. Professor in Education in the Department of education Bayero university Kano and Professor in Test and Measurement in Educational Psychology and Guidance and Counselling also examined the items for content and face validity. These items were presented before the practicing and experienced secondary school English Language teachers. Their comments, suggestions were considered for the adoption of the instrument.

Senior lecturers from Measurement and evaluation Department, Jigawa State College of Education Gumel, Jigawa State, and senior lecturer from Bayero University, Kano were also asked to go through the adopted instrument. Their comments, suggestions and recommendations were integrated in the use of the final instrument. The supervisor was also presented with the adopted instrument to make constructive criticisms and his recommendations were integrated into the adoption of the final instrument.

3.7   Reliability of the Instrument

In order to establish the reliability of the test as data collection instrument, a pilot study using two schools was conducted. The pilot study was carried out with the total of 80 students of Government Day Secondary School Ringim and Government Girls Secondary School Ringim, Jigawa state. They were divided into two groups of 40 each. One of the groups was the control group while the other was the experimental group, in order to ensure the reliability of the instrument used for the study, two weeks lesson was conducted with the students in which some

topics in English language (reading comprehension, consonant contrast and vowel contrast) were taught to the students by the researcher Then after, a test was administered to the students and marked by the researcher. The data collected during the pilot study was analysed using Pearson Product Moment Correlation (PPMC) and the reliability figure index of r = (0.86) was revealed to show the level of equivalence between the two groups.

3.8   Data Collection Procedures

The researcher collects an introductory letter from the post graduate coordinator in the Department of Education, Bayero University Kano. The letter was taken to Ringim Zonal Education office for seeking permission to conduct the study. Then the photocopy of the letter was taken to the respective schools principals of the schools under study. Experimental procedure/conditions were also being adequately held constant for both the experimental and control groups. The general classroom conditions such as the arrangement of seats, relaxation exercises and the researcher's appearance was kept constant. Sampled students from each school were given a pre-test and a post-test. The pre-test was administered to establish the students' existing listening and speaking skills level as well as to ensure the groups equivalence. The groups were treated for six weeks. Two classes were taught with standard facilities of Suggestopedia method, while the other two classes were taught same lesson with the Conventional method. After six weeks treatment, the Experimental and Control groups were then tested using the SLICOT to assess if there is any difference due to the treatment. The scores obtained from the test were used to test the Null hypotheses.

Six lesson notes were developed by the researcher to cover topics under the area of study. The researcher undertook the treatment in two schools (G.U.S.S. Ringim, GGDSS Ringim as experimental group and G.D.S.S. Sankara, GDSS Ringim as control group). The other two

schools were also taught same lesson by the researcher using the lesson notes. Each group was treated under the two lesson periods of 40 minutes per lesson.

All the two groups (experimental and control groups) were subjected to pre-test before the commencement of the actual treatment. The test was marked and scored. Then after, the experimental group was taught some topics in English language (consonant contrast, vowel contrast, stress and intonation, listening comprehension) using the major five 5 features of Suggestopedia method by the researcher, thus; with a comfortable environment, the light in the classroom was dim and chairs ware arranged in semicircle and faced the blackboard in order to make the students pay more attention and more relaxed. The used of Baroque music with its beats and specific rhythm, with peripheral learning for the students to learn not only from direct instruction but also from indirect instruction. A free error teaching learning process was also tolerated. And finally homework was given to students. While the control group was taught same topics using the Conventional method, the classes have one lesson per topic making a total of six lessons per class for the duration of six weeks for both the control and experimental groups. Lesson plans ware designed by the researcher that guided the lessons in both the experimental and control classes. The lessons plans were reproduced in the Appendices E and F respectively.

3.9   Data Analysis Procedures

The test scores of the two groups were subjected to a parametric statistical analysis. The data analysis procedure used was z-test. The use of z-test helped in understanding the differences between the pre-test and post-test and difference in listening and speaking skills of the senior secondary school students in English language as it compares the performance of the group with a known scale of evaluation. The level of significance of r = (0.05) was used in order to accept or reject the null hypothesis. The choice of z-test was to satisfy these conditions of measurement

scores of internal, in the two groups (experimental and control) are independent of each other and also the two groups must be randomly selected. And the research questions of the study were answered using a descriptive statistics.

CHAPTER FOUR

DATA PRESENTTATION AND ANALYSIS

4.1   Introduction

This chapter presents the data analysis of the study titled: Effect of Suggestopedia Method on Senior Secondary School Students' Listening and Speaking Skills in English Language in Ringim Local Government Area, Jigawa State. The students' post-test results were analyzed in this chapter. The analysis is presented along with the answers to the research questions using comparative mean and standard deviations, with a test of the null hypothesis using z-test inferential statistical technique. The Discussions were made at the end of each table.

4.2   Data Summary

Table 4.1: Demographic Variables

Variable	Frequency	Percentage
Schools		
School A	42	25.0%
School B	42	25.0%
School C	42	25.0%
School D	42	25.0%
School Type		
Boys	84	50.0%
Girls	84	50.0%
Treatment		
Control	84	50.0%
Experimental	84	50.0%

Table 4.1 presents the summary of data for the participants of the study. Four schools were used and School A (Government Unity Secondary School Ringim) had 42 participants representing 25.0%, school B (Government Day Secondary School Ringim) had 42 participants representing 25.0%, school C (Government Girls Day Secondary School Ringim) had 42

participants representing 25.0% and school D (Government Day Secondary School Sankara) with 42 participants also representing 25.0%.

In terms of gender, boys accounted for 84 participants representing 50.0% while girls accounted for 84 participants representing 50.0%. However, control group accounted for 84 participants representing 50.0% while experimental group accounted for 84 participants also representing 50.0%

4.3. Data Analysis

4.3.1 Answers to the Research Questions

These are answers to the research questions:

1.   What is the effect of Suggestopedia teaching Method on senior Secondary School students' listening and speaking skills in English Language?

Table 4.2 Descriptive Statistics showing differences in the Pre-test and Post-test scores of Suggestopedia and teaching method on Senior Secondary School students' listening and speaking skills in English Language

Variables	N	Mean	SD
Pre-test	81	47.18	8.43
Post-test	82	71.34	9.49

Table 4.2 indicates the results of pre-test and post-test scores for effect of Suggestopedia teaching method on Senior Secondary School students' listening and speaking skills in English

Language. The result shows that Suggestopedia teaching method is effective on English language listening and speaking skills with the mean and standard deviation values of (M = 47.18 and 71.34; SD =8.43 and 9.49) for the pre-test and post-test groups respectively. This means that students taught listening and speaking skills in Senior Secondary School in Ringim LGA with the use of Suggestopedia method performed better than those taught listening and speaking skills without the use of Suggestopedia method.

2. **What is the effect of suggestopedia teaching Method on male senior Secondary School students' listening and speaking skills in English Language?**

Table 4.3 Descriptive Statistics of suggestopedia teaching Method on male senior Secondary School students' listening and speaking skills in English Language

Variables		N	Mean	SD
Boys	Pre-test	42	46.2222	6.73374
	Post-test	42	71.4356	8.72069

Table 4.3 indicates the results for pre-test and post-test for effect of suggestopedia teaching method on male senior Secondary School students' listening and speaking skills in English Language. The result shows that Suggestopedia teaching method is effective on English language listening and speaking skills among male senior secondary school students in Ringim Local government area Jigawa state. This attracted highest mean response of M = 46.22 and 71.43 for pre-test and post-test respectively. Details also showed the standard deviation value of SD = 6.73 for the pre-test, while 8.72 for the post-test group. This means that male students taught listening and speaking skills in senior secondary school in Ringim LGA with the use of Suggestopedia teaching method performed better than their colleagues.

3. **What is the effect of suggestopedia teaching Method on female senior Secondary School students' listening in English Language?**

Table 4.4: Descriptive Statistics of Suggestopedia teaching Method on female senior Secondary School students' listening and speaking skills in English Language

Variables		N	Mean	SD
Girls	Pre-test	83	48.3889	8.09610
	Post-test	81	71.2250	10.45373

Table 4.4 indicates the results of pre-test and post-test for effect of Suggestopedia teaching method on female senior secondary school students' listening and speaking skills in English language. The result shows that Suggestopedia teaching method is effective on English language listening and speaking skills among female senior secondary school students in Ringim Local Government Area Jigawa State. With the mean scores of (M = 48.38 and 71.22) and standard deviation of (SD = 8.09 and 10.45) for both the pre-test and post-test respectively. This means that female students taught listening and speaking skills in senior secondary school in Ringim LGA with the use of Suggestopedia teaching method performed better than those taught without.

4.3.2 Hypotheses Testing

HO$_1$: There is no significant difference in students' listening and speaking skills taught using Suggestopedia teaching Method and those taught using Conventional method.

HO$_2$: There is no significant difference in male students' listening and speaking skills taught using Suggestopedia teaching Method and those taught using Conventional method.

HO$_3$: There is no significant difference in female students' listening and speaking skills taught using Suggestopedia method and those taught using Conventional method.

Hypothesis one

HO₁: There is no significant difference in students' listening and speaking skills taught using Suggestopedia teaching method and those taught using Conventional method.

Table 4.5: z-test summary of post-test results on students' listening and speaking skills taught using Suggestopedia teaching method and those taught using Conventional method (Experimental and Control Group)

Variables	N	Mean	S.D	Df	Z	Prob
Experimental	84	71.34	9.49	166	-.815	0.0001
Control	84	47.18	8.43			

(N=168; z=-.815; df=166; P<0.0001**)**

From table 4.5 the mean value of post-test result of students taught with Suggestopedia method is 71.34 which are greater than 47.18 the mean value of post-test result of students taught listening and speaking skills with Conventional method. This implies that the students taught with Suggestopedia method have higher mean academic performance than students taught with Conventional method. The z-value is -.815, while the p-value is 0.000 (p<0.001). Therefore the null-hypothesis was rejected, meaning that there was significant difference in students' listening and speaking skills taught using Suggestopedia teaching Method and those taught using Conventional method. This implies that using Suggestopedia method improves students' listening and speaking skills in the students' performance.

Hypothesis two

HO₂: There is no significant difference in male students' listening skills taught using Suggestopedia teaching method and those taught using Conventional method.

Table 4.6: z-test summary of post-test result on male students' listening and speaking skills taught using Suggestopedia teaching method and those taught using Conventional method (Experimental and Control Group)

Variables	N	Mean	S.D	Df	Z	Prob
Experimental	41	60.58	7.52	166	-5.426	0.0001
Control	40	39.92	5.74			

(N=82; z=-5.426; df=166; P<0.0001)

From table 4.6 the mean scores of post-test result for male students taught listening and speaking skills with Suggestopedia method is 60.58 which are greater than 39.92 the mean scores of post-test result of male students taught with Conventional method. Therefore the null hypothesis was also rejected, meaning that there is significant difference in male students' listening and speaking skills taught using Suggestopedia teaching method and those taught using Conventional method.

Hypothesis three

HO$_3$: There is no significant difference in female students' listening and speaking skills taught using Suggestopedia method and those taught using Conventional method.

Table 4.7 z-test summary of post-test result on female students' listening and speaking skills taught using Suggestopedia teaching method and those taught using Conventional method (Experimental and Control Group)

Variables	N	Mean	S.D	Df	Z	Prob
Experimental	42	72.09	5.71	142	-9.704	0.0001
Control	42	46.27	9.87			

(N=84; Z=-9.704; df=82; P<0.0001)

The mean of Experimental group is 72.09 which is greater than 46.27 the mean of Control group. Therefore the null hypothesis was rejected, meaning that there is significant difference in female students' listening and speaking skills taught using Suggestopedia method than those

taught using Conventional method. This implies that using Suggestopedia method improves female students' performance in English language listening and speaking skills.

4.5   Summary of the Findings

i.   There is significant effect of Suggestopedia teaching method on senior Secondary School students' listening and speaking skills in English Language.

ii.   There is significant difference in listening and speaking skills between male students taught using Suggestopedia teaching method and those taught using Conventional method.

iii.   There is significant difference in listening and speaking skills between female students taught using Suggestopedia teaching method and those taught using Conventional method.

4.6   Discussion of Findings

The finding of this study with respect to hypothesis one (HO_1) has shown that students taught English language listening and speaking skills with the use of Suggestopedia teaching method performed better than those taught with Conventional Method. This was further confirmed by the Independent sample z-test result in Table 4.5 which reveals that the difference in post-test scores was significant. The reason for the higher performance by the Experimental group could be that the students were able to integrate or link their experiences following the nature of Suggestopedia teaching method. This finding is in agreement with that of Uloko and Usman (2008). The teaching was done in a practical way and flows from concrete to abstract which reduced the abstract nature of teaching and learning of English language. It is possibly upon this view that the researcher concluded that low performance of students in English language could be attributed to non utilization of appropriate teaching method.

The findings of the study also with respect to hypothesis two (HO$_2$) was tested, the study revealed that teaching English language listening and speaking skills using Suggestopedia teaching method have significant effect on male students performance in their listening and speaking skills, as the mean of post-test for Experimental group was 60.50 and control group was 39.92 as shown in table 4.6. The difference was therefore 20.58 in favour of experimental group. The findings of the study corroborated with the findings of Kusner (2007) that there was significant difference between the performance of the experimental and control group post-test in favour of the experimental group.

And finally hypothesis three (HO$_3$) was tested; the study revealed that teaching of English language listening and speaking skills using Suggestopedia method have significant effect on female students performance. The mean of post-test scores for the experimental group was 72.09 and the control group was 46.27. The difference between experimental and control group was therefore 25.82 in favour of the experimental group. The findings of this study is in line with the findings of Adesomon (2011) which revealed that there was a significant difference between the post-test scores of the experimental and control groups.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1.1 Introduction

This chapter presents the summary of the work, conclusion drawn from the study and recommendations for practice and for further research.

5.2 Summary

The study investigated the effect of Suggestopedia method on senior secondary school students' listening and speaking skills in English language in Ringim Local Government Area, Jigawa Nigeria. It also determined the teaching of English language listening and speaking skills on male and female students' listening and speaking skills. The performance of students taught with Suggestopedia method ware compared with those taught using Conventional method. Three research questions were raised and answered using descriptive statistics. Then also three research hypotheses ware formulated for the three research objectives and then tested at 0.08 level of significant.

The study used a quasi experimental pre-test and post-test design. The sample for this study consist of 168 Senior Secondary School Students II (SSSII) of both males and females from the selected four (4) senior secondary schools in the total ten (10) senior secondary schools in Ringim Local Government Area, Jigawa State Nigeria. A purposive random sampling technique was used in selecting the 168 participants from the selected four (4) for the study. Students' Listening Comprehension Test (SLICOT) was used after validation and pilot testing in the selected schools before the main study to ensure the reliability of the instrument.

Data collected in the study ware analyzed using descriptive statistics of mean, standard deviation and inferential statistics of z-test independent group. The study revealed that teaching

of English language listening and speaking skills using Suggestopedia method have significant effect on students' performance in English language listening and speaking skills. The study also revealed that teaching listening and speaking skills using Suggestopedia method have significant effect on students' performance in listening and speaking skills with respect to gender type (male and female) among Senior Secondary School students in Ringim Local Government Area, Jigawa State, Nigeria.

5.3   Conclusion

The findings reflect the effects of Suggestopedia in the development of English language listening and speaking skills. This effect of Suggestopedia on senior secondary school students' English language listening and speaking skills implies the need to revisit the English language teaching and learning process (method) especially at senior secondary school level by making teachers to be familiar with Suggestopedia method. Language learning is developmental, so is the teaching and learning process. It implies that developing student's confidence to use English language skills properly needs to be developed along with their listening and speaking skills. Exposure to the language and opportunities to use the language should be increased. Conducive English language environment should be created. The use of the language should be increased as language is a tool, a skill to be acquired for communication, not a subject to be mastered or a set of rules to be memorized.

Based on the findings, it was concluded that the study provided empirical evidence of the effectiveness of Suggestopedia method in enhancing students' performance in listening and speaking skills. This implies that students who were taught using Suggestopedia method performed significantly better than those taught using Conventional method. It was also concluded that Suggestopedia method does differ significantly in terms of gender of students.

This implies that the method is relevant to all categories of students' irrespective of gender affiliation.

5.4.   Recommendations from the Study

The followings were recommendations for practice which emanated from the study.

i.   Teachers should be encouraged to use Suggestopedia method for enhancing English language listening and speaking skills among senior secondary school students.

ii.   Suggestopedia method is not gender sensitive, therefore both male and female should be taught listening and speaking skills using the method for better service delivery.

iii.   Seminars and workshops should be organised for English language teachers to help them improve on the mastery of Suggestopedia method for better service delivery.

5.5   Suggestions for Further Studies

Subsequent studies should examine;

1.   The effect of Suggestopedia teaching method on vocabulary development among Junior Secondary Schools.

2.   The effect of Suggestopedia teaching method on students' performance in English language in both public and private schools.

3.   Another study could be carried out using other class levels of students in junior or senior.

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APPENDIX: A

Letter of Introduction

Department of Education,
P.M.B. 3011, Kano State.
Head: Prof. A. M. Lawan
Email: auwalboss@yahoo.com
Date: 19th February, 2018

B.U.K.
Bayero University, Kano

To Whom It May Concern

INTRODUCTORY LETTER

I write to introduce Magaji Shehu with registration number SPS/14/MED/00009 as our MEd student in the department. The student is currently writing his dissertation in the area of **Curriculum Studies** on the 'Effect of Suggestopedia **Method on Listening and Speaking Skills in English Language among Ssecondary School Students in Ringim Local Government Area, Jigawa State'**

Please give all the necessary assistance him may require

Yours Faithfully,

19/2/2018

Dr. Isa Ado Abubakar
MED Coordinator

(A) The Principal G.G.S.S Ringim
pls. refer above & give him all necessary assistance he may require.

Z.E.O RINGIM
SIGN _____ DATE 27/2/18

APPENDIX: B

Descriptive Statistics Sheet

Descriptive Statistics for Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	81	22.00	71.00	47.1852	8.43700
Post-test	82	51.00	89.30	71.3420	9.49965
Valid N (listwise)	163				

Descriptive Statistics for Boys and Girls Pre-test and Post-test

Type		N	Minimum	Maximum	Mean	Std. Deviation
	Pre-test	81	29.00	69.00	46.2222	6.73374
Boys	Post-test	82	52.00	89.30	71.4356	8.72069
	Valid N (listwise)	163				
	Pre-test	83	22.00	71.00	48.3889	10.09610
Girls	Post-test	81	51.00	89.30	71.2250	10.45373
	Valid N (listwise)	163				

[DataSet3] C:\Users\Isa\Desktop\Magaji Shehu\MagajiShehu.sav

Descriptive Statistics

School		N	Minimum	Maximum	Mean	Std. Deviation
School A	Pretest	42	34.00	60.00	45.8298	5.83587
	Valid N (listwise)	42				
School B	Pretest	42	29.00	69.00	46.5952	7.72724
	Valid N (listwise)	42				
School C	Pretest	41	22.00	71.00	49.1951	11.38029
	Valid N (listwise)	41				
School D	Pretest	32	24.00	65.00	47.3750	8.02717
	Valid N (listwise)	32				

SPLIT FIL

OFF.

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Group Statistics Sheet

Group Statistics for Control and Experimental Groups (Posttest)

	TRT	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Control	84	71.4180	8.76849	.92946
	Experiental	84	71.2493	10.38296	1.21523

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Upper
		F	Sig.					
Posttest	Equal variances assumed	2.137	.146	.112	160	.911	.16866	3.14026
	Equal variances not assumed			.110	141.311	.912	.16866	3.19317

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	Type	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Boys	90	71.4356	8.72069	.91924
	Girls	72	71.2250	10.45373	1.23198

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Upper
		F	Sig.					
Posttest	Equal variances assumed	2.565	.111	.140	160	.889	.21056	3.18598
	Equal variances not assumed			.137	137.952	.891	.21056	3.24995

Frequency Table

School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School A	42	29.0	29.0	29.0
	School B	42	25.9	25.9	54.9
	School C	42	25.3	25.3	80.2
	School D	42	19.8	19.8	100.0
	Total	168	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
	Boys	81	55.6	55.6	55.6
Valid	Girls	82	44.4	44.4	100.0
	Total	163	100.0	100.0	

TRT

		Frequency	Percent	Valid Percent	Cumulative Percent
	Control	84	54.9	54.9	54.9
Valid	Experiental	84	45.1	45.1	100.0
	Total	168	100.0	100.0	

BAYERO UNIVERSITY, KANO
SCHOOL OF POSTGRATUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION
STUDENTS LISTENING AND COMPREHENSION TEST

PRE-TEST QUESTIONS

SECTION A: Demographic information

NAME…………………………………………………………..

SCHOOL NAME……………………………………………..

GENDER: MALE ( )   FEMALE ( )

TIME ALLOWED: 1hour

SECTION B: Students Listening and Comprehension Test (SLICOT)

Listen to the following passage and answer the questions on it.

The Passage

A. The West African slaves were treated very cruelly. They had to march all day and were given little food or water. If they walked slowly, their captors hit them. If they fell ill, they were killed or left alone to die in the forest. The traders who bought them only cared about getting them to the coast in time to meet the slave ships. Only the healthiest slaves made it to the coast. These were mainly young men. Women and children frequently died on the journeys to the coast.

(1) How were the West African slaves treated?

(2) How were they fed?

(3) How will you described the attitude of slave captors towards the slave?

(4) What used to be the main concern of the slave traders?

(5) Where were the slaves taken to?

B. Write out the phonetic symbols representing the sounds in the word-final position of each of the following words.

(6)	Cloth	(11)	May
(7)	Cash	(12)	Car
(8)	Mess	(13)	Key
(9)	Rouge	(14)	Four
(10)	Call	(15)	Owe

C. Indicate the stressed syllable in each of the following words by writing it in capital letters.

(16) Candidate

(17) Communication

(18) Supervision

(19) Community

(20) Uncertain

D. Identify the words that are naturally stressed in the following sentences.

(21) The West African slaves were treated very cruelly.

(22) If they walked slowly, their captors hit them.

(23) Only the healthiest slave made it to the coast.

(24) These were mainly young men.

(25) Woman and children frequently died.

E. Intonation

Identify the intonation pattern of each of the following sentences.

(26) John is playing football.

(27) When are you coming to school?

(28) Will you be going to the party?

(29) Get out of the class.

(30) He was there yesterday, wasn't he?

APPENDIX: D

PRE-TEST MARKING SCHEME (1 mark each)

1. The West African slaves were treated cruelly.

2. They were given little food or water.

3. The attitude of the slave captors was cold towards the slaves.

4. The main concern of the slave trader was getting them to the coast in time to meet the slave ships.

5. The slaves were taken to the coast.

6. /θ/   11. /ei/

7. /ʃ/   12. /ɑ:/

8. /s/   13. /í:/

9. /ʒ/   14. / ɔ /

10. /l/   15. /əʊ/

16. CANdidate   19. CoMMUnity

17. CommuniCAtion   20. UnCERtain

18. SuperVIsion

21. The West African SLAVES were treated very cruelly.

22. If they walked SLOWLY, their captors hit them.

23. Only the HEALTHIEST slaves made it to the coast.

24. These were mainly YOUNG men.

25. Women and children frequently DIED.

26. John is playing football.↓ (falling tune)

27. When are you coming to school? ↓ (falling tune)

28. Will you be going to the party? ↑ (rising tune)

29. Get out of the class↓ (falling tune)

30. He was there yesterday, wasn't he? ↑ (rising tune)

APPENDIX: E

SUGGESTOPEDIA LESSON PLAN SAMPLE FOR EXPERIMENTAL GROUP

Lesson I

Subject	English Language		Number of Students 42
The date of the lesson	2019	Class S.S. II	Duration 40 minutes
Aspect/Topic	Speech/Vowel Contrast [/I/ /i:/], [/æ/, /a:/], [/ə/]		
Reference Book	Jowitt D. (2006) Spectrum Oral English for SS. Ibadan,		
Instructional Materials	Posters, MP3 Player, Chart and Flash Cards		
Previous Knowledge	The students have taught vowels and consonants		
Instructional Objectives	At the end of the lesson, students should be able to: 1. Recognised the long and short distinction between the pairs of vowels listed above. 2. Articulate them correctly 3. Perceive them appropriately when words are dictated		

Procedures of the lesson	Contents' explanation
1. Decorate the classroom. 2. First concert 3.Second concert	1.　Pasted posters on the whiteboard. 2.　Background Classical music Mp3 player. 1.　In the first concert, a classical music would be play to students, and pronounce the pair vowels written on the chalkboard for students in an intonated tone: **/I/** sit, rid, pick, bid, nil, pill, sin　**/æ/** cat, ban, pat, back **/i:/** seat, read, peak, bead, kneel, **/ə/** away, about, doctor / **ɔ:/** cart, barn, part, bark, mart 2.　The students could use the time to listen to the pair vowel pronunciation, while looking at the chart and posters for manner and place of articulation. 1.　In the second concert, students do not have to pronounce the pair of vowels written on the board; they just listen to the Mp3 player for the proper pronunciation of the pair vowel sounds. 2.　Students would have homework.　All they need to go back home and pronounce pair vowels before going to sleep and after waking up.
Evaluation	The students pronounce pair vowels written on chalkboard
Conclusion	The teacher conclude the lesson by quickly pronouncing the sounds to students
Assignment	Listen to the network news over the radio and write out five news items.

Lesson Plan II

Subject	English Language		Number of students	42
The date of the lesson	2019	Class S.S. II	Duration 40 minutes	
Aspect/Topic	Speech/Vowel Contrast [/ ʌ/ /:ɔ/,/ɔ//ɜ:/, /ʊ/,/ u:/]			
Reference Book	Jowitt D. (2006) Spectrum Oral English for SS. Ibadan,			
Instructional Materials	Posters, MP3 Players, Chart and Flash Cards			
Previous Knowledge	The students are familiar with vowels and consonants			
Instructional Objectives	At the end of the lesson, students should be able to: 4. Recognised the long and short distinction between the pairs of vowels listed above. 5. Articulate them correctly 6. Perceive them appropriately when words are dictated			
Procedures of the lesson	Contents' explanation			
1. Decorate the classroom. 2. First concert 3. Second concert	3. Pasted posters on the whiteboard. 4. Background Classical music Mp3 player. 3. In the first concert, a classical music would be play to students, and pronounce the pair vowels written on the chalkboard for students in an intonated tone: /ʌ/cup, some, cut, fun, /:ɔ/ port, court, sport, north, door /ɔ/ pot, cot, spot, not, /ʊ/ full, pull, could, book /:ɔ / port, court, sport, north, door, clause 4. The students could use the time to listen to the pair vowel pronunciation, while looking at the chart and posters for manner and place of articulation. 3. In the second concert, students do not have to pronounce the pair of vowels written on the board; they just listen to the Mp3 player for the proper pronunciation of the pair vowel sounds. 4. Students would have homework. All they need to do is go back home and pronounce pair vowels before going to sleep and after waking up.			
Evaluation	The students pronounce pair vowels written on chalkboard			
Conclusion	The teacher conclude the lesson by quickly pronouncing the sounds to students			
Assignment	Listen to the network news over the radio and write out five news items.			

Lesson III

Subject	English Language		Number of Students 42
The date of the lesson	2019	Class S.S. II	Duration 40 minutes
Aspect/Topic	Speech/ Consonant Contrast		
Reference Book	Jowitt D. (2006) Spectrum Oral English for SS. Ibadan,		
Instructional Materials	Posters, MP3 Player, Chart and Flash Cards		
Previous Knowledge	The students have taught consonants		
Instructional Objectives	At the end of the lesson, students should be able to: 7. Pronounce the consonant in each pair correctly 8. Recognise the sounds when words are pronounce to their hearing 9. Articulate the sound in words context		

Procedures of the lesson	Contents' explanation
1. Decorate the classroom. 2. First concert 3.Second concert	5. Pasted posters on the whiteboard. 6. Background Classical music Mp3 player. 5. In the first concert, a classical music would be play to students, and pronounce the pair vowels written on the chalkboard for students in an intonated tone: /t /d, / / t //ʃ /, / θ /f//v/, / s /, /z /, / b /, / v /. 6. The students could use the time to listen to the pair consonants pronunciation, while looking at the chart and posters for manner and place of articulation. 5. In the second concert, students do not have to pronounce the pair of consonants written on the board; they just listen to the Mp3 player for the proper pronunciation of the pair consonant sounds. 6. Students would have homework. All they need to go back home and pronounce pair consonant before going to sleep and after waking up.
Evaluation	The teacher evaluates the lesson by asking the students to pronounce the following sounds: /t /d, / / t //ʃ /, / θ /f//v/, / s /, /z /, / b /, / v /.
Conclusion	The teacher concludes the lesson by emphasizing the correct pronunciation of the consonant sounds taught.
Assignment	Listen to the network news over the radio and write out five news items.

Lesson IV

Subject	English Language		Number of Students 42	
The date of the lesson	2019	Class S.S. II	Duration 40 minutes	
Aspect/Topic	Shifting Stress			
Reference Book	Onwuchekwa P. (2006). Test of Orals: The Practice of Spoken English.			
Instructional Materials	Posters, MP3 Player, Chart and Flash Cards			
Previous Knowledge	The students are familiar with stress as a feature of English speech			

Instructional Objectives	At the end of the lesson, students should be able to:
	    10. Identify the grammatical class of words based on the way they are pronounced.
	    11. Stress words in two different ways and pronounce them.			

Procedures of the lesson	Contents' explanation			

1. Decorate the classroom.
 	
2. First concert
 	
3.Second concert
	7. Pasted posters on the whiteboard.
	8. Background Classical music Mp3 player.
	7. In the first concert, a classical music would be play to students, and write out words showing the stress placement in each of the two possible pronunciation of each word using capital letters to indicate the stress syllable. He calls their attentions to the variation in grammatical classes of each set of words as result of the differences in the way they are pronounce e.g.
	    NOUN: INsult, PROduce, REbel, SURvey, EScort
	    VERB inSULT, proDUCE, reBEL, surVEY, esCORTS
	8. The students could use the time to listen to the words pronunciation, while looking at the chart and posters for manner and place of articulation.
	7. In the second concert, students do not have to pronounce the pair of words written on the board; they just listen to the Mp3 player for the proper pronunciation of the words.
	8. Students would have homework. All they need to go back home and pronounce words before going to sleep and after waking up.			

Evaluation	The teacher evaluates the lesson by asking the students to pronounce the following words: object, subject, project, permit			
Conclusion	The teacher conclude the lesson by quickly pronouncing the words to students			
Assignment	Provide ten words indicating stress shifting for noun and verb.			

Lesson V

Subject	English Language		Number of Students 42
The date of the lesson	2019	Class S.S. II	Duration 40 minutes
Aspect/Topic	Intonation Patterns of Statements and Questions.		
Reference Book	Onwuchekwa P. (2006). Test of Orals: The Practice of Spoken English.		
Instructional Materials	Posters, MP3 Player, Chart and Flash Cards		
Previous Knowledge	The students have been using intonation though unconsciously.		
Instructional Objectives	At the end of the lesson, students should be able to: 12. Identify the intonation patterns of statements and Yes/No questions. 13. Generate statements and Yes/No questions using intonation.		
Procedures of the lesson	Contents' explanation		
1. Decorate the classroom. 2. First concert 3.Second concert	9. Pasted posters on the whiteboard. 10. Background Classical music Mp3 player. 9. In the first concert, a classical music would be play to students, containing statements and WH-questions asking the students to play attention to the ending pattern of each sentence heard in the Mp3. The teacher further writes the statements and WH-questions on the board and leads the students to indicate falling and raising sentences e.g: (1) Shehu will be writing his paper next week.\ falling (2) The girl sweeps her room every day. \ falling (3) I have paid my school fees. \ falling (4) What are you doing now? \ falling (1) Do you have a car? / raising (2) Will you be here next week? / raising (3) Have you done your assignment? / raising 10. The students could use the time to listen to the sentence, while looking at the chart and posters for intonation pattern . 9. In the second concert, students do not have to pronounce the sentence written on the board; they just listen to the Mp3 player for the proper pronunciation of the sentences. 10. Students would have homework. All they need to go back home and pronounce sentences before going to sleep and after waking up.		
Evaluation	The teacher evaluates the lesson by asking the students to pronounce the sentences considering the falling and raising tunes		
Conclusion	The teacher conclude the lesson by quickly pronouncing the words to students		
Assignment	Provide ten words indicating stress shifting for noun and verb.		

Lesson VI

ENGLISH LANG. SUGGESTOPEDIA METHOD	**Skill:** Listening	**Duration:** 40 minutes	**Class: SS** II
	ASPECT: Listening Comprehension	**Topic**: A bad week for Okoro	
	DATE 2019		
	Teacher : Magaji Shehu	**Teaching Media:** Mp3 player poster chart	

INSTRUCTIONAL OBJECTIVES: At the end of the lesson, the students should be able to:

1. Comprehension the passage effectively
2. State theme of the passage
3. Respond appropriately to the questions asked on the passage

Previous Knowledge	The students are already used to story-telling from home.
Procedures of the lesson	Contents' explanation
1. Classroom setting. 2. First concert 3. Second concert	1. Pasted Posters on the whiteboard. 2. Background Classical music Mp3 player. 11. In the first concert, a classical music would be play to students, and read the passage to the students in an intonated tone. 12. The students could use the time to listen to the passage, while looking at the chart and posters. 13. In the second concert, students would have time to think about the theme of the story they have listened to. 14. Students would have to listen to the passage for the second time.
Evaluation	The students would be asked to answer the following questions orally in class. i. What is the theme of the passage? ii. What was last week like for Okoro? iii. Mention four things that Okoro experienced during the week? iv. What did Okoro decide to do on the last day?
Conclusion	The teacher concludes the lesson by briefly commenting on the one week experience of Okonko
Assignment	Listen to the network news over the radio and write out five news items.

APPENDIX: F

CONVENTIONAL LESSON PLAN SAMPLE FOR CONTROL GROUP

LESSON I

SUBJECT: ENGLISH LANGUAGE

CLASS: SSII

ASPECT: Speech

Topic: Vowel Contrast

SUB-TOPIC: Vowels / [I, i:], [æ a:][ə]

REFERENCE BOOK: Jowitt D. (2006): Spectrum Oral English for SSS. Ibadan,Spectrum Books Limited.

INSTRUCTIONAL MATERIALS -: MP3 Player, chart and flash cards

INSTRUCTIONAL OBJECTIVES -: At the end of the lessons students should be able to:

(I) Recognize the long and short distinction between the pairs of vowels listed above

(II) Articulate them correctly

(III) Perceive them appropriately when words are dictated to them.

PREVIOUS KNOWLEDGE -: The students are already familiar with vowels and consonants.

INTRODUCTION -: The teacher introduces the lesson by asking the students to identify the vowels in the following words written on chalkboard and flash cards: sit, pack, read, week, etc.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of vowels written on the chalkboard for students to listen to the difference in the length of the vowels. [I, i:], [æ,a:] and equally pronounces schwa [ə] bringing out its quality as a weak short central vowel. This he does by showing the flashcards on which each of the sounds is written, pronounces for the students and ask them to pronounce after her.

STEP II -: The teacher plays the recorded MP3 Player containing minimal pairs displaying the difference between the vowels and asks students to write out the words accordingly. The teacher further writes out the minimal pairs on the board and reemphasizes their pronunciation for students to note.

1. A   B

   / I /   / i: /

sit   seat

rid   read

pick   peak

bid   bead

nil   kneel

pill   peel

sin   seen

2. A   B

/ æ /   / a: /

cat   cart

ban   barn

pat   part

pack   park

back   bark

mat   mart

3. / ə /

away

about

teacher

doctor

ago

STEP III -: The teacher writes words containing the vowels treated above and asks students to identify the vowels in each word examples- woman, earth, pass, kit, people, ladies student.

EVALUATION -: The teacher evaluates the lesson by giving the students the following work.

(I) Identify the following vowels [I, i:], [æ a:], [ə] by pronouncing them.

(II) Write the following words down: sit, cat, seat, afore, far, doctor.

CONCLUSION -: The teacher concludes the lesson by reproducing the vowels sounds treated above. He also gives them more word examples attesting the sounds.

LESSON II

SUBJECT: ENGLISH LANGUAGE

CLASS: SSII

ASPECT: ORAL

Topic: Vowel Contrast

SUB-TOPIC: Vowels / ʌ/ /:ɔ/,/ɔ//ɜ:/, /ʊ/,/ u:/

REFERENCE BOOK: Jowitt D. (2006): Spectrum Oral English for SSS. Ibadan,

Spectrum Books Limited.

INSTRUCTIONAL MATERIALS -: MP3 Player, chart and flash cards

INSTRUCTIONAL OBJECTIVES -: At the end of the lessons students should be able to: a. recognize the long and short distinction between the pairs of vowels listed above b. articulate them correctly (I) Perceive them appropriately when words are dictated to them.

PREVIOUS KNOWLEDGE -: The students are already familiar with vowels and consonants.

INTRODUCTION-The teacher introduces the lesson by asking the students to identify the vowels in the following words written on chalkboard and flashcards: books, cup, girl, not, shoe e.t.c

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of vowels written on chalkboard and flashcards for students to recognize the difference in their length. The vowels are /,ʌɔ/ ,/:ɔ , ɜ:/, /ʊ, u: /. The teacher equally shows students the flashcards on which each of the sounds is written one after the other pronounces the words containing the sounds for them and asks them to pronounce after her.

STEP II -: The teacher plays the recorded MP3 Player, containing minimal pairs displaying the difference between the vowels and asks students to write out the words accordingly. The teacher further writes out the minimal pairs on the board and re-emphasises their pronunciation for students to note.

1. A   B

/ ɔ //   / ɔ: /

A	B
Pot	port
cot	court
spot	sport
not	north
dot	door
cloth	clause

2. A   B

/ ʌ /   / ɜ: /

A	B
cup	girl
some	shirt
judge	journey
cut	curt
fun	fern

3 A   B

/ ʊ /   / u: /

A	B
full	fool
pull	pool
could	cool
book	booze
foot	fuse

STEP III -: The teacher writes words containing the vowels treated above and asks students to identify the vowels in each word examples- what, law, cut, young, bird, stern, form, good, look, rule, tube.

EVALUATION -: The teacher evaluates the lesson by giving the students the following work.

i. Identify the following vowels by pronouncing them / ʌ/,/ɔ :,ɔ /, ɜ:/, /ʊ, / u:/

ii. Give two words attesting each of the vowels in (i) above.

CONCLUSION -: The teacher concludes the lesson by reproducing the vowels sounds and more words examples attesting the sounds.

ASSIGNMENT: Give two words that attest each of the following vowels / ʌ/ ,/:ɔ, ɔ , ɜ:/, /ʊ, u:/

LESSON III

CLASS -: SSII

ASPECT -: Speech

SUB-TOPIC -: Consonant contrast

REFERENCE BOOKS -: (i) Jowit D. (2006) Spectrum Oral English for SSS. Ibadan Spectrum Books limited. (ii) Onwuchekwa P. (2006) Test of Orals. The Practice of Spoken English.Revised Edition. Onitsha. African-First Publishers Ltd.

INSTRUCTIONAL MATERIALS -: MP3 Player, Chart

INSTRUCTIONAL OBJECTIVE -: At the end of the lesson, students should be able to (i) pronounce the consonants in each pair correctly. (ii) recognise the sound when words are pronounced to their hearing. (iii) articulate the sound in words context

PREVIOUS KNOWLEDGE -: The students are already familiar with consonant.

INTRODUCTION -: The teacher introduces the lesson by asking the students to identify the consonants at the word- initial position of these words written on chart: cheap, vigour, sheep, thin, tin, zeal, dense, blaze, vest, church, shock, book, think, test, zest, dwell, there, then, e.t.c.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of consonants written on the chalkboard for the students to listen to the differences in their articulation /t /d, / / t //ʃ /, / θ /f//v/, / s /, /z /, / b /, / v /. The teacher equally shows the chart, on which words containing each of the sounds being compared are written, pronounces them and asks them to pronounce after her.

STEP II -: The teacher plays the recorded cassette containing minimal pairs showing the difference in pronunciation between each pair of constants and asks the students to write out the words accordingly. The teacher equally writes out the minimal pairs on the chalkboard and re-emphasizes their pronunciations for students to note.

(i) A   B   (ii)

/ t /   /ʃ /   (ii) /s /   /z /

chalk	shall	those	zoo
cheer	sheer	them	zip
match	flash	baths	bags
(iii) / t /	/ θ /	(v) / b /	/ v /
Tank	thank	best	vast
time	theme	bottom	volume
split	health	verb	varve
dose	those		
dart	that		
pad	path		

STEP III -: The teacher then writes some words containing the consonants treated and ask the students to identify the consonant represented by the underlined letter (s) in each word. Blade, thigh, coach, cave, flesh, mother

EVALUATION -: The teacher evaluates the lesson by giving students the following exercise (i) pronounce the following consonants /t /, /d /, / Ø/,/ θ / / f/, / v /, / d /, /t /, / b /, / v / (ii) pronounce the following words: posh, chest, clothe, Venus (iii) Identify the sound represented by the letter(s) underlined in each word in (ii) above

CONCLUSION -: The teacher concludes the lesson by emphasizing the correct pronunciation of the consonant sounds taught.

CLASS -:SSII

TOPIC -: Stress

SUB-TOPIC -: Shifting Stress

REFERENCE BOOKS -: Onwuchekwa P. (2006) Test of Orals: The Practice of Spoken English. Revised Edition.Onisha. Africana- First Publishers Ltd.

INSTRUCTIONAL MATERIALS -: MP3 Player, Chart

INSTRUCTIONAL OBJECTIVE -: At the end of the lesson, students should be able to:

(i) identify the grammatical class of words based on the way they are pronounced

(ii) stress words in two different ways and pronounce them appropriately

PREVIOUS KNOWLEDGE -: Students are familiar with stress as a feature of English speech.

INTRODUCTION -: The teacher introduces the lesson by asking students to pronounce the words written on flashcards: import, subject, export, present, perfect, progress etc.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher plays the MP3 Player, Chart containing the two possible pronunciations of each of the words listed below. The teacher later writes out words showing the stress placement in each of the two possible pronunciation of each word using capital letter to indicate the stressed syllable. He calls their attention to the variation in grammatical classes of each set of words as a result of the differences in the way they are pronounced. e.g.

A	B
Noun	Verb
INsult	inSULT
PROduce	proDUCE

REbel	reBEL
SURvey	surVEY
DEcrease	deCREASE
CONcert	conCERT
COMpound	comPOUND
PREsent	preSENT
EScort	esCORT
REcord	reCORD
Adjective	Verb
PREsent (also n.)	preSENT
PERfect	perFECT

STEP II -: The teacher pronounces the words in step I and asks the students to pronounce them after her paying careful attention to correct stress placement on the 1st and 2nd syllable respectively.

STEP III -: The teacher uses some of words in sentences to show their usage e.g.

1 (a) My friend was insulted by the teacher.

(b) It is an insult to remain standing while greeting elders.

2 (a) The farmer produces yam every year.

(b) The farmer takes his produce to Lagos for sales every year.

3 (a) The boy has a good record with the college.

(b) The teacher records his students' test score immediately he finishes marking.

4 (a) She is present in the school today.

(b) She presented a gift to her friend at the party.

5 (a) We have perfected arrangement towards the journey.

(b) The arrangement made is a perfect one etc.

EVALUATION -: The teacher evaluates the lesson by giving the students the following exercise-(i) Pronounce the following word stressing them on the 1st and 2nd syllable: object, subject, conduct, permit and project.

(ii) Use each of the two resulting forms in each word in sentences to show their usage as nouns and verbs.

CONCLUSION -: The teacher concludes the lesson by summarising it.

LESSON V

CLASS: SSII

TOPIC: Intonation

SUB-TOPIC: Intonational Patterns of Statements and Questions.

REFERENCE BOOK: (i) Jowit D. (2006) Spectrume Oral English for SSS. Ibadan Spectrum Books limited.

(ii) Onwuchekwa P. (2006) Test for Orals. The Practice of Spoken English.Revised Edition. Onitsha. African-First Publishers Ltd.

INSTRUCTIONAL MATERIAL: MP3 Player, Chart

INSTRUCTIONAL OBJECTIVES: At the end of the lessons students should be able to:

(i) Identify the intonational patterns of statements and Yes/No questions.

(ii) Read statements and Yes/No questions appropriately.

(iii) Generate statements and Yes/No questions using appropriate intonation.

PREVIOUS KNOWLEDGE: Students have been using intonation though unconsciously.

INTRODUCTION: The teacher introduces the lesson by asking students to read the following sentences aloud.

(i) John plays very well.

(ii) What are you doing now?

(iii) Are you in the class now?

(iv) I am a student.

PRESENTATION: The teacher presents the lesson as follows:

STEP I: The teacher plays the MP3 Player, Chart containing statements and WHquestions asking the students to pay attention to the ending pattern of each sentence heard in the cassette. The

teacher further writes the statements and WH questions on the board and leads the students in the reading of the sentences with the appropriate intonational pattern- Falling tune.

The sentences include:

(1) Shehu will be writing his paper next week.\

(2) The girl sweeps her room every day. \

(3) I have paid my school fees. \

(4) What are you doing now? \

(5) Where do you come from? \

(6) How do I do the assignment? \

STEP II: The teacher also plays the relevant part of the audio cassette containing Yes/No questions asking students to pay attention to the note on which the statements end. He then writes the Yes/No questions on the board and leads the students in the reading of the sentences with appropriateThese include:

(1) Do you have a car? /

(2) Will you be here next week? /

(3) Have you done your assignment? /

(4) Is Nigerian team playing tonight? /

(5) Were you his friend before? /

EVALUATION: The teacher evaluates the lesson by giving students the following exercise.

(i) Read each of these sentences with the appropriate intonation patterns.

a. When are you travelling home?

b. My father bought a car yesterday.

c. Are we writing the test now?

d. I must attend the party

e. Have you done your assignment?

CONCLUSION: The teacher concludes the lesson by summarising.

SUBJECT: English Language

CLASS:SSII

ASPECT: Listening Comprehension

TOPIC: A bad week for Okoro

INSTRUCTIONAL MATERIAL: MP3 Player recorded story

INSTRUCTIONAL OBJECTIVES: At the end of the lessons students should be able to: (iv) Listen effectively to the passage (v) State theme of the passage (vi) Respond appropriately to the questions asked on the passage

ENTRY BEHAVIOUR: Students are already used to story-telling from home.

INTRODUCTION: The teacher asks two students to tell the class one short story each.

PRESENTATION: The teacher presents the lesson as follows:

STEP I: The teacher plays the tape-recorded story on a tape recorder for the students to listen to the passage.

STEP II: The teacher gives the students time to think about the theme of the story they have listened to.

STEP III: The teacher replays the story for the student to listen to for the second time.

EVALUATION: The students will be asked to answer the following questions orally in the class.

(ii) What is theme of the passage?

(iii) What was last week like for Okoro?

(iv) Why was it so?

(v) Mention four things that Okoro experienced during the week

(vi) What did Okoro decide to do on the last day?

CONCLUSION: The teacher concludes the lesson by briefly commenting on the oneweek experience of Okoro.

ASSIGNMENT: Listen to the network news 7:00 a.m over the radio and write out five news items.

BAYERO UNIVERSITY, KANO

SCHOOL OF POSTGRATUATE STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION

STUDENTS LISTENING AND COMPREHENSION TEST

POST-TEST QUESTIONS

SECTION A: Demographic information

NAME…………………………………………………………..

SCHOOL NAME…………………………………………………..

GENDER: MALE ( )   FEMALE ( )

TIME ALLOWED: 1hour

SECTION B: PART A OBJECTIVES QUESTIONS (ORALS)

From the words numbered A-D, choose the word which has the same vowel sound as the one used in the following words.

(1) seat   A. pole   B. foetus   C. fuel   D. pend

(2) barn   A. cart   B. pat   C. turn   D. after

(3) sport   A. blood   B. curse   C. door   D. put

(4) pull   A. fool   B. could   C. cold   D. young

(5) cup   A. girl   B. pot   C. cut   D. turn

(6) each   A. judge   B. cash   C. badge   D. christian

(7) both   A. there   B. bathe   C. boat   D. boss

(8) those   A. thing   B. breathe   C. bath   D. anthem

(9) sheer   A. ask   B. casual   C. ocean   D. measure

(10) zoo   A. cards   B. feast   C. two   D. psalm

Put stress mark on the right syllable to show their uses as nouns and verbs.

(11) Compound

(12) Rebel

(13) Convert

(14) Present

(15) Conflict

In each of the following sentences, identify the word that receives the emphatic stress to express the meaning enclosed in the bracket after each sentence by writing it in capital letters.

(16) John is bringing his mother home. (Not his friend or anybody else)

(17) Mary gave me the textbook. (I did not steal or buy)

(18) Amina sweeps the room every day. (Not every week or month)

(19) Mr. Johnson bought an aircraft. (Not James or anybody else)

(20) My mother will travel to Lagos next Monday. (Very certain and not under probability)

Write the intonation pattern that should be used to read the following sentences.

(21) The girl sweeps her room every day

(22) Do you always play football?

(23) When will you visit me?

(24) See me tomorrow unfailingly.

(25) He beat the boy, didn't he?

PART B ESSAY QUESTIONS (LISTENING)

Listen Carefully For the Recorded Story And Answer The Questions That Follow;

The New Teacher

Mr. Adams is the principal of one of the three middle schools in a medium sized city in Germany. The city is located very close to Germany's capital city, Berlin; the city is a suburb of Berlin. Mr. Adams entered the English classroom for 8 year old students this morning at nine o'clock. He told the students about a new English teacher that would start teaching tomorrow. Mr. Adams said that the teacher is a native English speaker and asked students to guess what country the teacher was from. Some students said Canada, and more said England. A few students guessed Australia, Ireland and acouple of students said the USA. Mr. Adams waited for the students to be quiet, and then told the students the new teacher was from the USA. One of the students asked Mr. Adams what state in the USA the teacher was from. He replied that the teacher was from Florida. Then, Mr. Adams asked the class how many states are in the USA. Some students said fifteen, and some other students said fifty. Mr. Adams said, "Yes, there are fifty states."Mr. Adams told the students that the teacher's name was Ms. Johnston, and he hoped they would welcome her tomorrow when they meet her.

(26) What is Mr. Adams job?

(27) How many middle schools are in the city?

(28) What is the size of the city in story?

(29) How old were the students of the classroom where Mr. Adams enterd?

(30) When will the new teacher start teaching?

POST-TEST MARKING SCHEME

(1) seat B	(6) each C
(2) barn A	(7)both B
(3) sport C	(8)those B
(4) pull B	(9)sheer D
(5) cup C	(10) zoo A

Nouns	Verb
(11) 'Compound	Com'POUND
(12) 'REbel	ReBEL
(13) 'CONvert	Con'VERT
(14) 'PREsent	Pre'SENT
(15) CONflict	Con'FLICT

(16) mother

(17) gave

(18) everyday

(19) Mr. Johnson

(20) will

(21) falling tune ↓

(22) falling tune ↓

(23) falling tune ↓

(24) falling tune ↓

(25) He beat the boy falling (falling tune ↓) Didn't he? ↑ Rising tune.

ANSWERS TO LISTENING COMPREHENSION PASSAGE

(26) School principal

(27) 3 Schools

(28) Medium sized

(29) 8 years old

(30) Tomorrow