
Effect of Communicative Teaching Technique on English Speaking Skills by Gender of Accelerated Basic Education Students in Internally Displaced Persons Camp in Gwoza, Borno State, Nigeria

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ABSTRACT

This study assessed the effect of communicative teaching technique on English language speaking skills of Accelerated Basic Education ABEB students by gender in 7 Internally Displaced Persons Camp in Gwoza Local Government Area, Borno state, Nigeria. One research question and corresponding null hypotheses was formulated to guide the study. A quasi-experimental research design, specifically the pre-test-post-test control design, was adopted for the study. The population of the study comprised 332 ABEP students from 7 schools in Internally Displaced Persons IDPs camps in Gwoza Local Government Area. Two schools were selected using cluster sampling technique. A total of 80 students, comprising both boys and girls, were selected using simple random sampling technique through balloting. An adopted English language speaking skills Test (ELSST) was used to measure the effect of communicative teaching technique on students' English speaking skills by gender. The data were analysed using descriptive statistics of mean and standard deviation to answer the research question. While t-test was used to test the null hypothesis at the 0.05 level of significance. The instrument was validated by experts in English language Education, Educational measurement and Evaluation. Pearson Product Moment Correlation (PPMC) was used to establish the reliability of the instrument, and a reliability coefficient of 0.79 was obtained. The findings revealed that communicative teaching technique had no significant difference by gender. The study recommended that government and educational stakeholder should ensure that English language textbooks are designed to include communicative exercises and real-life interaction drills with gender equality. The study also recommended regular training for teachers on the effective implementation of communicative teaching technique regarding gender to improve Speaking Skills confidence and participation among students.

Key Words: Communicative Teaching Technique, Speaking Skills, Accelerated Basic Education Program (ABEP), Internally Displaced Person Camp (IDPs)

INTRODUCTION

English language speaking skills is an essential aspect of language teaching and learning among students including Accelerated Basic Education students programme (ABEP) because it assists learners to communicate effectively and confidently. Many learners of English experience difficulties in speaking due to ineffective teaching methods, but, communicative teaching technique focuses on active participation, interaction,

discussions and real-life communication to improve speaking skills. The problem of students' under-performance in English speaking skills in public schools in Nigeria particularly in Gwoza Local Government Area, Borno State, Nigeria has been much discussed. It is important to comprehend the cause of such problems. Many causes, failure or success are studied from different perspectives including the role of the students, teachers, parents, schools, society,

government but one of such factors with less consideration is the gender which might be considerable impact on students' English Speaking skills performance. William et al. (2015) in the Journal of Education and Practice Vol.6.No 33 (2015) cited on the research conducted by different scholars that student gender may have impact on students' English Speaking skills performance. Gender differences has been examined for sometimes resulting in substantial body of literature.

According to Oknonna (2014), the low involvement of women especially in offshore and deep sea shipping operation, has been a source of concern to the international maritime community and adversely affect gender sensitive studies involving industry personnel. The situation of only two female participants out of total of one hundred and forty in the maritime security courses for senior personnel in maritime academy of Nigeria, between the inception of the courses in 2017 and December 2019 reveals a very low percentage participation in this courses (1.4%). Policies are implemented to draw more women to the industries and encourage government to execute more policies to attract female participation.

Shekari (2015) in her thesis submitted and published to the school of post graduate studies Ahmadu Bello University, Zaria page 64 on the effect of communicative teaching method on the performance of students in English language in Junior secondary school, Kaduna state, the research findings revealed a significance difference in the performance of female and male students taught English language using interactive techniques. It showed that female students had a higher overall mean score of 14.40 with standard deviation (SD) of 3.42 while the male students had an overall mean

score of 12.12 with SD of 2.60 and this therefore, indicates that the female students perform better than the male students.

In a similar study carried out by Hanna S. D. (2014) on the effect of speaking self – Efficacy and Gender in Speaking Activities in Bahasa and sastra, Vol. 14. No.2. (2014) page 211, her work also revealed that male and female students can moderately do speaking activities such as class survey, description, interview, dialogue, storytelling and discussions by contrast, these moderate values also showed that either male or female still feel fear and doubt to perform speaking in the front of the class.

Federal Ministry of Education National Guidelines for Accelerated Basic Education Programme ABEP (2022,) through NERDC, explained that the core objectives of ABEP in Nigeria is to provide an alternative qualitative Basic Education Programme for OOSCY and in the process, mainstream them into formal Education or provide them with alternative career path through enrolment into vocational training centres. The programme targets OOSCY between the ages 10 and 18 who: (i) in school, but had their education interrupted and are overage to continue schooling from where they stopped and (ii) have never been to school and are overage to start formal education from the foundation class (primary 1).

According to Anuradha (2014), languages primarily all over the world are spoken with no written script. However, majority of the languages even in the writing script use their spoken forms more than the written ones. It is agreeing that languages are learnt by speaking it first after a lot of listening to the sound, words, phrases and sentences from the surroundings. However, speaking is fundamental skills and if only the foundation

is firm, the edifice built on it will be durable. According to

Similarly according to Kumari (2014), he examined that variety of function base activities and task can be used to develop speaking skills which are given as under; Dialogue which is a classroom technique use for practicing function of language like greetings, agreeing and disagreeing, apologizing, suggesting, asking information and so on. Role-play is a popular technique use in the classes to practice speaking skills in the class and there are three types of role-play, the first is with the *–clues, totally guided and free type* where short stories will be provided and ask student question to speak the event, the totally guided is by practising how to report 'WH' questions and student will be guided to think that as they returned from interview and his/her father is asking how the interview was. The pair will play the role of father and the son and finally the free type of role-play where the teacher will instruct to play the following roles; important of hand washing (in pair) or student inquiring his classmate of the late coming (4 people). Opinion and ideas, controversial topics, situations, dreams and ambitions are the visual comprehension by providing pictures. Teachers play significant role in stimulating interactions and developing speaking skills

The use of English language became prominent and assumed the status of lingua franca and for unity. With the attainment of independence, English language remains the medium of instruction and inter-ethnic communication. In Nigerian schools, English is medium of instruction in schools starting from Upper Basic schools, secondary schools and post-secondary schools' in the country. English language is taught as a core subject from Basic Schools to university level.

Recently, Borno state government through universal Basic Education and non-governmental organizations like international Rescue committee (IRC) together with Norwegian Refugee council (NRC), seriously collaborated to integrate those rescued from Boko-haram through ABEP into primary 6 and junior secondary school.

NPE (2004) stated that the aim of teaching English according to the curriculum requirement is for the learners to acquire skills and ability to communicate effectively. In a note shell, teaching English in Nigerian schools is therefore, considered so important.

According to Westwood (2008) explained that teaching method is a principles and methods used by the teachers to enable students learn and determine partly the subject matter and the nature of the learners. In the past, language teachers employ methods such as grammar translation method or direct method, audio lingual method, silent way method, situational method etc. The inadequacies of those methods give rise to other methods like functional notional method and now communicative teaching technique and that is why attention and many resources have continued to be devoted to its teaching in Nigerian schools.

Another reason, Akinleye (2010) call's for the departure from traditional method of teaching to learner-centred teaching is sounded by many educators in Nigeria with the intention of obtaining admirable performance. Communicative teaching technique encourages the students to own their learning experiences and help them improve their English language speaking skills.

Akinfe (2012) identifies wrong teaching method, instructional procedure, lack of teachers' motivation and institutional fall among others has resulted to poor performance. The Methodologies use by the teachers in teaching influences the cognitive, affective and psychomotor outcomes of the students.

Yargwa (2016) explained that English language plays a crucial role in multilingual society like Nigeria. Without it, social interaction, education and the rule of law will be very difficult to implement right from the primary level to the tertiary institutions. English language is a skill subject not a content-based subject like mathematics, social studies, sciences, commerce, etc, which is aimed at imparting knowledge.

In this regard, what motivate the researcher to conduct a research on the effect of communicative teaching technique on English speaking skills of ABEP student in Gwoza, Borno state, Nigeria is perhaps insufficient literature in the area of the study and the need to develop Speaking skills in other to integrate them to cope with the societies because it is a language of instruction that bind communities and Nigeria at large.

Alasmari (2015) examined that communicative teaching technique is a great challenge from the teachers when implementing it in the classroom and explained that accessing communicative materials and preparations of the teachers in addition to training affect the implementation, low proficiency level and resistance to participation in communicative teaching technique are major problems but communicative teaching technique remains the best method of teaching English second language

Richards (2014) reported that there is more information about communicative language teaching than learning theory. For this reason, they believe that it is necessary to discuss about the three elements of the learning theory that can distinguished in some communicative language teaching practices. The first element is the *communication principle* that relates to the techniques focused on the use of communication. The second element is the *task principle* which focuses on the use language to carryout meaningful task. Finally, the third one is the *meaningfulness principle* in which the language used must be meaningful to the learner. Based on the above literature, the research will adopt three communicative techniques which the research will used in the context of the study.

Make and Ejajo (2021) they studied the instructional challenges in teaching English Speaking Skills via Communicative teaching in Secondary schools the result indicates that Communicative teaching technique had the potential to improve student learning outcomes but found challenges such as inadequate instructional materials, limited teacher training, and low student motivation may reduce its effectiveness.

According to Rafaey (2023), in his similar study, examined how communicative teaching technique approach developed EFL of secondary school students' speaking skills. The study found that CLT promotes learners participation and interaction. The research also showed that increasing student talk time through CLT led to better speaking competences and oral performance.

Valencia (2021) Speaking skills development through communicative language teaching techniques in a similar study just like Rafaey (2023) showed that communicative technique prepare student to

use English in authentic situations rather than memorizing grammar rules and also explained that Learners develop practical communication abilities and improve conversational abilities

Khowatim et al (2022) in their study examined the effectiveness of using communicative language teaching (CLT) techniques on students' speaking skill and they found that students taught through communicative language teaching perform better in speaking tests than those taught with traditional methods, activities such as role play, pair work, and group discussion increase speaking ability and fluency.

Khan et al (2022) in their study effect of communicative approach on the development of English speaking and listening skills of students at secondary school experimental studies comparing communicative and conventional teaching methods found that the CLT group achieved higher post-test scores in speaking skills than the control groups taught through grammar – focused approaches

Adhelia and Triastuti (2023) on their study carried out, online communicative speaking tasks to enhance students' speaking skills, they said, communicative speaking tasks help students practice real-life conversations, thereby improving pronunciation, fluency, and vocabulary use. Therefore, students exposed to these activities showed measurable improvement in oral English performance.

Statement of the problem

The problem of poor English skills among students in this part of the country known all over and is a serious topic of concern that requires continuous investigation. Stakeholders in Nigerian Education, School Based Management Committee (SBMC) are more concern about student performance in speaking skills particularly by gender and

despite the significance of speaking skills in Nigeria, many Basic schools including Accelerated Basic Education program (ABEP) continue to experience greater challenges in oral communication, which include poor pronunciation , limited participation in class interaction, lack of confidence by the students, and the classical teaching methods used by the teachers, may affect active participation and hinder their speaking abilities. Adunola (2011) Explained that for many years, language teachers are using methods such as direct method known as natural method which only focus on teaching oral skills via repetition and drills, grammar translation method which relies on translation, silent way method that emphasizes learners' autonomy, audio lingual method which is also called army method and sees language as habit formation, lexical approach focus on vocabulary and teaching lexical chunks and those methods fail in this area but communicative teaching technique is a move away from the traditional and classical method of teaching that emphasizes interaction in real life situation in communicative context and the idea behind this method is to help learners communicate effectively and correctively in realistic situations.

Communicative teaching technique has been introduced to improve speaking skills particularly second language (L2) learners. But, interaction, participation and confidence remain unclear whether its effectiveness differs by gender, therefore, this study, seeks to assess the effect of communicative teaching technique on speaking skills of accelerated basic education program students in internally displaced persons camp by gender in Gwoza Local Government Area of Borno State, Nigeria.

Objectives to the study

The main objective to the study is to assess the effect of communicative teaching technique on speaking skills by gender of accelerated basic education programme in Gwoza, Borno State, Nigeria. However, the specific objectives is

- i Find the deferential effect between male and female students taught using communicative teaching technique in English speaking skills of accelerated basic education program in Gwoza, Borno State, Nigeria.

Research Question

The study is designed to seek answer to this research question;

- i What is the differential effect between male and female students taught using communicative teaching technique on English Speaking skills of accelerated basic education students in Gwoza, Borno State, Nigeria?

Research Hypothesis

In line with the stated objective, the research hypothesis have been formulated in null form to guide the study and tested at 0.05 level of significance:

HO₁; There is no significant difference between male and female students taught using communicative teaching technique in English speaking skills of accelerated basic education programme in Gwoza, Borno State, Nigeria.

METHODOLOGY

This study adopted a quasi-experimental research design to examine the effect of communicative teaching technique on accelerated basic education program students' (ABEP) on speaking skills. According to John W. Creswell and J. D. David Creswell (2023), a quasi-experimental design does not allow

complete control of extraneous variables because, participants are not randomly assigned to groups. The design is appropriate when researcher intends to examine cause and effect, relationships, manipulate the independent variables and cannot employ a true experimental design due to practical or administrative constraints. The study employed a pre-test control group design involving 80 Accelerated Basic Education students (ABEP) selected from IDPs camp in Gwoza, Borno State. Both the experimental and control groups were pre-tested before the commencement of the treatment. The experimental group was taught English language speaking skills using communicative teaching technique, while the control group was taught using the conventional teaching method. The treatment lasted for seven weeks, after which a post-test was administered to both the groups to determine the effect of communicative teaching technique by gender on students' English language speaking skills. This study employed the simple random sampling technique to select schools for the study while the purposive sampling technique was used to select a total of 80 students drawn from two ABEP schools in the IDP Camp in the in Gwoza, Borno state, Nigeria. The students were divided into two groups of control (N= 40) and Experimental (N=40). IELTS instrument was used and adapted from British council website in a journal of English Language teaching (ELT) and validated for data collection. Visual comprehension technique was used. This study employed the simple random sampling technique to select schools for the study while the purposive sampling technique was used to select a total of 80 students drawn from two schools in the Upper Basic in Gwoza, Borno state, Nigeria. The students were divided into two groups of control (N=

40) and Experimental (N=40). IELTS instrument was used and adapted from British council website in a journal of English Language teaching (ELT) and

validated for data collection. Visual comprehension using Think-pair-share and interview technique was used.

RESULTS

Research Question One: what is the differential effect between male and female students taught using communicative teaching technique on speaking skills of Accelerated Basic Education Programme

(ABEP) students in Gwoza, Borno State, Nigeria?

Mean and standard deviation (SD) on the effect of communicative teaching technique between male and female students taught English language speaking skills.

Descriptive Statistics by Gender on the differential effect between male and female students taught speaking skills by gender,

Gender	N	Mean	S.D	S.E
Male	40	17.83	1.960	.310
Female	40	17.73	2.013	.318

As shown in the analysis of this table above, the post-test group of male students has mean scores of 17.83 and standard deviation (SD) of 1.960. Also the post-test mean scores of female students was 17.73 and standard deviation of 2.013 which shows that the range of scores between male and female post-test group was almost equal. The performance scores between the students is seen in the table above using

communicative teaching technique was equal and this showed that there was no significant difference between male and female students speaking skills by gender. There was no significant difference between English speaking skills performance of male and female students taught using communicative teaching technique. Result of the t-test analysis of post-test scores of male and female students based on the performance test.

T-test for independent samples using communicative teaching technique on English Speaking Skill by Gender

Gender	N	Mean	S.E	df	t-cal	P-value
Post-test scores	80	.100	.444	78	.225	.822

From the analysis of this table, an independent sample t-test reported that there was no significant difference in English

speaking skills between male and female students. It indicated that the mean score of male students was 17.83 and SD of 1.960

while on the other hand, the mean score of female students was 17.73 and SD of 2.013 which showed that the range of scores between male and female students was very narrow. This indicated that both male and female students taught using communicative teaching technique performed almost equal in the English language speaking skills test as the same with the result of the calculated t-test of .225 at the degree of freedom (df) of 79 at 95% level of significance. Therefore, the p-value of $0.00 > 0.05$ was not significant. This result indicated that there was no significant difference in the student English language speaking skill of male and female students when taught using communicative teaching technique and this means that both male and female students performed equally. Therefore, the null hypothesis was retained. The average mean score of male performance ($M= 17.83$, $SD = 1.960$) as compared to female average performance ($M= 17.73$, $SD= 2.013$) showed that they performed equally in the English language speaking skills.

DISCUSSION

This study assessed the effect of communicative teaching technique on English language speaking skills of Accelerated Basic Education Programme students in Gwoza Local Government, Borno state, Nigeria, one research question and corresponding null hypothesis were tested in the study. From the outcome of the analysis, the research question one and its corresponding null hypothesis one showed that students taught speaking skill using communicative teaching technique had no significant difference in the level of their speaking performance where the mean scores of 17.83 and standard deviation (SD) of 1.960. Also the post-test mean scores of female students was 17.73 and standard deviation of 2.013 which shows that the

range of scores between male and female post-test group was almost equal which was in agreement with the result of earlier studies carried Pajangu, Kamengko, and Tamelan (2024) in a journal of Language, Education, Literature, and culture, that communicative teaching technique in Indonesia, the study employed experimental research design involving 32 students selected through cluster random sampling, speaking tests were administered before and after the intervention, the findings revealed a significant improvement in students' speaking performance after exposure to CLT. The mean score increase from 7.81 in the pre-test, while the calculated t-value (5.21) exceeded the critical t-value (1.69552).

The study concluded that communicative teaching technique significantly enhanced student speaking proficiency by providing meaningful opportunities for interaction and authentic language use. Similarly, research conducted by Selamat, Husni Hasibuan, Heridayani, and Manurung (2024), in a journal of communication in scientific inquiry, they examined the effect of communicative teaching technique on English speaking skills among basic education students in Indonesian Islamic boarding school. The research adopt quasi-experimental pre-test and post-test control group design involving 80 students. The experimental group received instruction through CLT activities such as role play, interviews, games, discussions and problem-solving tasks, while the control group was taught using conventional methods. The results showed that students exposed to CLT activities achieved significantly higher speaking scores than those in the control group. Therefore, the study concluded that communicative teaching techniques

improve learners' fluency, confidence and communicative competence. Therefore, the study is relevant to the present research because it provides empirical evidence that learner-cantered communicative strategies are effective in developing English speaking skills in basic education.

CONCLUSION

Based on the findings of the study, it was concluded that communicative teaching technique significantly, had no differential effect regarding gender on English language speaking skills among Accelerated Basic Education Programme students

RECOMMENDATION

The following recommendations are made on the basis of the findings of this study.

1. Communicative teaching technique should be adopted for all learners regardless of gender because, the finding revealed both gender benefit equally in improving speaking skills at the ABEP level.
2. Equal opportunities should be provided by teachers continuously in communicative classroom such as jigsaw, think-pair-share, role-play, discussions, and pair work.
3. Curriculum planners should integrate learner-cantered activities and logically relevant instructional resources into the English language curriculum to enhance the teaching and learning of speaking skills without gender bias.

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