

TITLE PAGE

**EFFECT OF CONTENT-BASED INSTRUCTIONAL METHOD ON
SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN ENGLISH
LANGUAGE COMPOSITION WRITING IN KOGI STATE, NIGERIA**

BY

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A PROJECT THESIS

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APPROVAL PAGE

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This is to certify that Joy Aladi Obara, a postgraduate student in the Department of Arts Education with Registration Number PG/Ph.D/10/52880 has satisfactorily completed the requirements for research work for the award of the Degree of Doctor of Philosophy in Education. The work embodied in this thesis is original and has not been submitted in part or in full for any other Diploma or degree of this University or any other University.

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DEDICATION

This work is dedicated to my late husband, Sir Dr. S. A. Obara and my children Eleojo, Harry, Monica, Mary, Rev. Fr. Obara, Clementina and Sylvia and indeed my parents, Elder and Deaconess Benjamin Abah.

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ABSTRACT

The research was designed to investigate the effect of content-based instructional method on secondary school students' achievement in English language composition writing in Kogi State. Gender and school location were important variables considered in the study. Three research questions and three null hypotheses guided the study. A quasi-experimental research design (pretest, posttest and control group) was adopted by the researcher for the study. The sample of the study was intact classes made up of 299 SS2 students. Extraneous variables were controlled in the study. An essay topic was given to the students. The co-efficient of reliability was 0.88 using Kendall's Coefficient of concordance (w). The data collected from the study were analysed using analysis of covariance (ANCOVA). The major findings of the study were that content-based instructional method improved students' academic achievement unlike the conventional method; female students achieved higher, than male students in English language composition; students in urban area achieved higher than their counterparts in rural areas in English language composition writing. Based on the findings, it was recommended, among others, that content-based instructional method of teaching should be included in all the teacher education programmes. This will create awareness on the rest of the teachers of English language and help to enhance the academic achievement of the students in English language composition writing which impacts positively on the teaching and learning of English language in general.

CHAPTER ONE

INTRODUCTION

Background of the Study

Language is a unique property of human beings which distinguishes them from the rest of the animal world. Human beings are said to be *Homo sapiens* by reasons of language, as man alone has the power to articulate speech by virtue of his sense of reasoning. Language has been defined in various ways by linguists and scholars as below. Language can also be defined as 'the specifically human capacity for acquiring and using complex systems of communication or to a specific instance of such a system of complex communication to pass information from one person to the other' (Arnold, 2012; Littlewood, 2008). Language also refers to the cognitive faculty that enables humans to learn about systems of complex communities (Louis, 2010). Humans acquire language through social interaction in early childhood, and children generally speak fluently when they are around three years of age (Eric, 2010). The use of language has become deeply entrenched in human culture, and apart from being used to communicate and share information, it also has social and cultural uses such as signifying group identity, social stratification, social grooming and entertainment.

According to Hicks (2009), language is used to describe the set of rules that make communication among people possible based on the set of utterances that enabled human beings to understand each other in a specific circumstance. Language, therefore, is a complex communication system that is based on rules, relating symbols to their meanings which eventually results in innovative utterances. English language as a complex communication system therefore is used in school for instructional purposes.

English language as a second language in Nigeria plays a central role in the unification of Nigeria in areas like the judiciary, media, commerce, education as well as language for interaction with the outside world. It is against this enviable role which English language plays in Nigeria that the Federal Republic of Nigeria (FRN) (2004:16) in her National Policy on Education, asserts that; "The medium of instruction in the primary school shall be the language of the immediate environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction".

The above assertion made by the Federal government was to enable the students to be proficient in speaking and writing of English language in schools. This will enable them participate in the educational, socio-cultural, economic and political aspects of the Nigerian society. The implication of the above is that English language is to be used as an instrument for national development, as a medium of communication in the classroom, interactions among people, diplomatic relations as well as in governance. The attainment of proficiency among the students in the use of English language is dependent on the methods and the skills possessed by the teachers who teach the language.

Teachers of English language should possess adequate mastery of the subject, the skills as well as varieties of methods and techniques for teaching the subject. It is based on the above background that the FRN (2004) in her National Policy on Education asserts that the basic objective of teaching English in secondary schools is to ensure permanent literacy and the ability of the students to speak the language, hence, the instructors have to be competent in teaching the subject. The teacher is therefore

fundamental in the improvement of the literacy level of the students in English language based on the skills, method of instruction, techniques and mastery of the subject matter.

Problems of English Language Teaching/Learning in Nigeria and Students' Poor Performance in English in Pubic Examinations in Nigeria

The problems or factors affecting English language teaching and learning in Nigeria according to Williams (1981) are the multi-lingual nature of the Nigerian society, the role of English in relation to the mother-tongue, the role of text-books, the role of the teacher, objectives of English language teaching in Nigeria, the need for remedial English teaching and result from empirical studies.

The problem of multilingualism places serious constraints on actual language teaching practice. Oluikpe ((1974) was convinced that the performance of Nigerian students of English was adversely affected by the limitations of the contrastive analysis technique since Nigerian classrooms often had students with different mother tongues. Similarly, Williams (1981) observed that multi-lingualism posed problem in the preparation of text-books, particularly in states in Nigeria which recognized more than one or two language for official purposes. Oluikpe (1974) asserted that it was not correct to assume that any one scheme of contrastive analysis was adequate learning in all states of Nigeria. In situation where it is not possible to predict learning problems of all students in the use of English, the teacher has to rely on an error analysis approach to specific difficulties in given linguistic contexts.

The problem of distinguishing the roles of the mother tongue and English in relation to English language teaching and learning in Nigeria is an important one. On that, Ubahakwe (1974) believed that the varied and conflicting functions which the

English language preformed in Nigeria were at the root of the teaching and learning problems in the language. To erase the problems, Williams (1981) pointed to the need to create a stable bilingual situation in which the source and target languages were clearly separate in their related functions.

Textbooks play dominant roles in English language teaching/learning in Nigeria. Williams (1981) noted that many of the existing English language course books in Nigeria were deficient in a numbers of areas. Many of them betray inconsistencies in the framework of the grammatical structures to be taught. Pre-reading activities in some texts are inadequate. Not enough attention is paid to the application of suitable techniques for controlled writing in some of them. Taiwo (1974) observed that revision exercises and teachers' notes were unsatisfactory in some texts.

English language teaching and learning in Nigeria has no doubt benefited from increasing evidence from research conducted in the local context. Similarly, it will continue to benefit from research conducted in other geographical areas. On the home front, Williams, (1981) claimed that the vernacular projects involving Ahmadu Bello and Obafemi Awolowo Universities had far-reaching implications on the teaching of English, both as a subject and as a medium of instruction. These projects are the Primary Education Improvement Project (PEIP) of the Ahmadu Bello University, Zaria, and the Obafemi Awolowo University, Ife, Mother-Tongue project with regard to the use of English as a second language.

The problems are two-fold; local and international. On the local front, Williams, (1981) observed that it would take years for the results of the two experiments in both Ahmadu Bello and Obafemi Awolowo Universities to become established, objectively

evaluated and widely accepted. On the international scene, he remarked that it would obviously be a mistake to assume that interference problems of a Swahili-speaking child learning English would be identical with those of an Igala speaking child learning English. Similarly, mother-tongue experiences of Mexican school children cannot be related to English language learning in exactly the same way as mother-tongue experiences of Nigerian children. Williams (1981) therefore, advised that English language teachers in Nigeria should familiari

se themselves with findings of research conducted in the local context and that in the mean time, a major priority was experimentation with techniques for achieving specific classroom objective in teaching English as a second language. That therefore, is the hallmark of this particular study.

Since written language was derived from spoken language, writing had to be developed gradually. Writing is the last stage of language development and the most complex. It is also a formal state in language development which has to be learnt. Writing is a means of expressing feelings and thoughts, using the appropriate graphic symbols that are acceptable to the target language. It is a means of recording experience on paper; these records of facts, opinions and observations among others provide permanent records which can be referred to when one can no longer rely on one's memory for the accurate version of the incident.

Writing could be in the form of essay which is an act of creatively and imaginatively putting down of one's ideas, feelings, and opinions using the correct words. Writing is one of the most important activities of a literate community; it is the use of language in its graphic form, a means of finding out what students know, of

testing students and of writing examinations. Essay writing is, therefore, a valuable skill that should not be ignored. In agreement, (Otagburuagu, 1997) is of the opinion that the writing skill has an incalculable influence on humanity because it is a common instrument for the dissemination of knowledge.

Writing as an aspect of English has been a neglected area of English language teaching in Nigeria. In support, (Otagburuagu, 1997) noted that experience and research have shown that the writing skills are often the most neglected or the skill most badly taught by teachers. This neglect may be due to scarcity of books on writing, the intrinsic nature of the writing skill or due to the large classes. In other words, teachers do not help students to write better so as to perform well within the educational system. It is pertinent to state that, generally, the performance of candidates has been steadily deteriorating in the recent past. The main cause of this downward trend may be traced to inadequate/ill preparation of the candidates by the school. There is the urgent need for schools to make deliberate efforts to improve the standard of their pupils' competence in the area of spelling, grammar and punctuation (p.3).

A review of the West African Examinations Council Chief Examiners' Reports (2012/2013) show a high failure rate among students in English over the years. This is partly due to the fact that students' performance in composition writing is generally poor because wrong choices of word abound and idiomatic expressions are fast being replaced with un-English expressions and translations from the mother tongue(s). Candidates' answers revealed an ignorance of the rudiments of the English language and the only remedy to this is conscious and consistent study.

The public outcry on the poor performance of the students in examinations was affirmed by Adeleke (2010) who asserted that apart from the few private schools, the primary and secondary school leavers do not possess the required competence in the basic language skills of listening, speaking, reading and writing. The West African Examinations Council's Chief Examiner's Reports of May/June (2010) stated that candidates' performance was poor in the English language and that generally the performance of the candidates was not impressive. The major weakness observed according to the report was poor writing skills, poor familiarity with the required formats, construction of loose sentences, transliteration and also break in the basic rules of English language writing.

Similarly, the Chief Examiner's Reports of WAEC May/June 2011/2012 also confirmed the abysmal performance of the students in English language and advised that the students should be exposed to reading of novels, good magazines and journals so as to improve their proficiency in English language. Also, Okeke (2011) observed that students from secondary schools perform poorly in English language and thousands enter high institutions with what amounts to an incomprehensive knowledge in English language.

The learning of English language composition is crucial for students in both primary and secondary school levels. Composition as used here refers to a language communication system where ideas are expressed by learners in the written or oral form. Jerry (2013) observed that composition writing helps the learners or students to unveil their thoughts or feelings in written form. Empirical studies like that of Kroll (2009) revealed that learners are discouraged by their inability to express themselves properly in

composition writing. Moreover, proper attention is not given to writing which is an important aspect of the four language skills. The little attention given to writing brings about the students' lack of competence in written Composition. Writing is a difficult task but the difficulty can be minimized through conscious and consistent teaching and learning of the art of writing.

One of the major tasks of the English language teachers is getting the students acquire the skills required for effective communication through composition writing. These skills involve the writer's purpose or intention and manner of expression. The acquisition of good writing skills is essential for academic success.

In the Chief Examiner's Reports (2010-2014), it has been reported consistently that the English Language papers are generally within the learning experience of the candidates and that the papers compared favourably with previous years. However, the report further stated that the achievement of the candidates continued to be very poor in each succeeding year. Could the method of teaching contribute to the poor achievement of the candidates? Various methods have been used over the years to teach English language skills. Some of the methods used include lecture method, demonstration, learning by doing, audio-lingual method, lexical method, computer-assisted language learning, cooperative learning, and collaborative learning.

The writing of English composition in the secondary school certificate examination covers some writing forms such as expository, argumentative, narrative, descriptive essays and letter writing. Exposition is a type of oral or written discourse that is used to explain, describe, give information of a given situation or event. The creator of expository text cannot assume that the reader or listener has prior knowledge or

understanding of the topic that is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are writing about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important techniques that can be used to improve the skills in exposition is to provide direction to improve the organization of the text (Mark, 2012).

Another aspect of composition is descriptive in nature. Descriptive composition is the process where one provides an account of the topic in question or event that takes place at a particular time. Descriptive writing is characterized by appeal to a reader's emotional, physical or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using a descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A description is usually arranged spatially but can also be chronological or emphatic in nature. Description uses tools such as denotative, connotative, figurative languages, and pictures to arrive at a dominant impression.

In argumentative composition writing, the audience is exposed to the writer's or speaker's point of view on controversial subject matters. Since there are always two sides of the argument, this kind of writing requires one to prove a point, present a view point, as well as balance the two sides of argument. It is expected that a good argumentative composition should have a clear statement of what is to be proved with evidence, avoidance of logical fallacies such as over-simplifications, hasty generalization and false analogy. Another type of composition writing is narrative in nature. Narrative composition concerns the history of events in succession or the telling of a story. The event may be factual or imaginary. It usually follows chronological order of events. A

narrative uses tools such as flashbacks, flash forwards, and transitions that often build to a climax. The focus of a narrative is the plot. When creating a narrative, authors must determine their purpose, consider their audience, establish their point of view, use dialogue, and organize the narrative (Demse, 2012).

The conventional method (lecture method) is the most commonly used. This method sees all learning as habit formation. The teaching of writing in this method is accuracy-based and teacher-centred. This method uses drills, extracts or prose passages from reputable authors as models for good writing, which do not make learners proficient in the writing skill. This method of teaching composition seems to be ineffective. In support of this idea, Stice, Bertrand and Bertrand (1995) state that the previously well known practice of having students turn in a single draft on an assigned topic to be corrected and graded by the teacher is no longer considered effective, it is teacher centered. Consequently, the researcher is concerned with the need to the use of an alternative teaching method which may help both the teacher and students to achieve the desired goal in written English composition.

Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information and organised it.

Another method of teaching composition is collaborative method. It is a method of teaching and learning in which students team together to explore significant questions or create meaningful projects. This allows students to actively participate in the learning process by talking with one another and listening to ones points of view. (Glayla, 2010)

asserts that collaboration establishes a personal connection between students and the topic of study.

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activities. They are individually accountable for their work and the work of the group as a whole is also assessed (Educational Broadcasting Cooperation, 2004). This method is student oriented as it takes cognizance of the heterogeneous groups of ability level of high, average and low achievers. In the small heterogeneous group, students are responsible not only for the learning materials, but also for helping their group mates to learn. The method relies on the belief that knowledge is a social activity in which the teacher takes the role of a facilitator of learning. The social nature of this sort of learning enables all levels of students to contribute to the academic growth of the group not minding the gender of each participant. This method takes cognizance of positive interdependence, individual and group accountability, equal participation of group process of ideas to form reality. This method is more of a democratic type of teaching where all the stakeholders in the classroom educative process have equal chance of participating in the instruction given in the classroom by the teacher. None of the participating group has monopoly of class control of activities as it relates to teaching and learning.

However, inspite of the importance attached to the methods of teaching and learning of English language and specifically, the writing of composition, most of the methods discussed are teacher-dominated which have affected the performance of students in composition writing. All these methods of teaching composition have an effect on the performance of the students through the pre-test and post-test administered

on SS2 students and as such, there is the need to find a more suitable method of teaching composition writing that will impact positively on academic achievement of students in English language. Therefore, the need for content-based instructional method which would help improve students' knowledge in English language.

Content-based instruction is a method of language teaching which focuses not on the language itself, but rather on what is being taught through the language that is, the language becomes the medium through which something new is learned. In the CBI method the student learns by some other new content. For example the study of French Revolution using the French language. The language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content it will promote intrinsic motivation. Students will be able to use more advanced thinking skill when learning new information and will focus on the structure of the language. This method is very student-centered as it depends entirely on the student ability to use the language.

Contents are considered as what is being taught or discussed through the language. Aspects of the curriculum, discussions about current events and world cultures or even general topics of interest are all valid 'content' options.

The potential advantages of content-based instruction are numerous, and the most important are to make learning a language more interesting and motivating, to develop learners knowledge of the world and valuable study skills such as note taking, summarizing and finding key information in available materials Peachey (2003). Adoption of content-based instruction allows language educators to incorporate language functions, skills, vocabulary, and grammar into language classes.

Content-based instruction is often linked with project work, which initiates multi-skill activities focusing on a theme of interest rather than specific language tasks (Haone, 2009). It is emphasized that difficult types of projects have common features with students' interaction, collaboration, involvement and responsibility. Group Project work implies cooperative learning and task-based activities, and it is viewed as a method of learning which complements mainstream methods and which can be used almost at all levels, ages, and abilities of students. (Haone, 2009:8).

Precisely, the content based method performs two basic roles in motivating students and ensuring active involvement of the study in the instruction given by the teacher. Keeping students motivated and interested are two important underlying principles of content-based instructions. Motivation and interest are central in supporting student success by checking information activities that support success and will help the student learn complex skills such as reading and writing. When students are motivated and interested in the material they are learning, they make faster connections between topics, elaborators, with learning material and can recall information better.

Besides, the content-based instruction classroom is learner centered rather than teacher-centered. In such classrooms, students learn through doing as all are actively engaged in the learning process. They do not depend on the teacher as a source of all information. Central to content-based instruction is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active social roles in the classroom that involves interactive learning, negotiating information. The role of CBI is affirmed by Glassier's content theory (1945) which exemplifies his attempts to empower students by focusing

on their basic, human needs, unless the students are given power, they may exert what little power they have on to thwart learning and achievement through inappropriate behaviour and mediocrity (NFLC Report). Thus it is important for teacher to give students voice, especially in the current educational climate, which is dominated by standardization and testing which is the hallmark of content-based instructional approach to teaching and learning especially as it relates to the written English composition.

Content-Based Instruction (CBI) is commonly used to describe methods of integrating language and content of instruction. Tucker (2009) asserted that content-based instruction refers to a method of language instruction that integrates the presentation of topics or tasks from subject matter within the context of teaching a second or foreign language. It has become increasingly popular as a means of developing linguistic ability. Content-based instruction is designed to provide second language learners instruction in content and language. It has strong connection with project work, task-based learning following a holistic approach. Content-based instruction refers to the method of teaching that focuses on both the language of instruction and what is taught by the teacher to the students.

Content-Based Instruction has been described as a new paradigm in language education, centered on fostering student competence in a second or foreign language while advancing in the knowledge of a subject matter. Content-based instruction (CBI) bases its rationale on the premise that students can effectively obtain both language and subject matter knowledge by receiving content input in the target language. Although it has been recently recognized by influential authors such as Rodgers as one of the Communicative Language Teaching spin-off methods.

The location of a school is an important aspect of learning and over the years there has been a vigorous controversy on the question of whether schools have effect on the behaviour and attainment of children who attend them. Secondary schools in Nigeria are located in urban and rural areas. The location of a school determines so many things that are important in learning such as learning facilities and environmental factors, infrastructures, numbers and quality of teachers and the class size, to mention but a few. Adequate provision or lack of these facilities respectively may improve or hamper learning by students. This may also affect the achievement of students in the English language and indirectly in essay writing. Schools, no doubt, play a vital role in the intellectual development of children that pass through them.

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 second language learning. The educational advantage of a home will be highly influenced by the urban or rural location. The majority of the students from the rural areas in Nigeria come from poor homes and this affect them adversely academically. These students from the rural area lack reading materials and library facilities. They lack first hand experience in learning as they also lack educational materials and activities. The location of a school determines the classroom environment which is crucial in teaching and learning. According to Akubue (1991) the nature of classroom environment can play a major role in promoting learning, encouraging effective social relationship especially in developing tolerance and determining role behaviour. Continuing, Akubue noted that a good learning environment has the advantage of fostering desirable behaviour and attitudes; developing problem-solving skills and creative thought; encouraging students' interrelationship; and

when well planned and properly arranged can be effective in accommodating learner-centered methods like discussion and dramatization. Unfortunately, schools in the rural areas cannot boast of classroom environment thus described. The result is that students in this area are disadvantaged due to poor staffing; delay and interruption in their education due to lack of money for fees and other educational materials.

But students from the middle class have access to pre-primary education; they have financial support for schooling, they can speak and write English at home. Children from the urban area have the background experience, which enhance learning and performance. To elaborate on this point, because of the urban involvement, students in urban schools perform better in second language learning than those in the rural schools. These factors enumerated to support this claim include the fact that rural students have limited access to reading materials, inadequate reading culture, and insufficient graduate teachers of English language.

Apart from the location of a school, gender is a variable that plays an important role in learning. Gender refers to the varied socially and culturally constructed roles, qualities, behaviour that are ascribed to women and men of different societies (UNICEF, 2009). The roles and expectations of males and females are defined by societies and cultures. In other words, men are expected to behave in a certain way and to perform certain duties while women are expected to behave in a certain way and to perform certain duties. Gender, then, refers, to a social label by which two groups of people are distinguished.

Gender comes into play in composition writing if one remembers that personal orientation and thinking styles play a certain role in achievement. Personality

characteristics also play an important role in learning and achievement. Females may generally think that there are defects in their personality and as such they might not attain their objectives. In support, Robert (2012) discovered that females have general tendencies to think in negative ways about the task in which they are engaged in. This attitude of females may affect their achievement in composition writing when content-based method is use because the method requires learning of language with the content to achieve the one's goal(s).

Although, content-based instructional method has been tried in teaching science subjects, English language teachers have not been trained or made aware of the benefits of the method. This research is therefore, out to determine the effect of content-based instructional method on students' achievement in composition writing. Content-based instruction (CBI) is commonly used to describe methods of integrating language and content of instruction. Tucker (2009) asserted that content-based instruction refers to a method of language instruction that integrates the presentation of topics or tasks from subject matter within the context of teaching a second or foreign language. It has become increasingly popular as a means of developing linguistic ability. Content-based instruction is designed to provide second language learners instruction in content and language. It has strong connection with project work, task-based learning following a holistic approach. Content-based instruction refers to the method of teaching that focuses on both the language of instruction and what is taught by the teacher to the students (Nike 2012).

Statement of the Problem

Writing as an aspect of English has been a neglected area of English language teaching in Nigeria. This neglect may be due to scarcity of books on writing, the intrinsic nature of the writing skill or due to the large classes.

The WAEC Chief Examiner's Reports of (2012/2013) pointed out the fact that most students lacked the ability to write correct and appropriate sentences, use correctly the conventions peculiar to the written language (mechanical accuracy) think creatively and develop thoughts. They also lack the ability to manipulate sentences and paragraphs and use language effectively to write in an appropriate manner for a particular purpose with a specific audience in mind. Students lack of ability to select, organise and arrange relevant information in an orderly manner.

A review of the West African Examinations Council Chief Examiner's Report show a high failure rate among students in English over the years. This is partly due to the fact that students' performance in composition writing is generally poor because wrong choices of word abound and idiomatic expressions are fast being replaced with un-English expressions and translations from the mother tongue(s), since (50%) of English composition writing should be accounted for. Candidates' answers revealed an ignorance of the rudiments of the English language and the only remedy to this is conscious and consistent study.

The above Chief Examiner's report shows that secondary school students are deficient in the writing skill. Consequently, students' language deficiency, especially in composition writing must be addressed if students are expected to improve their current

poor performance in English in the West African Senior School Certificate Examination and even in other school English language examination.

The general poor performance of students in composition writing and its effect on students' performance in the English language is a problem. Could it be attributable to the method of teaching? To what extent could content-based method help in ameliorating the problem? The problem of this study, therefore, is to determine the effects of content based instruction method on students' achievement in English composition writing.

Purpose of the Study

The main purpose of the study is to determine the effect of content-based instructional method on secondary school students' achievement in English composition writing. Specifically, the study will attempted to:

1. determine the achievement of the students taught composition writing using content-based instructional method.
2. compare the achievement of urban and rural students taught composition writing using content-based instructional method
3. find out the difference in the achievement of male and female students taught composition writing using content-based instructional method
4. make recommendations for improvement of the learners' composition writing skills.

Significance of the Study

The place of English language in the life of every Nigerian student cannot be overemphasised. For citizens of Nigeria to live a fulfilled life educationally, socially,

economically and politically, it is proper that they are adequately taught English language (and writing is an aspect of it) by using the appropriate teaching method. According to Azikiwe (2005), English language is a servicing subject for all the other subjects taught in schools. So, composition writing should be taught effectively for students to perform well academically and socially. According to Otagburuagu (2001), the teaching of writing is often a tedious task because of the intrinsic nature of the skills; hence, most teachers test writing instead of teaching it. This study, which is out to determine the facilitative effect of an instructional method, is hoped to provide a relief for teachers by empirically providing an instructional method that would enhance students' achievement in the English language vis-à-vis writing. With students acquiring the ability to handle essay content competently, through content-based method, their cognitive development is enhanced. The enhancement of students' cognitive development will enable the students to carry out lower order and even higher order learning tasks under the cognitive domain of education.

The findings of this study would enable textbook writers to understand what content-based method is and its benefits to be able to disseminate the information in current books they would write since this method is new in Nigeria. They would help create the awareness of the method by including contents that require the use of content-based instructional method in their textbooks.

The findings of this study would inform the school administrators of the benefits of content-based instruction method in teaching English language and also make them encourage teachers to use this method in teaching composition writing in English

language. The school time table should also be made flexible to accommodate the use of this method.

The results of this study would provide useful information to curriculum planners thereby leading to the adoption of this method in teaching composition writing to enhance students' performance. Furthermore, the study would be of immense benefit to English language examiners. For instance, with the student understanding the content of what is taught and the subsequent reduction in the frequency of errors associated in writing of English language composition, the examiners will be saved from the frustration and disappointment usually associated with students' scripts during examinations. This will invariably make the work of the examiners easy.

Scope of the Study

The study was restricted to Kogi East Education Zone of Kogi State. Kogi East Education Zone comprises Ankpa, Omala, Olamaboro, Dekina, Ida, Igala Mela/Odolu and Ofu Local Government Areas. The choice of this area is because they share similar geographical characteristics associated with language learning. The content scope of the study focuses on the effect of content-based instructional method on secondary school (SS II) students' achievement in English composition writing. Location and gender were variables that were considered in this study.

Research Questions

The following research questions guided the study.

1. What is the effect of CBI method on the mean achievement scores of students in English language composition?

2. What is the effect of content-based instruction method on the mean achievement scores of male and female students in English language composition writing?
3. What is the effect of content-based instruction method on the mean achievement scores of students in urban and rural locations on English language composition writing?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho₁ There is no significant difference in the mean achievement scores of students taught composition writing using content-based instructional method and those taught using conventional method (lecture method).
- Ho₂ There is no significant difference in the mean achievement scores of male and female students taught composition writing using content-based method.
- Ho₃ There is no significant difference in the mean achievement scores of urban and rural students taught composition using content-based method.
- Ho₄ There is no significant interaction effect in the mean achievement scores of male and female student taught composition writing using content-based method.
- Ho₅ There is no significant interaction effect in the mean achievement scores of urban and rural students taught composition using content-based method.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents the review of related literature under the following headings: conceptual framework, theoretical framework, empirical studies and summary of literature reviewed.

Conceptual Framework

- Concept of Language
- Concept of Instruction
- Methods of Instruction
- Concept of Content-Based Instruction
- Concept of Writing
- Concept of Achievement
- Concept of Gender
- Concept of Location

Theoretical Framework

- Theory of Easy Writing
- George Hullocks Theory of Writing
- Cognitive Learning Theory

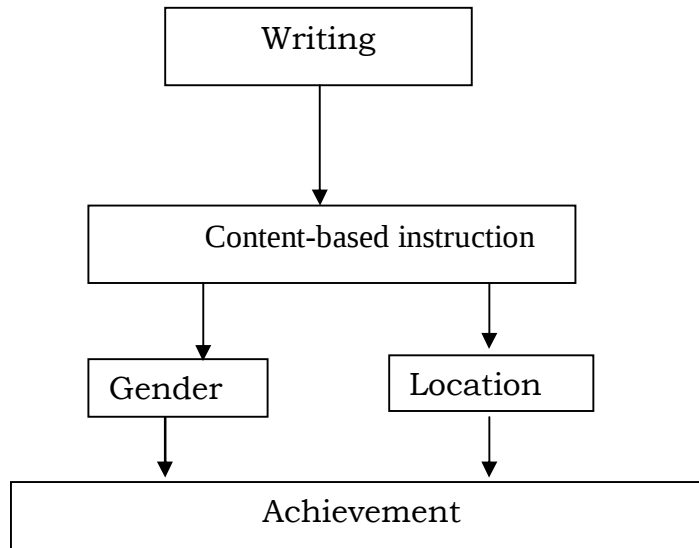
Empirical Studies

- Studies on Content-Based Instruction
- Studies on Composition Writing
- Studies on Gender and Achievement
- Studies on Location and Composition Writing

Summary of Literature Review

Conceptual Framework

Schematical Diagram of the Conceptual Framework



Source: Researcher, 2015

Concept of Language

Language has been defined in several ways by scholars and researchers in different perspectives. Language may refer either to the specifically human capacity of acquiring and using of complex systems of communication to share ideas in a given society. Wernieks (2010) observed that language originated when early humans first started cooperating, adapting earlier systems of communication based on expressive signs which helped them to express their thoughts or feelings. Wernieks further asserted that humans acquire language through social interaction in early childhood and children generally speak fluently when they are around three years of age. The use of language has become deeply entrenched in human culture so that apart from being used to

communicate and share information, it also has social and cultural uses, such as signifying group identity, social stratification and for social grooming and entertainment. The word, "language" can also be used to describe the set of rules and utterances that make communication possible. Agbedo (2010), observed that language can also be defined in social perspectives. Here, language is seen as a system of communication that enables humans to cooperate in different fields of human endeavour. This definition stresses the social function of language and the fact that humans use it to express themselves and to manipulate objects in their various environments.

Language is the foundation of literacy (Tompkins, 2004). Acquiring language is one of the most complex tasks humans have ever accomplished. Language and literacy are rooted in social interactions. Similarly, Ruddell (2008) suggests that language acquisition is influenced by the language used at home. According to Anyanwu (2002), language refers to the use of symbols, signs and local acts arbitrarily created and conventionally used in communication. Animals communicate but language is specifically used for humans. Language is the most remarkable tool that man has invented which has been used for various purposes such as communication, social interaction, learning, storing information, maintenance and transfer of culture. Language, therefore, can be said to be a means of social control, an instrument which enables us to communicate our thoughts. This implies that language is a means of conveying meaning which has become accepted and systematized through a long period of use.

Concept of Instruction

The term instruction has been viewed in educational circle by different scholars in varying perspectives. Hornby (2006) defines instruction as the guide towards the success of an activity or a programme. Similarly, Harris (2007) affirms that instruction used in education parlance refers to the process by which the learner is guided to attain the stipulated objective through the help of a teacher. Glaxion (2012) asserts that instructors in primary and secondary schools or institutions are often called the teachers as they direct the education of students and draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors depending on the type of institution and they primarily teach only their discipline.

In relation to this study, instruction refers to the process whereby the teaching of writing composition (instruction) is facilitated in the school by the teacher to enhance the positive change in behaviour of the learner. By so doing, the teachers must be highly qualified, coupled with the availability of human and non human resources to attain the feat. A popular way to gauge teaching performance is to use students' evaluation of teachers. It is in recognition of the importance of the teacher in instructional process in the classroom that Guy (2010), asserts that the quality of teachers is the single most important factor affecting students' performance, and that countries like America which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. This implies that teachers are central to the quality of instruction given in the classroom to the learners. The teacher attains the

objective by integrating several instructional methods articulated during teaching and learning interaction in the classroom setting.

Methods of Instruction

Instructional method comprises the principles used for instruction. Hicks (2010), asserts that the method used by the teacher in delivering his or her lesson determines to a great extent the achievement level of the students in the field of academics. Among the teaching methods used include class participation, demonstration, recitation, memorization, integrative or eclectic methods, communication methods, lecture methods. The choice of teaching methods to be used depends largely on the information or skill that is being taught and may also be influenced by the aptitude and enthusiasm of the students. Some of the methods used by the teachers in giving instruction shall be examined below:

Lecturing otherwise known as explaining, is the process of teaching by giving spoken explanation of the subject that is to be learned. Lecturing is often accompanied by visual aids to help students visualize an object or person. According to Monroes, (2010), lecture method of instruction is teacher centered in that the teacher engages in sole-performance in the classroom. In this case, the students are more passive than active in the classroom. This method does not promote learning as students are viewed as *ódollô* in the classroom. The view of the teacher under this method is that he/she knows all and should not be questioned.

Accordingly, it is the teacher's role to impart his knowledge merely by teaching his learners. The lecture method is by far the commonest in use. Obviously, teaching includes the communication of information. The teacher must present new information or

explain certain events or things. He must help the students get knowledge of the events or the subject matter. Apart from the above merits, lecture method is óteacher-driven and not student-centered and as such should be discouraged in use for all pedagogical activities in the classroom.

Demonstration is another method of teaching English written composition in schools. This method involves teaching through examples and experiments. Demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstrations are similar to written story teaching and examples in that they allow students to personally relate to the presented information. According to Parker (2009), demonstrations help to raise studentsö interest and reinforce memory retention because they provide connections between facts and real world application of those facts. Lectures on the other hand, are often geared more towards factual presentation than connective learning.

Collaboration is another form/type of instructional method used in schools. Collaboration allows students to actively participate in the learning process by talking with one another and listening to otherös points of view. Taylor (2010) noted that collaborative instructional method establishes a personal connection between students and the topic of study and it helps students think logically and unbiased. Group projects which may be short or long-term based and discussions are examples of this teaching method. Teachers may employ collaboration to assess studentös abilities to work as a team, leadership skills or presentation abilities. Collaborative discussion can take a variety of forms, such as fish- bowl discussion which can take place outside the

classroom. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end.

Within each mode of instructional method, approaches determine the method and technique a teacher may use to achieve learning objectives. The direct instruction method is highly teacher-centered and is among the most commonly used. This method includes lecture, didactic questioning, explicit teaching, practice and drill and demonstrations. This direct instructional method is effective for providing information or developing step-by-step skills. This method also works well for introducing other teaching methods, or actively involving students in knowledge construction. (Addie 2011).

Interactive instruction relies heavily on discussion and sharing among participants. The interactive instruction method allows for a range of groupings and interactive techniques. These may include total class discussions or projects or student pairs working on assignment together. Experiential learning is inductive-learner-centered and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. Experiential learning greatly increases students understanding of the lesson. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.

Finally, independent method refers to the range of instructional methods which are purposely provided to foster the development of individual student initiative, self-reliance and self-improvement. It is important that the instructor makes sure that learners have the necessary skills in order to accomplish the task. Jacobs (2009) asserts that

independent study is very flexible and it can be used as the major instructional method with the whole class. This can be done in combination with other techniques and can be used with one or more individuals.

From the discussion, the method of instruction employed by the teachers in the classroom falls into one of the above categories or techniques employed in teaching.

Concept of Content-Based Instruction

The CBI is designed to provide second-language learners instruction in content and language (Briton, Snow & Wesche, 2010). According to Peters (2010), content based instruction refers to process of second language acquisition that emphasizes the importance of content in contrast to other methods which are central around the language itself. Content-based instruction is centered on the subject matter. Nevertheless, the method aims at developing the students' language and academic skills such as listening, speaking, reading and writing. These skills are developed unconsciously through the contents. (Richards 2012).

Benefits of content based instruction

1. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependent activities. Learning language becomes automatic.
2. CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language and what they already know.

3. Complex information is delivered through real life context for the students to grasp well and leads to intrinsic motivation.
4. In CBI information is delivered by strategically delivering information at right time and situation compelling the students to learn out of passion.
5. Greater flexibility in the curriculum can be deployed as the student's interest,
6. It gives hands on experience to the lean.

Comparison to other Methods

The CBI approach is comparable to English for specific purposes (ESP), which usually is for vocational or occupation needs or English for academic purposes (EAP). The goal of CBI is to prepare students to acquire the languages while using the context of any subject matter so that students learn the language out of context, it is learned with in context of a specific academic subject.

As education realised that in order to successfully complete an academic task, second language (L2) learners have to master both English as a language form (grammar, vocabulary etc.) and how English is used in core content classes, they started to implement various approaches such as Sheltered instruction and learning to learn in CBI classes. Sheltered instruction is more of a teacher- driven approach that puts the responsibility on the teacher's shoulders. This is the case by stressing several pedagogical needs to help learners achieve their goals, such as teachers having knowledge of the subject matter, knowledge of instructional strategies to comprehensible and accessible content, knowledge of L2 learning processes and the ability to assess cognitive, linguistic and social strategies that students use to assure content comprehension while promoting English academic development. Learning to learn is more of a student-centered approach

that stresses the importance of having the learner share this responsibility with their teachers. Learning to learn emphasizes the significant role that learning strategies play in the process of learning.

Motivating students

Keeping students motivated and interested are two important factors underlying content-based instruction. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help the student learn complex skills (Grabe & Stoller, 1997). When students are motivated and interested in the materials they are learning, they make greater connections between topics, elaborate with learning material they are can call information better. In short, when a student is intrinsically motivated the student achieves more. This in turn leads to a perception of success, of gaining positive attribute which will continue a circular learning pattern of success and interest. Because CBI is student centered, one of its goals is to keep students interested and motivation high by generating stimulating content instruction and materials.

Active Student Involvement

Because it falls under the more general rubric of communicative language teaching (CLT), the CBI classroom, students learn through doing and are actively engaged in the learning process. They do not depend on the teacher to direct all learning or to be the source of all information. Central to CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering and the co-construction of meaning (Lee and

VanPatten, 1995). William Glasser's "control theory" exemplifies his attempts to empower students and give them voice by focusing on their basic, human needs: Unless students are given power, they may exert what little power they have to thwart learning and achievement through inappropriate behaviour and mediocrity. Thus, it is important for teacher to give students voice, especially in the current educational climate, which is dominated by standardization and testing (Simmons and Page, 2010).

From the foregoing it is evident that writing is an important aspect of the English language. It is a formal and complex skill which requires formal teaching and practice by learners to be proficient. This complex nature of writing has led to the use of many methods in teaching it to see whether students' performance could improve.

As pointed out by Richards, if the information delivered through the content is interesting and useful, learners will acquire the language faster. In addition, the language acquisition process may be more efficient and the language more motivated through content-based instruction method. Dornyei (2013) supports this idea when he asserts that students will not be motivated to learn unless they regard the material they are taught as worth learning. Therefore, it may be advisable within the content-based method to include learners of senior secondary students on the choice of topics and activities.

The content-based programmes represent materials that are cognitively engaging and demanding for the learner, and materials that extend beyond the target language which is English. Content-based and literacy instruction hold out the premise of an integration between teaching aiming at developing student language and literacy skills, the kind of teaching favoured by relevant constructivist curriculum initiatives. This seek

to turn students into active constructors- rather than passive recipients of knowledge (Khopter, 2010).

According to Duran (2010), the CBI is in line with the constructivist-based curriculum which attempts to meet up with the educational needs of young language minority learners and the additional promise of facilitating second language development through active student's engagement with curriculum activities. Sanders (2009), asserts that in reading and writing for instance, instructors are increasingly turning to explorations of whole books or other authentic reading as a primary instructional techniques. These initiatives have for the most part, concentrated on integrating language and content at the circular level but the objective will be fully attained when content-based instruction is the main base of the curriculum.

The content-based instructional method can be viewed as content driven and language driven (Rodes, 2010). In content-driven programs, student's learning of content is of a greater importance in language learning.

Concept of Writing

Writing is the representation of language as a textual medium through the use of set of signs, or symbols (known as a writing system) (Warren, 2012). The major writing systems-methods of inscription broadly fall into four categories, logographic, syllabic, alphabetic, and featural. Another category, ideographic (Symbols for ideas) has never been developed to represent language. A sixth category, pictographic, is insufficient to represent language on its own, but of this forms the core of logographic.

Writing is one of the invaluable four skills of learning in the language. The other three skills are reading, speaking and listening. In terms of chronology, it is not feasible

to substantiate the oldest, the most important or, perhaps the strongest in application among these four skills (Jane, 2010). Writing is a means of communication through the use of graphic symbols to sensitize a reading audience about a contextual experience (Warren, 2012). The experience to be represented in writing is also reflected in sources that a speaker makes.

On the other hand, writing is the use of symbols of letters of the alphabets and their combination in order to relate to the services we make when we speak (Byne, 2009:18). The realization of the above requires the area of a number of sentences orderly arranged and linking one another depending on what is intended in a particular unity.

Writing is a test with its own organizational pattern and format. The organizational pattern and format of writing dictated by the purpose of the type of writing (Haris, 2011). Jackson (2009) affirms that the way teacher writes is structured in different forms-essay of composition a parts or minutes writing. Through each type of writing is meant to put down clears, thoughts, and information, such is done procedurally. This implies that writing has stages which it will pass so as to perform its functions and English language writing.

Firstly, the choice of a suitable topic is the starting point of any writing and such topic or title is usually determined by the purpose of the writing. Also, writing as a process recognizes a reading audience which, in other words, is the reader. Therefore, whatever writing is done, it is with the goal of influencing a reading audience.

Furthermore, writing is usually premised on a purpose. It is done to serve certain functions. Generally, writing is done to serve as a form of social behaviour; a means of expressing thoughts and emotions, a source of aesthetic satisfaction (Bryan, 2010). The

purpose of writing is dictated by the writing task. However, whatever the task is, the main purpose of writing is to inform. The information reduces uncertainty thereby (as the case may be) resolving crisis and contradictions. Writing purposes are diverse and to this intent it could be said that the skill is most of all disciplines. Writing purpose could be to describe, explain, record, convince and sensitize, depending on the situation(s) of that writing.

In English language, writing can be letter writing, essay or creative which could be formal, informal and semiformal. A type of writing that is commonly used by many if not all literate people is essay. It is used by all persons engaged in one kind of writing or the other. The nature of composition as an essay is determined by the topic and purpose of writing. Students write essays as responses to tests, assignments, examination questions, and term papers. Teachers write essays as contributions to talks, journal articles, book, and projects. Other categories of writers are involved in essay writing as dictated by the situation and purpose of such writing. Four types of essay could be distinguished in the English language. They are the narrative, descriptive, expository and, argumentative essay.

The narrative essay is mainly concerned with the sequential discussion and description of events. The writing task in a narrative essay is usually accomplished through story telling often in a chronological order or in a logical sequence by means of flashback and foreshadowing as found in fiction and non-fiction narratives. Narrative essay can be autobiographic, biographic, minutes of meetings, stories or interims (Tyre, 2009).

Descriptive essay is a kind of essay which predominantly describes events, experiences, happenings majority of which are real. This type of essay is more concerned with description though some kind of narrative is anchored. According to Abubakar (2009) for a descriptive essay to achieve its purpose of making a definite impression, the following elements must be found in it:

- The writer's observational skill,
- Clarity and accuracy of description
- Vividness of description
- Sequential ordering of material being described, Ideally, general issues first and the particular aspects later; and
- The use of exemplification and comparism (Abubakar 2009: 46)

Argumentative essay is another type of essay writing. Like the other types of essay writing already discussed, an argumentative essay has its specifics. It is concerned with the reasoning ability of the writer to present an issue logically with an overriding view. Usually two people or parties are involved in an argumentative essay with one attempting to outwit the other with his/her own point of view. This type of essay enhances the cognitive development of the learners. Babatunde (2009) in view of the above observed that the purpose of an argumentative essay irrespective of connection of participants is to provoke an intellectual and emotional discourse within which individual could be able to exercise senses of reasoning. For instance, topic like, 'Racism is a nagging ideology used by Europe to underdeveloped Africa' is viable for argumentative writing. Babatunde further states the essentials of argumentative essay as:

- The writer's conviction. It does not matter whether or not such is negative or positive,
- Possibility of two extremes,
- Logical,
- The reality of the issue can be debated is not debatable,
- Recognition or not of premier's position(s) on the same issue,
- Acceptability or denunciation. The reader may or may not accept either of the two extremes. Be that as it may, the onus is on the writer of an argumentative essay to substantiate his position (p.30).

Expository essay relies on explanatory statements in its discussion of events. In this type of essay explanations and commentaries are used by its writer to reveal whatever is intended to the audience. Basically an expository essay is aimed at revealing a hidden truth about a concept, an issue, an object, a phenomenon, a term. To accomplish this task, the writer of an expository essay uses the media of explanatory instruction, reaching, definition, clarification, information and other means of revealing in clear terms whatever is intended.

Creative writing is a type of writing where the writer's imagination solely at work. Also fiction and in few cases non-fiction are the convention with which a writer's imagination is demonstrated. A creative writer focuses attention on social problems. Such books/novels as *The African Child* (Chinua Achebe) *Chief the Honorable Minister* (Aluko) were used to address Nigeria problems. Creative writing can be informing prose, poetry or drama.

Among the three types of writing discussed above, composition writing is of great interest to the researcher. The researcher intends to investigate the teaching of written English composition in secondary schools in relation to the method of teaching.

Concept of Achievement

Achievement is one of the variables used to measure one's success in a venture. Robert (2010), asserts that achievement in academic circle is used to measure the performance of the students in terms of the easier or the difficulty of what is learnt by the learner. Similarly, Ruth, (2009) observed that academic achievement is a pattern of behaviour not wholly related to one's capability or skill. The researcher further stated that success in school reading or writing improvement programme is not related to ability, reading level or achievement level, but rather the place the success in reading or writing improvement had in the structures of the individual's self concept or perceptions.

From the foregoing, achievement as used in this study refers to the relative success of the students in class work predicated by the evaluation result used by the teacher to measure the progress rate of the learners. The achievement level of students in the school differs significantly due to both predictable and unpredictable variables. Ugwu (2009) affirms that the achievement level of the learners in classroom procedure hinges on the teacher quality, use of instrument materials student preparedness enrolled focus, social economic status of the learners, the psychology of the learners in the classroom. The researcher further stated that the integration of the above variables determine to a large extent the achievement level of students in their class work. Therefore, the achievement level of students in written composition in school should take cognizance of the teacher

quality, instructional materials, psychology of the learners method of instruction and the economic viability or otherwise of the learner above factors.

Concepts of Gender

Gender differences and their impact on ability and performance have attracted increasing attention both in media and educational circle. The gender theories according to Harris (2007), refers to innate biological attributes that differentiates man from woman. Further asserted that these biological attributes tends to influence ones achievement in educational activities hence, the question of gender and location has remained unresolved issue in students writing composition competence in schools.

Gender according to Offorma (2004) refers to a socially learned constructed conditions ascribed to individuals on the basis of being born either male or female. All these attributes are enforced through cultural practices where those individuals originate from. It is believed that the training and exposure given to male and female children in a given society depend to a large extent on the people's personal belief or orientation which is fundamental. For Baker (2013), gender refers to the behaviour and attributes given to individuals on the basis of being born a male or female. Baker further observed that as a cultural construct, gender helps to distinguish individual roles, behaviour, mental and emotional characterization which exists between males and females. This physical characterises tend to influence the behaviour or achievement of learners in educative setting. This implies that the roles and expectations of males and females are predicated by societal values and culture. It is often argued that male students perform more than females in written composition. This position was shared by Jerry (2012) when he asserts

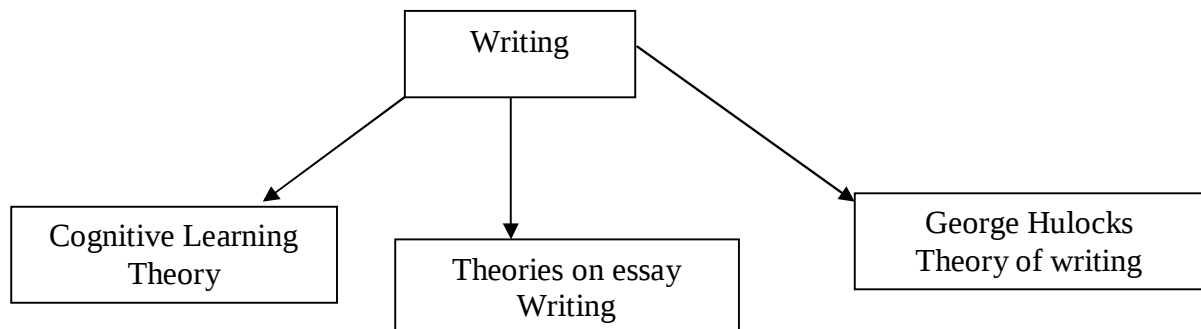
that the genetical composition or attributes of individuals tend to influence the achievement potentials individuals. Therefore, gender is an essential variable in this study.

Concept of Location

Location refers to the geographical location where schools are sited. According to Granley, (2012) school location refers to the place where schools are cited which maybe urban or rural in nature.

Owen, (2011) asserts that the students in urban areas perform better than those in rural areas due to the presence of learning material or facilities in school. The academic achievement of learners or students depends much on the presence of such learning materials and as such very important in academic circle. Hence, it is believed that high academic achievement of learners is attributed to the presence or absence of educational materiel which may be human, material or financial. Therefore, the location of school determines the class size, number of teachers, facilities and as such the achievement level of students in examination. However, there are conflicting reports on the influence of gender in the writing composition competency of students and schools.

Schematic Diagram on Theoretical Framework



Source: Research (2015).

Theoretical Framework

In discussing the theoretical basis of this study on composition writing, theories of essay writing, George Hullocks theory of writing and cognitive learning theory would be examined.

Theories of Essay Writing

Language teachers, no matter their philosophical orientation and training, agree that writing is a difficult skill to handle. The idea of writing being difficult has led to the search for efficiency in teaching this skill. It has also made writing experts shift in their theoretical views.

In reading the theory of writing, literature texts are used as a basis for effective teaching of writing. The novel is preferred to other genre but the choice of the texts to be used must be limited to interest and familiar themes which students can read with the teacher not assigning so much. This theory emphasizes the teaching of words in their context. The reading theorists believe that good writing is the by-product of extensive and pleasure reading. The use in and application of this method to teaching of writing in secondary schools in Nigeria may be difficult since students do not have a reading culture, are examination conscious with the malpractices that go with it and do not see the novel or pleasure reading as an attractive leisure.

George Hullock's Theory on Writing

This theory was developed by George Hullock, (1948) and it is known as George Hullock's theory on writing. According to the theorist the responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. In order for students to communicate well, they need to expand their cognitive academic

language proficiency level (CALP). This theory enables students to learn how to think critically and creatively. It is, therefore, the teacher's responsibility to initiate this thought process. Hullocks affirmed that it is, the responsibility of the teachers to improve and enhance the learners' writing. George Hullocks wrote that the study of grammar improves the quality and clarity of critical thinking. Grammar may not directly improve the student's writing immediately but will improve their thought process and analytical abilities.

The implication of George Hullock's writing theory to this study is that the role of the teacher is to prepare the children for the challenges of tomorrow's society through practice. In order for these children to succeed, they need to be equipped to face the challenges posed by the society. Whether oral or written, the different types of genres are a child's key to power, prestige, and privilege. By developing these styles of writing, a child is empowered to use key to unlock any door that leads to success. Writing is a transitory verb, therefore, one should not just teach writing, but teach how to write something (Vickens, 2010). It is, therefore, expected that for children to succeed, they need to be taught to write good persuasive arguments. A successful person is respected and influences others through their interaction with others because they are able to express themselves in *expository* and *persuasive* language.

Cognitive Learning Theory

This theory was developed by Anderson (1990), Anderson proposed a cognitive learning theory for instruction that integrates attention to content and language. In this theory skills (including language) and knowledge allow a general sequence of states of learning from the cognitive stage (students notice and attend to information in working

memory; they engage in solving basic problems with the language and concepts they are acquire) to the associative stage (errors are corrected and connections to related knowledge are strengthened; knowledge and skills become proceduralized) to the autonomous stage (performance becomes automatic, require little attention effort; on the stage cognitive resume are feed up for the next cycle of problem solving, concept learning). Therefore, the cognitive theory applied to the content-based institute method in values cognitive stage, associative stage and the autonomous stage where the child is high developed through the instruction given by the teacher.

The presentation of coherent and meaningful information leads to deeper processing, which results in better learning and information that is more elaborated is learned and recover better (Anderson, 1990). Information that has a greater number of connections to related information promotes better learning than facts and skills taught in isolation need much more practice and rehearsal before they can be internalized or put into long term memory.

In relation to the present study, content-based instruction develops a wide range of discourse skills than does traditional, language instruction (because of the interpretation of higher cognitive skills). Byrnes (2009) notes the increasing demands for high levels of literacy in languages other than English. When planned thoughtfully, content-based activities have the possibility of leading to flow experiences i.e. optimal experiences that emerge when personal skills are matched of high challenge (Stoller, 2002). Content-based instruction based on this theory provides for cognitive management; tasks that are intrinsically interesting and cognitively engaging which lead to more and better opportunities for second language acquisition as this is particularly

important when one considers the inherent complexity of adult learning (Byrnes, 2009). Content-based instruction emphasizes a connection to real life, real ruled skills acquisition process. Thus in content-based classes the students have more opportunities to use the content knowledge (they activate their prior knowledge, which leads to increased learning of language and content material) the integration of language and content throughout a sequence of language levels has the potential to address the challenge of gaps between basic language study versus advanced literature and cultural studies that often exist in university language developments. The teachers and students should therefore maximize the special attributes of content-based instruction approach as it enhance language learning, content learning, increased motivation and interest as well as greater opportunities for its employment in research studies.

Empirical Studies

Several studies have been carried out on English language composition writing. The relevant empirical studies to this study are based on:

- Studies on content-based instruction
- Studies on writing of composition
- Studies on gender
- Studies on location

Studies on Content-based Instruction

Oyinloye, (2010), carried out a study on the effects of methods with linguistic packages on secondary school students' achievement and attitude in expression in writing composition in Nigeria. The purpose of the study was to investigate the effect of reading, writing and lecture methods combined with packages on linguistic inputs on secondary

school students' academic attitudes in composition writing. Three research questions were generated and three null hypotheses were raised from the research questions. The study was informed by the problems of mass failure in English language by Nigerian students as reported by renowned scholars and parents. The sample of the study consisted 500 classroom teachers sampled from a population of 2,500 classroom teachers who were purposively sampled by the researcher from Ekiti State. The students were taught for six-weeks during which they were given pre-test and post-tests. The data generated were subjected to analysis of co-variance (ANCOVA). The findings from the study show that students taught with a package of linguistic inputs had the best result in expression in essay writing. It was recommended that teachers should take the advantages provided by reading, writing method and use them in teaching essay writing in the secondary schools. However, the present study intends to investigate the efficacy of content-based instruction on students' composition writing. The researcher is yet to determine its impact in students' achievement in composition writing.

Shang (2010), carried out a study titled, content-based instruction in the English foreign language literature curriculum. The purpose of the study was to familiarize EFL instructors with the effectiveness of using literature in the content-based foreign language instruction. Three research questions and two null hypotheses were formulated to guide the study. The researcher sampled 800 foreign language instructors/teachers in Shanghai District for the purpose of the study. The analysis of variance was used to test the null hypothesis whereas mean and standard deviation were used to answer the research questions. The findings from the study show that the students acquired English language abilities through collaborative teaching. It helps the students not only to communicate but

also use it as a tool to comprehend the subject matter in school. The study is related to the present study as it also focused the use of the content-based teaching method.

Marjah, (2008) carried out a study on the effect of cooperative leaning method on studentsö achievement. The purpose of the study was to determine the effect of cooperative leaning method on studentsö achievement in reading of comprehension. The design of the study was quasi-experimental design. The samples of the study consisted of 137 year I students of College of Education, Hong, in Adamawa state. The instrument of the study was the researcher constructed Reading Comprehensive Achievement Test (RCAT). The findings revealed that cooperative learning method is more effective than the conventional method in teaching reading comprehension. The study recommended among others that the National Association for colleges of Education should include cooperative learning method as one of the recommended method of teaching in colleges of education as the minimum standard. However, the above study differs from the current study as it concentrated on the effect of cooperative method of instruction while the present study is on content-based method.

Studies on Composition Writing

The researcher gave 35 international students (mostly in engineering, science, and business fields) and 20 American students all enrolled in Freshman English, course in California University with a questionnaire of their past, current and future writing needs. The researcher posed five research questions and three null-hypotheses. The mean and standard deviation were used to answer the research questions whereas the hypotheses were tested with the Analysis of variance. The findings showed that the two groups had

similar past writing experiences and current academic writing needs. Also, international students also predicted a need to do some writing in English in future jobs. The findings also showed the justification for the requirement that English foreign language students take English composition courses. The study recommended that the teachers/ instructors should be equipped to handle more diverse writing demands a cross disciplines.

Similarly, Ostler (2009) reports on another survey of international students at the University of Southern California. To determine if its advanced English language classes were meeting students needs, the American language institute administered a questionnaire to 131 of its students (96 undergraduates and 35 graduates) asking them to asses the academic skills needed to complete their degree objectives as well as to evaluate their own language abilities in several contexts. The researcher formulated four research questions and 3 hypotheses. The research questions were answered with mean and standard deviation whereas the null hypotheses were tested with analysis of variance (ANOVA).

The finding of the study showed that a distinction was found between skills most needed by undergraduates and those most needed by graduates. Also, the findings showed that undergraduates more frequently indicated a need to take multiple-choice examinations than essay examinations in initial laboratory reports. The researcher recommended the need to read academic journals and write critiques, research proposals and research papers by undergraduate students. Adesong, (2012), conducted a study on the effects of co-operative learning in the academic performance of English language students in Edo state. The purpose of the study was to determine the effect of co-operative teaching on the academic achievement of English language students in the

state. The researcher adopted expo-facto research design for the study. The researcher used questionnaire titled, 'Co-operative Teaching Questionnaire (CTQ)' to obtain information from 350 SSII students from the 80 public schools in the state using sample random sampling technique. The researcher posed five research questions and three hypothesis for the purpose of the study. Means and standard deviation were used to answer the research questions whereas the analysis of variance was used to test the hypothesis at 0.05 level of significance. The study showed that cooperative learning enhances effective learning of the students. The study therefore recommended that teachers should adopt cooperative method in teaching English language to enhance the performance of the students in examination.

Studies on Gender and Achievement

Gender has been an essential variable to consider in determining the achievement level of male and female students in schools.

The study aimed at seeking answers to the question: What effect would study groups formed on the basis of type of school (all-boys, all girls, and co-educational) have on students' performance in English if adequate teaching was given? The schools were stratified as: SS-1 (all-boys), SS-2 (all girls) and SS-3 (Co-educational). Results of the performance of students were in the descending order of: SS-1, SS-2, and SS-3. That means all-boys performed best followed by all-girls school and the Co-educational school. It should be noted in that particular study, it was the boys that were said to have outperformed girls in the school setting.

In another development, Umo (2001) in a study on the effects of games on the achievement and interest of junior secondary school students in Igbo grammar, revealed

that sex was a significant factor on the over all achievement of students in Igbo grammar when taught with games. In that study, female students achieved higher than males.

In a study on the effects of secondary school students' exposure to English registers, contextual clues on students' achievement in English reading comprehension, Akabogu (2002) indicated that there was no significant difference in achievement between male and female students taught English reading comprehension using the approach. From that finding, Akabogu, (2002) concluded that the result was a departure from earlier evidence in the literature, which emphasized the superiority of females over males when language learning was in question. What will the picture be like in the present study using content-based instruction as a teaching method? This is one question this study seeks to answer.

Okwo, Osuagwu and Aguekwe, (2003) investigated the effect of multi-media approach on students' achievement in poetry. The study was a true experimental post ñ test only control group design using a sample of 81 SS-3 students randomly assigned to two treatment conditions: Text-audio-picture media-mix and text only modes. Results of the study indicated that the group exposed to the text-audio-picture mode performed significantly better than the text only group both in sections on the theme and poetic devices. Also boys performed significantly better than girls in the section on poetic devices. That superior performance of boys went against the popular opinion that girls often do better in languages than boys. Okwo (2003) therefore, concluded that a multi-media approach to the teaching and learning of poetry was more effective than a one medium approach.

In her study, Uzoegwu, (2004) revealed that sex had a significant effect on achievement in essay writing. Male students achieved higher than female ones.

In her review of studies on the effects of sex on language achievement in Nigeria, Offorma, (2004) remarked that there were divergent opinions on which sex achieves better than the other. She further remarked that there were those that claimed that females achieved higher or better than their male counterparts. Offorma finally concluded that there was no consensus on which sex achieved higher than the other in language studies. On the debate, Azikiwe, (2005), claimed that the widely held view that females were superior to males in language use (acquisition and performance) was based mainly on studies in foreign countries especially English speaking ones and the position was not tenable in Nigeria. She concluded that her survey on research studies on sex influence on achievement in languages in Nigeria indicated that many studies had not established enough evidence to support the claim that females were better than males in language use.

In their study, Cavanagh, Della and Mollon, (2002) in Australia remarked that studies on sex-based education indicated apparent underachievement of boys. That decline in the achieving of boys had been accompanied by a decline in appropriate behaviour, self-esteem and emotional growth. Cavanagh, Della and Molon, (2001) further remarked that the reported under achievement of boys had now become a fashionable topic for educational debate and discussion in many countries. They also added that the area in which boys were said to have under-achieved greatly was literacy and that the situation was not peculiar to Australia. They averred that the results from the national

English literacy survey in Australia indicated that males consistently performed at a lower level on literacy bench marks in primary school compared with girls.

From the above analysis of the influence of sex on school attainment generally and on English language in particular at both the Nigerian and international scenes, there seems to be some dichotomous practices. While some studies ascribe higher school achievements to girls, others ascribe higher school attainments of boys. There are still other studies that ascribe equal school attainments of both sexes all these point to inconclusive reports on the uniformity across sexes in school attainments with reference of learning of English as a second language remarked Oforma, (2004). This gap and others identified in this study necessitated the sex variable in this present study.

Okeke (2009) carried out a study, on the comparison of reading encountered incentive by male and female student, in secondary schools in Enugu Education Zone of Enugu State. The purpose of the study was to find out the reading difficulties encountered by each of them in reading comprehension passages. The sample of the study was 500 students from the education zone. The researcher posed four research questions and three hypotheses for the study. The mean and student deviation were used to answer the research questions whereas the null hypotheses were tested using t-test. The findings show that male students perform more than female students due to difficulties in the biological or sex composition. The research recommended that the teacher should consider the biological composition of the members based on included difficulties.

Udeh (2009) carried out a study titled effects of human resource development programme in writing potentials of male and female SS2 students in Udi Education Zone of Enugu State. The purpose of the study was to determine the effects of human resource

development potentials in the writing skills of the learner. The researcher sampled 15 secondary schools using stratified proportionate random sampling technique. The sample of the study consisted 800 male and female SS2 students in the education zone. A questionnaire titled "Human Resources Development and Writing Skill Questionnaire (HRDWSQ)" to obtain information from the respondents. Five research questions and two hypotheses were formulated for the study by the researcher. The mean and standard deviation were used to answer the research question where as t-test analysis was used test to the hypotheses at 0.05 level of significance. The findings show that there is a close relationship between the teacher incense-training programme and the improved writing skills of the students. This implies that the training of same improved academic potentials of the teachers who will in turn impact the knowledge to the students. Based on the findings, the researcher recommended that the teachers should be engaged in in-services training, workshops, seminars to improve their knowledge for the benefit of enhancing the writing skills of the students in schools.

Studies on Location and Student Achievement in English Language.

School location as used in this study means urban rural school setting. It is an important variable in this study. The urban-rural influence on English as in any other subject is expected because of the psycho-social influence it may have on the teachers and students, resulting mainly from governments' attention to schools especially in making the school environment conducive for learning.

The mean achievement scores of urban based student were higher than those from the variable, did not favour urban and rural based students in the same way. He concluded that rural based students had more disadvantages than their urban counterparts

and often suffered a lot of disabilities which urban-based students did not experience. Uzoegwu (2004) indicated that school location was not a significant factor on students' achievement in essay writing.

Jackson, (2008) carried out a study, titled the comparison of academic achievement of rural and urban secondary schools in Washington (2007). The purpose of the study was to find out if differences exist in school achievement between rural and urban schools in reading, writing and summary in English language. The researcher used an instrument titled, 'academic achievement questionnaire (AAQ)' to obtain information from the respondents which consisted of sampled 1500 grade A students in the respective schools. The researcher posed five research questions and four hypotheses. The mean and standard deviation were used to answer the research questions whereas the analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The findings show that there is a disparity in the achievement level of the urban and rural schools. The results showed that students from rural schools performed well better than the urban schools. The research recommended that schools both in rural and urban schools should be equipped with language laboratory and qualified teachers to ensure that both type of schools improve their skills in reading, writing and summary as essential segments of English language.

Similarly, Okoro (2009) carried out a study on the influence of location on the students' academic achievement in reading comprehension in Nsukka Education Zone. The purpose of the study was to determine which of urban or rural SS two students perform better than the other. The researcher sampled 600 SS 2 students for the purpose of the study. The questionnaire titled 'reading comprehension questionnaire (RCQ)' was

used to obtain information from the respondents. The research question was answered with means and standard deviation whereas the three null hypotheses formulated for the study was tested using analysis of a variance (ANOVA). The findings show that the urban SS2 students perform better than their rural counterparts on the reading comprehension examinations. This is attributed to the extensive use of literary, computer and novels by the students. The use of novels by the students improved the achievement level of the students tremendously, the researcher observed that. The researcher recommended that the rural areas should be encouraged to read novels, make use of laboratories so as to enhance their reading proficiency.

The review of studies on gender and location from the above show that there is a sort of controversy on whether location or gender has effect on the learners achievement in composition writing. However, no study, to the knowledge of the present researcher, has investigated or looked into gender and location as research variables in relation to the effect of content-based instructional method language on the English composition writing proficiency among students in Kogi-East Education Zone of Kogi State.

Summary of Literature Review

The review of literature was organized into four sections, namely: conceptual framework, theoretical framework, empirical studies and summary of literature review. The conceptual framework reviewed the concepts of instruction, content-based instruction, writing, achievement, gender and location. The theoretical framework focused on theoretical perspectives on content-based method and achievement. In this vein, the literature reveals that theories in motivation, social cohesion and cognition formed the basis for the elements found in content-based method. Also the theories which

have influenced the teaching and learning of writing were reviewed-George Hullocks; cognitive, and Gogreös Taxonomy theories.

The literature review under conceptual framework defined the following: writing and teaching of writing; gender and school location as affected by content-based instruction method.

The empirical studies reviewed literature on content-based instruction method. Content-based instructional method has been found to be effective in enhancing studentsö achievement in science subjects but appears not to have been sufficiently applied in the teaching and learning of writing in particular and English language generally. This underscores the need for this study which sought to empirically determine the effect of content-based instructional method on studentsö achievement in English language composition writing. The aim of this study, therefore, is to determine the effects of content-based instructional method on the teaching of composition writing in Kogi-East Education Zone of Kogi State.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the procedures used by the researcher in carrying out the study. The procedures are discussed under the following sub-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, control of extraneous variables, experimental procedure and method of data collection and method of data analysis.

Design of the Study

This study is adopted quasi-experimental research design in which the independent variable (method) was manipulated and its effect on the dependent variables (gender and school location) determined. It is a quasi-experimental design because there was no random assignment of research subjects for experimental and control groups rather intact classes were used. The specific design used for this study is the non-equivalent (pretest-posttest) control group design. The design is illustrated as follows:

$$\begin{array}{c} \underline{O^a \quad x \quad O^{ba}} \\ O^a \quad x \quad O^b \end{array}$$

Where x = treatment

O^a = Pretest

O^b = Posttest

Area of the Study

The study was carried out in Kogi East Education Zone of Kogi State. Kogi East Education Zone comprises Ankpa, Omala, Olamaboro, Dekina, Idah, Igala Mela/Odoru and Ofu Local Government Areas. The researcher used Kogi East Education Zone because the students in the local government areas that make up Kogi East Education Zone share the same geographical locations.

Population of the Study

The population of the study was all public senior secondary school (SSII) students in Kogi East Education Zone. The SSII classes have a population of 3,830 students in the 2012/2013 academic session (Planning Research and Statistics Unit, Kogi State Education Commission, Ochaja). The male students are 1,995 (one thousand nine hundred and ninety-five) while the female students are 1,835 (one thousand, eight hundred and thirty-five). The population of the SSII students by location is 1,920 in rural and 1,910 in urban.

The senior secondary school (II) students passed through junior secondary school and part of senior secondary school education and are expected to write good compositions. This category of students were used as they were not in examination class and have studied English composition writing for four years.

Sample and Sampling Technique

The sample of the study was 299 senior secondary school 2 students. The researcher adopted multi-stage sampling techniques for the sampling. Multi-stage sampling, according to Nworgu (2006), is used when two or more sampling approaches are involved in a research. At the first stage, the researcher selected four local

government areas using random sampling technique. At the second stage, the researcher used Random Sampling technique to choose two schools each from rural and urban schools. The two groups were classified based on sex and location. The experimental group comprised two schools (1 rural, and 1 urban) and the control group likewise 1 rural and 1 urban. The sample for the experimental group is 151 i.e 62 male and 89 female whereas the control group has a total of 148 respondents in the proportion 60 and 88 females. The sample for the experimental group in urban and rural areas were 66 and 85 students respectively totaling 151 students in all. On the other hand, the control group for the urban and rural areas was 75 and 73 students respectively, totaling 148 students. Thus, the total sample for the study was 299. Purposive sampling technique was used to select 10%, of the students in Ankpa, Dekina, Olamaboro and Idah local government areas for the study as they share similar characteristics with the other public secondary schools in Kogi-East education zone of Kogi state taking cognizance of gender and location of the respondents (SS2 students. In each school, 10% students was drawn using a simple random sampling of 299 students.

Instrument for Data Collection

The instrument for data collection was an essay type test. It was an argumentative essay which read: "Education is not as important as riches. Write your argument for or against".

The essay is meant to assess the students writing ability taking cognisance of:

- Content - 20 marks
- Expression - 40 marks
- Organization - 20 marks

- Mechanical accuracy. ñ 20 marks

The WAEC marking scheme allotted 50 marks to essay. The assessment of words in the essay writing is based on 450 words (WAEC, 2013). The WAEC essay was used for pre-test and post-test. The essay topic was used to collect data from the respondents (SS2). A argumentative essay which read: 'Education is not as important as riches' was chosen because the students are familiar with argumentative issues like the role of parents in the upbringing of children at home and which of the father or mother is most important, hence, the arrangement of the essay in sequence will not pose a threat to them. The essay helped to determine the effect of using content-based instructional method as against the conventional teaching method in teaching composition writing on student's performance.

Validation of the Instrument

The essay topic was validated by English language SSCE Examiners. Besides, the essay topic was presented to three experienced secondary school English teachers. The English language teachers who validated the instrument read Education/English and have taught for ten years. The validates were, specifically, requested to examine the instrument in terms of its clarity and appropriateness to the students' level. The validates comments and corrections were used to produce the final copy of the instrument.

Reliability of the Instrument

Inter-rater reliability was used to determine the reliability of the instrument. An essay test was given to 40 SS2 students from Demonstration Secondary School Ankpa as in the appendix for this purpose. The written essays were given to 3 different raters to score following the marking scheme. Kendall's coefficient of concordance (W) was used

to ascertain the degree of the relationship among the three scores. The index of the relationship shown by co-efficient of concordance is 0.88. This value was considered high and the instrument was, therefore, reliable.

Control of Extraneous Variables

The researcher intends to control the extraneous variables by taking cognizance of experimental/researcher's bias. The regular teachers in the school were trained to teach the students in the experimental and control groups.

Teacher Variable

The essay composition that was used for the study was taught by the regular teachers in the schools selected for the study based on the training given to them by the researcher. The teachers taught the students for four-weeks using four essay topics. The teacher assessed the students under experimental and control groups.

The regular English language teacher in the four schools used for the study carried out actual instruction of the argumentative topics after their training by the researcher. Two different sets of lesson notes were prepared by the researcher for the four argumentative essay topics that were taught in the four weeks of the experiment. One set was used for the experimental group and the other set for the control group.

The teacher had two weeks training on how to teach essay writing using content-based method and the conventional method. The training involved lecture, discussions and demonstration lessons. Each training session lasted for (1 ½) hours and there were four training sessions. At the end of the session, the teachers were assessed. They were asked to teach an equivalent group of SS2 students in secondary school in Kogi East

education zone. Also the teachers were made to follow the lesson notes prepared by the researcher strictly by not adding or removing anything from it.

Test Effect

The researcher administered an essay test before the actual teaching started. The post test was administered at the end of the six-weeks teaching. The interval of six weeks took care of the traits exhibited by the students at the pretest stage. This helped to control the test effect procedure for the experiment.

This variable was controlled through the use of intact-classes in the schools under the study. This is to avoid the Hawthorne effect and novelty effect. The teachers at this stage will be expected to take attendances to ensure strict compliance of students sticking to their groups for pre-testing. The students were asked to write a composition on, "where there is a will, there is a way" and their regular teachers scored them.

Treatment

The major treatment for the study was the teaching of composition writing by the regular teachers using content-based instruction method and the conventional method. The experimental group was taught using the content-based method while the control group was taught using the conventional method.

The Content-Based Method

In using this method, the teacher presented the essay topic for a particular lesson. The subjects in their different classes worked together to discuss, reject and accept a larger number of possible responses to a given topic. At the end, each group class member produced his/her own individual composition. These essays were marked and

their scores recorded. The average scores of the individual member was used. Any class that scored the highest point was recognized either by award of certificate or praise.

Experimental Procedure

The pretest (test before the experiment) was administered by the researcher to the subjects of the study and the scores obtained. The post-test (test after the experiment) was administered to the students at the end of the six-weeks lesson periods by the researcher. The data from the pre and post-tests were recorded separately.

Method of Data Analysis

The research questions were answered using mean and standard deviation. The null hypotheses were tested using 2-way analysis of co-variance (ANCOVA) at the Alpha level of 0.05. The pre-test scores were used as co-variates. ANCOVA is deemed appropriate since random sampling of subject was not possible as a result of the use of intact classes. This also helped to control the extraneous variables, and at the same time increased the precision of the experiment since it would be used to partial out the initial group differences in the scores of the subjects. Hence, Ali, (2006) asserts that analysis of co-variance (ANCOVA) should be used for increasing precision in experimental and quasi-experimental studies.

CHAPTER FOUR

RESULTS

This chapter deals with the presentation of the results. The data are presented in line with the research questions and hypotheses that guided the study.

Research Question One: What is the effect of content-based instructional method on the mean achievement scores of students in English language composition and those taught with lecture methods?

Table 1: The pretest and posttest mean ($\bar{X}$) achievement scores and standard deviation of students taught using content-based instructional method and conventional method.

Groups	Pretest			Posttest			Pretest/ Posttest Mean gain Score
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Experimental (content-based instructional method)	151	35.89	14.66	151	43.91	13.81	8.02
Control (lecture method)	148	30.54	14.04	148	38.18	16.78	7.54
Total	299	66.43	28.70	299	82.69	30.79	15.56

The data presented in table 1 show that students taught English language composition with content-based instructional method had a pretest mean score of 35.89 and standard deviation of 14.66 and a posttest mean score of 43.91 and a standard deviation of 13.81. The pretest-posttest gain score is 8.02. The students in the control group that were taught English language composition with lecture method had a mean pretest score of 30.54 and a standard deviation of 14.04 whereas their posttest mean score stood at 38.18 with standard deviation of 16.78. Their pretest posttest mean gain score is 7.54. The result in the table, therefore, suggests that the experimental group, (that's the

students) taught English language composition using content-based instructional approach achieved more than the students in the control group. The students taught English language composition with lecture method achieved less than those taught with content-based instruction. This is shown by the pretest-posttest mean gain score by the students in the experimental group.

Research Question Two: What is the effect of content-based instruction method on the mean achievement scores of male and female students in English language composition?

Table 2: The mean and standard deviation of students' scores on English language composition by gender of the respondents.

Gender of the Students		Pretest	Posttest	Gain score
Male	No of Students	40	40	
	Mean	33.75	38.75	5.00
	Deviation	9.79	10.42	0.63
Female	No of Students	36	36	
	Mean	23.05	30.83	7.78
	Deviation	7.86	12.50	4.64
Total	No of Students	76	76	
	Mean	56.8	69.58	12.78
	Deviation	17.65	22.92	

Results presented in table 2 show the pretest and posttest achievement scores of male and female senior secondary school II students taught English language composition using content-based instruction and lecture methods. The data show that the males had a pretest mean score of 33.75 with a standard deviation of 9.79, whereas their posttest mean achievement score 38.75 with standard deviation of 10.42. The females had a pretest mean achievement score of 23.05 with standard deviation of 7.86. The posttest achievement scores of the females remain at 30.83 with standard deviation of 12.50. The result shows that females performed better in English language composition than the

males. This is indicated by the mean achievement gain of males which stood at 5.00 and that of the females, 7.78.

Research Question Three: What is the effect of content-based instruction method on achievement of students located in urban and rural areas in English language composition writing?

Table 3: Pretest/posttest in mean achievement scores and standard deviation of students' scores on English language composition taught using content-based instruction method by school location.

School Location		Pretest	Posttest	Gain Score
URBAN	Mean	20.72	28.34	7.62
	No of Students	70	70	
	Deviation	3.62	4.77	1.15
RURAL	Mean	10.23	13.41	3.18
	No of Students	62	62	
	Deviation	2.66	3.11	0.45

Table 4 shows the pretest achievement scores of urban students as 20.72 with a standard deviation of 3.62. The posttests mean achievement scores and standard deviation stood at 28.34 with standard deviation of 4.77 respectively. The rural students had a pretest achievement means scores and standard deviation as 10.23 and 2.66 respectively whereas the posttest achievement scores and standard deviation were 13.41 and 3.11 respectively. The students in urban had a higher mean scores than the students in the rural areas. The gain achievement in mean scores of the students in urban area stood at 7.62 whereas that of their rural counterpart is 3.18. This means that the urban students had a higher mean gain of 4.44.

Hypotheses 1: There is no significant difference between the mean achievement scores of students taught English language composition writing using content-based instruction approach and those taught using lecture method.

Table 4: Analysis of Covariance (ANCOVA) of students taught English Language composition writing using content-based instruction method and those taught using lecture method.

GROUP	X	N	SD	Df	ANCOVA	Decision
EXPERIMENTAL	30.62	173	5.44	136	6.25	Reject
CONTROL	16.68		4.26			

Table 5 shows that the mean gain achievement score and standard deviation of students taught English language composition using content-based instruction method and those taught using lecture method stood at 30.62 and 16.68 with respective standard deviation of 5.44 and 4.26. On testing the null hypothesis. Based on this, the null hypothesis of no significant difference between the mean achievement scores of students taught using content-based instruction approach and those taught using lecture method in teaching English language composition was rejected.

Hypotheses 2: There is no significant difference between the mean achievement scores of male and female students taught English language composition writing using content-based instruction method and those taught using lecture method.

Table 5: t-test analysis of the mean achievement of male and female students taught using content-based instruction and lecture method.

Gender of Respondents	X	N	SD	Df	Decision
Male	16.62	60	8.43	136	Reject
Female	18.74	77	0.45		

The result on table 6 shows that the gain achievement mean scores and standard deviation for male and female students stood at 16.62 and 18.73 with respective standard deviation of 8.43 and 8.88 at degree of freedom of 136. Based on the values, it could be accepted that there is no significant difference in the mean achievement scores of male and female students taught composition writing using content-based instruction and lecture method while teaching English language comprehension in schools.

Hypotheses 3: There is no significant difference in interaction effect between the mean achievement scores of urban and rural students taught using content-based instruction method and lecture methods.

Table 6: Analysis of covariance (ANCOVA) of students' posttest mean achievement scores of the students in rural and urban schools on those taught English language composition using content-based instruction and lecture methods.

School Location	X	N	SD	Df	Decision
Urban	3.18	70	1.15	136	Reject
Rural	7.62	62	0.45		

The result from table 7 shows that the mean gain achievement scores of urban and rural schools students taught English language comprehension using content-based

instruction and lecture methods stood at 3.18 and 7.62 whereas and the standard deviation was 1.15 and 0.45 respectively at a degree of freedom of 136. One testing the null hypotheses of no significant difference is rejected. Based on this, it could be rejected that there is no significant difference in interaction effect in the mean gains achievement scores of urban and rural school on those taught English language composition writing using content-based instruction method and lecture method. This implies that school location is a factor to consider in the mean gain achievement of the two groups of respondents.

Summary of Findings

1. Content-based method of instruction is a significant factor to consider in English language composition writing. The result of the study shows that those taught with content-based instruction method achieved higher means scores than those taught with the conventional method.
2. Gender was a significant factor on students achievement in English language composition with female students achieving higher than male students when taught with content-based instructional method.
3. School location was a significant factor on students achievement in English language composition with the students in urban school achieving higher than the rural schools when taught with content-based instructional method.

4. There was a significant difference between the mean gain achievement scores of students taught English language composition using content-based instructional method and the conventional method.
5. There was a significant difference between the mean gain achievement scores of male and female students taught English language composition using content-based instructional method and lecture method.
6. There was a significant difference between the mean gain achievement scores of urban and rural schools students taught English language composition using content-based instruction and lecture method.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the discussion of results, implications of the findings, recommendations, limitations of the study, suggestion for further research, conclusion and the summary of the findings.

Discussion of the Results

The discussion of results is presented under the following

- The effect of content-based instructional method on students achievement in English language composition writing
- Gender and students achievement in English language composition writing
- Location and students achievement in English language composition writing

The Effect of Content-based Instructional Method on students' Achievement in English Language Composition writing

The findings of the study revealed that the conventional method of instruction do not have significant effect on students achievement in English language composition. The students that were taught with content-based instruction method achieved higher than those taught with lecture method. The findings were in line with the study conducted by MaryJane (2012) who asserted that the method of instruction is fundamental to teaching and learning and it tends to predict the level of students achievement in academics. The lecture method according to her involves a teacher-dominated class where lessons are poured on the students with little or no their impact. In line with the findings above,

Krahnke (2010) observed that content-based instructional method involves the combination or the teaching of content information in the language with little or explicit effort to teach the language itself separate from effort to teach the content. Furthermore,

Research on the use of content-based instruction showed its significant effect on students' achievement more than the conventional method of instruction. According to Davies, (2010) the benefits of content-based instruction over the conventional method of instruction include the exposition of the lessons to language through the content, supports contextual learning, determination of content information through prolific context, information is re-integrated by strategically delivering information at right line and situation compelling the students to learn out of passion among others. From the findings of the study content-based instruction is a more viable instruction that will improve tremendously the academic achievement of the students than the conventional method of instruction like the lecture methods. This is attributed to its greater flexibility and adaptability in line with the students' interest.

Studies by Kulikowich (2010) and Krapp (2010) in line with the findings of the study observed that content-based instruction (on language learning) enhances the realization and successful mastery of academic task. This according to them enables second language learners (L₂) to master grammar in its vocabulary. Adesong (2010) observed that this feat cannot be achieved with lecture method or other conventional instructional methods. Therefore, content-based instruction tends to improve the academic achievement of students when used by the teacher as grammar and language are combined contextually.

Gender and Students' Achievement in English Language Composition Writing

The result of this study has shown that there is a significant difference in achievement between the male and female students taught English language composition using content-based instruction. The result of the findings shows that female students perform more than male students taught using content-based instruction. This implies that the gain score of female students is higher than the male students. This difference is due to same reasons.

The differences in the academic achievement of male and female students may be biological or natural traits of different people. In line with this study, UNICEF (2009) observed that gender refers to varied secondary and culturally constructed role, qualities, behavior that are ascribed to men and women in different societies. It is those differences among individual that lead to different achievement levels of male and female students in schools. Also, in line with the findings of this study, Adeleke (2005) and Okorie (2009) agreed that there is a significant difference between the achievement of male and female students of English language and this can be attributed to different biological inheritance by the students. From the findings, the female students achieved more than male students in English language composition writing as could be seen in the mean gain achievement scores of male and female students.

School Location and Students Academic Achievement in English Language Composition Writing

Another finding of the study shows that there is a significant difference in the mean achievement of students in the urban and rural locations in English language composition writing. This is in line with the earlier evidence revealed by Jacobs (2012)

that school location has a great impact on the academic achievement of the student in examinations. The differences, according to Jacobs, stem from differences in demographic and socio-economic parameters of the tone of the school.

The findings of the study also showed that the students in urban areas achieved higher than the students in rural areas. This is based on their higher mean achievement gain score. The findings is in line with Kelly (2013) who observed that students in urban areas perform better in second language learning than those schools located in rural areas. Smith (2013) also explains that the obvious reason is that students from rural areas have limited access to reading materials as well as inadequate reading culture. The study therefore reveals that the level of deprivations which the schools in rural areas suffer such as inadequate English language teachers, poor educational equipment and facilities, poor infrastructural development and the like. Most of the schools located in the rural areas lack these basic necessities and as such their academic achievement tends to be very low.

Conclusion

From the findings of the study, the following conclusions were made;

1. Content-based instructional method teaching and learning facilitates students' achievement in English language composition writing. This is shown by the differences in the mean gain achievement scores of the two groups of students taught with content-based instruction and lecture method.
2. School location is a significant factor that influences the achievement of the students when taught with content-based instructional method. The urban students would usually achieved higher scores than the students located in the rural areas.

Educational Implications

The findings of the study have some important educational implications for students, teachers, curriculum planners and authors. The study provides an empirical evidence of the effectiveness of content-based instruction method on students' achievement in English language composition writing. The technique should therefore be adopted by English language teachers as it will help to improve the academic achievement level of students in English language composition and other aspects of the subject.

The findings show that gender is a significant factor in determining the achievement level of the students in English language composition. It, therefore, implies that the teachers, curriculum planners and the authors of textbooks should consider the gender variable in the teaching and learning of English language composition as they write the texts and plan the curriculum as well as in the selection of the methods to be used in instructional delivery. Most importantly, the teachers should consider the gender of the students while teaching in their classes. All stakeholders in education and learning process should take into consideration the gender of the students when making any instructional decision involving the use of content-based instructional method.

The result of the study shows that students in urban areas achieved higher than students in rural areas. It, therefore, implies that educational planners should provide instructional method, equipment and facilities that will at least put the students in rural areas at par with their urban counterparts. The provision of these infrastructural facilities in education in rural areas will help in no small measures to enhance the achievement level of the students in rural areas.

The findings of this study have some implications for the students. The students must make sure that they learn important aspects of the English language which will help them to understand other subjects especially the content. The students should specifically be conscious of the content of the language aspect of composition writing which has interdisciplinary implications.

The findings of this study have some implication for curriculum planners. The curriculum planners may need to modify secondary school English language to include content-based instructional method. The modification requires training of the teachers in the use of the content-based instruction method. Teachers need to have adequate knowledge of the method to enable them improve the academic achievement of the students.

The English language teachers especially those handling English language composition writing may need to be sensitized on the efficacy of content-based instructional technique. This can be done through seminars, workshops and conferences organized for the post primary school board or the Ministry of Education for teachers on the use of content-based instructional method. This will help to keep them abreast of the new trend in the teaching of English language composition writing. This will in no small measure enhance the academic achievement of the students in the subject. The teachers need to be provided with a wide array of activities involved in the use of content-based instruction in teaching. Authors of English language especially, English language composition writing should provide works for teachers and students which encompass content-based instructional technique. The authors should write provide textbooks that deal with English language writing specifically English language composition. This will

help to improve the achievement level of the students and the capacity of English language teachers to teach in the classroom.

Recommendations

Based on the above implications from the results of the study, the following recommendations were made.

1. The Ministry of Education and other stakeholders in the education sector should organize seminars, conferences, workshops for teachers of English language to be aware of the rudiments required in the teaching of English language composition in schools. This sensitization programme will expose English language teachers on the new trends in the teaching of English language composition. The knowledge obtained by the English language teachers will help in no small measures to boost the academic achievement of the students in English composition writing.
2. The government should provide conducive atmosphere for students to learn in the school. This can be done through the provision of conducive classrooms and language laboratories which will help to encourage the students to imbibe positive reading culture, critical thinking and the ability to be creative in life. This will take care of the achievement level based on school location disparity. The government will make these facilities available in rural schools to enable them be at par with their urban counterparts.
3. Following the findings of the study, there is the need for the students to be given constant composition writing based on its different types to keep them abreast of what they require. As practice makes one perfect. This will enable the students to be aware of what is required at pre-writing, writing and rewriting stages of English composition writing. This will help to enhance their academic achievement in English language.

4. The curriculum planners should re-design secondary school English language curriculum to accommodate the use of content-based instructional method of teaching.
5. As far as Nigeria is concerned, textbook writers should respond to educational objectives and the changing role and functions of English language usage.

Limitations of the Study

The study was constrained by a number of problems among which are;

1. The English language teachers used for the study were the regular teachers in the sampled schools. Apart from the gender of the students, the qualifications, gender of the teachers were not considered which may affect the teaching and learning of the subject.
2. The individual differences like language and style of the teachers used for the study may have affected the result upon the training given to them by the researcher.
3. The content-based instruction method of teaching was new to the teachers. The teacher may not use the CBI appropriately in the teaching of the subject even after the training given to them by the research.

Suggestions for Further Study

Based on the implications of the findings as well as the limitations of the present study, it is suggested that further research should address the following;

1. A replication of the study in other states of Nigeria
2. A study of the effects of content-based instruction method on other subjects.

Summary of the Study

There has been the cry of poor performance of students in English Language with particular reference to composition writing. So many factors have been responsible for this state of affairs including ineffective methods of teaching composition. This study was concerned with finding how effective content-based method is in teaching composition writing. The study also looked at the effect of gender and school location on students' achievement in composition writing when taught with content-based instructional method.

Three research questions and three hypotheses guided the study. The hypotheses are:

- There is no significant mean difference in the achievement of students taught composition writing using content-based method and those taught using conventional method at (<0.05) level of significance.
- There is no significant mean difference ($P<0.05$) in the achievement scores of male and female students taught composition writing using content-based method
- Location has no significant effect ($P<0.05$) on the mean achievement scores of students in composition writing using content-based instructional method.
- There is no significant difference ($P<0.05$) in the mean achievement scores of high and low ability students in composition writing using content-based method.
- There is no significant interaction effect of method and location on students' mean posttest achievement in composition writing at ($P<0.05$) level of significance using the content-based method.

- There is no significant interaction effect of method and gender on students' mean posttest achievement in composition writing at ($P < 0.05$) level of significance using content-based method.
- There is no significant interaction effect of method and ability level on the study used the non-equivalent control group quasi-experimental research design. The sample for the study was made of 299 SS2 students drawn from four schools in Kogi East education zone by simple random sampling. A stream of intact class in each of the schools was used as the experimental group while the other stream was used as the control group. The regular English language teachers of the sampled schools were trained by the researcher and used in the research. Students in the experimental group and control group were taught the topics using lesson notes prepared by the researcher. The experiment lasted for six weeks.

The research questions were answered using mean while the hypotheses were tested at 0.05 level of significance using analysis of covariance (ANCOVA). The respective pre-treatment scores of the three different variables (gender and school location examined in the study served as covariates.

Results obtained from data analysis showed that:

- The use of content-based method in composition writing had significant effect on students' mean achievement.
- The use of conventional method in teaching composition writing had significant effect on students' mean achievement
- The two-way interaction effect of method and school location has no significant effect on students' mean achievement.

- The two-way interaction of method and gender was not significant on students' mean achievement.
- Based on the discussions of these findings of the study, their educational implications and recommendations were highlighted. Some suggestions for further research and a limitation that could undermine the validity of the study were also highlighted.

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APPENDICES

POPULATION OF THE STUDY

S/N	LGA	No of School	Gender			Location		
			Male	Female	Total	Urban	Rural	Total
1	Ankpa	8	400	520	720	300	420	720
2	Omala	5	180	320	60	150	350	30
3	Olamabuo	8	250	300	550	300	250	550
4	Dekina	6	190	210	400	150	250	400
5	Ida	5	365	285	650	350	300	650
6	Igala/Mela	5	200	100	300	250	150	400
7	Ofu	6	210	200	410	210	210	410
8	Bassa	5	100	50	150	100	100	200
9	Ibaji	5	100	100	200	100	100	200
Total	9	53	1,995	1,835	3,830	1,710	1,920	3,830

Distribution of Sample by Gender and Location

Groups	Gender			Location		
	Male	Female	Total	Urban	Rural	Total
Experimental	62	89	151	66	85	151
Control	60	88	148	75	73	148
Total	122	177	299	141	158	299

LESSON NOTE FOR EXPERIMENTAL AND CONTROL GROUPS

HINTS FOR THE TEACHERS

Each lesson should begin with oral discussion on what should be written as a guide to the students for an excellent production.

Students should be made to understand that they are to do:

- Work together to share ideas
- Learn together using a particular content to express themselves.
- Share and assist one another in understanding the tasks before them.
- Discuss and list their ideas together
- Make decisions that would help them to write effectively.
- Seek help and assistance primarily from one another rather than from the teacher
- Made to understand that individual success depends promotes the class as whole
- The students would be rewarded for working harder with the idea of content-based instructional method.

Topics

1. Education is more important than riches
2. Girls perform better in English language than boys
3. Why corporal punishment should be or not be abolished
4. Doctors are more important than teachers performance objectives

Guideline for Assessment

Content	Features	Weighting
	Ideas which are related to the theme and their development	20 marks
Organization	A suitable opening, adequate development of ideas, good paragraphing and links between paragraphs, balance, unity, coherence and a suitable conclusion.	20 marks
Expression	Clarity and general appropriateness of style (range and aptness of vocabulary); effective arrangement and variation of sentence structure; judicious and imaginative use of figurative language; use of appropriate words, collocations and sentence types; skillful and sophisticated use of punctuation.	40 marks
Mechanical accuracy	Undeniable errors in grammatical structure; punctuation errors and spelling errors.	20 marks

From WAEC General Notes on the Marking of Composition. May/June 2013.

MODEL LESSON NOTE FOR THE EXPERIMENTAL GROUP

WEEK 1

School: Demonstration Secondary School, Ankpa

Subject: English Language

Class: SS II

Duration: 70 minutes

Topic: Argumentative Essay

Topics Performance Objectives

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Girls perform better in English language than boys 2. Education is more important than riches 3. Why corporal punishment should be or not be abolished 4. Doctors are more important than teachers | <ol style="list-style-type: none"> 1. The students should be able to select appropriate words/sentences that suit the subject matters 2. Express their thoughts clearly through clarity of sentences 3. Write the given topic coherently by placing emphasis rightly through the use of word order changes and repetition 4. Write augmentative essay with minimal grammatical errors 5. Punctuate correctly |
|--|---|

Content**Activities**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Revision of parts of speech, phrases, clauses and sentence types 2. Subject verb agreement (concord) | <ol style="list-style-type: none"> 1. The teacher explains the topic to the students to enable them discover the main points and organisational pattern for each topic for development in their discussions. 2. The student work individually 3. Each student writes down his/her ideas about the topic for study. 4. Students take home the topic to read and meditate upon 5. Each student writes his/her own essay 6. Each student exchanges his/her script with another student in the class for peer assessment. Each assessor hands in the assessed script to the teacher. 7. The teacher points out students errors in the written composition 8. The teacher praises or rewards the students that worked harder. |
|--|--|

WEEK 2

Subject: English language
 Topic: Argumentative essay
 Time: 70 minutes
 Class: SS II
 Date:

Specific Objectives: By the end of the lesson, the students should be able to answer the following questions

1. What is Argumentative essay?
2. What are the characteristics/ features of Argumentative essay
3. Write an Argumentative essay on why corporal punishment should be (or not be) abolished.

Entry Behaviour: Students are familiar with Argumentative essay.

Set Induction: The use of question skill and positive reinforcement to create awareness of students learning.

Instructional Materials: Chalk and chalkboard, intensive English, students notebook were used for effective teaching and learning.

Instructional Techniques: Explanation, questioning, repetition and closure.

Instructional Procedures:

Step I: The teacher introduces the lesson by writing it on the chalkboard thus:
 ~Argumentative Essay~

Step II: The teacher defines Argumentative essay to the students as essentially a debate over a proposition-straight forward statement that makes a claim. The statement provides the basis for arguing where one can support or oppose the claim.

Step III: The teacher explains the characteristics/features of Argumentative essay to students thus:

1. **The addressees:** This is where the audience have to be addressed before the commencement of the argument proper at the top most left hand side of the paper after the title e.g. why corporal punishment should be (or not be) abolished.

- The chairman.
- Panel of judges,
- Accurate time keeper,
- Ladies and gentlemen

I hereby support (oppose) the motion

2. **Numbering of Points:** The candidate may number his points or present it in fresh paragraph.

3. **Using Rhetorical Questions:** The teacher tells them that when one makes appoint, it is necessary to draw the attention of your audience to it by using rhetorical question like

1. Can day school even enforce discipline after classes?
2. ISNÖT funny to think of a democratic military rule?
3. What the hardship now in our cities, can't we soon see urban / rural drift?

WEEK 3

Subject: English language
 Topic: Argumentative essay
 Time: 70 minutes
 Class: SS II
 Date:

Specific Objectives: By the end of the lesson, the students should answer the following questions

1. Define Argumentative essay
2. What are the characteristics of argumentative essay
3. Write an Argumentative essay on the following: Doctors are more important than teachers

Entry Behaviour: Students are familiar with Argumentative essay.

Set Induction: The use of question skill and positive reinforcement to create awareness of students learning.

Instructional Materials: Chalk and chalkboard, intensive English, students notebook were used for effective teaching and learning.

Instructional Techniques: Explanation, questioning, repetition and closure.

Instructional Procedures:

Step I: The teacher introduces the lesson by writing it on the chalkboard thus:

~Argumentative Essay~

Step II: The teacher defines Argumentative essay to the students as essentially a debate over a proposition-straight forward statement that makes a claim. The statement provides the basis for arguing where one can support or oppose the claim.

Step III: The teacher explains the characteristics/features of Argumentative essay to students thus:

1. The addressees: This is where the audience have to be addressed before the commencement of the argument proper at the top most left hand side of the paper after the title e.g. why corporal punishment should be (or not be) abolished.

- The chairman.
- Panel of judges,
- Accurate time keeper,
- Ladies and gentlemen

I hereby support (oppose) the motion

2. Numbering of Points: The candidate may number his points or present it in fresh paragraph.

3. Using Rhetorical Questions: The teacher tells them that when one makes appoint, it is necessary to draw the attention of your audience to it by using rhetorical question like

1. Can day school even enforce discipline after classes?
2. ISNÖT funny to think of a democratic military rule?
3. What the hardship now in our cities, canã we soon see urban / rural drift?

WEEK 4

Subject: English language
 Topic: Argumentative essay
 Time: 70 minutes
 Class: SS II
 Date:

Specific Objectives: By the end of the lesson, the students should be able to answer the following questions

1. Mention the things to be considered in an Argumentative essay
2. Education is more important than riches
3. Write an Argumentative essay on why corporal punishment should be (or not be) abolished.

Entry Behaviour: Students are familiar with Argumentative essay.

Set Induction: The use of question skill and positive reinforcement to create awareness of students learning.

Instructional Materials: Chalk and chalkboard, intensive English, students notebook were used for effective teaching and learning.

Instructional Techniques: Explanation, questioning, repetition and closure.

Instructional Procedures:

Step I: The teacher introduces the lesson by writing it on the chalkboard thus:
 ~Argumentative Essay~

Step II: The teacher defines Argumentative essay to the students as essentially a debate over a proposition-straight forward statement that makes a claim. The statement provides the basis for arguing where one can support or oppose the claim.

Step III: The teacher explains the characteristics/features of Argumentative essay to students thus:

1. The addressees: This is where the audience have to be addressed before the commencement of the argument proper at the top most left hand side of the paper after the title e.g. why corporal punishment should be (or not be) abolished.

- The chairman.
- Panel of judges,
- Accurate time keeper,
- Ladies and gentlemen

I hereby support (oppose) the motion

2. Numbering of Points: The candidate may number his points or present it in fresh paragraph.

3. Using Rhetorical Questions: The teacher tells them that when one makes appoint, it is necessary to draw the attention of your audience to it by using rhetorical question like

1. Can day school even enforce discipline after classes?
2. ISNÖT funny to think of a democratic military rule?
3. What the hardship now in our cities, can't we soon see urban / rural drift?

MODEL LESSON NOTE FOR THE CONTROL GROUP

WEEK 1

School:	KSCOE Demonstration Secondary School, Ankpa
Subject:	English language
Topic:	Argumentative essay
Time:	70 minutes
Class:	SS II

Specific Objectives: By the end of the lesson, the students should answer the following questions

4. What is argumentative essay?
5. What are the characteristic/ features of argumentative essay
6. Write an argumentative essay on why corporal punishment should be (or not be) abolished.

Entry Behaviour: Students are familiar with argumentative essay.

Set Induction: The use of question skill and positive reinforcement to create awareness of students learning.

Instructional Materials: Chalk and chalkboard, intensive English, students notebook were used for effective teaching and learning.

Instructional Techniques: Explanation, questioning, repetition and closure.

Instructional Procedures:

Step I: The teacher introduces the lesson by writing it on the chalkboard thus:
 Argumentative Essay

Step II: The teacher defines argumentative essay to the students as essentially a debate over a proposition-straight forward statement that makes a claim. The statement provides the basis for arguing where one can support or oppose the claim.

Step III: The teacher explains the characteristics/features of argumentative essay to students thus:

2. **The addressees:** This is where the audience have to be addressed before the commencement of the argument proper at the top most left hand side of the paper after the title e.g. why corporal punishment should be (or not be) abolished.

- The chairman.
- Panel of judges,
- Accurate time keeper,
- Ladies and gentlemen

I hereby support (oppose) the motion

2. **Numbering of Points:** The candidate may number his points or present it in fresh paragraph.

3. **Using Rhetorical Questions:** The teacher tells them that when one makes appoint, it is necessary to draw the attention of your audience to it by using rhetorical question like

1. Can day school even enforce discipline after classes?
2. ISNÖT funny to think of a democratic military rule?
3. What the hardship now in our cities, can't we soon see urban / rural drift?

WEEK 2

Subject: English Language

Topic: Expository essay

Time: 70 minutes

Class: SS II

Specific objectives: By the end of the lesson, the student should be able to answer the following questions

- A. Define expository essay
- B. How write an expository essay
- C. Write an expository essay on any of the following topics:
 - 1. How to prepare my favourite dish
 - 2. How to set a rat trap
 - 3. How to process cassava to garri.

Entry Behaviour: Students have knowledge of expository essay.

Set Induction: The use of question skill and positive reinforcement to arouse students' interest to the new topic.

Instructional Materials: Chalk and chalkboard, and notebook were used for students' interest to the new topic.

Instructional Techniques:

Step I: The teacher introduced the by writing it on the chalkboard thus: "Expository Essay"

Step II: The teacher define ðExpository Essay as a pies of writing or speech which explains ðhow; and ðwhy something is done. It does not aim at convincing or persuading rather it explains.

Step III: The teacher goes further to tell the students the expository essay make use of the three essay type already discussed. From time to time, it narrates a story, describes objects and show a point of vies while explaining issues and ideas. It explains something is does. It explains the similarities and dissimilarities between two things and ideas. Thus it is endlessly explaining.

Step IV: The teacher explains and lists the items required for preparing a favourite dish like Onugbu Soup: Ede, Onugbu, Ogiri, Uziza, Meat, stock fish, dried fish, crayfish, pepper, oil, maggi and salt.

Steam the meat, stock fish mixed with water, pepper, maggi and salt

Peal the back of Ede pound, cut in small pieces and boil for 15 munities drain the water and pound. Roll in small balls. Add to the meat stock fish souse mixed with oil.

Evaluation: The teacher assessed the students with the following questions:

1. Define expository essay
2. List the items used in preparing egusi soup and explain the necessary process used in cooking it.
3. Does expository essay make use of the processes in the other types of essay?

Student Activity: The students listing attentively and answer questions on evaluation

Summary: The teacher summarizes the points while students jot them down in their notebooks. The teacher gives them a take home assignment

Assignment: Write on

1. How to process cassava to garri or
2. How to make Vaseline and bar soap

WEEK 3

Subject: English Language

Topic: Descriptive Essay

Time: 70 minutes

Class: SS II

Specific Objectives: By the end of the lesson, the students should answer the following questions

1. What is a descriptive essay?
2. Mention the things to consider when writing a descriptive essay?
3. Write descriptive essay on any of these two topics. Hostel life or the game of football.

Entry Behaviour: The teacher explains the last lesson with the students

Test on Entry Behaviour: What is a narrative essay?

Set Induction: The use of question skill and positive reinforcement to create awareness for effective teaching and learning.

Instructional Materials: Chalk and chalkboard, intensive English and notebook were used for teaching

Instructional Techniques: Explanation, questioning, repetition and closure

Instructional Procedures:

Step I: The teacher introduces the lesson by writing it on the chalkboard thus:
óDescriptive Essay.ô

Step II: The teacher tells the students that a descriptive essay is an essay the describes something

Step III: She goes further to inform them of the basic things to consider when writing a descriptive essay on some topics, like important places, about animals, or material disaster. In case of animals, one will first of all think of (1) description of appearance-shape and size, (2) where the animals is found, and compare it with those found elsewhere (3) nature-habits and food (4) usefulness and (5) conclusion

When it is about natural disaster like floods one has to think of (1) general description (introduction) (2) causes, (3) effects (4) reference to past occurrences (5) measures of relief (6) conclusion (how to prevent recurrence).

Step IV: The teacher will narrate to them (students) how or steps that will guide them in writing about hostel life in hostels (2) advantages: training in punctuality, self-help, material co-operation and fellow-felling

(3) Disadvantages: want of parents' influence (4) conclusion.

Evaluation: The teacher asks them questions to assess them thus:

1. What is a descriptive essay?
2. What are the things to consider when writing a descriptive essay?
3. Write a descriptive essay on hostel life.

Student Activity: The students listen very attentively and answer question on evaluation.

Summary: The teacher summarizes the points while students take them down on their notebooks.

WEEK 4

Subject: English Language

Topic: Informal Letter

Time: 70 minutes

Class: SS II

Specific Objectives: By the end of the lesson, the students should answer the following questions

1. Define informal letter
2. Write down the features of informal letter
3. Write a letter to your brother at Lagos telling him/her about your best friend in school.

Entry Behavioural: The teacher explains the last lesson with the students

Test on Entry Behaviour: What is formal letter?

Set Induction: The use of question skill and positive reinforcement to create awareness for student learning

Instructional materials: Chalk and chalkboard, intensive English and notebook were used for effective teaching and learning

Instructional Procedures:

Step I: The teacher introduces the lesson for the day by writing it on the chalkboard thus:
óInformal Letter.ô

Step II: The teacher explains to the students that informal letter is a personal letter written to a person or someone very close to the writer. The writer is expected to know

the person he or she is writing to and press herself as freely as possible Examples of informal letter are letters to your father, mother, brother, uncle, nephew, friend etc.

Step III: the teacher lists and explains the features of informal leer thus;

- a. Address of the writer and date
- b. Salutation
- c. Body of the letter
- d. Complementary closure
- e. Name

Step IV: The teacher teaches them how to make use of it.

1. Address and date is written in the right hand side

5 Ogaji Road,

Ankpa,

Kogi State.

23rd March, 2014.

2. Salutation: This should be a little below the left side with a comma after it thus;

My dear father,

Dear Uncle Ben,

3. The body of the letter should be down to the right side of the salutation and divided into paragraphs;

Thank you very much for your kind letter. You want to know who my best friend is. He is not only a classmate of mine but ...

4. Complementary closure: This should be at the right hand side followed by signature and name below it.
5. Yours affectionate,
I am,
Your loving son/daughter,
Your ever,
Monica

Evaluation: The teacher evaluates the students with the following questions to know their knowledge of understanding thus;

1. Define an informal letter
2. Write down the features, of informal letter
3. Write a letter to your brother at Lagos telling him about your best friend in school.

Student Activity: The students listen very attentively and answered question on evaluation

Summary: The teacher summarizes the point while students takes them down on their notebooks.

SCORES FROM TESTING

S/N	RATER 1 20/20	RATER 2 20/20	RATER 3 20/20	SEX
1	8	10	10	F
2	10	10	10	F
3	15	15	15	F
4	15	16	15	M
5	6	6	7	M
6	7	7	7	F
7	9	10	10	M
8	12	12	12	F
9	12	13	12	F
10	8	8	7	F
11	15	16	16	F
12	8	8	8	M
13	0	1	1	F
14	5	5	6	F
15	10	10	10	F
16	16	15	16	F
17	9	8	9	M
18	8	8	8	M
19	12	12	12	M
20	8	9	8	F
21	10	10	10	F
22	12	12	12	F
23	10	11	10	F
24	7	8	8	F

25	11	10	11	F
26	7	8	8	F
27	7	8	7	F
28	`0	10	10	F
29	12	12	12	F
30	13	5	6	F
31	6	13	13	F
32	13	5	5	F
33	15	15	16	F
34	8	8	8	F
35	20	19	20	F
36	12	12	12	M
37	13	12	13	M
38	8	8	8	M
39	5	6	5	M
40	7	6	7	M

N Par Test-Kendall's W Test**N Par Test- Inter-Rater Reliability
Friend Test****Ranks**

Score	Mean Rank
Score 1	2.35
Score 2	2.42
Score 3	3.35

Test Statistics**Kendall's W test**

N	40
Chi-Square	33.212
Df	2
Asymp. sig	.000
Score	Mean Rank
Score 1	2.35
Score 2	2.42
Score 3	3.35

Test Statistics

N	40
Kendall's W ^a	.887
Chi-Square	33.212
Df	2
Asymp. sig	.000