

TITLE PAGE

**EFFECT OF PEER REVIEW TECHNIQUE ON THE
ACHIEVEMENT OF STUDENTS IN ENGLISH ESSAY WRITING IN
SECONDARY SCHOOLS IN ODIGBO LOCAL GOVERNMENT AREA
OF ONDO STATE**

**A PROJECT REPORT PRESENTED TO THE DEPARTMENT OF
ARTS EDUCATION, UNIVERSITY OF NIGERIA, NSUKKA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
LANGUAGE EDUCATION (ENGLISH)**

BY

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DEDICATION

This work is dedicated to my parents, Mr. & Mrs. Bamidele and also to my siblings.

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ABSTRACT

This study investigated the effect of peer review technique on the achievement of students in English essay writing in Odigbo Local Government Area of Ondo State. Five research questions and five null hypotheses were formulated to guide the study. The study engaged quasi-experimental research design. The sample for the study consisted of 160 SSS2 students from two co-educational schools in Odigbo Local Government Area. The experimental group comprised 78 male and female students from schools located in rural and urban areas. The control group comprised 82 male and female students from schools located in rural and urban areas. A multi-stage random sampling technique was used. First to draw the two co-educational schools and two intact classes from each of the schools, and to assign schools to experimental and control groups. Both the experimental group and control group were given the same essay writing but the difference is that while those in the experimental group were taught essay writing with PRT, those in the control group were taught essay writing in using the lecture method. The instrument used for data collection was Essay Writing Achievement Test (EWAT) which was marked over fifty. The EWAT was validated by three experts. The instrument was trial tested on twenty students from Methodist secondary school, Okitipupa, Ondo state. The data obtained from the trial tests were used to calculate the reliability of the instrument using Kendall's formula. It yielded an index of 0.71. Mean was used to answer the research questions while ANCOVA was used to test the hypotheses at $P < 0.05$. From the results obtained, it was found out that students in the experimental group had significant higher achievement score in essay writing than their counterparts who are in the control group. Also, gender had a significant effect on the achievement of students in essay writing but school location did not. In addition, the interaction effect between treatment and gender was not significant as well as the treatment and school location was not significant. Based on the findings, it was recommended that English language teachers should adopt peer review technique in teaching essay writing. Different tasks which can aid extensive writing activities should be employed from junior secondary schools to senior secondary school being the foundational classes. The curriculum planners should also include the use of peer review technique in the next review of curriculum.

CHAPTER ONE

INTRODUCTION

Background of the Study

Language is an arbitrary system of symbols which enables man to communicate an infinite number and variety of messages, meanings, intentions, thoughts, requests and items of information. It is involved in thinking, memory and reasoning, problem-solving and planning. Indeed, language is involved in higher order mental processes. It is also a means of cultural and value transmission from one generation to the next and from country to the other (Uzoegwu, 2010). Language is a human activity and the development of the individual depends on its usage. Obi (2005) explains that one notable function of language is the record of observations, incidents and processes. Language, he continues, has also been considered as an integral part of culture. It reflects the culture of the people concerned and their world view. Language serves as a means through which people living together structure and organize their experiences. It makes the human society what it is as it plays a leading role in the cultural orientation of the person in the socio-cultural group he belongs (Anasiudu, 2002).

English language has played a major role in Nigeria which could be seen in the areas of education, government, business, commerce, mass media and most of internal and external communication. Following Nigeria's independence from British colonization in 1960, English was retained as the medium of instruction through the implementation of a transitional bilingual education policy. The policy as embedded in the National Policy on Education (Federal Republic of Nigeria, 2004) states that throughout early childhood, pre-primary and the first three years of primary education, pupils must be taught in the 'Mother tongue or language of the immediate community' (Sections 14 (b), 19 (e). The language of immediate community refers to the 521 local languages (Euron Monitor International, 2010) of which three, Hausa, Yoruba and Igbo, are spoken by over 70% of the population and serve

largely regional functions (Ibekwe, 2006, P.45). From the fourth year of primary school onward, English is to be employed as the medium of instruction while the language of the immediate community (LIC) and French are to be taught as subjects (Sections 19 (f). By S.S.3, students are expected to be proficient in English and are assessed for English language 'competence' judged as the degree of closeness to standard British English (Akeredolu, 2007). The assessment is conducted nationally by the West African Examinations Council (WAEC), in a test of written comprehension and verbal skills for the award of the West African Senior School Certificate in English.

However, in spite of the vital roles of the English language, most Nigerian students are unable to acquire proficiency in the skills of the language, especially writing. Akinwamide (2012) observes that the poor performance of students in English could be connected to their inability to write effectively. This translates to low performance of students in other subjects in both external and internal examinations.

From the foregoing, it is evident that achieving student proficiency in the English language has been difficult. However, it is even more difficult to ensure social mobility and economic development in the face of this problem. Individual's prospects for further education, and higher skilled jobs are consequently foregone, as a credit pass in English is required for admission to all Universities in Nigeria and for appointment to such positions (World Education Services, 2011). In addition, as all subjects are taught in English, this incompetence leads to limitation in student understanding and ability to grasp curriculum content which impacts on their overall academic achievement (Obameata, 1999), as cited in Jekayinta, 2010). From the perspective of the labour market, English remains a critical skill for employability, compensation and career success (EuroMonitor International, 2010), implying that the average student is unqualified for positions in key sectors of the economy. Finally, incompetence in the English language has severe implications for the realization of

the nation's goals. This is especially so for national unity, where the language is to foster inter-tribal communication, as well as economic growth through Foreign Direct Investment (FDI), 58% of which received from English speaking countries (Federal Republic of Nigeria, 2004; Euromonitor International, 2010). As a result of the innumerable and numberless roles being played by the English language in Nigeria, this makes the Nigerian educational system adopt it as a school subject. The singular aim is to help students acquire the basic elements and skills in the language and also to educate them on the easy, coherent and articulate method of communication in the language.

Conversely, students' performance at (both junior and senior secondary schools) levels in English language is deteriorating every year. This statement is re-iterated by WAEC Chief Examiners' Report (2011) 'The questions are generally within the scope of the students, although the performance of the students belied the quality and simplicity of the questions.

They generally organized their essays badly and they made no conscious efforts at grammatical corrections'. From the above comment by WAEC Chief Examiners' Report, it is observed that even though the questions were very cheap, the students failed to organize their essays well and they committed grammatical errors which also contributed to their poor performance. The report further stated that the poor knowledge of students in the four language skills (listening, speaking, reading and writing) contributed to their poor performance. For these reasons, proper attention should be given to the teaching and learning of essay writing in the English Language.

Essay writing is a common linguistic activity. Writing an essay provides a natural outlet for the writer's reflections on a given topic. It is a form of composition whose content and organization are guided by the topic and purpose of writing (Ezema, 2010). Onyekwere, (2012) sees essay as short piece of writing on a particular or given subject. He continues by

saying that essay entails the expressions of the writer's thought with words. An essay reveals not only the writer's ability to communicate ideas, but also provides the basis for assessing whether the writer possesses a lively mind.

In addition, Oyinloye (2005) upholds that essay writing has always held a hallowed place within the English syllabus and that it is usually the first questions to appear in most examinations and always carries a substantial amount of marks. From this point of view, the time spent in paying close attention to essay writing is not unjustified. It is not only within the English syllabus that essay writing is a necessary skill, many examination questions in other subjects take the form of essays. It is necessary that students adopt their answers to the specific type of essay writing technique that the question requires. Polio (2003) in cognizance of the task involved in teaching essay writing points out that in essay writing, the sentences must be guided or controlled by the language teacher.

Also, Ezema (2010) attributes failure of students to write good essay to many factors. Ezema observes that writing as one of the language skills (listening, speaking, reading and writing) has been neglected. This neglect has led to the students not being proficient in essay writing. The teaching of essay writing should aim at the achievement of a technique of expression adequate to the pupils' future practical needs, the development of a capacity for orderly constructive thinking and the ability to respond to and if possible to use some of the responses of English language.

In essay writing, the writer is interacting with a reader who does not know what the writer has in mind, the writer has to ensure that what the reader writes can be understood. Oyinloye (2005) sees writing as a very complex skill in language learning. A person is deemed a good writer if he is able to put down his thoughts and ideas on paper in an organized manner. In language learning, it is a very important skill because it affords the students the opportunity of using the appropriate words, phrases, and clauses to describe

persons, events and situations and to express personal and individual thoughts or ideas. It gives the language teachers the opportunity of assessing their students to monitor their language problems. Writing consists of having something to say and knowing how best to say it on paper.

There are four type of essays: narrative, argumentative, descriptive and expository essays. A narrative essay is one that requires the writer to relate an event or incident as an eyewitness. Narration is a process of telling any kind of story such as biographies, experiences, factual stories and fairy tales, (Ezema, 2010). An expository essay is one that requires a writer to explain something fully. This explanation necessarily demands writing a great deal about what distinguishes the subject of the essay from all other things, (Ezema, 2010). A descriptive essay on the other hand is one that requires a writer to write a description of an object, a person, an animal, an incident or a scene. An argumentative essay is one that requires a writer to present a subject with a view to persuading his reader to agree with his own point of view. It is expected of the learners to know how to write these essay types, skillfully within and outside the four walls of the classrooms.

For second language learners, there are many factors that can hinder students' academic achievement. These problems can be traced to teachers and their teaching methods, learning environment, and gender. Augustine (2013) observes that non-enhancement of teaching with modern teaching resources, inadequate coverage of course contents, teachers' inadequacy to teach effectively and inability to assimilate what teachers teach students are problems facing teaching and learning of English language. In view of this statement, it can be inferred that this same problems are facing essay writing teaching and learning. Gloria (2008) sees essay writing as a very complex skill in language learning. Therefore, the best way to learn it is to use appropriate method, assigning hour-long periods each day to focus on its direct teaching. Conversely, teachers often avoid teaching essay writing on regular basis

because its teaching makes little meaning to the students. They see essay writing as unimportant area of language learning and whenever the teachers teach it, they use methods that are not innovative and practical oriented (Oyinloye, 2005).

In teaching essay writing, the teacher has many teaching methods to adopt in order to enhance effective teaching and learning. Basically, any teaching method chosen by the teacher should make learning activities active and practical rather than passive and theoretical. It should give students opportunity to practise what they are learning in the real context and appeal to all their language skills. There is general belief that the method chosen by English language teachers to a large extent determines students' achievement in the language. Uzoegwu (2005) and Oyinloye (2005) hold the view that the method of teaching is indispensable in the teaching-learning process of English as a second language. This view is reinforced by Bolunde (2005), that stresses that the teaching method used by the English language teacher can affect students positively because it is a weapon of enhancing the language ability of his students. There are many teaching methods. These include Lecture Method, Grammar Translation Method (GTM), Audio-Lingual Method (ALM), Direct Method (DM) etc. All these methods are conventional teaching methods. They are methods that involve teacher in complete verbal instruction or expression. Communication flows from teacher to students (Anyima, 2011). They stress on the knowledge of language than use. Azikiwe (1998) observes that, in conventional teaching methods, students learn the speech sound like parrots. Students are expected to internalize the rules of the target language through memorization.

Most teachers have been using lecture method where the students are arranged in straight lines down and across the classroom. The teacher assumes that all the students in the class have equal knowledge or that they know little or nothing. He stands in front of the class and delivers his lessons. As the teacher dominates the lesson, the students' potentials are

rarely used to the fullest and impatience rather than enthusiasm is generated (Offorma 2013). For language learning, grammatical analysis and rote learning of grammatical rules, vocabulary acquisition and translation from the target language to the learner's mother-tongue and vice-versa are emphasized in conventional method (Offorma, 2004). The students work individually and are assessed individually. Only the best students are rewarded which forces students to work against each other so as to be the best.

In using the lecture method to teach English language essay writing in senior secondary school, the teacher devotes the whole lesson period to explain essay writing and its types and how to write these types of essays. There are no practical strategies or techniques such as flash cards and word games that will stick the vocabulary items to use into the students' memory when writing a particular type of essay. Throughout the lesson period, there will be no attempt made by the teacher to enable the students practise essay writing. The students, therefore, become passive rather than active in classroom activities. Since no single teaching method takes care of all the components of the language, it may be possible for teachers to combine appropriate methods to suit the lessons they want to teach. As a result of the shortcomings of the existing language teaching methods, the researcher has decided to investigate the effect of a novel teaching method –peer review technique on the achievement of students in English essay writing.

The peer review technique (PRT) was developed by Charles James a linguist at Johns Hopkins University in 1990 (Peterson, 2003). Peer review technique is referred to as 'peer feedback', which is an assessment form performed by equal status learners (Gielen, 2010). This technique involves collaborative learning in which students review and evaluate each other's writing and offer each other with feedback. It offers students the opportunity to contribute to a dialogue concerning the text. Students become active participants in discussion. Students could play two roles, both reviewers and writers, to comment with their

own observations and other students' inspections on the same writing (Wang, 2004). This technique is different from the traditional one-way teaching mode, and students can also take notice of their own errors and find different problems during this procedure. On one hand, students act just as reviewers, editing compositions from a diverse reader point of view. On the other hand, students as writers could also be trained to improve their own writing capabilities. Peer review technique can also improve both spoken and written standard of English Language among the learners (Hansen, 2002). The standard English will be encouraged by teacher and the peers during the review process in the classroom setting.

Peer review technique could be in small groups (two, three, four, or five) or class-wide (a peer tutor to the whole class) and could involve cross-age or cross-ability groups (Oviawe, 2008). In this technique, a child trains another child in the skill in which the first child has mastered. He provides individualized instructions to other students for skill remediation and supplemental instruction. In peer review technique, students become exposed to new patterns of cooperative, collaborative, consensual and non-authoritarian exchanges of ideas (Onabanjo, 2000). Peer review technique is very useful as it makes learners actively engaged in the learning process while the teachers become facilitators of instruction using penetrative questions to make students learn. It allows learners to build on their knowledge base (constructivism) as well as reflect on and regulate their thinking and behaviour as they learn in the classroom (Gielen, 2010). It is not only a good pedagogical tool, but also has the potential to foster and strengthen learning in schools. It makes learners know each other better, share experiences, improve quality of education and build relationships in the school (Hu & Tsui, 2010). The choice of using peer reviewing was based on a strong conviction by the researcher. This conviction was founded in both theory and practice. Theoretically, peer review in process-oriented instruction finds its theoretical support in two different, but closely related disciplines: learning and rhetorical theories. In

terms of learning, Vygotsky's (1978) theory on learning and language coincides with the use of peer review. Vygotsky deemed social interaction an essential element for cognitive learning and accorded great importance to language in human thought development. To him, learning is a cognitive activity that takes place in social interaction. By the same token, writing is a learning activity in which the writer learns best through interacting with his peer reviewers. With regard to rhetorical theories, those stressing the social nature of writing have also favoured the use of peer reviews (Nassaji & Swain, 2000; Rollinson, 2005).

In terms of practice, empirical research findings emphasized the positive impacts of peer review technique. Among studies conducted internationally, results showed that gains in reading were achieved in the United Kingdom using a peer reading approach (Topping, 2000). A similar result was recorded by (Cheng, 2004). The peer review technique leads to gain not only in cognitive domain but also in affective domain. Oviawel (2008) found that the peer review technique helped boost students' self concept. Onabanjo (2000) also recorded significant improvement in students' attitude towards mathematics when peer review technique was employed.

The effectiveness of PRT has been noted in some school subjects like chemistry, mathematics, typewriting, introductory technology etc. both within and outside country can never be denied. However, the fact that PRT recorded great success in the sciences does not mean it will yield the same result when tried out in the humanities, especially English language essay writing. The researcher, therefore, attempts to investigate whether the peer review technique will have any effect on the achievement of students in English essay writing in senior secondary school in Odigbo Local Government, Area of Ondo State.

However, although there is a general belief that students' poor achievement in English essay writing could be traced to inappropriate method of teaching adopted by teachers, it is likely that some intervening variables such as gender and school location of students can also have some effects on the effectiveness of teaching method and learning outcome especially in English essay writing.

Gender as a psychological term is used to describe male or female humans. Some people assume that gender and sex mean the same, while others regard gender and sex as different. Sex is an inborn physiological condition that makes individuals to be either males or females (Nwafor, 2002). Gender on the contrary is a learned, socially constructed conditions ascribed to males and females (Offorma, 2004).

The effect of gender on students' achievement in languages has been an area of focus by researchers. Opinions differ on which gender achieves better than the other. For instance, Akabogu (2002) and Marja (2008) recorded no gender difference in performance of male and female students in reading comprehension. Offorma (2009) reported that girls achieve more than boys in foreign language acquisition. On the other hand, Anizoba (2004) and Uzoegwu (2004) also reported no significant influence of gender on the students' achievement in essay writing. Following the findings, it seemed that the exact nature of the differences in abilities according to gender was not yet clear; therefore, there is need for further studies in the nature of students' performance by gender.

Closely related to gender influence on students' performance in English essay writing is location of the school. Differences in school location imply the existence of differences in demographic and socio-economic parameters of the school. Anizoba, (2004), Uwa (2005) and Adepoju (2008) observed that students in schools located in the urban area perform better in second language learning than those in schools located in the rural area. The observation is that schools in the urban area have access to electricity which in turn attracts infrastructures

like language laboratory, computers, for computer based learning, availability of well equipped school libraries, conducive classroom and enough qualified English language teachers. On the contrary, schools located in the rural areas lack most of these amenities. So far studies carried out on the influence of location on reading comprehension have shown controversial results. This calls for further investigation. The researcher, therefore, intends to find out the effectiveness or otherwise of school location on students' academic achievement in English essay writing.

Based on the previous studies, the effects of peer review technique (PRT), school location and gender on students' academic achievement seem to be inconsistent and contradictory. This calls for continuous and further research on the effects of PRT, gender and school location on students' academic achievement from time to time and place to place. Consequently, the aim of this study is to find out the effectiveness or otherwise of PRT, location and gender on students' academic achievement in English essay writing in senior secondary schools in Odigbo Local Government Area of Ondo State.

Statement of the Problem

There have been consistent reports of poor achievement in English language among Nigerian students over the years. Also, students' performance in Senior Secondary Certificate Examination (SSCE) in English language over the years has not been commendable. Students' achievement in essay writing at Senior School Certificate Examinations has been generally poor. This low level of achievement has been attributed primarily to poor teaching methods. The method often used by English language teachers is the lecture method. This method makes students passive listeners in the class. More so, the lecture method does not allow teachers to adapt learning to the level of students' understanding.

The poor achievement of students in English essay writing may also be attributed to poor knowledge of the Standard English. Many students could not express themselves in the Standard English. Most students go straight into answering the questions without properly understanding them. Some of them are not well prepared for the Examination. It is evident that major weakness of the student could be their inability to express themselves very well in the Standard English.

Although the use of peer review technique has been tried in subjects like chemistry, government, social studies and typewriting. However, its effectiveness is yet to be determined in the study of English language essay writing, and narrative essay in particular. Also, no study to the best of the researcher's knowledge explored the effect of the peer review technique on students' achievement in English essay writing in Nigeria, Odigbo Local Government in particular.

Purpose of the Study

The general purpose of this study is to find out the effect of peer review technique on the achievement of students in English essay writing. Specifically, this study is aimed at

- 1 Finding out the achievement of students taught essay writing using peer review technique and those taught using lecture method.
- 2 Establishing the achievement of male and female students taught essay writing using peer review technique and those taught using lecture method.
- 3 Determining the achievement of urban and rural students taught essay writing using peer review technique and those taught using lecture method
- 4 Determining the interaction effect between treatment and gender on students' achievement scores in English language essay writing.
- 5 Determining the interaction effect between treatment and school location on students' achievement scores in English language essay writing.

Scope of the Study

The study was carried out in Odigbo Local Government Area of Ondo State. Odigbo Local Government is made up of seventeen co-educational secondary schools. Senior Secondary School Two (SSII) students were used for this study. The choice of SSII is made because the students' performance in English essay writing in this area is very poor. The researcher intended to investigate the effect of PRT on students' achievement in English essay writing in this Local Government.

The study covered only narrative essay writing. The researcher chose narrative essay because students are familiar with narrative essay and also for the researcher to be intensive in the teaching and learning of this type of essay. The narrative essay questions were culled out from Senior Secondary School Certificate Examination (SSCE) past questions. Lecture method was used for the control group while peer review technique was used for the experimental group. The variables of school location and gender were considered along with peer review technique.

Significance of the Study

The theoretical significance of this study is anchored on Vygotsky theory of language learning (1978) which explains that the process of intellectual development takes place within social and cultural contexts. It also views learning as a process that requires environmental input and social interaction. This theory shows how, within a set environment, individuals serve as each other's monitors, supporters, and guides. If the result of this work is established, it will help students to create their own knowledge in a social and cultural setting thereby supporting Vygotsky's theory of language learning.

The finding of this study will benefit the students, teachers, education authorities, and curriculum developers. The findings of this study will also contribute to the existing knowledge about methods used in the teaching of English language especially the essay writing.

The utility values of English language to students and the general public need not to be overemphasized. Every citizen of Nigeria needs to be proficient in the use of the language for effective communication within and outside Nigeria. This is why the public out-cry of students' persistent poor achievement in English language is very loud. Researchers have investigated the effect of the use of various teaching methods to address the issue of students' poor achievement in English language with minimal success. Therefore, the students will benefit from the findings of this study because the use of peer review technique will improve their achievement in English language essay writing. Consequently, their achievement generally in English language will improve.

Application of the findings of this study pedagogically will reduce the teacher's stress in the classroom as most of the learning activities will be carried out by the students while the teacher will just be a facilitator of learning. Peer review technique permits the award of group scores to students. Because of the large number of students each English language teacher handles in a class, group scoring will reduce the number of scripts the teacher will have more time to prepare for subsequent lessons.

The findings of this study will enable education authorities to organize seminars and workshops where they will enlighten the English language teachers on how to use the peer review technique and impress on the teachers the necessity to use the technique in their various schools as it will improve their students' achievement in English language.

Curriculum developers will also benefit from the findings of this study. They will include the technique as an innovation in language teaching technique in secondary schools curriculum. The technique will also be included in the curriculum used for training teachers. When this work is published, the end users will locate the findings of the study.

Research Questions

The following research questions guided this study:

- i What are the mean achievement scores of students taught essay writing using peer review technique?
- ii What is the effect of gender on the achievement of students taught essay writing using peer review technique?
- iii What are the mean achievement scores of urban and rural students taught essay writing using peer review technique?
- iv What is the interaction effect of treatment and gender on students' achievement scores in English language essay writing?
- v What is the interaction effect of treatment and school location on students' achievement scores in English language essay writing?

Hypotheses

Five null hypotheses guided this study and were tested at alpha level of 0.05.

- HO1 There is no significant difference in the mean achievement scores of students taught essay writing using peer review technique.
- HO2 There is no significant difference in the mean achievement scores of male and female students taught essay writing using peer review technique.
- HO3 There is no significant difference in the mean achievement scores of urban and rural students taught essay writing using peer review technique.
- HO4 There is no significant interaction effect of treatment and gender on the mean achievement scores of students in English essay writing.
- HO5 There is no significant effect of treatment and school location on the mean achievement scores of students in English essay writing.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the literature for the study. All the reviewed materials have been organized and presented under the following headings and sub-heading;

Conceptual Framework

Concept of Writing

Concept of Method

Concept of Gender

Concept of School Location

Theoretical framework

Vygotsky's theory of language learning

Interactionist theory of language learning

Cognitive theory of language learning

Empirical Studies

Studies on effect of teaching methods on the achievement of students in English essay writing

Studies on effect of gender on the achievement of students in English language

Studies on effect of school location on the achievement of students in English language

Summary of Literature Review

Concept of Writing

Writing is one of the four basic language skills. It is the act of making graphic symbols from Oral symbols. In writing, thoughts and ideas are recorded using socially acceptable graphic symbols. It is the creation of meaningful texts such as stories, descriptions, invitations or informative piece (Oyetunde and Muodumogu, 1999). In Nigeria Primary and Secondary Schools, however, the assumption is that students learn to write by

simply telling them to write. Oyetunde & Muodumogu (1999) hold that most Nigerian graduate teachers in English do not have adequate training in how to teach writing and the most texts in use only set composition topics and fail to give adequate guidelines for effective teaching of writing skills.

Also, Aboderin (1999) says that writing is taught as a product and not as a process. According to the researcher, what happens in a writing lesson is a test of composition since no conscious effort is made to develop specific writing skills in the students. Students must be taught to write if they are to learn to write effectively because learning to write does not develop automatically on the course of schooling. Students should be given adequate opportunity to write. A love for writing should be promoted among the students to make writing lesson lively and interesting. It should be taught as a process in order to overcome students' passivity in writing. This is where Collaborative group work and peer evaluation is essential (Qiyi, 1993) because it will motivate the students and enable them to develop interest in writing.

Peer review may be of great assistance because when students are put in pairs in which their writing are read aloud and evaluated holistically and analytically by members of the group the students will learn from each other on a continuous basis. Peer evaluation or editing entails having group members assess the strengths and weaknesses of their writings along four broad guidelines namely, general impression, organization, sentence structure and diction.

According to Qiyi, (1993:30)

The seemingly simple activity of reading is helpful because it makes one's work public and turns writing into a social act. The sympathetic response of one's peers turns a group of individuals into a "learning community" and a writing workshop.

In teaching writing, therefore, the focus of attention should shift from finished product to the while process of writing in which experience, questions, pre-writing, re-writing, preparation, draft writing, editing, re-writing, showing, response and feedback from group members should be emphasized. These seem to be possible when cooperative learning method is used in teaching English language skills.

Writing should be influenced by the students background and language abilities. According to Cooper (1996) students who lack sufficient background on a topic and do not have the ability to relate to the topic in their Oral language will have difficulty in writing about it. Teachers should, therefore, prepare the students adequately to have what to say and how to say it in written form. Ideational and linguistic preparation should be the focus in order to enable the students to become good speakers and writers. This is based on the grounds that writing is a critical language skill, which should not be treated casually, because a literate man should be able to write a comprehensible essay.

Conversely, the student who is unable to write a literate essay cannot in all likelihood satisfy either traditional or recent standards of educational accomplishment. This perhaps explains why most students have difficulty in performing as expected in English language in national examinations such as the senior secondary school certificate examinations conducted by the West African Examinations Council. It may not be out of place to say that the teacher's job is not complete until he/she has sufficiently equipped his/her students to meet the literary demands of the students' educational aspirations and that of the modern society. In order to equip the students to meet their literacy demands for educational and personal aspirations of the contemporary society, alternative method of teaching the language skills should be a matter of concern. Thus, the researcher considers peer review technique for teaching English essay writing so that its effect on achievement will be determined.

Essay writing

An essay is a short piece of writing that discusses, describes or analyses a topic. It can discuss a subject directly or indirectly, seriously or humorously. It can describe personal opinions, or just report information. An essay can be written from any perspective, but are most commonly written in the first person (I), or third person (subjects that can be substituted with the *he, she, it, or they* pronouns) (Ezema, 2010). The importance of essay writing cannot be overstressed. Essay writing is a common linguistic activity. Writing an essay provides natural outlet for the writers' reflections on a given topic. It is a form of composition whose content and organization are guided by the topic and purpose of writing (Eyisi, 2006).

Essay writing is a process. It involves a series of steps in which a writer organizes and expands his ideas according to his central purpose and his audience (Ezema, 2010). As an essay is designed for a particular audience, care is taken by the writer to see that its content and diction are appropriate to the background, needs and interests of the audience. Effectively writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standardized tests, and a requirement on college applications. Often on tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right. Clearly, students can't afford to remain confused about types of essays. It is pertinent to say that 50 marks is allotted to the essay section in a language examination. Consequently, a candidate who possesses the ability to write a good essay is most likely to perform well in such examination. The ability to write an essay is, therefore, an effective tool for communication even in our everyday life.

Writing Skills

Writing as an art of communication requires competence in some essential writing skills. Good writing involves the following skills:

- i Identification of the subject matter,
- ii Originality of ideas,
- iii Arrangement/organization of the points,
- iv Appropriateness of language.
- v Mechanical accuracy.

The merit of a piece of writing is judged in terms of the writer's success in achieving the purpose, be it to entertain, inform, admonish or persuade.

Defining the Subject Matter and Stating the Purpose:

Defining the subject matter and stating the purpose are the first skills students require in writing. Students' ideas have to be relevant to their topic and purpose and also have to be suitable for the audience, the medium and the setting. All writing should therefore be seen to have a purpose which should be established on commencement of the writing (Okoro, 2000).

Organizing Points and Ideas

The points and ideas should be well organized by the students. They should master the skill of clear and logical presentation of ideas. Ideas are presented on the basis of the type of writing that is involved, eg narrative, descriptive, expository, or argumentative etc. There should be a suitable opening, good paragraphing and unity of ideas within each paragraph (Kolawole, 1998).

Sentence Construction

In order for the students to convey their thoughts and feelings as clearly as possible, they must arrange their ideas in sentences. The students should learn to write good sentences: sentences that are simple, without any grammatical error, and also be able to convey their feelings and thoughts. The sentences are organized into paragraphs and a whole essay is formed (Eyisi, 2006).

Writing a good essay starts at the level of sentence construction because the very simplest way of expressing an idea is in one bare sentence, e.g. The ball is big, The ball is green, etc. But we do not normally express ourselves in a succession of such simple sentences. Students need to master the skill of putting various pieces of information together in any of many different ways, such as:

I have a big green ball or

I have a ball that is big and green

Paragraphing

The skill of putting sentences together to create a paragraph is important in writing good essays. A paragraph usually contains a series of sentences on an aspect of a given topic. An essay deals with a topic and paragraphs develop this topic. Ideas are not just put together in any haphazard form. Linking devices or connecting words help to make the relationship between sentences and paragraphs clear to the reader. Okoro, (2000) is of the view that some students who perform well in grammar exercises and who appear to have a good command of English are unable to produce good essays because they are unable to achieve cohesion within the paragraph.

Linking the Paragraphs

Ideas have to be linked through the use of appropriate connections. Students need to know how to handle linking words properly. An essay in which each paragraph forms a unit all on its own without reference to other paragraphs will not be a good one. By the use of linking devices, each paragraph dovetails into the next until the conclusion is reached. Examples of the linking words or expressions include; However, Therefore, Moreover, Consequently, Then, Furthermore, Nevertheless, Despite these difficulties etc.

Qualities of a Good Essay

Focus on correct spelling and grammar is not merely required to write well. Writing well means developing the content with concentration and having some particular thought in mind (Eyisi, 2006). Students have to follow certain rules while putting their thoughts and ideas on the paper. However, there are not fixed pattern of good writing. All writers demonstrate their own style and opinion in their writings. It is not easy to categorize good writing. Logical, concise and original writing touches the heart and provides new thinking dimensions to readers (Oyinloye, 2005).

When talking about academic writing, essay writing is the traditional way of judging the understanding of students worldwide. Students must follow certain rules when writing for academic purpose to make their writings understandable for the majority. Here are qualities of a good writing:

- i **focused:** A good written essay must be focused on its topic and theme. It avoids vague details and all those information which will be avoided by the readers as well. The only purpose is to achieve that goal which is set in the introductory paragraph as a thesis statement. Any point that interrupts in between on the way of reaching the goal must be removed.
- ii **Readable:** The main demand of essay writing is to support the point in the best possible way which is raised in the thesis clearly for readers. Most of the students think that good writing includes the flowery, heavy words with horrible terminologies and complex sentences. It's totally a wrong concept as good writing is the one which is clear, concise, and presents the thesis on front of the readers in the most interesting and readable way (Khaideiah, 2000)
- iii **Concrete:** It provides the most suitable facts and daily life examples to support the

thesis. It's not based on imagination or stories. It must have a concrete connection with the real world issues that are easily approachable. Students must discuss those issues which people care about or in which the writer wants to care about. For this students need to care about their writing and evidences about the theme.

- iv **Relevant & flows naturally:** All the parts of the structure must relate with each other. It must be a coherent and relevant piece of writing that flows naturally without any break. Students must provide an environment which compels reader to read from the first till the last line with attention on the things which are relevant and catchy

Types of Essay Writing

There are four major types of essay writing: Narrative, Deceptive, Expository and Argumentative Essays.

Narrative Essay: Narration is a process of telling any kind of story such as biographies, experiences, factual stories and fairy tales (Ezema, 2010). A narration is simply the telling of a story. Whenever someone recounts an event or tells a story, he or she is using narration. A narration essay recounts an event or tells a story to illustrate an idea. A narration essay may be entertaining or informative. Kolawole, (1998) is of the view that a narrative essay should be interesting and convincing; it should be handled in such a way that the reader enjoys reading it and is made to believe that what he is reading is true. For a writer to achieve this, he should possess a high degree of the power of imagination. In writing a narrative, a writer is painting a picture in words. A narrative essay, therefore, requires imagination and a good command of the language which is made possible through wide reading. Narrative writer should be very careful with his choice of tenses. Past tenses dominate a narrative essay since what is being narrated relates to past events. There are five basic steps to writing a narrative essay

- i **Purpose:** why are you telling the story? Every narration must have a point or purpose, usually to entertain or to inform.
- ii **context:** you should establish the context of your narrative early in the essay. You can follow these basic guidelines: who, what, where, when.
- iii **point of view:** A narrative essay must be written in the first-person (I) or third-person (he, she, it) point of view; do not use second person (you). If you were part of the action, the first person provides the best perspective. If you are relating an event based upon other sources, use the third-person point of view. In some circumstances, you may be forced to choose the point of view (if, for example, you were a witness, but not a participant). Once you have decided upon a point of view, stay consistent with it.
- iv **Details:** include enough details for clarity; however, select only the facts that are relevant.
- v **Organization:** A narrative usually follows a chronological time line, however, you may find flashbacks a creative option as long as the narrative can be clearly followed by the reader. Most narratives are told in the past tense. You should keep tenses consistent.

Descriptive Essay

A descriptive essay is one that requires a writer to write a description of an object, a person, an animal, an incident or a scene (Ezema, 2010). A descriptive process involves the selection of an object of description, its objective assessment and further presentation in writing. To better describe an object or a topic, the writer might need to compare the described object to other objects that the reader might know. The writer should use expressive language, comparisons and contrasts, description of personal perceptions of the object based on (visual, auditory, kinesthetic, olfactory, and gustatory sense) human senses.

The primary aim of a descriptive essay is to find and discuss the unique qualities of the object under assessment. These qualities, then need to be presented in a comprehensive and vivid manner to the reader without perverting the original meaning that the writer possesses (Myles, 2002).

A descriptive essay should always be interesting to read, so the writer should take into account the audience preferences. For instance, when describing a car to the technical crew, the writer should concentrate on the technical qualities of a car. When describing the same car to the designers, the writer might want to concentrate more on the car shape, the colours, elegance and ergonomics. Technically, there are limitless ways to describe a single topic, object or phenomenon, yet due to a word limit that descriptive essays possess, the writer has to ration words and use descriptions that would be viewed as useful and interesting by the audiences or readers (Myles, 2002).

The introductory paragraph of a descriptive essay includes a brief description of an object or phenomenon and presents some general features and the thesis statement. The body paragraph of a descriptive essay includes a detailed description of the features briefly mentioned in the introduction and capitalize on those that will keep the reader's attention to the maximum. The conclusion of a descriptive essay will summarize the stated information and restate the thesis statement presented in the introduction section.

Expository Essay:

The expository essay represents a type of writing in which the author informs, explains, describes, analyzes different topics by presenting relevant arguments, comparing and contrasting two or more items, analyzing the causes and the effects of a certain event, explaining a problem, a process using relevant examples or evidence (Eyisi, 2006). You have to use clear, concise and relevant facts to build very good arguments, gathering information from sources that are credible and valid such as books, journals, newspapers. It is important

to know the purpose of this type of writing and its structure because it is among the most important college assignments, it represents the basis of the academic writing, being used as it serves to improve critical thinking and abilities of research. Teachers use the expository writing to teach students how to prove their knowledge and understanding of a certain topic. Ezema, (2010), Iyagba, (1993), Eyisi (2006) identify the elements of effective expository writing among other as follow:

- i Quality of content
- ii Clarity of thesis
- iii Organization
- iv Development
- v Unity and Coherence
- vi Word Choice

Quality of Content

The purpose of expository writing is to explain something, that is, to provide readers with information worth knowing and thinking about. Thus, the phrase “quality of content” refers to the significance of the writer’s topic, the depth of the writer’s knowledge and analysis of the topic, and the appropriateness of the writer’s discussion and treatment of the topic

Clarity of Thesis

A thesis concisely states the central point of the essay. It is often called the controlling idea or main idea because every subsequent part of the essay should support it. The thesis usually appears in an essay’s opening paragraphs so that the reader will know exactly what point the essay will discuss.

Organization

Introductory paragraphs attempt to arouse reader interest by providing background information on the topic, stressing the significance of the topic, or presenting one or more starting facts. Introductory paragraphs should lead logically to the thesis, which usually appears at the end of the introductory paragraph or paragraphs, though not always. Each middle paragraph has its own main point and supporting sentences that support that point. Often the main point can be found in a topic sentence, which may appear anywhere in the paragraph or be implied. Of course, all middle paragraphs must ultimately support the essay's thesis. The concluding paragraph of an essay may draw a conclusion, make a prediction, provide a summary, or use a combination of these strategies.

Development

A well-developed essay demonstrates depth of analysis and discussion. It includes a sufficient number of representation and accurate facts, examples, details and explanations to convince readers that the thesis is significant and worth their consideration. The reason must be clear, logical, and free of error.

Unity and Coherence

All sentences in a paragraph must relate to and support the point of the paragraph; all paragraphs in an essay must relate to and support the thesis of the essay. When paragraphs and essays have coherence, readers can easily understand the relationship between the ideas in one sentence and those in the next and between the ideas in one paragraph and those in the next. In order to achieve coherence, writers should always place their sentences and paragraphs in a logical order. In addition, writer should provide smooth transitions between two sentences or paragraphs in one or both of the following ways; by using connective words and expressions, such as in addition to or in contrast, by repeating or referring to key words, phrases, events, or ideas that have already been introduced.

Word Choice

Writers should choose words that are consistent with standard English usage and appropriate for the context. They should also be sure that the words they choose convey the meaning intended.

Argumentative Essay

The argumentative essay is a genre of writing that requires the student to investigate a topic, collect data, generate, and evaluate evidence; and establish a position on the topic in a concise manner (Eyisi, 2006). Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observation, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research (Ezema, 2010). Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

Argumentative Essay Guidelines

An argumentative is simply a writer's attempt to convince readers of the validity of a particular opinion on a controversial issue (Eyisi 2006). The following steps will help the students to write an argumentative essay.

i Carefully Select a Topic:

Choose a topic that interests you. An argument does not have to be a burning issue, but it must be a debatable topic. It can be anything you feel strongly about.

ii Identify the Controversy

Your introduction should clarify the controversy or issue. Your thesis states your position on the issue. You must take a stand on the issue.

iii Provide Support

The body paragraphs of the essay should provide specific support. These supports may include personal experience, statistics, examples, facts, or experts' opinions. They may be garnered from television shows, Magazines, newspapers, textbooks, studies, or interviews.

iv Organization

Include enough details to support your position; however, select only the facts that are relevant.

v Considering Differing Opinions

An argumentative essay may be strengthened by acknowledging conflict viewpoints and repudiating them.

vi Provide a Forceful Conclusion

Restate your position in different words from the introduction. Do not introduce new material in the conclusion. You may want to conclude by encouraging some specific call to action.

The below facts are the conventions to be followed by students in order to write good essays in English language. They culminate into the things examiners look out for while marking students' essay write-ups and letter writings in any language examination. These according to Nwadike (2002) include content and organization, expression and mechanical accuracy. These things are very important in any essay or letter writing exercise.

The content of any writing as stated in Nwadike (2002) deals with ideas and their development and so requires the ability to think creatively and develop thoughts excluding all irrelevant information. Organization of any essay or letter writing depends on the type of topic given to the students. Good organization according to Uzoegwu (2004) requires suitable opening, general development, paragraphing and proper linking of paragraphs, balance, unity, coherence and a suitable conclusion. Organization of an essay therefore involves sequential presentation of points and arrangement of ideas into paragraphs. It is the ability of the students to manipulate and economize sentences and paragraphs.

Expressions involves interesting and convincing treatment of material relevant to the topic, clarity and general appropriateness of style involving aptness of vocabulary, effective arrangement and variation of sentence patterns and imaginative use of figurative language (Uzoegwu, 2004, 22). Expression therefore means the ability to write correct and appropriate sentences. Mechanical accuracy involves writing the required length of essay and avoiding errors that are undeniable in grammatical structure, punctuation and spelling.

Essay writing occupies an important place in life and this has led to the quest for the appropriate method to teach this skill by teachers. Long & Richard (1987) postulates that traditional approaches to teaching writing require that students formulate their ideas beforehand, to elaborate upon them by using some prescribed rhetorical framework and so submit these written products for grading purposes. The teacher is seen as a critical audience who is out to find faults and errors. Modern methods of teaching writing like peer review technique emphasizes the process of writing rather than the product. In this way the teacher is a co-writer, a facilitator and a counselor (Uzoegwu, 2004).

Essay writing is a skill that must be learnt by students in the school. Its importance in the life of students, and the society at large, create the need for teachers to adopt suitable teaching methods that will enable students to acquire the skill effectively. This research therefore is all about the effect of a peer review technique on the achievement of students in English essay writing.

Concept of Teaching Methods

This section discusses the various methods that have evolved over the years for teaching and learning English language and its four basic skills of listening, speaking, reading and writing.

In the view of Oyetunde and Muodumogu (1999) identified some reasons for the poor standard of English in Nigeria schools and colleges. According to them, poor methodology, inadequate preparation of teachers, lack of government commitment and faulty examination system are some of the reasons that result in the poor standard of English in schools. Method or technique, for the purpose of this research, refers to a recognized and systematic way of performing the task of language teaching. A technique is a systematic procedure, formula or routine by which a task is accomplished (Azikiwe, 1998). A technique is a process, style, and method of doing something. It involves a sequence of steps with prescribed techniques and practices used in implementing a teaching approach. A teaching approach on the other hand is a teaching philosophy that can be interpreted and applied on a variety of different ways in the classroom (Larson-freeman, 2000, Richards and Rogers, 2001).

Over the years, various teaching methods have evolved. The methods include: Grammar Translation Method (GTM), Communicative Method (CM), Total physical Response (TPR), Audio Lingual Method (ALM), Story-telling Method, Lecture Method etc

The Grammar Translation Method of teaching started around the time of Erasmus (1466-1536). The main focus of the GTM was on memorization of verb paradigms, grammatical rules, and vocabulary. This implies that method placed much emphasis on prescriptive rules which had to be memorized and applied in usage. Memorization could be tedious, tasking and frustrating to students, especially the young ones. The knowledge of these memorization were directed on translating texts and focused on the development of the students' appreciation of the literature of the target language. The method was first used in the teaching of classical language, Latin and Greek, and later for the purpose of assisting students read and appreciate foreign language literature to the detriment of speech and writing. The method involved a highly structured classroom. The role of the teacher involved translating sentences, passages, words and sounds into the students' mother tongue in order to

enable them understand (Azikwe, 1998). Students on their part were expected to memorize vocabulary, tense, verb-patterns and grammar. The interaction in the classroom most often was directional from the teacher to the students initiatives in such classroom set-up was rare. The students were mere passive listeners and not active participants in the learning of English language. The method failed to recognize the primary role of speech in the learning of a language. Offorma and Nigel, (2003,55) criticized the GTM, pointing out that the method could be boring and de-motivating and suggested that language is a practical subject requiring small class size. In a language classroom, students are not supposed to be passive listeners. This is why peer review technique is assumed to be suitable for language learning because enough opportunities are made available for the students to practise the language in peer.

Another method of language teaching that evolved over the years was the lecture method. Lecture method is one of the oldest teaching methods and appears to be popular in the teaching of English language essay writing generally. The lecture method can be seen as a speech spoken or read before a group of people, especially as a method of teaching at universities. Cashing, (2000) defines it as a process of delivering verbally, a body of knowledge according to a pre-planned scheme. The lecture method involves the use of oral and aural skills. it is the conventional method applied by teachers generally in every teaching and learning situations. Ughamadu, (2006) sees the lecture method as the easiest, cheapest and most familiar of other methods, but at the same time, it is the most abused and least effective in many respects, situations and circumstances. Salau, (2000) noted that the method reverses the concept of education, which stresses that the best learning is that which results from purposeful activities. According to him, the problem of the lecture method is that the teacher tends to perform activities that should be carried out by the learners. The activities include referencing, outlining, organizing data and so on. The students are listeners and takers

of notes. He concludes that it is the teacher who learns and not the learners. The conventional lecture method is time saving, especially where a lot of ground is to be covered in a limited time. It affords the instructor excellent opportunities to learn to use reference sources to outline and organize ideas, to formulate conclusions and speak.

Its demerit according to Ibe, (2006) lies in the fact that it is rather subjects-centered, and while it makes the teacher active, it reduces the students to mere passive listeners. The lecture method has its emphasis on cognitive performance especially as it affects memorization and simple recall of facts which adults are not interested in. It deprives the students virtually of all responsibilities for using their own mental abilities to weigh, compare and decide what is important to learn. It overlooks the individual differences of the learners, and denies them adequate and prompt attention of the teacher.

The various methods discussed were used at one time or another in language instruction. However, whatever method was chosen such method was intended to promote the development in listening, speaking, reading and writing skills which lead to comprehension. The best method to be considered during the different stages of teaching and learning were made use of in the language classroom. In the various methods discussed, the interactions that took place among students in the process of learning in most of the methods was not considered. In the current research, the interactions that take place among the group of students using peer review technique in the learning of English essay writing is the main focus.

Peer Review Technique

Peer review technique is a technique developed by Charles James, a linguist at Johns Hopkins University in 1990. Introducing peer review technique in schools and colleges as a learning technique is based on the benefits, which appear to accrue from peers. Peer review as a learning technique originated from the work of Piaget (1950) on peer interaction and

Vygotsky's (1978) work on developmental learning. Vygotsky (1978) stresses the importance of negotiation of meaning among learners in developing their cognitive skills and promoting social interaction. Vygotsky deems that interactions with other peers will help learners achieve their full potential through what he called students' "Zone of proximal development" emphasizing the distance between the learners' developmental level and the higher level that they can arrive at through peer interaction. Mittan (1999) argues that peer review gives students a sense of audience; increases their motivation and confidence in their writing; and helps them learn to evaluate their own writing better. Other benefits of peer review were proved by research eg Mangelsof, 1992, Swanson & Elliot, (2000) Hyland, (2003) etc. Advocates of peer review have had both theory and research to support their beliefs. For Hansen and Liu (2005), "peer review is supported by several theoretical frameworks, including process writing, collaborative learning theory, and interaction and second language acquisition (SLA)" Related research has cited peer reviewing in writing as having the following merits: (a) bringing a genuine sense of audience into the writing classroom (Keh, 2000 & Mittan, 2000); (b) facilitating the development of students' critical reading and analysis skills (Chaudron, 1994, & Keh, 2000) (c) It improves students' academic writing competence (Hu, 2005, and Hu & Tsw, 2010). Research by Berg (2000) and Paulus (2000) suggests that feedback generated by peer review can prompt second language learners (L2) to make revisions that lead to better quality writing. Tsui; and Ng's (2000) study with secondary school students in Hong Kong identified four distinct benefits of peer review. First, writing for peers enhances learners' sense of audience, second, it makes students more aware of general problems in their own writing. Third, it promotes learners' autonomy. Fourth, it is easier for students to decide whether to accept or reject the reviewer's suggestions. Besides, a study by Hu and Tsui (2010) discovered some cultural appropriateness and pedagogical efficacy benefits of peer reviews for Chinese postgraduate students. Min's (2006) study

showed that peer review feedback affected English as foreign language students' revision types and quality of texts. Saito's (2008) study revealed that the peer review group participants were superior in both quantity and quality of comments than the control group participants. Peer review or response has been found to help both college and secondary students obtain insight into their writing and revision processes (Peterson, 2003).

Peer review was mainly used in second language acquisition (SLA) and second language curriculum design, but recently, peer review technique is used in the illustration of education (Bygate & Samuda, 2008). According to them, by 1913 Dewey was arguing that classroom learning needed to be focused on and shaped so that it will meet the personally held interests that learners brought with them, and the end that they held in sight (19). That is, classroom learning should be connected with students' personal experiences, or classroom teaching should be authentic. The implication is that we need to seek out new ways of teaching so that the content is accessible, useful and relevant given the levels of experience and understanding of learners (Bygate & Samuda, 2008, 20).

There are a number of terms used interchangeably and refer to peer review such as peer feedback, and peer response, but all of them share the same idea where students offer constructive criticism after reading and evaluating each other's work. To illustrate, peer feedback refers to the suggestions or comments, questions or inquires that learners offer each other after reading any piece of writing with the aim of producing a reader based prose (Liu and Hansen 2002). Rollinson, (2004) defines it as 'the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing' (75).

In other words, peer feedback refers to engaging learner in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing. In this model of learning, learners have great responsibility for their learning as we are moving from teacher-centered to learner-centred approaches to teaching and learning. As stated by Brown (2000:7) 'students need to be able to look new eyes at the work they have undertaken, to understand the reasons by which assessment decisions have been made and to look for ways of remedying defects and supplying Omissions'. Rollinson (2004) refers to peer feedback as the 'use of sources of information, and interaction between each other' (1) peer feedback is an essential part of writing classes. Studies carried out by researchers have revealed the importance of the implementation of peer feedback in improving what learners produce, thus leading to meaningful revisions (Hansen and Liu, 2005). Peer reviewing is a powerful learning tool which provides students with an authentic audience; increase their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing (Diab, 2011). For the purpose of this study, peer reviewing is meant to refer to the process where L2 writing students collaborate to assess one another's written composition, which, in this study, refers to essay writing as a replacement of teacher-based feedback in L2 writing sessions.

Advantages of Peer Review

Peer review has been advocated in several studies for a number of benefits that have been summarized in Ferris (2000). According to her, students increase their confidence and critical thinking skills as a result of reading text written by peers on similar tasks. Students also obtain more feedback on their writing than they could from the teacher alone. Moreover, they bring multiple perspectives as they get feedback from a more diverse audience. Finally, peer review activities build a sense of classroom community. Therefore, offering and receiving feedback from peers enable learners to promote the level of their writing as it offers them opportunities to share ideas and give constructive comments.

Characteristics of Peer Review

The main purpose for giving feedback to your peers is to create the environment in which they can reflect on what you have said to them or written about them. This environment can be created through consideration of the following characteristics:

- i It promotes reflection as part of a dialogue between the giver and receiver of feedback. Both parties are involved in observing, thinking, reporting, and responding.
- ii It focuses on observed behaviour rather than on the person. It refers to what an individual does rather than to what we think S/he is.
- iii It is descriptive rather than judgmental. Avoiding judgmental language reduces the need for an individual to respond defensively.
- iv It is specific rather than general
- v It promotes reflection about strategies and the students' or observer's responses to a specific strategy.
- vi It is directed toward behaviour which the receiver can change
- vii It considers the needs of both the receiver and giver of feedback
- viii It is solicited rather than imposed. Feedback is most useful when the receiver actively seeks feedback and is able to discuss it in a supportive environment.
- ix It involves sharing information rather than giving advice, leaving the individual free to change in accordance with personal goals and needs.
- X It considers the amount of information the receiver can use rather than the amount the observer would like to give, overloading an individual with feedback reduces the likelihood that the information will be used effectively. (adapted by McEnerney & Webb from Bergquist and Phillips, 1975) source: <http://teachingacademy.wisc.edu/archive/Assistance/moo/listfb.htm>-accessed 2 march, 2004.

How to use PRT in Teaching Essay Writing

In using PRT to teach essay writing, teacher and students adopt the roles of parents and children. Students are attentive in the class to their teachers when giving instructions while at the same time the students respond intermittently to the instructions.

Students were trained for a period of forty five minutes. This is to acquaint the students with the concept of peer reviewing. Most specific hands-on training first will involve students in small group analysis of an essay from the course text so as to make them aware of the rhetorical requirements for their own essays.

In small groups, students were given training worksheets with examples of actual peer reviewing comments to analyze and discuss. Comments will either text-based or surface-level, specific or non-specific. After that, the small groups will read a student's model essay and discuss. Strengths and weaknesses, using a structured peer Review forms. This will be followed by class discussion of the essay and peer comments. One student reading comments, and the other listening and writing his reactions to the comments. When students are through with their partners, the teacher will comment on the work the students have done and participants will be told that the suggestions discussed, and the written responses they have from peers may offer more choices to use to improve their essay. In the end, student writers will decide the content of their essays and make choices. From sociolinguistic perspective, students will adjust to one another's communication pattern.

Based on these steps, learners are obviously involved in the teaching-learning process and this develops their thinking faculty; it develops the courage and makes them to learn how to treat writing as a collaborative activity. Therefore, this study was conducted to contribute to Odigbo Local Government Secondary Schools Area of Ondo State, in particular, and to all second language learners (L2), in general. Peer review can be a way to open up new possibilities for both writers and reviewers.

Forms of Peer Review

Commenting Forms

Often instructors make use of commenting forms for in-class peer review. This is useful to do especially when it is advantageous to have the instructor on hand to provide guidance or feedback to students as they work through peer review, or when it is useful to the student completing the peer review to have the writer on hand to answer questions or discuss feedback. For this kind of peer review, it is essential that students bring hard copies of their papers for each peer reviewer or that electronic access to papers is available to peer reviewers during class.

Self-Evaluation

When students get used to performing peer review on their fellow students' work and anticipate that doing so will be a regular part of a writing assignment. It is often valuable and interesting to ask them instead to perform a self-evaluation of their own work. This requires students to take a step back from their own writing, read it with a critical eye, and consider it from an outsider's perspective. While a form that guides students through this process is often helpful. It is useful to ask students to perform such self-evaluations in class, so that teachers can be on hand to offer guidance and feedback.

'Speed' Peer Review

This method of peer review can be a useful tool when many students are struggling with a particular aspect of the assignment or desire feedback at an early stage. It works well with any part or aspect of the paper that can be fairly quickly read and for which the instructor of students can identify correct or desirable components. A good "speed" peer review could be performed, for instance, on thesis statements. For such an exercise, students should bring printed versions of their thesis statements to class. Chairs should be arranged in a circle, and the class should come to a consensus about how exactly they should respond to the thesis.

Source (<http://www.glimmertrain.com/fmjanog.html>).

School Location in Language Teaching and Learning

The location of school is an important variable that affects students' performance in language learning. Over the years, there has been controversy on the question of whether schools have effect on the behavior and attainment of children who attend these schools. According to Uzoegwu (2004), location of a school determines so many things that are important in learning, such as learning facilities and environmental factors, infrastructures, number and quality of teachers and the class size. Adequate provision or lack of these facilities respectively may improve or hamper learning by students.

Secondary schools in Nigeria are located in urban and rural areas. Uzoegwu (2004) opines that no two schools' environment is the same. The difference in school environment is expected to result in a differential impact in the acquisition of skills in language learning. Many studies have been carried out on the influence of environment on learning. According to Caning (1977), general theories of learning and the conditions under which learning takes place effectively ought to be of vital concern to the teacher. Offordile (1995) stated that environment provides different learning stimulations and as a result, pupils would perform differently because they experience different environments. The study of Umo, (2001) Offorma, (2005) proved that the learner's environment as derived from this socio-cultural background, economic and physical circumstances, socio-environmental activities and traditional beliefs and choices influence options which affect a child's intellectual stimulations.

Rural and urban circumstances present different stimulations for the learner. Based on this assumption, many studies have revealed that on the average, urban students perform better than their rural counterparts. Many reasons have been given for this fact. One of such reasons, according to Uzoegwu (2004), is the fact that majority of the students from the rural schools in Nigeria come from poor homes and this affects them academically. These students

from the rural schools lack the basic amenities like reading materials and library facilities. They also do not have qualified teachers in most of the subjects. This is unlike the students from the urban schools who have the background experience which enhance learning and performance. To elaborate on this point, Obi-Okeye, (2004) states that because of urban involvement, students in urban schools perform better in language learning than those in the rural schools. His reasons include the fact that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in most of the subjects. Further studies which report superiority of urban students over their rural counterparts in academic achievement include the works of Eneh, (2002) and Akabogu, (2002). However, Torty, (2010) stressed that students from rural schools achieved more than those from the urban schools. The researcher attributed this achievement to the fact that in the rural schools, classes were not as large as those in urban schools. Nevertheless, these different opinions by different scholars have shown the existing differences in language achievement between schools in rural areas and those in urban areas. This present study is therefore a contribution to further studies which are required on the issue.

Gender in Language Teaching and Learning

The concept of gender has generated a lot of controversies in various fields of study particularly, in the field of education. Different scholars from different fields of study have, therefore, given different definitions of gender. Sutherland, (1999), notes that gender is an individual self conception as being a male or female, as distinguished from actual biological sex. Although gender is commonly used interchangeable with sex within the social sciences, it often refers to specifically difference known as gender roles in biological sameness. Wearing (2000), sees gender as masculine and feminine distinction. According to Rosce (2000), many gender roles are socially constructed traits and lack clear biological explanations. Torty (2010) states that in gender studies, the term is used to refer to proposed

social and cultural constructions of masculinities and feminities. In this context, gender explicitly excludes references to biological difference, to focus on cultural differences. As gender is an issue with important pedagogical implications in second language teaching and learning, it has received some attention in L2 teaching. Starbuck (2003), examined gender differences in teaching technique. She found that there are significant differences by gender. The issue of gender differences is further buttressed as Azikwe (2005) states that there is a general belief that female are better than males in language use. According to her, this assumption has been supported with evidence by very many foreign researchers. The above shows the existence of differences in language use as a result of gender. Also Kardia (2004) suggests that males are likely to perform better than females in science subjects while females are likely to perform better than males in art subjects.

Other suggestions to show that gender has effect on language teaching and learning abound. Umback (2004) believes that females are more likely than their male counterparts to value and use effective educational practices. This, therefore, helps in placing emphasis on academic challenge and enriching their educational experience. Furthermore, Ozioko (2003) investigated the effects of word attack skill strategy on students' achievement in reading comprehension. He found out that no difference existed between the performance of males and females: Uzoegwu (2004) carried out a study on the effects of cooperative method on students' achievement in English essay writing, gender was a variable considered in the study. The researcher found out that male students achieved higher than female students in essay writing. Conversely, achievement of students in English language according to Balarabe (1999) and Bodunde (1999) has no significant difference. The duo found out that no sex difference in motivation, learning and performance. Azikwe, (2005) studied gender influence on achievement in languages. The researcher found out that sex had no influence on language learning. This implies that enough evidence has not been established in Nigeria to support the claim that females achieve better than males in language learning. As a result of

this conflicting issue, hence this study tends to examine whether gender influences students' achievement in English essay writing in Odigbo Local Government Area of Ondo State or not

Theoretical framework

There are many linguistic theories that underline language learning. In other words, there are different theories of learning in the field of language. The following are some of the theories that relate to this study. These are interactionist theory of language learning, Vygotsky's theory of language learning, and cognitive theory of language learning.

Vygotsky's Theory of Language Learning

This theory was propounded by Vygotsky a Russian teacher and psychologist in 1978. Vygotsky's main concern is that social interaction and social context, a world full of other people, who interact with the child from the birth onwards, are essential in the cognitive development. He states that 'every function in the child's cultural development appears twice first, on the social level and later on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applied equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals' (Vygotsky, 1978, 57).

Next, he points out at the idea that the potential for cognitive development is limited to a certain time span, which he names the 'Zone of proximal development' (ZPD). In addition, full development during ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaborative exceeds what can be attained alone. It is of very fact that other people play important roles in helping children to learn, providing objects and ideas to their attention, talking while playing and sharing while playing, reading stories, asking question. In a wide range of ways, adults mediate the world for children and make it possible for them to get access to it. The ability to learn through instruction and mediation is characteristic of human intelligence. By the help of adults, children can do and understand more than they can on their own (Cameron, 2002, 5, 8).

Actually, Vygotsky proposed the notion of the zone of proximal development (ZPD) to give a new meaning to intelligence instead of measuring intelligence by what a child can do alone. Vygotsky suggested that intelligence could better be measured by what a child can do with skilled help. Vygotsky attempted to shed light on consciousness which develops as a result of socialization. While learning a language the first utterances have a communicational purpose, but once internalized they become *inner speech*. Young children can often be observed talking to themselves and act as if they carry out tasks or play, in what is called private speech. As children get older, they gradually speak less and less loud, and differential between social speech for others and inner speech, which continues to play an important role in regulating and controlling behaviour. Wertsch (1985) emphasizes that internalization for Vygotsky was not just transfer but also a transformation; being able to think about something is qualitatively different from being able to do it. In the internalizing process, the interpersonal, joint talk and joint activity, later becomes interpersonal, mental action by one individual.

Development can be seen as internalizing from social interaction language can grow as the child takes over control of language used initially with other children and adults. Although Vygotsky's theory is currently most noted for his central focus on the social, and modern developments are labeled *sociocultural theory*, he did not neglect the individual or individual cognitive development. (Cameron, 2002) in Vygotskian terms, language provides the child with a new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols. The infant begins with using single words but these words convey whole message. As the child's language develops, the whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talk. The word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. The new language is first used meaningfully by teacher and pupils, and later it is transformed and

internalized to become part of the individual child's language skills or knowledge. Children's foreign language learning depends on what they experience. With the ZPD, the broader and richer the language experience that is provided for children the more they are likely to learn.

The activities that happen in classroom create a kind of environment for teaching, and as such, offer different kinds of opportunities for language learning. Part of teaching skill is to identify the particular opportunities of task or activity, and then to develop them into learning experiences for the children (Cameron, 2002,5-20).

From the above, it is crystal clear that Vygotsky's theory of learning encourages collaborative or peer learning. He emphasizes interaction among learners of second language and that full development of a child can only be attained via peer collaboration. Hence, this theory is related to this study. This study emphasizes peer response, peer feedback where students offer constructive criticism after reading and evaluating each other's work.

Interactionist theory of language learning

This theory is referred to as Long's interaction hypotheses. It was propounded in 1985 by Long. Interactionist theory emphasizes that linguistic environment interacting with the child's innate capacity, determines the child's language development. The linguistic environment is simply the modified language used by the mother or caretaker to interact with the child. In second language learning situation, Long (1985), interactionist hypotheses opines that learner's language competence is influenced as a result of input and interaction between input and output. In other words, it is all about interaction between the teacher, learners and their peers.

Interactionist believe that in language learning process, comprehensible input is needed for language learners to be able to speak and use the language. Long believes that the input must be modified through imitation, self reflection, comprehension check, clarification, slower rate of speech, short or simple sentence pattern, high pitch, varied intonation, paraphrases, conversational limit. Researchers are of the view that conversational adjustment brings about comprehension.

Interactionist theory fits in with English as a second language classroom when faced with learning English as a second language, the students are essentially infants. They communicate with the teacher except through non-verbal communication.

Therefore, it is up to the teacher to act as the adult on the infant ñ adult relationship. He or she is responsible for leading all interaction at first, and as the student becomes more familiar with the English language and able to communicate, the control of the interaction can be relinquished a bit and the students can take more control of their own language learning. Also, if students are encouraged to experiment with the language and learn that it is okay to make mistakes, they will be able to discover for themselves how to combine words and phrases to form full sentences and dialogue. Hence, this theory is relevant to this study looking at the above conclusion. Learners learn most when they are allowed to interact among themselves while the teacher is there to guide them through.

Cognitive theory of Language Learning

Cognitive theory was propounded by McLaughlin in 1987. Cognitive psychologists tend to see second language acquisition as the building up of knowledge systems that can eventually be called on automatically for speaking and understanding. At first, learners have to pay attention to any aspect of the language which they are trying to understand or produce. Gradually through experience and practice, learners become able to use certain parts of their knowledge so quickly and automatically that they are not even aware that they are doing it

According to Zimmerman and Schunk, (2003) cognitive psychology is not a wholesale refutation of behaviorism but rather an expansion that accepts that mental states are appropriate to analyze and subject to examination. Such observation was made due to the increasing criticism towards the end of the 1950s of behavioural models. For instance, Noam Chomsky (1967) argued that language could not be acquired purely through conditioning. It must be partly explained by the existence of internal mental states and the states which can be described and analyzed. Mental constructs such as traits, beliefs, memories, motivations, even the emotions of the learners come into play. Kalyuga, Chandler, Tuovinen and Sweller (2001, 30) had this to say

A student is taught to interpret a problem by assigning it to a schema retrieved from long term memory. When the problem is assigned to the wrong schema, the students' attention is subsequently directed away from features of the problem that are inconsistent with the assigned schema.

Parallel to the processes of first language learning, the foreign language learning first internalizes a "cognitive map" of the target language through listening exercise. The reading passage is deemed appropriate in presenting such cognitive map to (ESL) learners.

Another aspect of cognitivism is the social cognitive theory. This theory is a highly influential fusion of behaviourist cognitive and a social element that was initially developed by an educational psychologist, Albert Bandura emphasized the process of observational learning in which a learner's behaviour changes as a result of observing other's behaviour and its consequences. The theory identified several factors that determine whether observing a model will affect behavioural or cognitive change. These factors include the learner's developmental or status, the perceived prestige and competence of the model, the consequences received by the model, the relevance of the model's behaviours and consequences to the learner's goal, and the learner's self-efficacy.

The social cognitive theory encourages peer modeling which is highly recommended in a second language acquisition. Exposure to peer review involves the skill of description and analysis. Hence, the cognitive map of the learner plays a crucial role in the learner's performance in essay writing.

Empirical Studies

Studies on Effect of Methods on English Language Essay Writing and other Aspects of English Language

There are many researchers that have confirmed that writing, English essay writing in particular, is a complex skill in language that demands teachers and students' effort in its teaching-learning process. They acknowledged this complexity as a result of the various empirical studies they have conducted on essay writing. However, there are a number of empirical studies carried out by some researchers on how influential peer review technique is on English essay writing teaching-learning process. Below are some of the empirical studies carried out on the effect of peer review technique and other methods on English essay writing and other aspects of the language.

Jamal, (2010) investigated effect of peer reviewing technique on students essay writing ability. Data collection was carried out via two instruments: Second Language Writing Anxiety Inventory (SLWEAI) and an essay writing test. Reliability and validity of the two instruments were verified; the study sample consisted of Forty (40) EFL major prospective teachers at Taibah University, KSA. These were equally divided into two groups; control (n =20) and experimental (n = 20) both groups were similar in terms of academic level, mother tongue background, and target language proficiency. The experimental group participants were introduced to peer-reviewing essay writing sessions while the control group participants were taught through the traditional teacher feedback-based essay writing. Results showed positive impacts of peer reviewing on experimental group participants' writing essay ability. The researcher recommended that peer review can be used by students and that writing instructors should integrate peer reviewing into the writing classroom with the confidence that this feedback can be effective and can be used by many students in their revisions.

Jamalös work is related to the present study because both of them are in English language. Both studies treat English essay writing. Both studies also use the same teaching technique. They are also experimental studies. However, the study is different from the present study in some areas. The study is different in terms of location. Jamalös work was conducted in Taibah University while the present study was conducted in Odigbo Local Government Area of Ondo State. The former work used undergraduate students as his subjects while the present study used secondary school students.

Mohammed, (2012) investigated the impact of peer feedback on improving the writing skills among Hebron University students Palestine. The sample of the study consisted of one hundred and five (105) male and female students from five sections of an undergraduate writing course offered by the English Department at Hebron University in the academic year 2010/2011. A pretest, posttest as well as a pre-questionnaire and post-questionnaire consisting of twenty statements follow a five point likert scale. The result of this study indicated the positive effects of the use of peer feedback in writing classes to enhance studentsö motivation and improve their writing skill. Based on the result of this study, the researcher offers the following recommendations; peer feedback in process writing classes should be an integrated component of every writing course offered by English Department at Hebron university; peer review should be made a regular activity and part of language instruction; students should be intensively trained on how to carry peer feedback in the process of writing including receiving and giving feedback.

Mohammedös work is similar to the present study because both of them are in English language. Both studies treat English essay writing. Both studies also use the same teaching technique. The two studies are experimental. However, the study is different from the present study in some areas. The study is different in terms of location. Mohammedös work was carried out in Hebron University, Palestine, among undergraduate students while the present

study is carried out in Odigbo Local Government Area of Ondo state among secondary school students. Also, the study is different in terms of population. Mohammed's work used 105 undergraduate students while the present study used 160 secondary school students. The former work used two instruments for data collection while the present study used one instrument for data collection.

Torty, (2010) investigated the effect of collaborative learning method on students' achievement and interest in English tenses: Eight research questions were posed and eight null-hypotheses formulated to guide the study. The design of the study was the non-equivalent, pre-test ñ posttest control group, quasi-experimental research design. Stratified simple random sampling technique was used to draw the schools for the study. Simple random sampling was used to draw 217 SS2 students for the study. The experimental groups were taught using the collaborative learning method while the control groups were taught using the lecture method. The instruments which were validated by experts and used for data collection were English Language Achievement Test (ELAT) and English Language Interest Inventory (ELII), Mean Standard Deviation and Analysis of Covariance were used to analyze the data collected. The major finding of the study was: Students taught English language tenses using the collaborative learning method recorded significantly greater achievement than those taught with the lecture method

As a result of the findings of this study, it was recommended that, teachers should be sensitized on the necessity for the adoption and practice of collaborative learning method in their different schools. English textbook authors should include a lot of exercise that will encourage collaborative learning by students.

Torty's work is related to the present study because both of them are in English language. Both studies share the same method/technique of teaching. Both studies are similar in the areas of sampling technique, population. However, the study is different from the

present study in terms of concept investigated. The former study investigated English tenses while the present work investigated English essay writing. The former work used two instruments to collect his data while the present study used only one instrument. The former study was carried out in Enugu, Enugu state while the present study was carried out in Odigbo Local Government Area of Ondo state. Also, both studies are different in terms of method of data analyses.

Adeola and Olafare, (2010) investigated the effect of peer tutoring-assisted instruction on students' speed and accuracy achievement in Typewriting using quasi-experimental research design. A total of 100 students selected through purposive sampling technique from two secondary schools in Ondo West Local Government participated the study. Two hypotheses were formulated and tested. The typewriting speed and accuracy achievement test (TSPAAT) was the major instrument used for data collected were analyzed using t-test statistics at 0.5 level of significance. Findings revealed that students exposed to peer tutoring ñ assisted instruction performed significantly better than those exposed to conventional method. It was recommended among others that secretarial subject teachers should incorporate the use of peer tutoring in teaching typewriting with a view to enhancing students' achievement and stimulating their interest in the subject.

Adeola and Olafare's work is related to the present study because both of them share the same technique of teaching; both of them are experimental studies, they use the same sampling technique; However, the studies are different in terms of population, method of data analysis, data collection and subject areas.

Benson, (2013) carried out a study on the effect of peer ñ teaching on students' achievement and interest on difficult chemistry concepts. Two research questions were answered and two hypotheses formulated and tested at 0.5 level of significance. A quasi experimental design was adopted for the study. The population of the study comprised 339

secondary 11 chemistry students of Onitsha Education Zone of Anambra state of Nigeria. Validated chemistry Achievement Test (CAT) and Chemistry Interest Inventory (CII) were used for data collection. The CAT had reliability index of 0.98 while CII had reliability index of 0.93. The mean score were used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses. The study found out that peer ñ teaching is significantly more efficacious in improving students' achievement and interest than the conventional teaching. Based on the findings of this study, the following recommendations were made. The use of peer - teaching should be recommended in school chemistry curriculum for teaching difficult concepts.

Benson's work is related to the present study in terms of population, data analysis, share the same technique of teaching, both studies are experimental. However both studies are different in terms of subject. The former work was on chemistry while the present work is on English language essay writing. The former work was carried out in Anambra State while the present work was carried out in Ondo State.

All the empirical studies reviewed so far are related to the present study because some are from other discipline. Also, they are related to the present study because they are all experimental studies. However the point of departure from the present study is that some of the subjects used in some of the studies were postsecondary school students. Also, none of the studies on PRT was carried out in Nigeria, Odigbo local government area of Ondo State in particular. Consequently the effect of PRT on students' achievement in English essay writing has not been established in Nigeria, Odigbo local government in particular. Therefore, it is interesting to find out whether the success or failure recorded on essay writing and other areas of the English language using PRT would be recorded in Odigbo Local Government Area of Ondo State.

Studies on Gender and Academic Achievement in English Language

One aspect that has received particular attention in language learning is the relationship of gender roles to language achievement. White, (2003), Azikiwe, (2005) stated that there are basically two groups of thought with regards to effect of gender on language ability. One group believes that the differences arose from biological differences, while the other believes the differences arose from socialization process. The following are some of the empirical studies on the effect of gender on students' academic achievement.

Akabogu (2002) investigated secondary school students' exposure to English registers contextual clues on reading comprehension. Gender was used as one of the variables. The researcher used quasi-experimental and the pretest non- equivalent control group design. Eight schools were used and they were selected through stratified random sampling technique. These schools were both rural and urban areas. In each school, two intact classes of SSII students were randomly selected and assigned to experimental and control group. A total number of two hundred and sixty (260) students, both male and female were used. The treatment group comprises 133 male and female students from schools in rural and urban areas while the control group had 127 students, male and female from rural and urban schools respectively. The data collected were analyzed using ANCOVA for the analysis with a result that showed gender as having no significant effects on students' achievement. The study shares similarity with the present one in the area of context which is English language and the use of gender as variable. However, the study is different in terms of teaching method, location and topic.

Otagburuagu, (2002:37), in his study, gender and syntactic variations in expository writing among Nigerian bi-lingual undergraduates in science based discipline opines that in expository essay writing, the males do better in some areas of the variable tested while the females do better in other areas. In the experiment, the researcher made use of 400 males and

400 females all undergraduates offering some courses in the Chemistry Department of University of Nigeria. At the end of the experiment, the researcher discovered that while males use more of passivization, relativization, subordination, imperatives and infinitives more than the females, the females use more of wh-questions, fronting, compounding and complementation more than the males. But in his overall analysis, the researcher asserts that the males lack the same type of syntactic strategies more than their female counterparts.

Maurine (2012) carried out a research on gender differences in achievement in Kiswahili language based on country evaluation results of 2011. The study sample was 317 form 4 students from 32 secondary schools in Hamisis District, Kenya. Descriptive survey design was adopted for the study. Document analysis guide method was used to seek information about students' academic achievement in Kiswahili language. Major findings of the study are: female students performed better than male students on the average. The study also revealed a statistically non significant difference between males and females in Kiswahili Language examination; $t(315) = 0.79, p = .94$. This confirms earlier research that concluded that though there seems to be mean difference between male and female students in achievement, the average gender gap is statistically non significant and this gender difference in achievement tends to decline with time.

Uzoegwu, (2004) carried out a study on the effects of cooperative method on students' achievement in English essay writing in Nsukka Education Zone of Enugu State. The influence of gender was explored. A quasi-experimental non-equivalent control group design was used. Eight intact classes consisting of 299 students were sampled. The data were analysed using analysis of variance (ANOVA). The result showed that gender had a significant effect on the achievement of students in essay writing. Male students achieved higher than female students in essay writing. The study is similar to the present study because both studies explored the influence of gender in English essay writing but different locations were used by the researchers.

It can be deduced from the empirical studies reviewed so far that the effect of gender on students' academic achievement shows mixed results. Some studies are in favour of male students, some studies are also in favour of female students, while some of the studies show that gender has nothing to do with students' academic achievement. Therefore, this study aims at finding out whether gender has any effect on students' academic achievement.

Studies on School Location

School location could be a factor of students' achievement in writing. No two school environments are the same. Location of schools determines learning facilities, infrastructure, number and quality of teachers and class size etc (Uzoegwu, 2005). Adequate provision of or lack of these facilities may improve or hamper students' achievement in writing.

Oweye, (2011) carried out a research on the location of schools as it relates to academic performance of students in Ekiti State of Nigeria. The population of the study was results of the West Africa School Certificate Examination (WASCE) conducted in 50 secondary schools in both rural and urban areas of the State. One validated instrument, 'Student location questionnaire (SLQ)', was used for data collection. One hypothesis was formulated and tested at 0.05 level of significance. Data were analyzed using mean and t-test. The results showed that there was a significant difference between students' academic achievement of rural and urban students in senior school certificate examinations ($t=2.73$, $p=0.05$). The study has proven that students in urban area had better academic achievement than their rural counterparts. The study is similar to this study in terms of location but different in terms of method used.

Anizoba (2004) carried out a study in Awka Education Zone of Anambra State to investigate the effects of writing process method on secondary school students' achievement in English composition. The work employed a non-equivalent control group quasi-experimental design. Four schools used for the study were chosen through stratified and

purposive random sampling techniques. The schools were both in the urban and rural areas. In each of the schools, two intact classes of SS2 students were randomly selected and assigned to experimental and control groups.

Two hundred and twenty five students, comprising both female and male were used. The treatment group had 114 students made up of male and female from the urban and rural schools. These were taught using writing process method while the control group made up of 111 students, both male and female, from schools in urban and rural areas were taught using the convectional method. The study was guided by seven research questions and five hypotheses. The data were collected by the use of two topics for essay writing. The collected data were analysed using mean, standard deviation and ANCOVA.

The study revealed that there was significant interaction effect of location and method. This study is related to the present study in terms of variable considered; location and the area of context which is English language essay writing while the point of departure is on the method used by the researcher.

Okolo, (2003), conducted a study on the achievement of urban and rural students taught spelling using drills in Oshimili South and North Local Government Areas of Delta State. 2,100 SS2 students consist the population. Purposive sampling technique was used to select two co-educational schools. Both schools represent the urban and rural setting. The researcher through balloting in each school chose two arms. One of the arms was labeled experimental while the other was labeled control. The researcher administrated pre-test to the treatment group and control groups, these groups were taught twice a week separately for two weeks. At the end of the teaching, the researcher administered pre-test to the treatment group and control groups, these groups were taught twice a week separately for two weeks. At the end of the teaching, the researcher administered the same test as the pre-test known as the post test to the treatment control, urban and rural. The test was marked and recorded and the

result showed that the difference in the mean score of the urban and rural students after teaching is 3:2 showing a great difference. Therefore, the urban students performed better than the rural students. This study is similar to the present study in terms of purpose. The purpose of the study is to ascertain whether location affects learning of the English language or not. It also shares similarity in terms of design used by the researchers. Also, both studies have experimental and control groups respectively but different teaching methods

Eze (2005) conducted a research on the effect of SQ3R method on students' achievement in reading comprehension in rural and urban secondary schools in Nnewi Education Zone of Anambra State. The population consisted of sample comprised 240 senior secondary two (SS2) students in Nnewi Education Zone. Intact classes were randomly assigned to treatment conditions; one of each group was assigned to treatment and the other to control. A test of summary of passages was administered by the teachers while the researcher supervised. The result of the study indicated that the mean achievement score of students in the urban areas are better in performance than those from rural areas. The students in urban yielding a mean result of 6.340 and those in the rural areas had a mean score of 5 with the standard deviation of 1.342. The study is similar to this study in method used but different in terms of environment. Also, both studies considered location as variables of the studies.

It can be deduced from the empirical studies reviewed so far that the effect of location on students' academic achievement indicate mixed results. Some studies are in favour of urban while some are of the view that location has nothing to do with academic achievement of students in the teaching and learning of English language. This however, makes the effect of school location on students' achievement controversial. Since there is no conclusion whether school location affects students academic performance or not present study wants to find out

Summary of literature Review

The conceptual framework reviewed by the researcher tried to emphasize what the teaching of English as a second language involves and its importance and the steps needed to be taken by the English as a second language teachers in aiding effective teaching and learning of the English language. The researcher also reviewed various issues related to essay writing teaching and learning process as well as the concept of peer review technique. All these concepts were reviewed under various sub-headings in relation to this study.

The theoretical framework examined some second language teaching and learning theories directly related to this study. Three theories of language acquisition or learning were examined for their relevance to the study. They are Vygotsky's theory of language learning, interactionist theory of language learning and cognitive theory of language learning.

The review on the empirical study examined some empirical studies on teaching techniques/methods, gender and school location as they are related to students' academic achievement in language, specifically the English Language. The empirical study reviewed clearly established that the use of peer review technique still needs further investigation. Also the effect of gender and school location on students' academic achievement based on the reviewed empirical studies is not conclusive.

From the reviewed empirical studies, it is crystal clear that some studies have been conducted on the effect of different methods/techniques on students' academic achievement in English language. None of the studies reviewed dwelt on the use of peer review technique in teaching essay writing in Nigeria. Most of the studies were carried out in Hebron University, Palestine, Taibah University. The subjects of their research were undergraduate students. Hence, the present study identifies a gap in this area and the need

to investigate the effect of peer review on the students' achievement in English language essay writing in Senior Secondary School students in Odigbo local Government, Area of Ondo State. Also, there have been inconsistent research findings on the influence of gender and school location on students' academic achievement in English language. Hence, the present study identifies a gap in these areas and intends to fill it.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the methodology of the study under the following headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, experimental procedure, and control of extraneous variables, method of data collection and method of data analysis.

Design of the study

The study used a quasi-experimental design. Specifically, pretest ñ posttest non-equivalent groups design was used. This design was considered appropriate because intact classes were used by the researcher in order to avoid disruption of the normal academic programme of the schools. The design is symbolically presented in the following figure:

grouping	Pre-test	treatment	Post-test
E	0 ₁	X	0 ₂
C	0 ₁	-X	0 ₂

Fig. 2: symbolic Representation of the Design of the study

Where

E = Experimental group (PRT)

C = Control group (lecture method)

0₁ stands for pre- test

0₂ stand for post- test

X stands for treatment of experimental group

-X stands for treatment of control group

Area of the Study

This study was carried out in Odigbo local Government Area of Ondo state. The researcher considers it wise to carry out this study in the local government because of the students' poor performance in the English language despite the qualified teachers in this Local Government Area. Secondly, the Local Government Area is good enough to provide the data for the study because there are rural and urban areas in the local government. Also, there are male and female students in the area for the study to capture all the key variables.

There are seventeen public secondary schools in this area. They are all co-educational schools. Four of which are located in urban areas while thirteen are located in rural areas respectively. Odigbo local government, shares boundary with Edo state in the East, Ogun State in the West, Oktipupa Local Government in the South and Ondo West local government in the North respectively. The schools that will be used are located in urban and rural part of the local government under study.

Population of the study

There are seventeen public secondary schools in this area. They are all co-educational schools. Four of which are located in urban areas while thirteen are located in rural areas respectively

The population of the study comprised all Senior Secondary two (SS2) students in the seventeen government owned secondary schools in Odigbo local government located in urban and rural Areas of Ondo State. The population of SS2 students 2012/2013 academic session is three thousand four hundred and five (3,405) sources: The planning and Statistic Unit, (PSU) Odigbo Post Primary management Board Odigbo Local Government. The urban students are comprise 1641: male consists of 717 while the female consists of 924. The rural students are comprise 1764: male consists of 809 while the female consists of 955. The SSII students will be chosen because they have finished their junior secondary school and are in

the penultimate years of their secondary school. They, therefore, are presumed to have been exposed to adequate English Language teaching and learning. And since they are not having any external examination that may trigger off much revision of work done in English, they are to be best suited for this research.

Sample and Sampling Techniques

The sample size for this study was 160 students comprising 78 male and 82 female students in rural and urban schools in two secondary schools in Odigbo Local Government Area of Ondo State. The study adopted a multi-stage sampling technique. A multi-stage sampling technique is a complex form of cluster sampling. It is one in which sampling is done sequentially across two or more hierarchical levels. The sampling technique was carried out in two stages. Purposive random sampling was used to select two schools from the local government (one in rural area and one in urban area) because the researcher had the freedom to select the schools that were appropriate for the study. The two schools that were selected by the researcher were fit for the purpose of the study. The criteria for this selection were based mainly on rural and urban areas as well as male and female students.

Instrument for data collection

The instrument for data collection was Essay Writing Achievement Test (EWAT). This was adopted from past WAEC essay writing questions. Essay Writing Achievement Test was only cover narrative essay. The students were given an option to choose one of the six narrative essays. Six narrative essay questions are given to the students so that the students will choose the one they understand most.

The essays were to test students's ability to communicate effectively in writing, their competence to express themselves clearly and coherently in a manner that is suitable to the audience, purpose, topic and context. The researcher used the standard marking scheme for Senior School Certificate Examination on essay by WAEC essay questions. Each of the

questions has 50 marks allocated to it; content ñ 10marks, organization -10marks, expression ñ 20marks, and mechanical accuracy ñ 10marks. The minimum length expected in the essay will be 450 words. The students were required to spend 45 minutes for the essay writing. The achievement tests were used as pre-and post treatment tests, and consisted of the same item. The pre/ post test were scored over 100 marks based on the criteria for scoring essay writing.

Validation of the Instrument

The lesson plans for the experimental and control groups were subjected to face validation by presenting them to three experts, two in language Education and one in measurement and evaluation from the faculty of Education, University of Nigeria, Nsukka. The experts were required to go through the lesson plans for proper wording and clarity. Their comments and suggestions were used by the researcher in making the final draft of the lesson plans.

Reliability of the instrument

The reliability of the instrument was established through trial testing on a group of 20 SS2 students in Methodist High School, Okitipupa Local Government Area of Ondo State. This was determined using inter rater reliability estimate. After the administration of the test, the researcher and the regular English language teachers of this school marked the test and two scores were correlated using Kendall co-efficient of Concordance. The correlations co-efficient of 0.71 was used as the reliability co-efficient which shows that the instrument is relatively above average.

Experimental procedures

1. **Training of teachers:** The researcher trained the English language teachers that were used to carry out the study. The training included the purpose of the study, a rehearsal on how to conduct the study by the regular teachers of the schools in handing both the control and experimental groups, and the procedure to administer the instrument. Before the

commencement of the experiment, the researcher had a two ñday training session with the English language teachers. The training lasted for one hour each day. The training involved the English language teachers from the two schools for the study. The purpose of the training was to.

- Enable the teachers acquire the necessary competence for implementing experimental conditions.
- Enable the teachers to enhance minimum standard in the implementation of the experimental condition.
- Familiarize the teachers with the content of narrative essay writing
- Educate the teachers on how to regulate the studentsö activities during the instruction
- Enable the teachers to evaluate the students before, during and after the instruction.
- Educate the teachers on the procedure needed to administer the instrument before and after treatment

2. **Training of the students on peer reviewing:** The researcher trained the experimental group students and regular teachers in charge of this group on how to review their scripts. The aim was to acquaint them with the concept of peer reviewing. Issue addressed include the öwhoö, öwhatö, öwhereö, öwhenö and öwhyö peer review. The students were given guidance sheet for reviewing essays. The students underwent series of writing during this training, and were asked to draft the final write-up and submit to the researcher. The teaching procedure goes thus:

Step 1: Introduction: the teacher presents the students with class work which centres on their way of narrating an event that had happened in the past. öHow I spent my last holidayö to find solution to this class work, the students are involved in a pre-activity which involves brainstorming and peer work. This is designed to set the students minds on the up coming topic and main task.

Step II: Main task/group interaction: The students are then given a main task by the teacher (a problem solving activity), which will lead them to develop the targeted essay writing skill, through an integrative technique. The main task is a written narrative essay from where the students are led to discover the distinctive features of a narrative essay. The written narrative essay will serve as the input and it can come in other forms with the goal of identifying how title of a narrative essay is written, ideas are developed into paragraphs, tenses that are used in a narrative essay, among other things. In carrying out class activities, each group performs the following:

- (a) Reading out the written essay
- (b) Observing the format for writing a narrative essay
- (c) Asking and answering questions regarding the format and content of a narrative essay, including the information and nature of paragraphs, and how ideas are developed into paragraphs. This also includes title formation and conclusion. That is, the students will address their minds to how title headings are written (i.e in capital letters or small letters). This is best done by inferring from the main task given.

From their discussion in the groups, the students will be able to identify the distinctive features of a narrative essay that make it differ from other types of essay writing. The teacher's role here is of monitoring and facilitating class activities. The learner's role is to serve as conversational partner and to participate actively in peer interaction in classroom setting.

Step III: Evaluation: After group interaction and task completion, each group presents feedback on their completed task to the teacher, this forum created opportunity for exchange of information among groups. It also provides opportunity for teacher's input and evaluation of the task. The activities here include group presentation and defence through group leaders.

Step IV: Evaluation: There will be final review of task in groups. The evaluation will be conducted first in groups through group presentation and defence, and finally individually.

In carrying out activities in the main task stage, exercises will be designed in such a way as to encourage integrative use of language skills, so that the learners will have opportunity to speak, listen, read and write.

The activities in the control group will be more of teacher centered. This means that all the class activities will be controlled and conducted by the teacher with minimal students' involvement. The teacher will do all the talking while the students will sit down and listen with little or no input at all.

Control of extraneous Variables

Teacher variables

1. **Control of Experimental Bias:** The actual teaching of the control and the experimental groups were not done by the researcher. The regular English language teachers carried out the teaching. This was to avoid favouring any particular group by the researcher. Also, the regular English language teachers that handled the control and the experimental groups were given lesson plans that were developed by the researcher.
2. **Control of the Effects of Pretest on Posttest:** The experiment lasted for four (4) weeks and it was expected that the period would be long enough to disallow pretest from affecting posttest scores and to eliminate the possibility of becoming test wise. Also, the question was rearranged before administering the posttest.
3. **Control of Hawthorns Effect:** Hawthorns effect occurs when the students' performance is affected by virtue of being aware that they are subjects of an experiment. To control this, the regular teachers were used for the control and the experimental groups.

4. **Lesson Plans:** To ensure the uniformity of the lesson contents, the researcher developed lesson plans for teachers that handled both the control and experimental groups.

Method of Data Collection

The data for this study were collected through the administration of pre-testing EWAT before the commencement of the experiment and post test administered at the end of four weeks intensive teaching. It was done with the help of English language teachers who served as research assistants.

Method of Data Analysis

The research questions were answered using mean and standard deviations while the hypotheses were tested using analysis of covariance (ANCOVA) at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter was presented according to the research questions and the hypotheses that guided the study.

Research Question One: What are the mean achievement scores of students taught essay writing using peer review technique and those taught using Lecture method?

Table 1: Mean and standard deviation of achievement scores of students taught essay writing using peer review technique and those taught using Lecture method

Group	Pre-test			Post-test		
	Number	Mean	SD	Mean	SD	Gain Score
Experimental	78	16.35	9.31	58.00	14.89	41.35
Control	82	16.28	5.87	43.46	12.40	27.18

Table 1 shows that the students that were taught essay writing using peer review technique had mean achievement score of 58.00 with a standard deviation of 14.89 at the post-test while those that were taught lecture method had mean achievement score of 43.46 with a standard deviation of 12.40. Mean gain scores of 41.35 and 27.18 for the two groups respectively imply that the students that were exposed to peer review technique achieved higher than their counterparts.

Research Question Two: What are the mean achievement scores of male and female students in English language essay writing?

Table 2: Mean and standard deviation of achievement scores of male and female students in English language essay writing

Gender	Pre-test			Post-test		
	Number	Mean	SD	Mean	SD	Gain Score
Male	82	15.06	9.08	45.46	15.52	30.40
Female	78	16.37	6.78	55.38	13.69	39.01

Table 2 revealed the achievement mean scores of male and female students in essay writing. Male students had post-test achievement mean score of 45.46 with a standard deviation of 15.52 while their female counterparts had post-test achievement mean score of 55.38 with a standard deviation of 13.69. Gain scores of 30.40 and 39.01 for the male and female students respectively may have indicated that female students achieved higher than the male counterparts.

Research Question Three: What are the mean achievement scores of urban and rural students in English language essay writing?

Table 3: Mean and standard deviation of achievement scores of urban and rural students in English language essay writing

Location	Pre-test			Post-test		
	Number	Mean	SD	Mean	SD	Gain Score
Urban	80	16.56	9.57	55.54	15.92	38.98
Rural	80	10.94	5.04	45.56	13.31	34.62

The analysis of data in Table 3 shows the mean achievement scores of urban and rural students in essay writing. It shows that the post-test mean achievement score of urban students is 55.54 with a standard deviation of 15.92 while those of the rural students are 45.56 and 13.31 respectively. Mean gain scores of 38.98 and 34.62 for the urban and rural students respectively might indicate that the urban students achieved higher than the rural students.

Research Question Four: What is the interaction effect of treatment and gender on students' achievement scores in English language essay writing?

Table 4: Analysis of the interaction effect of treatment and gender on students' achievement scores in English language essay writing

Group	Gender	Number	Pre-test		Mean	Post-test	
			Mean	Std. Deviation		Std. Deviation	
Experimental	Male	40	18.88	10.09	55.60	14.59	
	Female	38	19.68	7.68	61.05	11.86	
Control	Male	42	11.43	6.18	46.76	10.69	
	Female	40	11.13	5.60	40.00	13.25	

Table 4 shows the interaction effect of treatment and gender on students' achievement in essay writing. It shows that for the experimental group, male students had a pre-test mean score of 18.88 with a standard deviation of 10.09 and a post-test mean score of 55.60 with a standard deviation of 14.59 while the female students had a pre-test mean score of 19.68 with a standard deviation of 7.68 and a post-test mean score of 61.05 with a standard deviation of 11.86. For the control group, male students had a pre-test mean score of 11.43 with a standard deviation of 6.18 and a post-test mean score of 46.76 with a standard deviation of 10.69 while female students had a pre-test mean score of 11.13 with a standard deviation of 5.60 and a post-test mean score of 40.00 with a standard deviation of 13.25.

Research Question Five: What is the interaction effect of treatment and school location on students' achievement scores in English language essay writing?

Table 5: Analysis of the interaction effect of treatment and location on students' achievement scores in English language essay writing

Group	Location	Number	Pre-test		Mean	Post-test	
			Mean	Std. Deviation		Std. Deviation	
Experimental	Urban	40	11.25	9.16	54.10	15.54	
	Rural	38	10.13	3.76	51.58	11.16	
Control	Urban	40	10.88	5.87	46.98	11.02	
	Rural	42	11.67	5.91	40.12	12.85	

Table 5 shows that urban students of the experimental group had a pre-test mean score of 11.25 with a standard deviation of 9.16 and a post-test mean score of 54.10 with a standard deviation of 15.54 while the rural students of the experimental group had a pre-test mean score of 10.13 with a standard deviation of 3.76 and a post-test mean score of 51.58 with standard deviation of 11.16. For the control group, urban students had a pre-test mean score of 10.88 with a standard deviation of 5.87 and a post-test mean score of 46.98 with a standard deviation of 11.02 while rural students had a pre-test mean score of 11.67 with a standard deviation of 5.91 and a post-test mean score of 40.12 with a standard deviation of 12.85.

Hypothesis One: There is no significant difference in the mean achievement scores of students taught essay writing using peer review technique and those taught using Lecture method.

Table 6: Analysis of Covariance (ANCOVA) of the effect of peer review technique on students' achievement scores in English language essay writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16300.356 ^a	8	2037.545	14.177	.000
Intercept	48636.700	1	48636.700	338.420	.000
Pre-test	2142.645	1	2142.645	14.909	.000
Treatment	3818.277	1	3818.277	26.568	.000
Gender	1980.431	1	1980.431	13.780	.000
Location	153.621	1	153.621	1.069	.303
Treatment * Gender	285.649	1	285.649	1.988	.161
Treatment * Location	294.258	1	294.258	2.047	.155
Gender * Location	.754	1	.754	.005	.942
Group * Gender * Location	19.161	1	19.161	.133	.716
Error	21701.244	151	143. 717		
Total	446850.000	160			
Corrected Total	38001.600	159			

a. R Squared = .429 (Adjusted R Squared = .399)

The analysis in Table 6 above shows that the probability associated with the calculated value of F (26.568) for the effect of peer review technique on students' achievement in essay writing is .000. Since the probability value of .000 is less than the .05 level of significance ($p < .05$), the null hypothesis was rejected. Thus, there is a significant difference in the mean achievement scores of students taught essay writing using peer review techniques and those taught using Lecture method in favour of the experimental group.

Hypothesis Two: There is no significant difference in the mean achievement scores of male and female students in English language essay writing.

Table 6 shows that the calculated value of F (13.780) for the influence of gender on students' achievement in essay writing is .098. This implies that gender is a significant factor on the students' achievement in essay writing since $p > .05$ in favour of the female students.

Hypothesis Three: There is no significant difference in the mean achievement scores of urban and rural students in English language essay writing.

The analysis of data in Table 6 shows that the probability associated with the calculated value of F (1.069) for the influence of location on students' achievement in essay writing is .303. Since the probability value is greater than 0.05 level of significance ($p > .05$), the null hypothesis is accepted.

Hypothesis Four: There is no significant interaction effect of treatment and gender on students' achievement scores in English language essay writing.

Table 6 shows that for the interaction effect of treatment and gender on the academic achievement of students in essay writing, the calculated value of F (1.988) has a probability value of .161. Thus the null hypothesis of no significant interaction effect of treatment and gender was accepted since the probability value is greater than the 0.05 level of significance ($p > .05$).

Hypothesis Five: There is no significant interaction effect of treatment and school location on students' achievement scores in English language essay writing.

Table 6 shows that the calculated value of F (2.047) for the interaction effect of treatment and location on students' achievement in essay writing has a probability value of .155. Hence, there is no significant interaction effect of treatment and location on students' achievement in essay writing since the probability value is greater than the .05 level of significance ($p > .05$), the null hypothesis is accepted.

Summary of the Findings

The following were found at the course of data analysis;

1. There is a significant difference in the mean achievement scores of students taught essay writing using peer review techniques and those taught using Lecture method.
2. Gender is a significant factor on the students mean achievement scores in essay writing since $p > .05$ in favour of the female students.
3. There is no significant difference in the mean achievement scores of urban and rural students in English language essay writing.
4. There is no significant interaction effect of treatment and gender on students' mean achievement scores in English language essay writing.
5. There is no significant interaction effect of treatment and location on students' mean achievement scores in essay writing since the probability value is greater than the .05 level of significance ($p > .05$).

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

This chapter deals with the discussion of results, conclusions, educational implications of the findings, recommendations, limitations of the study, suggestions for further research and summary of the study.

Discussion of Results

The discussion of the results of this study is presented under the following sub-headings:

- ❖ Effect of Peer-review Technique on the achievement of students in English essay writing.
- ❖ Gender and students' achievement in English essay writing
- ❖ School location and students' achievement in English essay writing
- ❖ Interaction effect of treatment and gender on students' achievement in English essay writing.
- ❖ Interaction effect of treatment and school location on students' achievement in English essay writing.

Effect of Peer-Review Technique (PRT) on the Achievement of Students in English

Essay Writing

The evidence from this study shows that students in the experimental group or treatment group who were taught essay writing using the Peer-Review Technique (PRT) obtained a higher post-test mean score than the control group who were taught the same essay writing through the conventional lecture method. The findings presented in table 1 indicated that those taught with the PRT had a post-test mean score of 58.00 while those taught with the conventional lecture method had 43.46.

Similarly, those taught with the peer review technique had a gain score of 41.35, while those taught with the conventional method had a gain score of 27.18. The difference between these mean scores was statistically significant as shown by the result presented in table 6 of chapter four.

However, the difference in the achievements of the experimental and control group is interesting. This is because the mean scores show that on the average, all the students taught using peer review technique performed better than their counterparts taught using lecture method. Similarly, PRT was able to produce more effective result. The gain score of 41.35 recorded by the experimental group is superior to the gain score of 27.18 recorded by the control group.

Moreover, the result of this study shows that easy writing is an aspect of English that students always find difficult. This is the reason why Eyisi (2006), Akinwamide (2010) concluded that much will be achieved if the right teaching techniques and methods are used in teaching it.

Furthermore, on the effectiveness of Peer Review Technique, the result of this study agrees with earlier studies by Jamal (2010), Mohammed (2012), Torty (2010), Adeola and Olafere (2010), Benson (2013). These empirical studies revealed that Peer Review Technique brings about better achievements of students in English essay writing and other areas of the English language. Jamal (2010), in his study on the effectiveness of PRT on student essay writing ability in Taibah University, KSA, showed that peer review technique had a significant effect on students' achievement in essay writing. Similarly, Torty (2012) carried out a study to know the effect of peer review technique on English achievement and interest in English tenses in secondary schools in Enugu. The result of the study also showed that PRT had a significant effect on students' achievement in English tenses.

The significantly enhanced achievement in essay writing recorded in this study could be attributed to the used of peer review technique which was based on active participation, guided practice, immediate feedback and reinforcement provided. The consequences of these could increase motivation and encouragement to learn and enhance self-efficiency required for achievement. Furthermore, the fact that instruction was conducted in small heterogeneous peer learning groups which paved way for individual attention and equal participation might have contributed to the improved essay writing achievement in the treatment group. Thus, the purpose of the study which sought to determine the difference, if any, in the achievement scores between students taught essay writing using peer review technique and those taught using the lecture method. The findings of this study, therefore, agrees with the Vygotsky's theory of language learning which posits interaction among learners of second language and that full development of a child can only be attained via peer collaboration. This will help the teacher to involve learners during teaching and learning processes since accurate learning can only be achieved through the participation of learners in the lesson processes. Also, the study agrees with the interactionist theory of language learning which posits that in language learning, comprehensible input is needed for language learners to be able to speak and use the language. Long believes that the input must be modified through imitation, self reflection, comprehension check, clarification etc. If students are exposed to tasks that are understandable and interesting based on their chronological age, comprehension is inevitable.

The lecture method on the other hand, could not produce the type of result that the PRT did because it is not a learner centered or learner active method. It was observed that the classes were boring as the students were not eager to learn during the treatment. The method (LM) is passive and learners' roles are not clearly spelt out. For instance, the research conducted by Benson (2013), showed the superiority of Peer review technique over the lecture method. Also, Adele and Olafare (2010) carried out a research on the effect of peer-

tutoring-assisted instruction on secondary school students' achievement in typewriting and found out that students in the peer tutoring performed better than those taught with the lecture method. Mohammed (2012) and Torty (2010) also pointed out that if students are taught with any of the students-centered methods as against the lecture method, their interest and achievement will be enhanced. Therefore, the PRT is one of such alternatives to the lecture method in teaching essay writing.

Gender and Students' Achievement in Essay Writing

The result of this study has shown that gender had a significant effect on students' achievement in English essay writing. The findings of this study regarding the achievement of male and female students taught English essay writing using PRT and the conventional method show that the mean achievement score of 45.46 was recorded by the males while 55.38 was recorded by the females. This shows that there is a statistically significant difference in the test of hypothesis. In other words, the females performed better than their male counterparts in English essay writing achievement test.

These findings agree with the findings of Anizoba (2004) and Otagburagu (2002) which indicated that gender was a significant factor in students' achievement in English language. Anizoba (2004) and Otagburagu (2002) found out that female students performed better than their male counterparts in essay writing. However, the result of this study disagrees with the findings of Akabogu (2002), Maurine (2012), and Marjah (2008). These researchers are of the opinion that there is no significant difference between the male and female students taught the English language using different methods and techniques. They believed that males and females can perform well in language task and writing essay not on the basis of gender but on the pedestal of individual abilities.

Location and Students' Achievement in English Language Essay Writing

The evidence obtained with regard to location and students' achievement in English essay writing shows that the students in the urban area had a mean score of 55.54 in the post-test, but those in the rural area had a mean score of 45.56. This shows that the students in the urban schools performed better than students from the rural schools. In the test of hypothesis, this was found to be statistically significant. In other words, both students in the urban and rural areas almost performed equally in the English essay writing achievement test.

However, the findings of the study are not in agreement with the findings of Akabogu (2002), Ozioko (2003). This study agrees with the research carried out by Owioye (2011), Okolo (2003), Eze (2005) that there is no significant difference in the mean achievement scores of students from the urban and rural areas in English language essay writing.

This finding goes to buttress the fact that the location of a school determines so many other things that enhance learning such as learning facilities, infrastructure, number and quality of teachers etc. This result attempts to x-ray the neglect and deprivation that is obvious in the rural schools. Most schools in the rural areas lack the necessary facilities for teaching and learning which in turn affects students' achievement.

Interaction Effect of Treatment and Gender on Students' Achievement Scores in English Language Essay Writing

Based on the interaction effect of treatment and gender on students' achievement in English essay writing, the findings of this study show that male students that were taught essay writing with the PRT had a mean score of 55.60 ahead of their counterparts in the control group who had 46.76. Also, the female students in the experimental group had a mean score of 61.05 while their colleagues in the control group had 40.00.

The results of the study reveal that females in the experimental group performed better than the females in the control group while the males in the experimental group performed better than the females in the control group while the males in the experimental group also performed better than the males in the control group. In other words, the results reveal that treatment was consistent across gender in producing superior achievement scores. This is the reason why the test of hypothesis showed that there was no significant interaction effect of treatment and gender on the achievement of students in essay writing, thus indicating that both the male and female students benefitted equally from treatment. Peer review technique does not discriminate between male or female, and as such, it should be used in teaching both sexes. This finding is in consonance with the findings of Marjah (2000), Akabogu (2002) and Maurine (2012) in that they did not establish any significant interaction effect between treatment and gender on students' achievement in essay writing.

Interaction Effect of Treatment and Location on the Achievement of Students in English Essay Writing

Based on the interaction effect of treatment and location on achievement of students in essay writing, the findings of this study showed that the urban students in the experimental group who were taught essay writing using the PRT had a mean score of 54.10 while the counterparts in the control group had 46.98. Also, the students from the rural area who are in the experimental group taught with the PRT had a mean score of 51.58 while their counterparts from the rural area who are in the control group had a mean score of 40.12. The results of the study revealed that the experimental students from both urban and rural areas performed better than their counterparts in the control group. Also, students from the urban area performed brilliantly than their colleagues in the rural area. The test of hypothesis showed that there is no significant difference in the mean achievement score of students from the rural and urban areas. This implies that treatment was consistent across location in producing superior achievement scores.

The results of this study agree with the findings of Akabogu (2002), Oweye (2012), Anizoba (2004), who concluded that school location has significant effect on the achievement of students in essay writing. The findings of this study disagree with the findings of Okolo (2003), and Eze (2005) which concluded that students from the urban areas performed better than students from the rural areas. Some of the reasons suggested by these researchers were that most students in the rural school do not always have the zeal to write. They lacked adequate information centres like libraries. There is also lack of reading culture among the rural students. Also, there is lack of qualified teachers among others. All the suggested reasons given by these researchers for students low achievement in essay writing among the students from the rural school is also not far-fetched among students who are in the urban areas. The major issue is, if accurate teaching techniques are adequately used in teaching students from the rural areas, they too will perform well in essay writing.

Conclusion

On the basis of the findings of this study, the following conclusions were made. Peer review technique has facilitative effects on students' achievement in essay writing. Students taught essay writing using the peer review technique achieved significantly higher than those taught with lecture method. Gender has a significant effect on senior secondary school students' achievement in essay writing. The female students had a higher mean score than their male counterparts in essay writing achievement test. School location has no significant effect on secondary school students' achievement in essay writing. The students in the urban schools had a higher mean score than those from the rural area, though the difference in the mean scores was not found to be statistically significant. There is no significant interaction effect of treatment and gender on senior secondary school students' achievement in essay writing. The PRT was consistent in producing superior result across gender. There is no significant interaction effect on treatment and school location on senior secondary school students' achievement in essay writing. The PRT was consistent in producing superior result across school location.

Educational Implications of the Findings of the Study

The educational implications of the findings of the study relate to the teacher, students, curriculum planners, textbooks authors and school administrators. The first finding of the study indicates that peer review technique is more effective in enhancing students' achievement in essay writing than the lecture method. The implication of this to the teacher is that peer review technique may be adopted for teaching. Lack of adopting it would lead to continuous poor performance of the students. Its implication to the students is that when they are taught with the PRT, students would achieve better in English language, thereby standing better chances of passing their English language examination and gaining admission into tertiary institutions.

Curriculum planners and textbook authors could also plan and write textbooks containing a lot of group work in which students would interact with each other in the process of learning instead of the current practice where teachers are considered as all knowing and the students as passive listeners. School administrators should formulate policies that will ensure compliance regarding the use of peer review technique. Since the PRT is not at present one of the techniques used in teaching essay writing in the curriculum, the implication is that the curriculum needs a review in order to bring in the essential element of this technique as well as the demonstration of how it is used not only in essay writing but also in other aspects of English language.

The second finding of the study reveals that peer review technique is consistent across gender. The educational implication of this to the teacher is that in using peer review technique there is no need for separate instructional approaches for male and female. To the students, the implication is that both male and female should consider themselves as equal peers who should contribute and share ideas regardless of their gender.

Curriculum planners and textbook authors are required, based on the finding, to give a balanced view of gender in curriculum content and textbooks. School administrators should purchase the books for use in the schools. Another finding of this study shows that school location has no significant effect on students' achievement in English essay writing. This implies that even though facilities are not equally distributed in the urban, and rural areas, brilliant and dull students can still be found in both areas. Based on the teachers, teachers should try their best to use good teaching technique that will bring about fruitful effects both in the urban and rural areas. Teachers should try to improvise in the absence of instructional materials.

The study also found out that there was no interaction effect of treatment and gender on students' achievement in English essay writing. The implication of this is that there is no need for separate provision for the male and female students since it has been shown that the peer review technique is suitable for teaching both males and females. To the students, they should learn to work in peers that will lead to better understanding of whatever they are being exposed to.

Finally, the study found out that there was no interaction effect of treatment and location on students' achievement in English essay writing. The implication of this is that there is no need for separate provision for students in the rural and urban areas since it has been shown that the peer review technique is sustainable for teaching both rural and urban students.

Recommendations

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

1. Secondary school teachers should make use of the peer review technique in teaching essay writing.
2. Seminars, conferences and workshops should be organized so as to train teachers on the use of peer review technique in second language teaching and learning.
3. Teacher trainers in the various universities and colleges of education should incorporate the peer review technique as a useful technique in second language teaching and learning and train the teacher trainees on how to use the technique.
4. Curriculum planners should include the use of peer-review technique in the next review of the curriculum so as to use it in teaching English essay writing and other areas of English language and other subjects.
5. Textbook writers should study and understand the principles of PRT in order to incorporate them into the subsequent textbooks.
6. Students should be encouraged to engage in extensive writing activities with aid of peer review technique.
7. Adequate facilities and materials should be provided by government, donor agencies, parents and old students' associations to facilitate language learning. Adequate textbooks should be placed in the library and made available for students use.
8. Teachers and school administrators both in the rural and urban schools should make the learning environment conducive for students and should provide equal opportunities for males and females.

Limitations of the Study

The followings are the limitations of the study:

1. One of the limitations encountered was the reluctant of the regular English language teachers to be involved in the experiment because of the innovative nature of peer review technique.
2. The study was carried out in Odigbo Local Government, Ondo State. This local government may not have the same social, educational and cultural characteristics with other local governments. This may therefore limit the generalization of the study outside the area of the study.

Suggestions for Further Research

The following researches can be embarked upon as a result of the findings of this study:

1. Replication of the study in other aspects of English language.
2. Extending the research to other local governments and zones in the country.
3. Finding other teaching techniques that could be jointly used with the peer review technique to teach other aspects of English language so as to enhance students' achievement.
4. A study may be carried out to investigate the attitude, interest and motivation of students toward the use of the peer review technique and the conventional lecture method.

Summary of the Study

The study investigated the effect of peer review technique (PRT) on the achievement of students in English essay writing. In order to achieve this general objective, five research questions and five hypotheses guided the study, while a review of related literature was done under four sections. They are conceptual framework, theoretical framework, empirical studies and summary of literature review.

In other to carry out the research, the researcher adopted a quasi ñ experimental, non-equivalent, control group, pretest, post-test design. The area of the study was Odigbo Local Government Area of Ondo State, while the population of the study was 3,405 students in the public secondary schools. The sample for the study consisted of 160 SSS 2 students from two co-educational secondary schools in Odigbo Local Government Area in the 2012/2013 session. A multi-stage sampling technique was used, first to draw the two schools from the already categorized rural and urban schools by the post primary schoolsö Management Board, Odigbo. In each school, one school was assigned to the experimental and the other to the control group through balloting. In each school, intact classes were randomly drawn and the number each class collected from the class register.

The instrument for data collection was Essay Writing Achievement Test (EWAT) adopted by the researcher from the West African Examination Council past question papers of 2010, 2011, and 2013. The instrument was trial tested on 20 students from Methodist secondary school, Okitipupa, Ondo State. This was to determine the reliability estimate of internal consistency using to determine the reliability estimate of internal consistency using Kendallös co-efficient of concordance. The reliability index was 0.71. It was high enough and was considered usable.

The instrument was administered as pretest before the treatment and post-test after the treatment which lasted for four weeks. The experimental group was taught using the peer review technique, while the control group was taught with the conventional lecture method. The data collected were sorted according to research questions and hypotheses. The research questions were answered using mean scores, standard deviation and gain score, while the hypotheses were tested using the Analysis of Covariance (ANCOVA) at 0.05 level of significance. The major findings of the study were:

1. The peer review technique had a significant effect on students achievement in essay writing. Students taught essay writing using PRT achieved significantly higher than those taught with the lecture method.
2. Gender was a significant factor in students achievement in English language essay writing.
3. School location had no significant effect on students achievement in English language essay writing.
4. There was no significant interaction effect of treatment and gender on students achievement in English language essay writing.
5. There was no significant interaction effect of treatment and school location on students achievement in English language essay writing.

The findings of the study provided the bases for conclusions, educational implications and recommendations made by the researchers. Among others, it was recommended that the serving teachers should be encouraged to adopt peer review technique as alternative to conventional method of teaching essay writing. Also, students should be encouraged to engage in extensive writing activities with the aid of peer review technique. Curriculum planners should include the use of peer review technique in the next review of curriculum. Limitations of the study were outlined and suggestions for further research were made.

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APPENDIX A

Lesson Plan for the Experimental Group Based on Peer Review Technique

Week: 1st week

Subject ñ English language

Topic ñ Narrative essay

Sub – topic ñ “How I spent my last Holiday”

Class SS2

Age ñ 15 years and above

Date

Duration ñ 80 minutes

Instructional materials ñ chalkboard and chalk, copy of essay writing, cardboard.

Specific objectives ñ By the end of the lesson, students should be able to

- i. Define narrative essay
- ii. Mention at least four qualities of a good narrative essay
- iii. Generate topics which are narrative
- iv. Write a very good narrative essay and review their scripts among themselves.

Entry behaviour: students have been narrating or listening to stories or previous occurrences before now.

Set induction: The teacher asks the students to narrate how they spent their last holiday.

Instructional Procedure

Content development	Teachers’ activities	Students’ activities	Strategies
Step I introduction	The teacher introduces the lesson by asking the students to define a narrative essay. He considers the students’ definition but he later	The students answer the teacher’s question by defining a narrative essay	Use of questions and discussion

	guides the students on the definition of narrative essay. "Narration is a process of telling any kind of story such as biographies, experiences, factual stories and fairy tales". A narration essay recounts an event or tells a story to illustrate an ideal.		
Step II	The teacher guides the students to mention the qualities of a good narrative essay. (i) There is the use of simple past tense (ii) There is also the use of adverbials of time in the past eg previously, yesterday, three days ago etc. (iii) it must teach lesson or moral etc.	The students mention some past tenses and adverbials of time in the past.	Use of questions and discussion
Step III	The teacher guides the students in generating topics that are narrative in nature. "How I spent my last Holiday" "The dream I dreamt last night" etc.	The students generate topics that are narrative in nature	Use of question and discussion
Step IV Guide students on how the exchange will be done	The teacher discusses the topics with the students and asks them to write about "How they spent their last holiday". The teacher guides the students on how to write it. He tells the students not to forget to indicate the title of the essay and that past tenses should be constantly used.	The students respond to the question and begin to write	Question and review
Step V	The teacher asks the students to submit their scripts by exchanging	The students engage in writing and at the	Questions and

	their scripts to their fellow students. The teacher monitors the submission and later asks the students to bring out their pencils. He tells the students how to review their peers' scripts. Each error should be circled, especially spelling errors, punctuation errors, content error, and expression errors etc. He later asks one student to read out the paper he holds. The students respond to the write-up and suggest the correct way of writing it.	same time reviewing their peers' scripts	review
Step VI	The teacher asks the students to return their scripts and later asks them to rewrite the essay and submit.	The students take note of their peers' corrections and re-write the essay topic	Review
Step VII Evaluation	The teacher evaluates the lesson by asking the students to define narrative essay, mention the qualities of a good narrative essay. The teacher asks the students to take note of the mistakes they committed during their first drafts and avoid it in the one they are writing.	The students respond to the teacher's questions and take note of the instructions given	Use of question and review
Step VIII Closure Assignment:	The teacher writes the note on the board and asks the students to copy it. Write not less than 450 words on "The dream I dreamt last night"	The students copy their note and their assignment respectively	Question and writing

Week ñ 2nd week

Subject ñ English language

Topic ñ Narrative essay

Subtopic ñ If I had known, I wouldn't have gone out with him

Class ñ SS2

Age ñ 15 years and above

Date-

Duration ñ 80 minutes

Instructional materials ñ chalkboard and chalk, copy of essay writing, cardboard

Specific objectives ñ By the end of the lesson, students should be able to;

- (i) Generate topics which are narrative
- (ii) Write a suitable introduction to the given topic
- (iii) Identify the components of a narrative essay
- (iv) Review or comment on their write-ups

Entry behaviour: students have been narrating or listening to stories or previous occurrences before now.

Set induction ñ The teacher asks the students to narrate what happened during football match they played yesterday between Nigeria and Mali

Instructional procedure

Content development	Teachers' activities	Students' activities	Strategies
Step I	The teacher asks the students to generate topics which are narrative in nature. The teacher asks the students to discuss the topics together in the class. He guides the students during discussion	The students generate topics that are narrative and discuss the topics generated together in the class	Use of question and discussion

Step II	The teacher asks the students to write a suitable introduction on ôIf I had known, I wouldn't have gone out with himô The teacher guides the students on how to write a suitable introduction	The students respond by writing what the teacher asks them to write	Use of question and review
Step III	The teacher guides the students to identify components of a narrative essay. (i) introduction-it must be brief and captivating (ii) Body- what the essay is all about. It must be presented paragraph by paragraph. Conclusion-this is the summary of the whole essay.	The students respond by explaining each of the components of a narrative essay identified	Use of question and discussion
Step IV	The teacher and the students discuss the topic of the lesson together. ôIf I had known, I wouldn't I have gone out with himô. After the discussion the teacher asks the students to write on the topic. He asks the students to submit their scripts. The teacher distributes the scripts in the class for reviewing among the students. The students are asked to identify from the write-ups the content and topic sentence of each of the paragraphs. And that mechanical accuracy, expression, organization should be identified from the scripts. Any error seen should be underlined	The students write on the topic and later review their write-ups among themselves	Use of question and review
Step V	The teacher asks the students to return the scripts back to the owner. He tells the students to take note of the errors they committed and re-write it. The teacher guides the students. The teacher asks the	The students respond and re-write the essay	Use of question and review

	students to submit both the first and second write-ups for comparison and grading		
Step VI Evaluation	The teacher evaluates the lesson by asking the students to write a suitable introduction to the given topic, identify the components of a narrative essay.	The students respond to the teachers question and take note of the instruction given	Use of question and review
Step VII Closure Assignment:	The teacher asks the students to write down their note. Write not less than 450 words on "Indeed, it was the biggest lesson of my life"	The students respond and copy their assignment	Question and summary

Week - 3rd week

Subject – English language

Topic ñ Narrative essay

Sub-topic- I wish I had listened to my parents

Class - SS2

Age - 15years and above

Date-

Duration - 45minutes

Instructional materials ñ chalkboard and chalk, copy of essay writing, cardboard

Specific objectives ñ By the end of the lesson, students should be able to:

- i Generate topics which are narrative
- ii write a suitable introduction to the given topic
- iii write a suitable essay with correct sentences to express their ideas
- iv review their write-ups among themselves

Entry behavior ñ students have been writing narrative essays.

Set induction ñ The teacher asks the students to narrate the event that took place at the Azikwe motor park, Enugu, yesterday.

Instructional Procedure

Content development	Teachers' Activities	Students' Activities	Strategies
Step I Introduction	The teacher asks the students to generate topics which are narrative in nature. The teacher asks the students to discuss the topics together in the class. He guides the students during discussion	The students generate topics that are narrative	Use of question and discussion

Step II	The teacher asks the students to write a suitable introduction on 'I wish I had listened to my parents'. The teacher guides the students on how to write a suitable introduction	The students respond by writing what the teacher asks them to write	Use of question and discussion
Step III	The teacher guides the students to write correct sentences that express their ideas on the topic given 'I wish I had listened to my parents'. He reminds the students the components of a good narrative essay.	The students respond to the teacher's instruction by writing on the topic given	Use of question and discussion
Step IV	The teacher asks the students to exchange their scripts for reviewing. The teacher guides the students on what to identify in the scripts and what to underline.	The students review their scripts among themselves. The students underline some incorrect expressions in their counterparts' scripts and provide the correct ones.	Use of question and discussion
Step V Evaluation	The teacher evaluates the lesson by asking the students to return their scripts and asks them to take note of the errors made in their write-ups. He asks them to re-write the essay and submit. The teacher collects the two scripts each from the students for comparison to know whether they have improved	The students respond to the teacher's instruction. The students write the essay and submit to their teacher	Use of question and review
Step VI closure Assignment:	The teacher asks the students to write down their note Write not less than 450 words on 'Thank God it was a dream'	The students respond and copy their note	Use of summary

Week - 4th week

Subject ñ English language

Topic ñ Narrative essay

Sub-topic-óá day I will never forget

Class - SS2

Age - 15years and above

Date ñ

Duration - 45minutes

Instructional materials ñ chalkboard and chalk, copy of essay writing and cardboard

Specific objectives ñ By the end of the lesson, students should be able to:

- (i) Generate topics which are narrative
- (ii) Write a suitable introduction to the given topic
- (iii) Write a suitable essay with correct sentences to express their ideas.
- (iv) Review their write-ups among themselves

Entry behavior ñ students have been writing narrative essays.

Set induction ñ The teacher asks the students to narrate the event that took place at the Yanyan motor part, Abuja last week.

Instructional Procedure

Content development	Teachers' activities	Students' activities	Strategies
Step I introduction	The teacher asks the students to generate topics which are narrative in nature. The teacher asks the students to discuss the topics together in the class. He guides the students during discussion	The students generate topics that are narrative and discuss the topics together in the class	Use of question and discussion
Step II	The teacher asks the students to write a suitable	The students	Use of

	introduction on "A day I will never forget" the teacher guides the students on how to write a suitable introduction on the topic	respond by writing what teacher asks them to write	question and discussion
Step III	The teacher guides the students to write correct sentences that express their ideas on the topic given "A day I will never forget". He reminds the students the components of a good narrative essay	The students respond to the teacher's instruction by writing on the topic given	Use of question and discussion
Step IV	The teacher asks the students to exchange their scripts for reviewing. The teacher guides the students on what to identify in the scripts and what to underline	The students review their scripts among themselves. The students underline some incorrect expressions in their counterparts' scripts and provide the correct ones	Use of question and discussion
Step V Evaluation	The teacher evaluates the lesson by asking the students to return their scripts and take note of the errors made in their write-ups. He asks them to re-write the essay and submit. The teacher collects their two scripts for comparison	The students respond to the teacher's instruction. The students write the essay and submit to their teacher.	Use of question and review
Step VI closure Assignment:	The teacher asks the students to write down their note Write not less than 450 words on "A patient dog eats the fattest bone"	The students respond and copy their assignment	Use of question.

APPENDIX B

Lesson Plan for the Control Group Based on Lecture Method

Week - 1st week

Subject: English language

Topic ñ Narrative essay

Sub-topic-ôHow I spent my last Holidayô

Class - SS2

Age - 15years and above

Date -

Duration ñ 45minutes

Instructional materials ñ chalkboard and chalk

Specific objectives ñ By the end of the lesson, students should be able to:

- i Define narrative essay
- ii Mention qualities of a good narrative essay
- iii Generate topics which are narrative
- iv Write a good narrative essay

Entry behavior ñ students have been narrating or listening to stories or previous occurrences before now.

Set induction ñ The teacher asks the students to narrate how they spent their last holiday.

Instructional Procedure

Content development	Teachers' activities	Students' activities	Strategies
Step I Introduction	The teacher introduces the lesson by asking the students to define narrative essay. He guides the students to define narrative essay.	The students listen to the teacher's explanation	Lecture method

	ôNarration is a process of telling any kind of story such as biographies, experiences, factual stories and fairy talesô A narration essay recounts an event or tells a story to illustrate an idea.		
Step II	The teacher mentions three qualities of a good narrative essay as follow: (i) There is the use of simple past tense (ii) There is these of adverbial of time (iii) It must teach lesson or moral	The students listen to the teacher's explanation	Listening and explanation
Step III	The teacher generates topics that are narrative in nature. ôHow I spent my last holiday ôThe dream dreamt last nightô. The teacher explains to the students how he spent his last holiday.	The students listen to the teacher's explanation	Listening and explanation
Step IV	The teacher discusses the topics with the students and asks them to listen to the use of past tenses and adverbials of time in the past.	The students listen and write	Listening and explanation
Step V	The teacher asks the students to write about how they spent their last holiday	The students respond by writing the essay topic	Question and writing
Step VI	The teacher asks the students to submit their scripts. He collects their scripts and marks them and returns them to the students.	The students respond by submitting their scripts.	Question and listening
Step VII	The teacher evaluates the lesson by asking the	The students	Question and

Evaluation	students to define narrative essay, mention qualities of narrative essay, write a suitable narrative essay.	respond to their teacher	listening
Step VIII closure Assignment:	The teacher asks the students to copy their note Write not less than 450 words on "The dream I dreamt last night"	The students copy their note and assignment respectively	Listening and summary

Week - 2nd week

Subject ñ English language

Topic ñ Narrative essay

Sub-topic -óIf 1 had known, 1 wouldn't have gone out with himô

Class - SS 2

Age - 15years and above

Date -

Duration - 45minutes

Instructional materials ñ chalkboard and chalk.

Specific objectives ñ By the end of the lesson, students should be able to :

- i Generate topics which are narrative
- ii Write a suitable introduction to the give topic
- iii Identify the components of a narrative essay.

Entry behaviour: students have been narrating or listening to stories or previous occurrences before now.

Set Induction ñ The teacher asks the students to narrate what happened during football match they played yesterday between Nigeria and Mali.

Instructional Procedure

Content Development	Teachers' Activities	Students' Activities	Strategies
Step I Introduction	The teacher asks the students to generate topics which are narrative in nature. Thereafter, he discusses the topics with them. He tells the students how to write a good narrative essay. óA good narrative essay must have a title, body, and	The students listen to the teacher's explanation	Explanation

	conclusion		
Step II	The teacher writes a suitable introduction to the students on a topic "If I had known, I wouldn't have gone out with him"	The students listen and copy	Explanation and discussion
Step III	The teacher identifies the three major components of a narrative essay. They are as follow: (i) Introduction-it must be brief and captivating (ii) Body/content-it is what the whole essay is all about and it must be presented paragraph by paragraph (iii) conclusion -this is the summary of the whole essay	The students listen to the teacher's explanation and copy	Explanation and discussion
Step IV	The teacher tells the students to master their tenses when writing a narrative essay. Past tenses dominate a narrative essay and adverbials of time.	The students listen to the teacher's explanation and copy	Explanation and discussion
Step V Evaluation	The teacher evaluates the lesson by asking the students to identify the three major components of a good narrative essay and write a suitable introduction to the given topic	The students listen and respond	Use of Question
Step VI Closure Assignment:	He asks the students to copy their notes. Write not less than 450 words on "Indeed, it was the biggest lesson of my life"	The students copy their notes and their assignment	Summary

Week ñ 3rd week

Subject ñ English language

Topic ñ Narrative essay

Sub-topic -óI wish I had listened to my parentsô

Class - SS2

Age - 15years and above

Date ñ

Duration ñ 45 minutes

Instructional materials ñ chalkboard and chalk

Specific objectives ñ By the end of the lesson, students should be able to:

- i Write a suitable introduction to the given topic
- ii Write a suitable essay with correct sentences to express their ideas.
- iii Differentiate a narrative essay from descriptive essay,

Entry behavior ñ students have been writing narrative essays.

Set Induction – The teacher asks the students to narrate the event that took place at the Azikwe Motor park, Enugu, yesterday.

Instructional Procedure

Content development	Teachers' Activities	Students' Activities	Strategies
Step I Introduction	The teacher generates narrative essay topics for the students. He discusses the topics with them. How it should be written is discussed with the students. A narrative essay should be well told, it should appear vivid, it should be written in past tense. It should be written in correct sentences,	The students listen to the teacher's explanation and then copy	Explanation and discussion

	mixing the sentence types and making use of figurative expressions.		
Step II	The teacher writes for the students a suitable introduction to the given topic.	The students listen and then copy	Explanation
Step III	The teacher writes a short narrative essay on the topic given to the students to see with the use of correct sentences that express the ideas on the given topic. <i>óI which I had listened to my parentsô</i>	The students listen to the teacher's explanation and then copy	Explanation and discussion
Step IV	The teacher differentiate between a narrative essay and a descriptive essay. A narrative essay narrates or recounts an event in the past while a descriptive essay describes an object.	The students listen to the teacher's explanation and then copy.	Explanation and discussion
Step V Evaluation	The teacher evaluates the lesson by asking the students to maintain their tenses while writing a narrative essay.	The students listen	Explanation
Step VI Closure Assignment:	The teacher asks the student to copy their notes. Write not less than 450 words on <i>óThank God it was a dreamô</i>	The students copy their notes and their assignment.	Summary

Week - 4th week

Subject ñ English language

Topic ñ Narrative essay

Sub-topic -ôNot all that glitters is goldô

Class - SS2

Age -15years and above

Date -

Duration - 45minutes

Instructional materials ñ chalkboard and chalk

Specific objectives – By the end of the lesson, students should be able to:

- i write a suitable introduction to the given topic
- ii write a suitable essay with correct sentences to express their ideas
- iii mention and explain the three major components of a narrative essay.

Entry behavior – Students have been writing narrative essay

Set Induction – The teacher asks the students to narrate the event that took place at the Yanyan motor park Abuja last week

Instructional Procedure

Content Development	Teachers' Activities	Students' Activities	Strategies
Step I Introduction	The teacher writes a suitable introduction to the students. He tells the students that an introduction is the brief summary of any essay writing and that the introduction must be captivating and suitable for the essay topic.	The students listen and copy	Explanation and discussion
Step II	The teacher explains the meaning of the essay	The students listen	Explanation

	topic to the students and then writes a short explanation on the given topic for the students to see with the use of correct sentences	to the teacher's explanation	and discussion
Step III	The teacher mentions and explains the three major components of a narrative essay. The teacher tells the students to observe these three components whenever their writing a narrative essay. They are as follow: Introduction-brief, Body/content-the whole story Conclusion-summary of the whole story. The teacher tells the students to develop the body of the essay topic very well with the use of paragraphs.	The students listen to the teacher's explanation and then copy	Explanation and discussion
Step IV Evaluation	The teacher evaluates the lesson by asking the students to write a suitable narrative essay on the essay topic	The students listen and then write	Explanation
Step V Closure Assignment:	The teacher asks the students to copy their notes Write not less than 450 words on "Thank God it was a dream"	The students copy their notes and their assignment	Summary