

**EXPLICIT AND IMPLICIT MANAGEABLE REACTIVE
FOCUS-ON-FORM STRATEGIES AS DETERMINANTS OF
SENIOR SECONDARY SCHOOL STUDENTS' LEARNING
OUTCOMES IN ENGLISH ESSAY WRITING**

BY

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JULY, 2014.

CERTIFICATION

I certify that the research work that culminated in the writing of this doctoral thesis was carried out by **Kehinde Olufemi OGUNYEMI**, under my supervision.

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DEDICATION

This work is dedicated to my ever-supportive, caring and loving wife – Monsurat Bunmi Ogunyemi and also to my wonderful daughter – Her Excellency Temiloluwa Oluwadarasimi Ogunyemi.

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May, 2014.

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ABSTRACT

English Language is the most compulsory subject in school curricular in Nigeria. As an important subject at secondary school, success or failure in it determines the extent to which learners would advance in their educational and career pursuits in life. However, records from public examination bodies reveal that students' performance in the subject has been below average. This has been traced to their poor performance in and attitude to essay writing aspect of English Language examination which is poorly handled with traditional teaching strategies. Hence, there is need to adopt teaching strategies that address these deficiencies; two of which are explicit and implicit manageable reactive focus-on-form. Studies reported the effectiveness of these strategies in teaching oral communication without consideration for their effects on students' learning outcomes in essay writing. Therefore, this study examined the effects of explicit and implicit manageable reactive focus-on-form strategies on students' learning outcomes in essay writing in Ogun East Senatorial District of Ogun State. The moderating effects of class size and self-esteem were also determined.

The study adopted the pretest-posttest, control group quasi-experimental design. Participants were 335 senior secondary two students in intact classes from nine purposively selected secondary schools. The schools were randomly assigned to explicit and implicit manageable reactive focus-on-form and conventional strategies. Treatment lasted twelve weeks. Nine instruments were used: Achievement Test in Essay Writing ($r=0.70$), Attitude to Essay Writing Questionnaire ($r=0.72$), Self-Esteem Questionnaire ($r=0.84$), Manuals on Explicit and Implicit Error Identification, Teachers' Evaluation Sheet, Instructional Guides for Explicit and Implicit Manageable Reactive focus-on-form and Conventional Strategy. Seven null hypotheses were tested at 0.05 level of significance. Data were analysed using Analysis of Covariance and Scheffe post hoc.

Treatment had a significant main effect on achievement in essay writing ($F_{(3,331)}=204.43$, $R^2=.43$). Students in the Implicit group had a higher achievement mean score ($x=25.00$) than those in the Explicit ($x=23.25$) and the control ($x=18.44$) groups. Treatment had no significant main effect on attitude to essay writing. Class size had a significant main effect on achievement ($F_{(3,331)}=15.81$, $R^2=.14$) but not on attitude. Students in small class size had higher achievement mean score ($x=24.71$) than medium ($x=22.26$) and large class size ($x=20.45$). Self-esteem had no significant main effect on achievement in and attitude to essay writing. There was a significant interaction effect of treatment and class size on achievement ($F_{(9,325)}=4.23$, $R^2=.26$) but not on attitude. The 3-way interaction effects of treatment, class size and self-esteem were not significant on achievement and attitude.

Explicit and Implicit manageable focus-on-form strategies are effective in enhancing students' learning outcomes in English composition especially in small classes. Hence, teachers should adopt these strategies for effective essay writing instruction in schools with small class sizes in order to reduce learners' errors in English composition.

Keywords: Implicit and Explicit manageable Focus-on-form strategies, Achievement in and Attitude to essay writing, Ogun East Senatorial District.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nigeria is a multilingual nation with diverse ethnic groups and a heterogeneous population of over 150 million people. Over the years, linguists had researched into the complexity of the linguistics situation of Nigeria and had come up with different figures representing the numbers of indigenous languages we have in Nigeria. Greenberg (1971) puts it at 248 while Bamgbose (1970) puts it at 400. For this reason therefore, Kolawole (1996) described Nigeria as a linguistically fragmented country. Some of these languages have greater prominence in national life than others. For example, Hausa, Igbo and Yoruba are more recognised than others. This can be adduced to the larger number of speakers and greater wealth of literatures that are more readily available in these languages (Ajulo, 2008). The complexity of language situation in Nigeria has made the choice of the English language as a medium of expression pertinent as it helps to facilitate contacts among Nigerians of diverse language backgrounds. In the view of Ogu (1992), the English language has sojourned in Nigeria for more than three centuries now. Although the English language is not an indigenous Nigerian language, it has attained a privileged position in our society. It is used in most situations, schools, homes, offices, market among others for all kinds of communicative interactions. It is the medium of instruction in Nigerian schools, and most of the scholarly books in circulation in the academic world are written in the language.

As stated in the *Nigerian National Policy on Education* (2004), the English language serves as the language of instruction in Nigerian schools from the upper primary school stage up to the university level. It determines the level of educational advancement of Nigerian students. Adeshipo (2007) sums up the importance of the English language in our educational set up with her assertion that the language is the vehicle through which Nigerian students access knowledge in almost all the subjects in the school curriculum. In the view of Adegbite (2005), the mastery of the English language holds high hopes for the individual Nigerian learner in his/her own social advancement and the socio-political cum economic growth of the nation. All these

suggest that the extent to which Nigerian students will advance in their educational careers hinges on their level of mastery of English language.

In spite of the vital role that the English language plays in the academic success of Nigerian students, experience and research findings (Kolawole 1998, Oladunjoye 2004, Adegbite 2005, Aduwa-Ogiegbaen and Iyamu 2006, Bami-Ogunbiyi 2008, Ogunyemi 2008, and Fakeye and Ogunsiji 2009) have shown that there has been a steady decline in students' achievement in English language examinations. Fakeye and Ogunsiji (2009) point out in their study that students perform poorly in English language at public examinations in recent times. They state further that the poor performance of students in English language has been the major cause of the decline in academic achievement and standard of education in Nigeria. To them, when students lack the requisite competence in the English language, they tend to have a lot of difficulties in grasping fully the contents and concepts of the various subjects of the curriculum taught in the English language.

Bami-Ogunbiyi (2008) is also of the opinion that competence in the English language directly affects the level of progress attainable irrespective of aptitude in a particular field. She, however, notes that over the years students' performance in English language has been persistently poor at the secondary school level. Aduwa-Ogiegbaen and Iyamu (2006) earlier observe that poor performance of students in English language is not limited to secondary schools alone as they observe that Nigerian undergraduates and even graduates also exhibit poor mastery of the English language.

A summary of the statistics of performance of Nigerian students in English language May/June West African Senior School Certificate Examination 2002-2012 as shown in Table 1 lend credence to scholars' claims on students' performance in English language.

Table 1.1: Students' Performance in the West African Senior Secondary School Certificate Examinations (WASSCE) May/June 2002-2012: English Language

Year	No of Candidates Examined	Credit Pass A1 – C6		Ordinary Pass D7 – E8		Fail F9	
		No.	(%)	No.	(%)	No.	(%)
2002	909,888	229,824	(24.03)	320,298	(32.81)	387,231	(42.61)
2003	929,271	269,824	(29.03)	320,185	(33.91)	314,255	(33.8)
2004	833,204	252,271	(29.83)	257,054	(29.41)	323,879	(38.07)
2005	1,064,587	272,922	(25.63)	371,095	(34.85)	393,201	(36.93)
2006	1,154,266	375,001	(32.48)	399,994	(34.13)	342,311	(29.65)
2007	1,252,510	379,779	(30.32)	463,827	(37.03)	387,902	(30.25)
2008	1,274,166	446,288	(35.02)	405,942	(31.85)	400,126	(31.40)
2009	1,355,725	563,294	(41.55)	400,424	(29.54)	314,965	(23.23)
2010	1,351,557	337,071	(24.09)	543,349	(40.2)	471,137	(34.86)
2011	1,540,250	472,906	(30.76)	618,924	(40.18)	448,420	(29.1)
2012	1,672,224	649,156	(38.82)	602,306	(36.02)	420,762	(25.16)

Source: Test Development Division WAEC Office, Ogba, Lagos

Results in Table 1 reveal that students' performance in English language has been below average. In the years under review, a large percentage of students who sat for the examination each year scored below credit level. The implication of this is that the percentage of students eligible for admission into tertiary institutions is low each year. The trend also continued in year 2013 and 2014 with the report from WAEC showing that only 36.57% and 31.28% respectively passed at credit level. The results of students in English Language May/June National Examination Council (NECO) examination between 2010 and 2012 also reveal the same trend. Only 21.59%, 21.34%, and 49.33% respectively passed at credit level. This shows that students have problems in English language. The following excerpt taken from the WAEC Chief Examiners' Report of May/June 2007 further shows the nature of the problem exhibited by candidates:

Contrary to expectation, the performance of the candidates was awfully poor. Some of the candidates scored zero in the whole paper (English Language Paper 1), having failed to write an answer that can earn a single mark in any section of the paper. It appears that a good number of

schools registered illiterate and unqualified candidates for this test. (Page 7)

The situation described above is certainly disturbing, and something urgent has to be done to get students out of this nagging problem.

Many factors have been identified to be responsible for the poor performance of students, among which are poor attitude to English language learning (Bami-Ogunbiyi, 2008), home background (Oladunjoye 2005) and instructional strategy (Kolawole, 2003; Oladunjoye, 2005; Aduwa-Ogiegbaen and Iyamu, 2006; and Ogunyemi, 2008). Bami-Ogunbiyi (2008) asserts that the attitude a person holds towards a language will to a large extent determine how he/she will learn that language. To her, a positive attitude leads to successful language learning while a negative attitude inhibits it. Oladunjoye (2005) also observes that resources of the home and parents' use of the English language are correlates of children's English language learning ability. On instructional strategy, Aduwa-Ogiegbaen and Iyamu (2006) point out in their study that most secondary school teachers still rely on the traditional method of teaching which is too teacher centred. This, according to them, is a major factor responsible for the poor performance of students in English language.

Some other scholars (Kolawole, 1998; Hartshorn, 2008; and Fakeye & Ogunyemi, 2010) report that the mass failure usually recorded in the English Language examinations is due to students' inability to use the language in expressing their thoughts while writing. In the submission of Hartshorn (2008), learners experience a lot of difficulties in their quest to produce writings that are fairly substantive and linguistically accurate. He explains further that learners must be able to express accurately the intended meaning to the examiners for them to earn good marks.

Fakeye and Ogunyemi (2010) also affirm that competence in writing is a pre-requisite for students' academic success. According to them, since examinations are conducted through the medium of writing, students should be able to respond clearly to examination questions, through writing, for them to record any meaningful success. Students who cannot clearly articulate in writing what they know may not do well in public examinations. In the opinion of Kolawole (1998), the mass failure being recorded in English language every year is as a result of students' inability to write good essays. Writing competence influences, in no small measure, students' achievement in English

language examination. This is not only because essay writing attracts the highest marks obtainable in the subject (Kolawole, 2003) but also because writing competence is a pre-requisite for success in other aspects i.e. comprehension and summary writing. Students should be able to provide answers to comprehension questions and summary questions in well-constructed sentences. The interplay between writing competence and students' achievement in English Language is further brought to the fore by the WAEC Chief Examiners' Report of 2007 which states inter alia "..., these candidates recorded many punctuation and grammar errors as can cost them all the marks allowed for mechanical accuracy. How can they do well?" (Page 7)

Fakeye (2002) avers that students who are able to write good essays perform very well in English language examination, while those who are unable to write good essays perform poorly in the subject. This is reechoed by Osunsanya (2004) with the claim that students fail English language largely because they do not know what it takes to write a good essay. To him, students perform woefully in the subject because they are not knowledgeable enough about the salient process of essay writing which accounts for fifty marks; a very significant proportion of the total marks obtainable in English language examinations. Adegbile and Alabi (2007) also report a correlation between students' ability to write good essays and their performance in English language.

In spite of the importance of essay writing in the achievement of students in English language, it has been observed by Oyinloye and Gbenedio (2010) that essay writing is not being properly handled as much as one would expect in Nigerian secondary schools. Kolawole (1998) finds that the teaching of essay writing in Nigerian schools is beset with many problems ranging from inadequate periods of teaching, methods of teaching, quality and qualification of teachers, lack of adequate and useful facilities, work load for teachers, class size, students' academic ability, negative attitude on the part of both teachers and students to essay writing, among other problems.

According to Fabunmi, Brai-Abu and Adeniji (2007), class size related factors are very important in the teaching-learning activities, particularly when students' academic achievement is being considered. These scholars are of the opinion that lower teacher-pupil ratio allows for more effective communication between the learner and the teacher. This position is reaffirmed by Hartshorn (2008) who also reports that dealing with a large

number of students at a time puts an excessive strain on the teacher. This will force the teacher to adopt a method that will suit him/her and not what may help the learners to learn. Kolawole (2003) also points out that teachers faced with large class situation only teach about essay writing rather than engaging students in actual writing and that even when students manage to write essays, such essays are never marked.

Another factor that has been found to affect the teaching of essay writing is the attitude towards it. Attitudes are positive or negative feelings that an individual holds about objects or ideas. Researches have shown that positive attitudes enhance students' performance in the learning of a second language while a negative attitude inhibits it (Larsen-Freeman, 2003; Kolawole, 2003; Oladunjoye, 2004; Adebisi, 2006 and Fakeye, 2010). Oladunjoye (2004) asserts that a positive attitude on the part of the learner will most likely lead to high competence while a negative attitude will likely bring about marginal competence. Fakeye (2010), in a study reports a positive relationship between students' attitude and their achievement in English language. To him, students' performance in second language learning depends largely on their attitude towards the learning material and the instructional strategy. This implies that whatever strategy the teacher employs must elicit positive attitude from students.

Some scholars are of the opinion that the use of inappropriate instructional strategies is one of the major problems facing the effective teaching and learning of essay writing in schools (Kolawole, 2003; Oladunjoye, 2003; Osunsanya, 2004; Aduwa-Ogiegbaen & Iyamu, 2006; Hartshorn, 2008; Asikhia, 2010 and Fakeye & Ogunyemi 2010). These scholars agree that the poor performance of students in essay writing is due largely to the instructional strategy the teacher employs in the instructional process. For instance, Kolawole (2003) submits that students are not properly taught to be able to express their views, opinions and thoughts in writing as they ought to; hence, they perform poorly in essay writing. This view is re-echoed by Hartshorn (2008) who blames students' poor performance in essay writing on teacher's non-versatility and lack of commitment to work. The scholar notes further that when teachers have large number of students to deal with; they hardly have time to correct most errors in students' essays. This creates a false sense of capability in students. It is the belief of these scholars that when learners are shown the nature of their errors and are given the opportunity of

knowing what is wrong with their production, they tend to perform better. The views expressed above stress the need to give more attention to the teaching of writing in our schools. Teachers of English language need to do more than they are currently doing to improve students' linguistic accuracy in any writing task.

However, Hartshorn (2008) notes that the teaching of essay writing is complex because of the many dimensions of writing that need attention. Such dimensions that should be given attention include the linguistic accuracy of what is written, the originality of the ideas that are expressed, the organisation, sequencing and flow of those ideas, the use of appropriate conventions associated with various types of writing. These dimensions are further classified into two: linguistic or language based aspects of writing and rhetorical conventions. The linguistic aspects of writing are those aspects that focus on linguistic accuracy. These include features such as grammar, word choice, spelling and punctuation. Rhetorical conventions on the other hand involve the organisation, presentation, development and flow of ideas. To Hartshorn, the linguistic aspect of writing is the most challenging aspect of writing while the rhetorical convention is less problematic. This is confirmed by the *WAEC Chief Examiners' Report of 2007* where it is observed that students record more of punctuation and grammar errors. Although rhetorical conventions are seen to be less problematic than linguistic accuracy, both seem to be important in developing the needed competence in writing.

Several researches aimed at improving the level of students' competence in writing had been carried out. Fakeye (2002) investigates the effects of instruction in componential and rhetorical strategies on students' achievement in essay writing and finds that the strategies are effective means of improving students' competence in essay writing. Kolawole (1998), and Oyinloye and Gbenedio (2010) also examine the effect of different methods (combination of reading-writing, lecture and discussion methods) with linguistic packages on students' achievement in essay writing and find that the methods could enhance students' achievement in essay writing. The linguistic package used by these researchers was designed to lay emphasis on some aspects of grammar such as phrases, clauses, sentences, paragraphs, and punctuation marks. Though these studies reported positive findings, they could not stem the tide of poor performance. This, according to Hartshorn (2008) is because they focus on grammar instruction neglecting

the feedback component. He argues against grammar instruction when he observes that grammar instruction, more often than not, focuses on grammatical structures that students are not likely to choose on their own. He notes further that in actual writing tasks, students avoid some of those structures because they simply do not feel comfortable using them. Yet, such learners will consistently use a number of other grammatical forms despite the fact that what they actually produce may be laden with errors. Thus, the use of grammar instruction may not be very effective in helping students to write more accurately. This is true when one considers the fact that students are still making errors with grammatical structures they have already studied extensively.

Moving beyond grammar instruction, recent research findings have shown that error is an important feature of second language (L2) learning and English as a Second Language (ESL) is no exception (Myles, 2002; Chandler, 2003; Bitchener, Young and Cameron, 2005; Hartshorn, 2008; Liu, 2008 and Zhang, 2010). It is the conviction of these scholars that when students are shown the nature of errors in their writing, their level of writing accuracy improves. The process of drawing learners' attention to errors in their production is described as reactive focus-on-form (Farrokhi and Gholami, 2007). To these scholars, using reactive focus-on-form to correct errors in students' writing is linguistically beneficial because it addresses linguistic problems that individual learners are actually experiencing. It also allows learners to notice problematic linguistic items in their written tasks. It further provides opportunities for learners to improve their level of competence and to express themselves in a language that is accurate and appropriate (Swain, 1995). This is because it addresses a linguistic problem which may otherwise go unnoticed.

Reactive focus-on-form has also been referred to as error correction/corrective feedback (Chandler, 2003; Ferris, 2004; Rauber & Gil 2004; Bitchener et al, 2005 and Liu, 2008). For the purpose of this study therefore, the terms reactive focus-on-form and corrective feedback will be used interchangeably. To Chaudron (1998), the aspect of classroom interaction with the widest scope is probably what we refer to as feedback, which includes error correction. To him, apart from teaching, the primary role of language teachers is often considered to be the provision of both error correction, and

approval of learners' correct utterances. If this is not done, there is the possibility of learners taking incorrect utterances to be correct and appropriate.

There are two major types of corrective feedbacks, namely direct or explicit feedback and indirect or implicit feedback (Ferris & Roberts, 2001; Bitchener, Young & Cameron, 2005 and Liu, 2008). Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form. On the other hand, indirect or implicit feedback refers to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it. Several studies have been conducted to investigate the effectiveness of error correction in improving the accuracy of students' writing. Each of these studies (Chandler, 2003; Kolawole, 2003; Rauber & Gil, 2004; Bitchener, Young & Cameron, 2005; Ferris, 2006; Hartshorn, 2008 and Liu 2008) reports that there is a significant effect of corrective feedback on the writing accuracy of students. Chandler (2003) reports that both direct and indirect feedback strategies are effective means of reducing students' errors in writing tasks. She also notes that direct feedback worked best for producing accurate revision. Kolawole (2003) corroborates the findings of Chandler when he also observes that the use of feedback strategies leads to significant improvement in students' achievement in essay writing.

Bitchener, Young and Cameron (2005) compare two types of feedback groups (a combination of direct written feedback and oral conference feedback and direct written feedback only) with the control group (no corrective feedback). The study found a significant effect of the combination of written and oral feedback on students' writing. These findings are confirmed by Liu (2008) who reports that both direct and indirect correction helped students to self-edit their writing.

Although the studies reviewed above produced useful insights about the effects of corrective feedback (reactive focus-on-form) on students writing, there are some obvious limitations. Some of these studies have one or two weaknesses that have made it difficult to generalise the result with a high level of confidence, most especially in the Nigerian context. First, the classroom atmosphere in Nigeria is not conducive enough for proper use of corrective feedback. Asikhia (2010) observes that Nigerian secondary schools are experiencing 'astronomical' increase in population to the extent that some classes use 3-5

registers for a class having up to 250 students. Although the situation described above is outrageous, other scholars (Aduwa-Ogiegbaen & Iyamu 2006, and Fabunmi, Brai-Abu & Adeniji, 2007) agree that most classrooms in Nigerian schools are overpopulated. They observe that most secondary schools are overcrowded and that teachers have little or no room to move around to give individual attention to students. The Nigerian National Policy on Education (2004) recommends an average of forty students per class. This is hardly the reality in Nigerian schools.

Faced with the population situation described above, many secondary school teachers teach about essay writing rather than engaging students in actual writing. Students are not made to write essays as frequently as possible, and teachers hardly interact with students' scripts when students manage to write any essay (Kolawole 2003). Hartshorn (2008) also notes that when the class size is large and the teacher is willing to provide the needed feedback, several days or even weeks could pass before the teacher is able to return the papers with the needed feedback. This will no doubt put an excessive strain on the teacher and minimise the number of opportunities to give and receive feedback.

Also, Poole (2005) and Hartshorn (2008) agree that when students' essays are long, the number of errors can be overwhelming for the teacher to identify and equally overwhelming for the student to correct. Semke (1984) also points out that there is a negative psychological effect of returning a paper that is "bleeding" red ink to a student. After working diligently on a paper, too many error corrections may discourage the student from embarking on subsequent writing tasks. Hartshorn (2008) makes an attempt in his study to reduce the number of errors teachers and learners have to deal with in their writing task by focusing on a paragraph at a time. The scholar also makes use of one type of error correction (implicit error correction) to give feedback to students' errors and found a positive result. It may however be difficult to generalise his findings for two reasons. First is the small size of the samples used (treatment group 28students, control group 19students) and second is that the participants were adult learners (university students) with an average age of 25years. This technique may not produce the same result with secondary school students. The reason for this is not far-fetched. Adult learners have

already developed a high level of cognitive functioning. Thus, it will be relatively easier for them to process and apply the implicit feedback of errors given by the teacher.

Another notable weakness of some of the previous studies has been that many of those studies do not consider the effect of error correction on new pieces of writing. Students are allowed to revise their writing based on the feedback provided by the teacher after which the final assessment will be made. Hartshorn (2008) and Bitchener, Young and Cameron (2005) observe that this process may result in an error free paper but it may not help learners write more accurately in future writing tasks. Hartshorn submits that this process will produce good writings rather than producing good writers. Also, some of the earlier studies (Rauber & Gil, 2004; Bitchener, Young & Cameron, 2005 and Liu, 2008) do not include a control group that do not receive feedback in their studies.

With these contextual factors in mind, there is therefore the need to seek an alternative means of providing feedback that will not only help students to produce good writings on a short term basis but also on long term basis. Such an approach should also seek to reduce the amount of errors teachers and students have to deal with to the barest minimum in order not to overwhelm them. The attempt to reduce the amount of errors teachers and students have to deal with is what Hartshorn (2008) refers to as manageable feedback. It is against this background that this study examines the effect of explicit manageable reactive focus-on-form and implicit manageable reactive focus-on-form on students' learning outcomes in essay writing. Rather than requesting students to write a long essay at a go, manageable reactive focus-on-form focuses on paragraph by paragraph development of the essay. Students are required to write a two-paragraph essay during each class period initially, after which the teacher gradually increases the size of the essay. The students are introduced to different types of paragraph, that is, introductory, transitional, and concluding paragraphs. The initial small size of the essay makes it possible for the teacher to provide the necessary feedback appropriately and promptly. The small size of the essay also enables the learners to process and apply the feedback effectively. When this is done over time, and students are exposed to various forms of writing, they are more likely to become familiar with their frequent errors and guide against such in subsequent writing.

Another important factor that can influence students' achievement in language learning, apart from teaching strategy, is self-esteem (Brown, 2000; Park & Lee, 2004; Yang & McCarthy, 2005 and Ebata, 2008). Coopersmith (1967) defines self-esteem as a personal judgement of worthiness that is expressed in attitudes that the individual holds towards himself, and indicates the extent to which the individual believes in himself/herself to be capable, significant and worthy. Research on self esteem and second language learning has shown that it is an important affective variable in successful second language acquisition (Park and Lee, 2004). In the words of Brown (2000), self-esteem is an important variable in second language learning. To him, self-esteem is a very significant factor because no successful cognitive or affective activity can be carried out without some degree of it. This view is shared by Yang and McCarthy (2005) who also point out that self-esteem has a great impact on language learning. To them, students who have higher level of self-esteem tend to have more success in second language learning. On the other hand, people with low self-esteem are linked to pessimism, depression and poor language learning ability.

Park and Lee (2004) also find a positive correlation between self-esteem and language learning. In their opinion, effective language learning can only take place when students are assisted to develop a positive self-esteem. In his own contributions, Ebata (2008) points out that self-esteem is one of the most significant factors in language learning. The scholar argues that self-esteem provides learners with the necessary impetus to become positive about their own learning. It creates the drive in them to acquire the target language, enjoy the learning process, and experience real communication. He argues further that when students do not believe in their ability, they will be hindered from achieving the task of learning the target language. Once such students regain their self confidence, their ability to learn the target language improves.

Most of the earlier studies on self-esteem and language learning examine the relationship between self-esteem and oral production tasks. This is because scholars view oral production tasks as posing a greater potential for damaging students' self-esteem in the process of second language learning (Kazumata, 2011). To him, unlike oral production tasks, reading and writing tasks normally allow students enough time to organise sentences and to find the most appropriate words. It must be noted, however,

that in an examination situation such as the West African Senior School Certificate Examination (WASSCE), students are expected to write a long essay within fifty minutes. As a result of this, they may not have “enough” time to produce appropriate essays. In this type of situation, a positive self-esteem may likely assist the student in the writing task at hand. Semke (1984) also observes that when students worked diligently on an essay, too many error corrections could send a discouraging message to the students. In this regard, a positive self esteem may provide the necessary impetus to diligently rework the essay. To this end, this study examines the moderating effect of self-esteem on students’ learning outcomes in essay writing when reactive focus-on-form strategy is used.

Performance of students in essay writing can also be influenced by class size (Fabunmi, Brai-Abu & Adeniji 2007; Adeyemi, 2008; Hartshorn, 2008 and Abioye, 2010). Asikhia (2010) observes that the problem of too large population of students in a classroom does not create a good condition for learning which can lead to poor academic performance of students. This view is shared by Aduwa-Ogiegbaen and Iyamu (2006) who also observe that most secondary schools are overcrowded and that teachers have little or no room to move around to give individual attention to students. Abioye (2010) is also of the opinion that when there are too many students in a class, effective learning will be hampered. This is because it may be very difficult, if not impossible, for a teacher in such a situation to meet the individual learning needs of the learners.

Although the studies reviewed above show that the lower the class size or teacher-pupil ratio, the higher the students’ achievement, Fabunmi, Brai-Abu and Adeniji (2007) believe that the relationship between class size and academic performance remains a major controversy and a subject of continuous research. This is particularly true when we consider the findings of Machado and Vera-Hernandez (2008) and Ibrahim (1992) who submit that class size seems to have little or no effect on teaching effectiveness and students’ academic achievement. In the opinion of Machado and Vera-Hernandez (2008) class size could have positive or negative effects on students’ academic achievement. On one hand, reduction in class size might improve students’ academic achievement because it will facilitate better teacher-student interaction. Large classes in this regard might be prone to disruption occasioned by frequent disturbances from students and subsequent

punishment by teachers. On the other hand, students may benefit from larger classes with stronger competition and peer-pressure as well as a larger potential for interaction with other students. A large class also means that if a student asks a question, more students will benefit from such question.

From the foregoing, it is clear that the actual influence of class size on language learning is still a subject of continuous debate. This is in view of the conflicting findings reported on it by scholars. Apart from the inconsistencies observed in the earlier research reports, it has been pointed out earlier in the study that the prevalent large class situation in Nigerian schools has hindered teachers from giving feedback on students' essays promptly and appropriately. If the class size is large but the essay size is small, the teacher may be motivated to give the necessary feedback promptly and appropriately. Thus, this study also seeks to determine the moderating effect of class size on students' learning outcomes in essay writing when reactive focus-on-form strategy is used.

1.2 Statement of the Problem

Studies have shown that most Nigerian secondary school students do not perform well in the English language examinations. Scholars have attributed the problem mainly to students' inability to write good essays. This is because essay writing attracts the highest marks obtainable in the subject and also because writing competence is a prerequisite for success in other aspects such as comprehension and summary writing. Research efforts aimed at improving students' achievement in essay writing had been carried out suggesting different strategies for teaching essay writing. As effective as the strategies were, they could not stem the tide of poor performance in essay writing. This is because most of the strategies focused on grammar teaching ignoring the feedback component of essay writing. Hence, learners are still not given the opportunity of knowing what is wrong with their essays and how to correct such errors. Thus, in order to fill this obvious gap in research, there is need to adopt a strategy that will make it possible for teachers to give feedback to learners' errors promptly and appropriately without putting unnecessary strain on the teachers. Two of such strategies are implicit manageable reactive focus-on-form and explicit manageable reactive focus-on-form. Most of the previous studies carried out on the two strategies confirm their effectiveness for teaching English as a second language. But most of these studies were conducted

outside Nigeria. Besides, those researches covered other areas of English Language such as grammar and oral production. There has not been much research conducted on those strategies in relation to the teaching of essay writing in Nigeria. Also, class size and students' self-esteem have been confirmed to be factors that interact with instruction to produce students' learning outcomes. However, research findings on those variables are inconclusive. This then necessitates further research on the moderating effects of these variables on essay writing instruction. Therefore, this study examined the effect of implicit manageable reactive focus-on-form and explicit manageable reactive focus-on-form on students' learning outcomes in essay writing. The extent to which class size and students' self-esteem contribute to variations in students' learning outcomes in essay writing when implicit and explicit reactive focus-on-form strategies are used was also examined.

1.3 Hypotheses

The following hypotheses were tested at 0.05 level of significance

HO₁: There is no significant main effect of treatment on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₂: There is no significant main effect of class size on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₃: There is no significant main effect of self-esteem on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₄: There is no significant interaction effect of treatment and class size on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₅: There is no significant interaction effect of treatment and self-esteem on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₆: There is no significant interaction effect of class size and self-esteem on students'

- a. achievement in essay writing
- b. attitude towards essay writing

HO₇: There is no significant interaction effect of treatment, class size and self-esteem on students'

- a. achievement in essay writing
- b. attitude towards essay writing

1.4 Significance of the Study

The study is significant because the manageable reactive focus-on-form strategies led to improvement in students' learning outcomes in essay writing. This would in turn lead to a reduction in the problem of mass failure in English language examination in schools and, ultimately, an improved performance in public examinations (WAEC & NECO). Also, language teachers would be able to adopt appropriate strategies in correcting learners' errors in essay writing. When teachers are aware of the effective ways of providing feedback that would not put excessive strain on them, it is expected that they would be more willing to provide feedback on students' errors promptly and appropriately.

Furthermore, academics, researchers and students would find the study to be a significant contribution to existing research in English Language teaching and learning. The study would provide empirical information to curriculum planners who are in constant search for effective strategies for implementing different aspects of English language curriculum in senior secondary schools. It would also serve as a stimulant for further research in this aspect of English language teaching.

1.5 Scope of the Study

The study was delimited to Senior Secondary School Two students in nine secondary schools in Ogun East Senatorial District of Ogun State. Essential concepts in essay writing were taught using three different strategies (implicit manageable reactive focus-on-form, explicit manageable reactive focus-on-form, and the conventional method). The study also investigated the effects of class size and self-esteem on students' learning outcomes in essay writing.

1.6 Operational Definitions of Terms

The following terms are operationally defined as used in the study:

Implicit Manageable Reactive focus-on-form: This is a strategy whereby the teacher allows the students to write a two-paragraph essay during each class period. Before the next class period, the teacher provides the necessary corrective feedback by indicating that some errors have been made but does not provide corrections, thereby leaving the students to diagnose and correct the errors. The teacher mandates the students to submit the corrected version of their writing for further vetting.

Explicit Manageable Reactive focus-on-form: This is a strategy whereby the teacher allows the students to write a two-paragraph essay during each class period. Before the next class period, the teacher provides the necessary corrective feedback by identifying the errors in the students' writing and provides the correct form. The teacher mandates the students to submit the corrected version of their writing for further vetting.

Learning Outcomes in Essay Writing: This refers to students' level of performance in essay writing achievement test and disposition to essay writing.

Achievement in Essay Writing: Is the measurable behavioural expectation from students as a result of treatment. Achievement in essay writing was measured using students' scores on achievement test in essay writing.

Attitude to Essay Writing: This is students' disposition, feelings, opinions, beliefs, behaviour and interest towards essay writing. This was measured using a questionnaire on attitude to essay writing.

Class Size: This refers to the total number of students in a particular class at any given time. Class size in this study was categorised as follows:

- i. Small class size 1-30 students
- ii. Medium class size 31-40 students
- iii. Large class size 41 and above.

Error: Error is the deviation from the target language norms that occurs as a result of a failure to use correctly the rules of the language.

Self-Esteem: This is the personal judgement of worthiness that is expressed in the attitudes an individual holds towards himself/herself. This was measured using a self-esteem questionnaire.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of related literature under the following subheadings:

- i. Theoretical framework
- ii. Language teaching and language learning
- iii. Factors affecting the teaching and the learning of essay writing in Nigerian schools
- iv. The place of essay writing in English language learning
- v. Essay writing as a process
- vi. The role of grammar instruction in essay writing
- vii. Methods and strategies of teaching essay writing
- viii. Error analysis and second language learning
- ix. Significance of learners' errors to second language learning
- x. Sources of learners' errors in essay writing
- xi. Implicit and explicit reactive focus-on-form and students' learning outcomes in essay writing
- xii. Attitude and language learning
- xiii. Self-Esteem and students' learning outcomes in essay writing
- xiv. Class size and students' learning outcomes in essay writing
- xv. Appraisal of literature

2.1.0 Theoretical Framework

Several theories underpin second language learning and acquisition. These theories have significant implications for language teaching and language learning. Specifically for this study, Corder's Error Analysis Theory and Vygotsky's Sociocultural Theory are relevant.

2.1.1 Error Analysis Theory

Error analysis, as put forward by Corder (1981), is a means of using utterances of pupils to assess whether they have, or have not, learnt the particular linguistic points that the teacher has been trying to teach. To him, the learner's errors should serve as important source of information about his linguistic development. In the opinion of Brown (2000), the fact that learners do make errors and these errors can be observed,

analysed, and classified to reveal something about the linguistic system operating within the learner led to a surge of study of learners' errors, called error analysis. A learner's errors provide evidence of the system of the language he is using (or has learnt) at a particular point. These errors are significant in three different ways. First they are significant to the teacher because they tell him/her how far towards the goals the learner has progressed and, consequently, what remains for the learner to learn. They also provide to the teacher/researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Lastly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way of testing his hypothesis about the nature of the language he is learning.

Error analysis seeks to identify and describe erroneous utterances produced by a learner or a group of learners. Such errors could be classified on superficial basis as errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there; errors of selection where the wrong item has been chosen in place of the right one; and errors of ordering where the elements presented are correct but wrongly sequenced. This classification of errors is the starting point for further systematic analysis of such errors. The errors could further be classified according to the linguistic level the error has been committed. For example, the omission, addition, wrong selection or ordering may be at graphological level. These are errors of spelling. It may also be at grammatical or lexico-semantic level. By applying this classification to errors we get a matrix for the categorisation of errors of this sort.

	Graphological	Grammatical	Lexico-Semantic
Omission			
Addition			
Selection			
Ordering			

Figure 2.1 Source: Corder (1981)

Other classification of errors could be done in terms of systems, such as tense, number, mood, gender, case and so on. From the foregoing, it is evident that it is not sufficient merely to classify learners' errors in superficial way into errors of commission, omission, wrong sequence, and wrong selection. There is need for a deeper analysis of the errors that will lead to a proper understanding or explanation of the cause(s) of the errors. Only when the teacher knows why an error has been produced can he set about correcting it. It is on the basis of the information the teacher gets from analysis of learners' errors that he varies his teaching procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment. For this reason, it is important that the teacher should be able not only to detect and describe errors linguistically but also understand the psychological reasons for their occurrence. The diagnosis and treatment of errors is the fundamental principle of error analysis.

The Error Analysis theory provides a bedrock for this research work which attempts to show students what they are doing wrong with their written composition so that they can understand where they made mistakes and learn how not to make the same mistakes in future writing tasks. A proper understanding of error analysis theory will assist the teacher in detecting, classifying, and correcting students' errors in essay writing and this tends to lead to improved performance of students in essay writing.

2.1.2 Socio-Cultural Theory

Socio-cultural theory (SCT) was first developed and systematised by Vygotsky and his collaborators in Russia in the 1920s and 1930s, and has been embraced by theorists across the disciplines of psychology, education, and language acquisition. According to Huong (2006) Vygotsky conceptualised cognitive development as the transformation of socially shared activities into internalised processes. This means that knowledge only has significance and value in the context of joint action and interaction. Huong observes further that sociocultural theory is based on the concept that human activities take place in cultural contexts and are mediated by language and other symbols.

Lantolf and Thorne (2007) provide a justification for the application of socio-cultural theory to second language acquisition when they explain that the SCT is grounded in a perspective that does not separate the individual from the social world. Since the individual emerges from social interaction, he/she is always fundamentally a

social being. It is in the social world that the language learners observe others using language and imitate them. It is also with the collaboration of other social actors that learners move from one stage of language development to another. Baleghizadeh, Memar and Memar (2011) point out that in SCT, a teacher or a more knowledgeable other tries to mediate and make use of students' potentials by scaffolding students within their Zone of Proximal Development (ZPD). The three main concepts in socio-cultural theory as evident in the preceding statement are Zone of Proximal Development (ZPD), Mediation, and Scaffolding.

Vygotsky (1978) defines ZPD as the distance between a child's actual developmental level as determined by independent problem solving, and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Lantolf (2000) provides a more refined definition of ZPD when he defines it as the difference in performance on a task between what a learner can do alone and what he/she can do when working with an expert. From the aforementioned, ZPD can be described as the difference between what a person can accomplish when working alone and what the same person can accomplish when he/she receives support from someone else.

One of the fundamental concepts of socio-cultural theory according to Lantolf (2000) is its claim that the human mind is mediated. SCT holds that it is through social mediation that knowledge becomes refined and viable and gains coherence. Huong (2006) describes mediation as the mechanism through which external, socio-cultural activities are transformed into internal, mental functioning. Mediation according to Vygotsky refers to the part played by other significant people in the learners' lives. According to Turuk (2008), the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. Social mediation in the form of interaction can occur as expert-novice mediation with the teacher or more capable peers as experts (Huong, 2006). Mediation can also take the form of a textbook, visual material, classroom discourse, opportunities for second language interaction or other kinds of teacher assistance. The assistance provided to the learner by the teacher so that the learner can internalise external knowledge and convert it into tools

of conscious control in order to accomplish learning tasks is what has been described as scaffolding.

The study of scaffolding in L2 research according to Donato (1994) has focused exclusively on how language teachers provide guided assistance to learners. He defines scaffolding as a situation where a knowledgeable participant creates supportive conditions in which the novice (the learner) can participate, and extend his or her current skills and knowledge to higher levels of competence. This simply means that scaffolding is the assistance a learner gets from the teacher and or classmates which enable him or her to perform a learning task. Schumm (2006) describes it as providing support for students in their language learning, and then gradually diminishing the support as students become more independent.

The three main concepts of socio-cultural theory ZPD, Mediation, and Scaffolding as explained above are crucial to the present study. The zone of proximal development as explained earlier refers to the difference between what a learner can achieve when working alone and what he/she can achieve after receiving support/guidance from a knowledgeable other (in the case of this study, the teacher). The current study also seeks to determine the difference in the performance of learners in writing tasks when they work alone and when they receive corrective feedback from their teacher. Also, the mediational role of the teacher in the form of the assistance provided to the learner in order to overcome errors in their essay is what has been described as scaffolding. From all the aforementioned, it is evident that there is a strong relationship between the socio-cultural theory and the current study.

2.2.1 Teaching and Learning

Teaching and learning are two interrelated concepts. This is because the purpose of teaching is to bring about learning. Teaching, as defined by Olori (2007), is a conscious effort by an experienced person to impart knowledge, skills, values or information to a less experienced person who is equally willing to learn. It is a deliberate activity which is geared towards inducing learning between a teacher who teaches and the learner that learns. From the aforementioned, it is evident that teaching cannot be said to have taken place without learning.

Dada (1999) also observes that teaching is usually considered in relation to learning since in order to teach, we need to have learners. He also notes that in our everyday classroom activities as teachers, each time we teach, our purpose is to bring about learning or to facilitate it. He consequently defines teaching as a system of instructional activities which are intended to bring about, or facilitate learning and carried out in such a way as to respect students' intellectual integrity and capacity for independent judgment. This view is given support by Okeowo (2009) who notes that the key role of a teacher is to teach the students and to ensure that they are learning through the various teaching skills which abound in the classroom situation. Consequently, teaching can be defined as a deliberate and purposeful activity carried out by a well trained personality with the sole aim of bringing about a desired change in learners' behaviour.

Although the main aim of teaching is to bring about learning, it should be noted that not all teaching activities cause learning. Factors such as teachers' personal quality, physical condition of the classroom and students' interests interact to bring about meaningful learning. This is perhaps the reason behind the submission of Okeowo (2009) that the task of teaching is too important, complex, and challenging to be left in the hands of individuals who are not well equipped and knowledgeable to fully help students acquire knowledge, skills and appreciation by means of systematic method of instruction.

From our discussion so far, learning can be viewed as a product of teaching. Learning occupies a very important place in our life. Most of what we do or not do is influenced by what we learn and how we have learnt it. Chauhan (2001) describes learning as any change in the general activity of an organism, the effects of which persist and recur over a period of time and which are strengthened by repetition or practice. Also, Adesemowo, Sotonade & Okubanjo (1998) define learning as the relatively permanent change in behavioural potentiality that occurs in learning environment as a result of reinforcement, practice and experience

Although there are many definitions of learning, there is a meeting point in the various definitions of learning put forward by researchers, psychologists and educationists. Scholars (Okoye 1982, Adesemowo, Sotonade & Okubanjo 1998, Dada 1999, Chauhan 2000, Mangal 2002, Olori 2007 and Okeowo 2009) view learning as a

relatively permanent change in human behaviour which occurs as a result of experience. From the foregoing, we can infer that in any learning situation, the change in behaviour does not occur in a vacuum but as a result of an exposure to stimuli.

Learning, as a process, is in phases (Adesemowo, Sotonade & Okubanjo 1998). This means that before learning can take place, several stages have to be involved. The first stage is the acquisition stage where the learner must be ready to learn, acquire a skill or assimilates what he/she is taught. The second stage is the storage or retention stage where the learner is expected to commit what has been acquired in the first stage to memory. The third stage is the retrieval stage where the learner is expected to recall and reproduce the stored experiences or information. If he/she is able to recall the important points that are previously acquired and stored, it shows that effective learning has taken place.

For effective teaching and learning to take place, Olori (2007) identifies the roles of the teacher and the students as:

1. **Planning:** The primary roles of the teacher in preparing what to teach is to specify the objectives to be achieved. These are what he expects the students to be able to do at the end of the lesson. These will guide him in the selection of subject matter and the methods or strategies to be used to achieve the set objectives.
2. **Organising:** The teacher must assume the role of a manager and organiser of students in a manner that will assist them to meet the set objectives. The teacher must arrange and present the lesson in such a way that it will have unity, sequence or proper organisation. The teacher should not only be a master of his/her subject, he/she must possess the ability to effectively organise the materials of instruction to suit the age, experience and conditions of the learners.
3. **Guiding:** One of the primary roles of the teacher is to give educational guidance, vocational guidance and personal counseling to the students. The teacher also shares a warm and helpful relationship with the students that will assist in bringing the best out of them. The teacher should also strive to make learners active participants in the learning process by guiding them to discover things themselves.

4. **Imparting Knowledge:** It is important for a teacher to have a good mastery of the subject-matter he/she teaches. Perhaps, the most important role of the teacher in any educational setting is to impart knowledge to others. Adesemowo, Sotonade & Okubanjo (1998) opine that having a good mastery of the subject matter will enhance the teacher's personality. Teachers who do not possess a good mastery of their subject-matter will not be respected by the students. The society relies on the teacher for the impartation of the desired knowledge, values, ideas, concepts, information, principles and skill to the young generations.
5. **Evaluation:** The teacher has to integrate evaluation procedures into his/her teaching. This is to measure the extent to which the stated objectives have been achieved. Evaluation has to be a continuous process running through every stage of the teaching\learning process. It has to be done at the end of units, at the end of groups of related units etc in order to find out if we are making any progress and at what rate.

2.2.2 Language Teaching and Language Learning

Language teaching, according to Ojo (2005), is a process which involves the determination of worthwhile objectives, the selection and arrangement of learning experience, guidance and motivation as well as approaches to testing and correction with a view to helping learner acquire basic language skills, namely, listening, speaking, reading, and writing in a language. From the above definition, the main aim of language teaching is to assist in developing learners' level of competence in the four language skills. In achieving this, the teacher ensures that necessary instructional contents are presented to the learners in a conducive and friendly atmosphere. The teacher must also take cognizance of affective variables that may hinder effective teaching.

Language learning on the other hand is a deliberate activity undertaken when one has already, nearly or fully acquired the basic structures and vocabularies of ones first language (Ogunyemi 2005). Whereas, every normal human being masters his/her mother tongue with unconscious ease, people vary in their ability to learn additional language(s) just as they vary in other intellectual activities. This view is corroborated by Mabekoje (2009) who describes language learning as an activity that commences after the acquisition of a first language. The implication of the views expressed above is that

whereas language acquisition occurs in an informal setting, language learning is an activity that takes place in a formal setting. It is a conscious effort to acquire additional languages other than the first language.

Freeman and Freeman (2004) and Mabekoje (2009) identify the components of language which one needs to know in order to teach language. These are phonology, morphology, syntax, semantics, and pragmatics. Phonology is the study of sound patterns of a language. It deals with how sounds are organised in a language. Morphology studies patterns of word-formation within and across languages, and attempts to formulate rules that model the knowledge of the speakers of those languages. It studies how words are put together from their smaller parts (morpheme) and the rules governing this process. Syntax is the study of the patterns which dictate how words are combined together to form sentences. Semantics deals with the study of meaning while pragmatics studies the interaction between language and contexts in which it is used.

Languages are taught and learned in various places which could be a formal or an informal setting. Regardless of the setting and the methods used, second language learners achieve mastery of the target language to varying degree (Mitsutomi, 2011). This means that people vary in their language learning ability just as they vary in their cognitive functioning. In the opinion of Van-Lier (1996) language learning efficiency can be enhanced by the learner's own understanding of what he/she is doing and why (awareness), being able to make some personal decisions about the process (autonomy), and being introduced to materials which are relevant, meaningful and practical (authenticity). It can be deduced from the above that a learner will attain a high level of mastery in the target language when he/she has a good understanding of the benefits inherent in learning the target language. It should however be noted that other factors such as aptitude, attitude, interest, motivation, interact to bring about mastery in the target language.

In the opinion of Krashen (2003), the principal goal of language teaching is to supply comprehensible input in order to facilitate acquisition. He also writes that the defining characteristic of a good teacher is someone who can make linguistic input comprehensible to a non-native speaker, regardless of his or her competence in the target language. Optimal input is supplied when the teacher engages the learner in real

communication which the learner finds interesting. The input hypothesis proposed by Krashen (1994) states that the learner improves and progresses along the natural order when he/she receives second language input that is one step beyond his/her current state of linguistic competence. The input must be at a level that slightly challenges the learner, but not so difficult that it overwhelms the learner. This is based on the notion that the learner can only learn a language that is taught to him/her in a meaningful way.

From the foregoing, therefore, in any language teaching/learning situation, the teacher's task is to consider ways of making information more comprehensible to the learner. This could be done by using different teaching strategies, such as correcting errors in their production, focusing on particular linguistic forms and features, connecting new information to prior knowledge among others. It is equally important that teachers should not dump down information such that the learner is never challenged or exposed to new linguistic forms in the language. The language teaching materials should be appropriately and developmentally sequenced so that it is slightly above the learner's current level of mastery. For these reasons, the input hypothesis is often referred to as the "i + 1" (information + 1) hypothesis. The belief is that when learners are exposed to language use just a little beyond their current level, those new linguistic features are acquired.

Ellis (1991) notes that the Language Acquisition Device (LAD) which is present in every normal human child can function properly only if the learner receives input that contains structures not yet learnt, and through this, the learner is able to understand the input. Thus, the teacher needs to provide simplified linguistic input in the target language. Mitsutomi (2011) believes that in addition to comprehensible input, the role of meaningful output in language teaching/learning cannot be underestimated. To him, the learners should be allowed to actively participate in the production of the language. The learner must engage in the language, solve problems with it, create his/her own ideas in "home-made" sentences, and negotiate meaning in the target language. Swain (1995) argues that though comprehensible input is important for second language learning, it is insufficient to ensure native-like competence required. Learners must be given the opportunity to produce comprehensible output. One major implication of this is that language teachers should not just teach about language; rather they should create more

opportunities for learners to use the target language for various communicative tasks. The language classroom should not be teacher-centred.

Certain principles have been outlined for effective language teaching and learning by scholars (Richard 1994, Fakeye 2001, and Mabekoje 2009). Among the principles put forward are that students learn only what they are taught; they are driven to act by the anticipation of rewards, tangible and intangible; the most potent learning rewards are intrinsically motivated within the learner; and the time and learning strategies learners invest into the language learning process play significant roles in their rate of mastery. The scholars are of the opinion that success in language learning is influenced by learners' belief that they can learn it. They also opine that a learner's native language creates both facilitating and interfering effects on learning; that learners' errors should be corrected as soon as they occur to prevent the formation of bad habits; and that the earlier a second language is introduced in school the programme, the greater the likelihood of success in learning it.

From these principles, several language teaching methods have evolved. These include the grammar translation method, natural/direct method, audio-lingua method, cognitive code-learning method, functional-notional approach, and communicative language teaching (Ojo, 2005). Whatever method adopted, the language teacher should assume the role of a 'diagnoser' and 'corrector' by showing the need to learn an item, evaluating the learner's error in terms of the need for remedial work and coming to the decision as to what, how much, when and how to correct (Harmer, 1998). Language teaching/learning should be a pleasant experience for the students as well as the instructors.

2.3 Factors Affecting the Teaching and Learning of Essay Writing in Nigerian Schools

Most of the problems of teaching and learning essay writing in Nigerian secondary schools have been blamed on a number of factors such as attitude to language learning, home background, class size, lack of adequate and useful facilities, workload for teachers, inadequate periods of teaching, method of teaching among other factors (Kolawole 1998, Oladunjoye 2005, Aduwa-Ogiegbaen and Iyamu 2006, Adegbile and

Alabi 2007, Adeyemi 2008, Bami-Ogunbiyi 2008, Hartshorn 2008, Abioye 2010, Asikhia 2010, Fakeye 2010, Oyinloye and Gbenedio 2010).

In the opinion of Adebisi (2006) and Fakeye (2010), learners' attitude is one of the most important factors influencing the teaching and learning of English language in Nigeria. Attitudes are positive or negative feelings that an individual holds about objects or ideas. Researches have shown that positive attitudes enhance students' performance in the learning of a second language (Kolawole 1998, Adebisi 2006 and Fakeye 2010). These researchers stress the importance of developing favourable attitude as a means of enhancing performance in the learning of English Language.

Verma (2005) also points out that attitude play a very significant role in language learning. To him positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she may not produce any result. This view is supported by Bami-Ogunbiyi (2008) who submits that the attitude a person holds towards a language will to a large extent determine how he/she will learn that language. To her, a positive attitude leads to successful language learning.

On home background, Ayeni and Adu (2002) assert that parental background affects students' performance to a very large extent. In a study another by Uwaifo (2008) it is discovered that children brought up in single parent family often suffer some emotional problems such as lack of warmth, love and disciplinary problems which hinder their academic performance. Oladunjoye (2005) also points out in his study that home background of students play a significant role in language learning. He notes further that resources from the home and parents' use of language have significant impact on children's language ability. Ogunyemi (2005) corroborates the findings of Oladunjoye (2005) when he observes that the nature of the home of a child has an enormous influence on language learning. He points out that children from literate parents enjoy more exposure to English language which assists them in the acquisition of the language. On the other hand, children of illiterate parents do not have enough exposure to English language. Sometimes, the child does not listen to single English spoken at home and even when he does, it is poor English. Most times, the best English the child hears will certainly be from the teachers. So he is deprived of practicing what he learns at school. This definitely affects his/her language learning ability.

In the opinion of Fabunmi, Brai-Abu and Adeniji (2007), class factors are very important in the teaching-learning activities, particularly when students' academic achievement is being considered. To them, lower teacher-pupil ratio allows for more effective communication between the learner and the teacher. Asikhia (2010) observes that Nigerian secondary schools are experiencing astronomical increase in population to the extent that some classes use 3-5 registers for a class having up to 250 students. Although this claim seems out of proportion, other scholars (Adeyemi 2008 and Abioye 2010) agree that the problem of large class size is prevalent in Nigerian schools. Hartshorn (2008) notes that when the class size is large, there will be an excessive strain on the teacher and this will minimise the number of opportunities to engage in meaningful communication activities between the teacher and his students.

In a study by Adeyemi (2008) on the influence of class-size on the quality of output in secondary schools, he finds out that class size is a critical factor in determining the quality of output from secondary schools. Students in schools having small class sizes had better quality of output than students in schools having large class-sizes. Abioye (2010) observes that an over-crowded class is one of the major factors affecting language learning. This is because a teacher has to contend with a crowd of students whose expectations are high concerning how that teacher meets their individual learning needs, but whose level of motivation may be very low. He observes further that a large class confronts the teachers with students who have varying degrees of background knowledge, different concepts of learning, motivation, interest, abilities, different language learning skills, different levels of competence, and different levels of learning speed. This will make it difficult for the teacher to provide for the individual learning needs and aspirations of each student. Kolawole (1998) also observes that when teachers have large number of students to teach, they adopt a method that will suit them and not what may help the learners to learn. He notes further that teachers faced with large class situation teach about language rather than engaging students in actual language use. In a similar vein, Hartshorn (2008) points out that, language teachers usually have heavy instructional loads which reduce the quality of instruction given by the teachers.

On the availability of useful learning materials, Bami-Ogunbiyi (2008) observes that useful textbooks are not available in school libraries and are too expensive for most

students to purchase. She also notes that teaching aids for pronunciation and films for situational language teaching method to enhance and promote learning as well as easy comprehension and permanent learning by the pupils are lacking in schools. This view is shared by Aduwa-Ogiegbaen and Iyamu (2006) who find out in their study that modern instructional media such as audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and newspaper are rarely used in Nigerian secondary schools. In another study by Hijazi and Naqvi (2006) they find out that students' attitude towards attendance in class, hours spent in study on daily basis after school, students' family income, students' mothers' age and mothers' education are significantly related with students' performance.

Of all the problems facing the effective teaching and learning of English language in Nigeria, the use of appropriate instructional strategy seems to be the most important. Oladunjoye (2003) asserts that the high failure rate usually recorded in English language is due largely to the choice of instructional strategy which the teacher uses. On the aspect of writing, Kolawole (2003) submits that students are not properly taught to be able to express their views, opinions and thoughts in writing as they ought to; hence, they performed poorly in essay writing. Aduwa-Ogiegbaen and Iyamu (2006) also find out in their study that English language teachers in public secondary schools in Nigeria still depend heavily on the traditional lecture method in English lessons. To them, the use of lecture method does not bring about the desired result in language learning. They also observe among other things that the teaching/learning environment in most schools is not conducive for language learning. They observe further that many schools are located in areas where there is a busy movement and activities of many people. Many of the schools also have dilapidated building with leaking roofs and cracked walls. All these prevent effective learning.

2.4 The Place of Essay Writing in English Language Learning

Essay writing occupies a central position in English language learning. Language teachers and scholars have given various reasons for the central position of essay writing in English language studies. Writing, according to Kolawole (1998), is a purposeful activity, a process of composing, a thinking act, or series of acts that require selecting, combining, arranging and developing information and ideas into sentences, paragraphs

and larger units of written discourse. Writing can also be described as the graphic representation of thoughts, ideas, feelings, and emotions on the surface of paper, transparencies, boards, and other surfaces.

Fakeye and Ogunyemi (2010) stress the importance of essay writing by affirming that competence in writing is a prerequisite for students' academic success. This is because students need to respond clearly to examination questions through writing for them to record any meaningful success. Kolawole (1998) also avers that the poor performance of students in English language examinations witnessed every year stems from students' inability to write good essays. To him, students need to provide answers to comprehension and summary questions in well-constructed sentences for them to earn good marks. Osunsanya (2004) also points out that students fail English language largely because they are not knowledgeable enough about the salient process of essay writing which accounts for a very significant proportion of the total marks obtainable in English language examinations.

Essay writing is taught in schools for various reasons. Basically, it is taught in order to help students acquire skills needed for effective writing. Fakeye (2002) is of the opinion that essay writing is taught in schools to prepare students for greater writing tasks such as the writing of long essay, dissertations and project at the tertiary institutions. The teaching of essay writing also enables students to acquire skills that are necessary to exercise more conscious and critical control over the writing process.

According to Harmer (1998) essay writing is taught in schools for a number of reasons. These include to enable students acquire the ability to write in different forms for different purposes and audience, write coherently about a wide range of topics, issues, ideas, and incidents. It is also taught in order to assist students develop control of grammatical structures and of a differentiated vocabulary, and write in style, which is appropriate for the purpose audience and subject-matter. Other reasons for which it is taught are to help students know when and how to plan, draft, redraft, revise and proofread their work; understand the nature and functions of written language; and to acquire a growing capacity to write independently and at length.

The aforementioned stressed the need for effective teaching of essay writing in schools, so that the problem of students' poor performance in English language could be effectively tackled.

2.5 Essay Writing as a Process

The writing process may be described as a series of actions that learners are made to perform in order to produce a good piece of writing. Hartshorn (2008) describes it as a situation whereby learners are made to work through a number of phases in their writing task. According to him, the process was not only designed to help students produce a good writing, but it was designed to help them become better writers. In the opinion of Zemach (2007), the writing process includes the stages of brainstorming, organising, drafting, reviewing, editing and revising, and rewriting. The stage of brainstorming is the stage where learners generate ideas on the topic before them. The ideas generated will be re-organised in order of importance after which the essay will be developed. The first draft will then be reviewed, the errors corrected and a final draft will be produced. Throughout this process, teachers provide explicit instruction and feedback that will help learners master the various conventions of writing.

Mabekoje (2009) identifies three phases of the writing process: development of an outline, grouping ideas into paragraph units, and editing and revising of written draft. The outline according to him is vital aspect of the organising and planning process that should precede any form of writing. The purpose of the outline is to show at a glance both the ideas contained in a selection and the way in which these ideas are related to one another. During the second phase, ideas generated in the outline are developed into different paragraphs. The last phase which is perhaps the most important involves checking through what has been written (proofreading and editing). While proofreading, writers are to confirm whether their write up conform to a particular way of writing, check for grammatical errors as well as spelling mistakes.

Kpolugbo (2006) also identifies three stages of the writing process. These are pre-writing, writing and post/re-writing stages. The pre-writing stage involves three activities-brainstorming, outlining and discussion with peers. The writer begins to storm for ideas internally. He/she puts down the ideas as they occur without taking importance or organisation into cognizance. The second aspect of the prewriting activities is to make

a formal or informal outline out of the ideas put down. While drawing the outline, the writer will rearrange his/her ideas the way they will appear in the essay. The ideas will now be arranged in order of importance. The last aspect of the pre-writing activities is discussion with peers for some input of more ideas.

The second stage of the writing process is the writing (while-writing activities). These activities commence after ideas have been gathered in the pre-writing stage. The activities here include re-ordering of ideas, and simplifying complex ideas. Writers should avoid verbosity and unnecessary use of vocabulary that can cause ambiguity and cloudiness in the readers' understanding. Also, at this stage, the writer should focus on spelling and grammar, while bearing the audience in mind as the essay must neither be above their standard nor over simplified. The post/re-writing stage is the stage where the first draft of the essay will be revised making necessary changes to ideas, organisation and language. Grammar and spelling errors are also identified and corrected. This stage involves a critical review and revision of the first draft. More drafts may be produced before the final draft emerges.

In his own contributions, Osunsanya (2004) opines that the starting point in the writing process is to know what one wants to write about. In a situation where the writer has a number of options (topics) to choose from, he/she should exhibit a high degree of patience and rationality to choose a topic he/she is knowledgeable or have relevant experiences that he/she wishes to share with other people or the examiner. The next step will be to identify the points that are relevant to the essay. The writer should then decide when each of the points will be developed. This means that the writer will have to re-arrange the points in order of importance. The next stage is the actual writing of the essay. This stage is very crucial and the writer will have to combine the skills of good organisation, good expression and mechanical accuracy in order to present a qualitative, interesting and result-oriented essay for the reader. The last stage is reading over and editing the first draft. This stage provides ample opportunities for correcting mistakes such as omissions, bad spellings, wrong punctuations and poor expression. Revision also enables the writer to make sure that he/she complies with grammatical rules, which will make the essay to be of good quality.

Hartshorn (2008) observes that many students finish the writing process with a substantive piece of writing that includes satisfactory organisation and cohesiveness. He opines further that students learn a great deal from the writing process and they learn important skills that can be applied in later writing tasks. From our discussions so far, it is evident that essay writing is a rigorous process carried out in different stages. These stages include the pre-writing, during-writing, and post-writing stages. However, it is worthy of note that any writer that painstakingly goes through these rigours of essay writing cannot help but become a skilled writer. Language teachers should therefore carefully guide their learners through these stages of writing in order to bring about improved performance by the learners.

2.6 The Role of Grammar Instruction in Essay Writing

Grammar, according to Babajide (1996), is concerned with the study of the rules about how words change their form and combine with other words to make meaningful sentences. From this, we can infer that grammar refers to the properties and processes that underlie the use of the language and the ability of speakers to speak and understand the language. This means that speakers of a particular language must know the rules of the language and have the knowledge stored within their brain. We can also describe it as the ability of a person to effectively use his internalised knowledge to achieve a desired communicative impact. The study of the structure of grammar is very valuable in language studies because it enables students to understand how underlying linguistic structures can be transferred into their writing through stylistic variants.

However, there had been much debate about whether grammar instruction is a useful means of improving language ability. Nassaji and Fotos (2004) observe that much grammar research over the past few decades has concentrated on determining whether grammar should even be taught at all in schools. Some of these studies suggested that the teaching of grammar was not only unhelpful but might actually be detrimental. Krashen (1994) is one of those scholars who believe that grammar instruction is not an important part of second language acquisition. To him, a language could be acquired through massive comprehensible input of the target language rather than formal grammar instruction. In his opinion the learner improves and progresses along the natural order

when he/she receives second language input that is one step beyond his/her current state of linguistic competence.

Muncie (2002) suggests that grammar instruction may not in all cases aid accuracy or editing in writing tasks. In the study conducted by Polio, Fleck and Leder (1998) it was found that a group of students who received extra grammar training and corrective feedback did not outperform a control group in the linguistic accuracy of their compositions, and also improvement in accuracy after editing likewise did not increase. Muncie (2002), however, observes that there are some notable limitations in the study which make the result unacceptable. One of such limitations is the possibility that the type or timing of the grammar instruction given was unsuitable.

In spite of the argument against grammar instruction, Nassaji and Fotos (2004) point out that research evidence to demonstrate the need for formal grammar instruction in order for learners to attain high levels of accuracy abounds. For instance, Mitchell (2000) suggests that some types of focus on grammatical forms are necessary if learners are to develop high levels of accuracy in the target language. Other studies (Nassaji & Swain, 2000; Norris and Ortega, 2000; Ellis 2002) also conclude that grammar instruction has a significant effect on the attainment of accuracy and therefore contributes importantly to language learning.

Akinbote and Komolafe (2010), while making a case for grammar instruction, submit that basic grammatical knowledge is a prerequisite for the development of mature reading, writing, and speaking skills. They argue that since syntactic knowledge has been demonstrated to be the underlying component of language, instruction in the grammatical rules of the language (instruction aimed at enhancing growth in syntactic competence) ought to enhance growth in language performance. Grammar instruction is also useful because it provides insights into how language works and assists in mastering standard forms of language. Nassaji and Fotos (2004) aver that an effective approach must be adopted for the teaching of grammar if learners must benefit from the instruction. They suggest the use of focus on form approach to grammar instruction. Focus on form as described by them involves the teacher's attempts to draw the student's attention to grammatical forms in the context of communication. Long (2000) opines that this

approach to grammar instruction is effective because it is learner-centred and tuned to the learner's internal syllabus.

Although scholars have emphasised the necessity of grammar instruction in language learning, it may not be very effective in helping students to write more accurately. This is true when we consider the fact that students are still making errors with grammatical structures they have already studied extensively. The implication of this is that teachers need to go beyond the teaching of grammatical structures if they must assist their learners to write more accurately.

2.7 Methods and Strategies of Teaching Essay Writing

Scholars have emphasised the need for effective teaching of essay writing in Nigerian secondary schools (Fakeye 2002, Kolawole 2003, Kpolugbo 2006, Adegbile and Alabi 2007, Paltridge 2009 and Oyinloye and Gbenedio 2010). Kpolugbo (2006) observes that since about 1945, the history of second language writing pedagogy has been a succession of approaches whereby one particular approach achieves dominance for a particular period before giving way to another approach. She notes further that one of earliest approaches that came up include controlled composition.

This opinion is shared by Paltridge (2004) who also points out that the earliest work in the teaching of writing was based on the notion of controlled composition. Controlled composition involves maintaining control over the type of written communication that is done by students learning how to write. Here, students' writing is based on the teacher's pattern as a model for writing. The teacher could write a short story about himself and ask the pupils to copy the story, making use of substitution exercises. A passage with some spaces could be given and pupils are asked to supply the required words to fill the spaces. Fakeye (2002) observes that the controlled composition technique is more relevant at the elementary stage of essay writing where writing may be started for the students and various cues are given at different points of the writing. It must however be noted that the controlled composition is mostly limited to sentence-level exercises and is too restrictive to help students learn to produce their own original writing.

As a result of the obvious limitation of the controlled writing, other techniques that will take writing pedagogy beyond the sentence level to the discourse level, and

focus on teaching types of texts such as descriptions, narratives, definitions, exemplification, classification, comparison and contrast, cause and effect, and generalisations emerged (Paltridge 2004). One of such techniques is the free-writing technique which involves the teacher giving the title of what is to be written while the students are allowed to write according to the dictates of their minds (Fakeye, 2001).

Adeosun (2001) proposes the use of an integrated approach to the teaching of essay writing. The characteristics of the integrated approach as identified by him include

- (a) The skills and aspect of language presented are embedded in one another
- (b) Each of the content is related to the real life experience of the learner and to other disciplines in the school curriculum.
- (c) The content of learning promotes communicative purposes.
- (d) It gives room for self-instruction as it gives a clear direction which the learner has to follow in tackling the language tasks given.
- (e) Learner-centredness is also encouraged through the directions given.

In a study by Oyinloye and Gbenedio (2010) on techniques of teaching essay writing in Ekiti State of Nigeria, it was found that the use of a combination of reading-writing, lecture and discussion methods to teach essay writing could enhance students' achievement in essay writing. The method proposed by Oyinloye and Gbenedio is based on the principle of the behaviourists which holds that language learning is a kind of habit formation and therefore emphasises the act of drilling or stimulating learner to a point at which they can react to language stimuli spontaneously. The method presents learners with materials which are relevant to the topic of the essays they are to write in the class. This is followed by a brief discussion and writing exercises, drafts and real writing by the students under the guidance of the language teacher.

In another study by Kolawole (2003), the effectiveness of the use of feedback strategies on students' achievement in essay writing was investigated. It was found that the feedback strategy is superior to the conventional method of teaching essay writing. The feedback strategy is a strategy that ensures that students have access to their marked scripts on which clear and straight-forward remarks on the nature of their errors have been made.

The effect of instruction in componential and rhetorical strategies on students' achievement in essay writing was examined by Fakeye (2002). It was found that students exposed to instruction in componential and rhetorical strategy performed better than those exposed to the conventional strategy of teaching essay writing. The componential strategy as conceptualised in the study is the procedure of organising an essay lesson around the basic components such as purpose, audience and situation of that writing task. Rhetorical strategy on the other hand is the instructional procedure of organising an essay lesson along the lines of invention (generation of ideas), arrangement and style (effective ways of presenting the ideas to give clarity, force and beauty to it).

Although a number of studies had been undertaken on the techniques of teaching essay writing, the problem of which strategy is most effective for teaching essay writing is yet unresolved. This calls for further studies on ways of enhancing students' achievement in essay writing.

2.8 Error Analysis and Second Language Learning

Error is an indispensable part of language learning process. Erdogan (2005) observes that even children learning their native language make plenty of mistakes. To him, it is inevitable that all learners make mistakes and commit errors in second language learning process. This view is shared by Sanal (2009) who also observes that making of errors is an inevitable and necessary part of language learning. Jibowo, Iteogu & Abayomi (2005) observe that errors have played a key role in the study of language teaching and learning in general and in second language learning in specific. To them, error occurrence in language learning should not be seen as a discouraging event; rather learners and teachers should study errors in second language activities in order to identify "signposts" or caution and remedial measures.

At this juncture, a proper understanding of the term error is necessary. Lennon (1991) describes error as a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speaker's native speakers counterparts. This implies that any utterance produced by a second language learner which deviates from the native speakers' standard is an error. Corder (1973) describes error as breaches of the code. To him, errors are deviations from what is regarded as the norm.

In language studies, there have been two schools of thought in respect of learners' errors (Corder, 1981; Maicusi and Lopes, 2000). The first school of thought regards error as something negative. This school of thought considers error to be a sign of inadequacy of the teaching techniques. That is, if the teacher adopts appropriate teaching technique, the errors would never be committed. The second school of thought sees error as a natural result of the fact that we live in an imperfect world. Consequently, errors will always occur in spite of our best efforts. As such, when errors occur, we try to deal with them. Error analysis is one of the most generally known approaches in dealing with learners' errors.

Error Analysis is a branch of Applied Linguistics concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. Corder (1981) describes error analysis as a means of using utterances of learners to assess whether they have, or have not, learnt the particular linguistic points that the teacher has been trying to teach. The concept was developed based on the belief that errors indicate the learner's stage of second language learning/acquisition (Jibowo, Iteogu and Abayomi, 2005).

Error analysis emerged in the sixties to demonstrate that learners' errors were not only because of the learner's native language but also they reflected some universal learning strategies. It deals with learners' performance in terms of cognitive processes they make use of in recognising or coding the input they received from the target language (Erdogan, 2005). According to him, the field of error analysis can be divided into two branches: theoretical and applied. Theoretical analysis of errors concerns the process and strategies of language acquisition. This implies that error analysis tries to decode the strategies the learner employs in learning the target language. These may include overgeneralisation and simplification of linguistic rules. Applied error analysis involves the organisation of remedial courses, and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis.

Sanal (2009) identifies three major aspects of error analysis. These include identification of errors, description of errors, and explanation of errors. Corder (1981) observes that it may not be easy to recognise erroneous utterances. This may be due to the inability of the teacher to distinguish between error and a mistake. Erdogan (2005) is

of the opinion that proper attention should be paid to the distinction between an error and a mistake. Sanal (2009) describes a mistake as a performance error, a failure to utilise a known system correctly. Mistakes occur as a result of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self corrected when attention is called because they are not as a result of a deficiency in competence. Error on the other hand could be described as un-native like piece of language produced regularly and systematically by a foreign language learner (Jibowo, Iteogu and Abayomi 2005). In the words of Erdogan (2005) errors occur because the learner does not know the correct linguistic form and thus it cannot be self corrected.

Different categories of errors have been identified in an attempt to describe learners' errors. In the opinion of Corder (1981), learners' errors could be classified on superficial basis as errors of omission – where some element is omitted which should be present; errors of addition – where some element is present which should not be there; errors of selection – where the wrong item has been chosen in place of the right one; and error of ordering where the elements presented are correct but wrongly sequenced. It should be noted however that the above classifications may not be enough to describe learners' errors. Thus, it should be seen as the starting point for further systematic analysis of errors.

Corder (1973) also categorises learners' errors into overt and covert errors. Overt errors occur in situations where learners produce utterances that are completely ungrammatical at the sentence level. This means that the sentences produced do not conform to the rules of sentence formation. Such sentences may be lacking in subject/verb agreement, poor word order, etc. For instance, a sentence like “The snakes boy it bite”, is completely ungrammatical, and would be categorised as overt error. Covert errors on the other hand occur when learners produce utterances that are grammatically well-formed at the sentence level but are not interpretable within the context of communication. For instance, a sentence like “The stone ate the boy” would be categorised as covert error. In another study, Corder (1981) sheds further light on overt and covert errors by pointing out that overtly erroneous utterances exhibit omissions, additions, wrong selections, and poor ordering of words. It is however possible that a sentence is erroneous yet show no signs of the above. This implies that a perfectly well-

formed utterance may be erroneous in the context of usage. Therefore, superficial formal correctness should not be a guarantee of absence of error.

For an utterance to be described as error free, it must be acceptable and produced in an appropriate situation. To this end, Corder (1981) describes an acceptable utterance as one which could be produced by a native speaker in some appropriate situation and recognised by another native speaker as being a sentence of his language. Sentences are therefore erroneous if they are unacceptable or inappropriate. A sentence may be acceptable and appropriate; or unacceptable but appropriate; or acceptable but inappropriate; or is both unacceptable and inappropriate. This could be represented diagrammatically as:

Figure 2.2: Sentence classification

Acceptable	Appropriate	Free from error
Acceptable	Inappropriate	Erroneous
Unacceptable	Appropriate	Erroneous
Unacceptable	Inappropriate	Erroneous

Source: Corder, 1981 (page 41)

Jibowo, Iteogu and Abayomi (2005) observe in their study that one of the most significant contributions of error analysis lies in its success in elevating the status of error from undesirability to that of a guide to the learner's internal processing used for acquiring second language knowledge and using it for creating speech. The knowledge of error analysis will assist the teacher in carrying out a deeper analysis of learners' errors.

2.9 Significance of Learners' Errors to Second Language Learning

Studying learners' errors in second language learning situation is of great importance to the language teacher, learners, and second language researcher in many ways. Corder (1981) points out that the errors learners make are a major element in the feedback system of the process we call language teaching and learning. It is on the basis of the information the teacher gets from errors that he varies his teaching procedures and materials, the pace of the progress and the amount of practice which he plans at any moment. Learners' errors also reveal to the teacher the level of progress the learner has attained, and consequently what remains for him to learn.

Sanal (2009) also notes that errors provide feedback because they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus have been inadequately learned or taught and need further attention. It reveals to the teacher knotty areas of the language confronting the students. He explains three other reasons why it will be highly rewarding for language teachers to carry out analysis of learners' errors. First, the teacher will be in a much better position to pinpoint those areas of the English language where his students go wrong for various reasons. The teacher will also have a keener insight into the various mechanisms that lead to errors in his learners' English and he will be able to determine the influence of learners' native language on their learning of English. He will know a lot about the learning problems of individual students. The information he gets from the analysis of learners' errors will equip the teacher to be able to devise remedial measures to make his teaching and learners' learning more rapid and effective.

Erdogan (2005) points out in his own study that errors are a means of feedback for the teacher reflecting how effective he is in his teaching style and what changes he has to make to get higher performance from his students. A proper analysis of learners' errors enables teachers to find out the sources of errors and take pedagogical precautions towards them. He also points out that errors are significant data for syllabus designers because they show what items are important to be included or which items need to be recycled in the syllabus. Jibowo, Iteogu and Abayomi (2005) in their own contribution point out that a proper analysis of learners' errors will lead to a radical change in teacher's attitude towards learners' performance. It will also make the teacher realise that they need to avoid unreasonable expectation of second language learners' performance at the initial stage. They stress the need for teachers to expect variability in measuring the learners' attempt in terms of L2 and L1 variation in given situations.

Corder (1981) also points out that the study of errors is also a fundamental part of applied linguistics because it provides a validation of the findings of contrastive linguistic studies. Contrastive studies are undertaken in order to discover and describe the differences between L1 and L2. Error analysis confirms or disproves the predictions of the theory underlying bilingual comparison. This means that error analysis is an experimental technique for validating the theory of transfer.

Richards (1992) sums up the significance of errors in L2 learning by pointing out that, studies regarding errors are carried out for three major reasons. The first is to identify strategies which learners use in language teaching/learning. The second is to identify the causes of learner errors, and lastly to obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials. He concludes by saying that students' errors assist educators to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners.

2.10 Sources of Learners' Errors in Essay Writing

Brown (2000) describes error as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Ellis (1991) in his own contribution defines error as a deviation from the target language norms that occurred as a result of a lack of knowledge. He claims that learners' errors are significant in three different ways and the first of this is of value to the teacher – they indicate how far the learner has progressed towards the final goal. The other two concern the researcher (errors provide evidence of how language is learned) and the learners (errors are used to test hypotheses).

Myles (2002) explains that learners may continue to exhibit errors in their writing for some social reasons. These reasons include lack of motivation for language learning, negative attitudes towards the target language, and continued lack of progress in the second language. In her opinion, learners may be less motivated to write essays if they perceive that the writing tasks are not related to their needs. This means that if learners perceive writing tasks to be useless, they may approach them in a careless manner. As such, it is likely that they will be inattentive to errors.

Overgeneralisation is another source of learners' error in writing. According to Littlewood (1990), majority of learners' error in L2 writing are due to overgeneralisation of linguistic rules. It involves wrong prediction and utilisation of language rules. Myles (2002) also observes that students tend to overgeneralise the rules for stylistic features when acquiring new discourse structures. She observes further that learners are unsure of what they want to express which would cause them to make mistakes in any language. For instance, a learner of English who has learnt a rule for forming plurals, this lets

him/her predict that a noun can be made plural by adding 's' as in boy – boys, fish – fishes etc. However, when he writes something like 'I saw two mans', he has overgeneralised the rule. This is because man is one of the exceptions to that rule. In a similar way knowing that a singular subject takes a singular verb, the learner writes 'I goes to school everyday'. This is another case of overgeneralisation.

Language transfer is another cause of learners' errors in writing. Myles (2002) defines language transfer as the influence resulting from similarities between the target language and any other language that has been previously acquired. Widdowson (1990) observes that when learners write under pressure, they may call upon systematic resources from their native language for the achievement and synthesis of meaning. Myles (2002) observes that learners sometimes translate from their first language, or they may try out what they assume is a legitimate structure of the target language, although hindered by insufficient knowledge of the correct usage. In the opinion of Littlewood (1990), language transfer and overgeneralisation are not distinct processes. Indeed, they represent aspect of the same underlying learning strategy. Both result from the fact that the learner uses what he already knows about language in order to make sense of new experience. In the case of transfer, the learner uses his previous mother tongue experience as a means of organising second language data.

Njemanze, (2012) avers that some errors are due to the effect of short message service (SMS). The short message service otherwise known as text messaging is a miniature and abridged style of transmitting written information. This style according to Taiwo (2009) became prominent in Nigeria during the introduction and advent of the mobile phones (handsets/GSM). Text messaging is the practice whereby users of mobile and portable devices exchange brief written messages via cellular networks. The act of sending text messages is termed 'texting' while the sender is termed 'texter. According to Crystal (2008) texters are prone to ignore spellings, either intentionally or reflexively. This is because texting is full of contractions, ignores orthographic and syntactic regulations, and does not adhere to the rules of English grammar. Njemanze (2012) points out that the short messaging habit is like every other habit, which when formed becomes difficult to stop. She explains further that most students had formed the habit of using text message language in their written communication.

Some other errors in writing are due to the effect of teaching. If a learner is taking part in formal instruction, some errors will be a direct result of misunderstanding caused by faulty teaching or materials. For instance, the distinction between two linguistic forms may not be clearly explained by the teacher with the result that the learner confuses them. At some other times, one linguistic form may be overemphasised or over practiced, so that the learner produces it in inappropriate contexts.

Odlin (1994) identifies errors due to fossilisation. To him, fossilisation occurs when learner's inter-language competence diverges in more or less permanent ways from the target language grammar. Normally, we expect a learner to progress further along the learning continuum, so that his inter-language system contains fewer and fewer errors. However, some errors will probably never disappear entirely. Such errors are often described as fossilised, meaning that they have become permanent features of the learner's linguistic repertoire (Littlewood, 1990). Myles (2002) points out that, fossilised errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's repertoire, and they reappear despite remediation and correction.

2.11 Implicit and Explicit Reactive Focus-on-Form and Students' Learning Outcomes in Essay Writing

Reactive Focus-on-Form as described by Farrokhi and Gholami (2007) happens when learners produce an utterance (could be written or spoken) containing an actual non-target utterance which is then addressed usually by the teacher but sometimes by another learner. Simply put, reactive focus-on-form is a situation which occurs when learners' attention is drawn to errors in their production. Long and Robinson (1998) also define reactive focus-on-form as an occasional shift of attention to linguistic code features by the teacher and/or one or more of the learners triggered by perceived problems with comprehension or production. Long (1991) also suggests that focus-on-form occurs when learners participate in interactions in which communication problems arise, leading to an attempt to negotiate for meaning.

Reactive Focus-on-Form is seen as psycho-linguistically plausible because it stimulates the kind of attention to form that occurs in natural language acquisition; it addresses linguistic problems that individual learners are actually experiencing (Ellis, Basturkmen and Loewen 2001). According to Farrokhi and Gholami (2007), reactive

focus-on-form allows learners to take time out from a focus on meaning to notice linguistic items in the input, thereby overcoming a potential obstacle of purely meaning focused lesson in which linguistic forms may go unnoticed. It also provides opportunities for pushed output which stretches learners' competence through the need to express themselves in a language that is accurate and appropriate (Swain, 1995).

Reactive Focus-on-Form has also been referred to as error correction/corrective feedback (Long 1996, Chandler 2003, Ferris 2004, Rauber and Gil 2004, Bitchener, Young and Cameron 2005, and Liu 2008). For the purpose of this study therefore, the term reactive focus-on-form and corrective feedback will be used interchangeably. To Chaudron (1998), the aspect of classroom interaction with the widest scope is probably what we refer to as feedback, which includes error correction. To him, apart from general instruction, the primary role of teachers is often considered to be the provision of both error correction, and positive sanctions of learners' production. If this is not done, there is possibility of learners taking incorrect utterance to be correct and appropriate. In Chaudron's view, treatment of error may simply refer to any teacher behaviour following an error that minimally attempts to inform the learner of the fact of error.

From the learners' point of view, the use of reactive focus-on-form may constitute the most potent source of improvement in essay writing. This is because it relies on grammar explanations and modeling of the correct response, usually assuming the ability of the learners to recognise the difference between the model and their errors. Myles (2002) argues that the process approach to writing instruction is only appropriate for second language learners if they are able to get sufficient feedback with regard to errors in their writing.

There are two major types of corrective feedback, direct or explicit feedback and indirect or implicit feedback (Ferris and Roberts 2001, Bitchener, Young and Cameron 2005 and Liu 2008). Direct or explicit feedback occurs when the teacher identifies an error and provides the correct linguistic form for students (word, morpheme, phrase, rewritten sentence, deleted word(s) or morphemes). On the other hand, indirect or implicit feedback refers to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it.

Over the last few years, the role of corrective feedback in language acquisition has become a highly controversial issue (Zhang, Zhang and Ma, 2010). While some scholars believe that error correction enhances second language acquisition (Bitchener, Young and Cameron 2005, Hartshorn 2008, Liu 2008 and Zhang, Zhang and Ma 2010), others believe that error correction is useless and harmful to students' accuracy in writing (Sheppard 1992, Polio, Fleck and Leder 1998, Kepner 1999 Truscott, 1999).

The claim of Truscott (1999) that error correction is useless and harmful to students' accuracy in writing generated fierce debate among scholars. Truscott predicated his argument on the findings of Kepner (1991), Sheppard (1992) and Semke (1984). These studies suggested that error correction had little or no effect on students' writing. From the analysis of these studies, Truscott argues that error correction did not take into consideration the gradual and complex process of second language acquisition. He argues further that in most cases, teachers lack the ability and willingness to give feedback adequately and appropriately and that students on their own part, are unwilling to utilise effectively the feedback when provided by the teacher. He also argues that error correction is time wasting and as such, is harmful, inefficient and should be abandoned.

While trying to disprove Truscott's claims, Zhang, Zhang and Ma (2010) argue that corrective feedback functions as an attention getting device and without direct or frequent corrective feedback in the input, which would permit learners to detect discrepancies between their language and the target language, fossilisation may occur. They argue further that corrective feedbacks plays a crucial role in the hypotheses testing models of acquisition, in which the learner is assumed to formulate hypotheses about the target language and to test these hypotheses against the target norm.

Ferris (1999) strongly condemns Truscott's position. He claims that Truscott's arguments were not founded on strong research evidence. Ohta (2001) supports this claim when he points out that if corrective feedback is provided, learners will have the chance to compare their own production with that of another. In this way, corrective feedback may stimulate hypothesis testing, giving the learner the opportunity to grapple with form-meaning relationships. Taking into consideration the works of Bitchener (2008), Bitchener, Young and Cameron (2005) Hyland (2003) and Chandler (2003), Liu (2008) argues that it is still too early to have a conclusive answer to the question of whether error

correction is effective in improving the accuracy of L2 writing in the long term for learners of all levels.

Several studies have shown that error correction could be a potent source of improving students' accuracy in writing tasks. Hyland (2003) finds out in his study of ESL students in a university that feedback focusing on linguistic form was used by most of the students in their immediate revisions to their drafts and was highly valued by them. Chandler (2003) finds in her own study that both direct and indirect feedbacks are effective in reducing students' grammatical and lexical errors. She also finds out that direct feedback worked best for producing accurate revisions. Kolawole (2003) corroborates the findings of Chandler when he also finds out in his investigation of the effects of feedback strategies on students' writing accuracy that error correction led to significant improvement in students' writing skill.

In their own study, Bitchener, Young and Cameron (2005) compare two types of feedback groups (a combination of direct written feedback and oral conference feedback and direct written feedback only) with the control group (no corrective feedback) given to fifty-three (53) adult migrant students on three types of error (prepositions, the past simple tense, and the definite article). The study shows a significant effect of the combination of written and oral feedback on students' writing accuracy.

Liu (2008) carries out a quasi-experimental classroom study investigating twelve (12) university ESL students' abilities to self-edit their writing across two feedback conditions (1) direct correction with the correct form provided by the teacher (2) indirect correction indicating that an error exists but without providing the correction. Results of the study show that both type of feedback helped students self edit their text. The results also indicate that though direct feedback reduced students' errors in the immediate draft, it did not improve students' accuracy in a different paper. Indirect feedback helped students reduce more morphological errors than semantic errors.

Hartshorn (2008) investigates the effect of manageable corrective feedback on ESL students writing accuracy. The study involves two groups of L2 writers who were learning English as a second language: a treatment group who were taught with the feedback strategy and a control group who were taught with traditional process writing methods. The core components of the treatment included having teachers provide

students with coded feedback that was manageable, meaningful, timely and constant on their daily writing tasks. The result indicates that the treatment improved students' mechanical accuracy, lexical accuracy and certain categories of grammatical accuracy.

In another study by Bitchener (2008), the effectiveness of error correction in improving students' accuracy in writing is examined. He compares three types of direct correctives feedback: a combination of direct feedback, written and oral meta-linguistic explanation; direct feedback and written meta-linguistic explanation; and direct feedback only. Results of the study show that the accuracy of students who received feedback in the immediate post-test outperformed those in the control group who received no corrective feedback. He also finds out that students retained that level of performance two months later. This is an indication that adequate use of error correction strategies will lead to improvement in students' achievement in essay writing.

Contrary to the claims of Truscott (1999) that teachers are unwilling to give feedback and that students are equally unwilling to utilise the feedback when provided by the teacher, Ferris (2006) finds out in her study of ninety-two (92) ESL students that students addressed about 90% of the errors identified by their teacher. She also finds out that students corrected appropriately about 80% of the errors identified by their teachers. All the aforementioned stress the potency of error correction in raising students' level of competence in essay writing.

2.12 Attitude and Language Learning

Attitude has recently received considerable attention from both first and second language researchers. Most of these researchers are of the opinion that student's attitude is an integral part of learning and that it should, therefore become an essential component of second language learning pedagogy (Evin and Saracaloglu, 2005). Scholars have proposed different definitions for the concept 'attitude'. Adebisi (2006) defines attitude as the positive or negative feelings that an individual holds about objects or ideas. In the opinion of Brown (2001), attitude is characterised by a large proportion of emotional involvement such as feelings, self, and relationships in the community.

To Ghazali (2008), attitude has cognitive and affective components which involve beliefs, emotional reactions and behavioural tendencies. Also, it has an evaluative aspect, a disposition and tendency to react positively or negatively to something. This view is

shared by Gardner (1985) who claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent.

In the opinion of Fakeye (2010), attitude is one of the most important factors that may determine student's achievement in language learning. To him, a positive attitude will enhance students' performance in the learning of a second language. Evin and Saracaloglu (2005) point out that it is necessary to study students' attitude towards language learning because attitude influences in no small measure students' language learning behaviours. Baker (1993) points out that students with positive attitudes spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions. As a result of all the aforementioned, Ghazali, (2008) submits that attitude affects the rate of development and the final proficiency achieved in the target language. He explains the role of attitude in second language learning using Spolsky's model of second language acquisition. The model is represented in the Figure 2.3.

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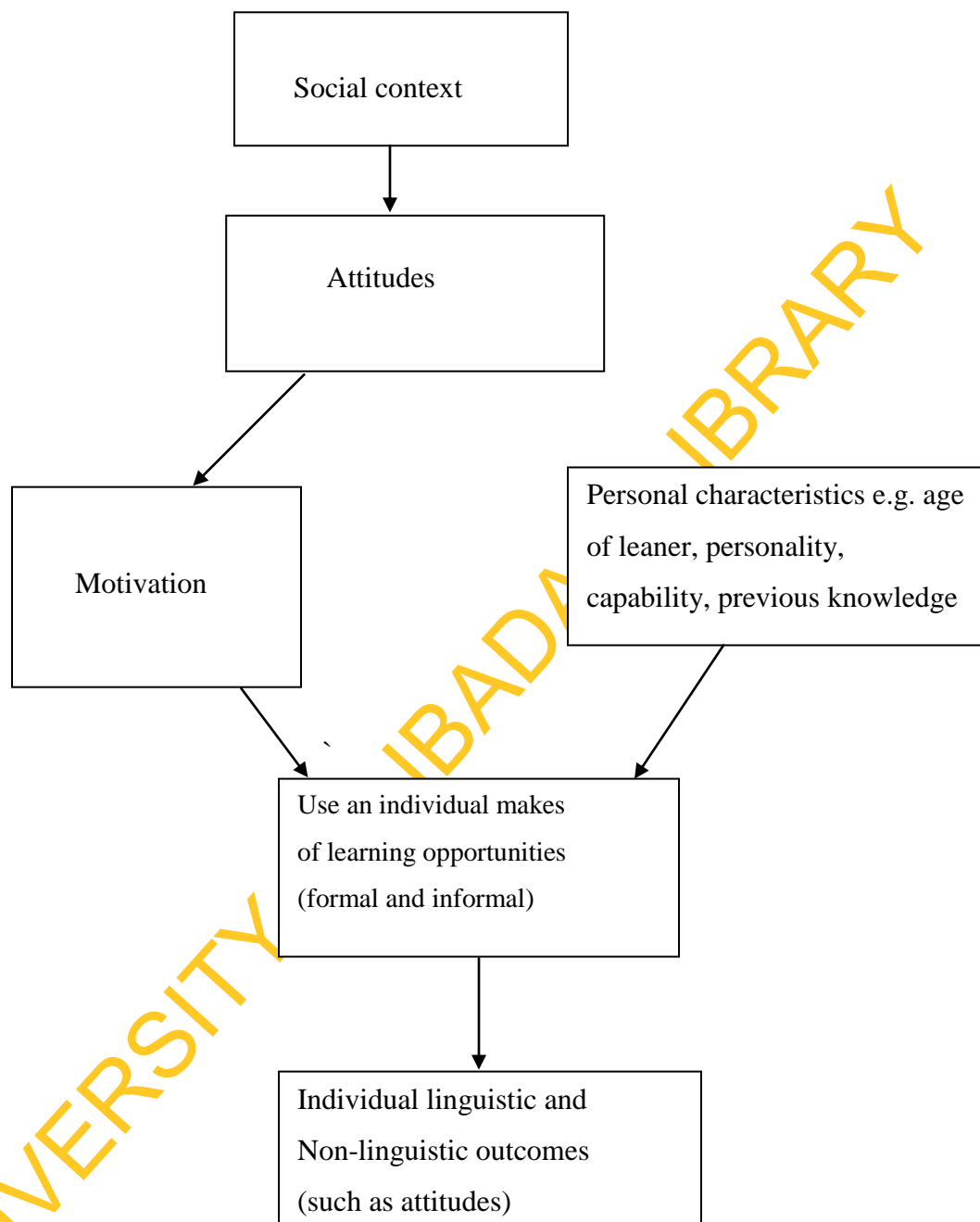


Fig. 2.3 Spolsky's Model of SLA (Source: Ghazali, 2008)

In the model above, attitudes are shaped and influenced by the social context such as an individual's home and community. Attitudes in turn, determine the type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in formal and informal contexts. The final outcomes are the linguistic proficiency of a learner and also non-linguistic outcomes such as attitudes which might change after the learning process.

Another concept that has been introduced into the study of attitude is motivation. Ushida (2005) suggests that students' attitudes as well as motivation are the most critical factors for success in language learning. To him motivation is the extent to which an individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced from learning the language. Masgoret and Gardner (2003) identify two types of motivation in second language learning. They are instrumental motivation and integrative motivation. Instrumental motivation occurs when the learner wants to learn a language to fulfill immediate goals, such as passing an examination etc. Integrative motivation on the other hand occurs when the motive to learn a language is to communicate and integrate with people from another culture who speak the same language.

From the foregoing, 'a motivated learner is an individual who expends efforts, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals' (Masgoret and Gardner, 2003).

The roles of attitude and motivation in language learning situations are reflected in Gardner and MacIntyre (1993) model of second language acquisition. This is shown in the Figure 2.4

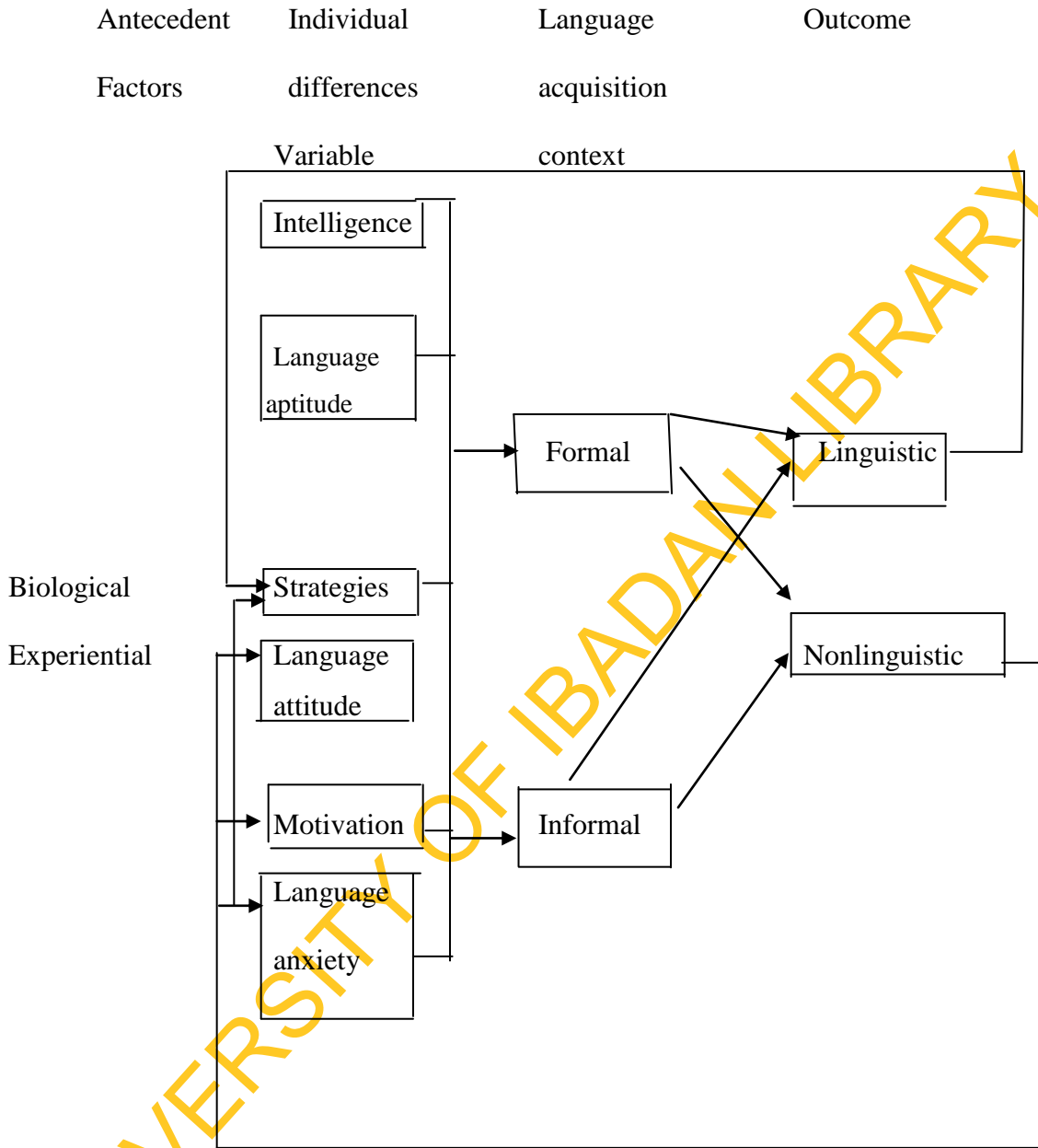


Fig. 2.4 Socio-educational Model of SLA (Gardner & MacIntyre, 1993)

In the model represented in Figure 2.3, individual differences variables (intelligence, aptitude, attitude, motivation etc.) influenced by antecedent factors (biological factors such as age and experiential factors such as previous language training experience), interact with both formal and informal language acquisition contexts and influence both linguistic and non-linguistic outcomes. The proponents of this model argue that teacher factors, instructional aids etc have an effect on what is learned and how students react to the experience. The model also predicts that students' degree of success (linguistic outcomes) affects their feeling (non-linguistic outcomes) and that both types of outcomes will have an influence on individual-difference variables including attitudes and motivation.

From our discussion so far, it is evident that attitude and motivation play a very significant role in learning a language. A positive attitude facilitates language learning while a negative attitude hinders language learning. However, it should be noted that attitudes are not static; they can be changed through the learning process such as by using appropriate materials and teaching techniques. Therefore, language teachers should adopt a teaching strategy that will promote positive attitude in students.

2.13 Self-Esteem and Students' Learning Outcomes in Essay Writing

Coopersmith (1967) defines self-esteem as a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves. To him, self-esteem is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour. It is the extent to which individuals believe in themselves. In a similar vein, Blascovich & Tomaka (1991) describe self-esteem as an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him/herself. In the opinion of Harris (2009), self-esteem is an internal belief system that an individual possesses about one's self. In a broad sense, it could be described as the disposition one has when dealing with people in the environment. Simply put, it is one's belief in one's ability. In his own contribution, Branden (1994) defines self-esteem as a standard by which a person judges him/herself. He states further that there are six pillars of self-esteem which include the practice of conscious living, the practice of self-acceptance, the practice of self-responsibility, the

practice of self-assertiveness, the practice of purposeful living, and the practice of personal integrity

Brown (2000) identifies three types of self-esteem: global, situational or specific, and task self-esteem. Global self-esteem is derived from the accumulation of inter and intra personal experiences, and from assessments people make of the external world. Park and Lee (2004) describe this as the general assessment one makes of one's own worth or value over time and across different situations. Situational or specific self-esteem deals with one's personal appraisal in certain life events or one's self appraisal in specific traits such as intelligence and athletic ability, or particular situations such as education, work, and home (Park and Lee, 2004). Task self-esteem refers to the evaluations an individual makes of specific situations. For instance, in language teaching/learning process, task self-esteem could be one's self evaluation of a particular aspect of the acquisition process such as speaking, writing, reading, or listening.

Self-esteem has a great influence on language learning. Studies have shown that students who have higher level of self-esteem achieve more success in second language learning (Heyde 1983, Nougueras 1996, Brown 2000, Park and Lee 2004, Yang and McCarthy 2005). Brown (2000) describes self-esteem as an important variable in second language learning. He argues that no successful language acquisition can take place without some degree of self-esteem. Yang and McCarthy (2005) find out in their study that students who have higher level of self-esteem are more successful in second language learning while students with low self-esteem have poor language learning ability.

Heyde (1983) examines the relationship between the three levels of self-esteem and students' oral performance in second language. The result of the study reveals that all three levels of self-esteem correlated positively with oral performance. Park and Lee (2004) also find out in their study that there is a significant effect of self-esteem on second language learners' oral performance. The higher the students' level of self-esteem, the higher oral performance they showed. In another study by Carr, Borkowski, and Maxwell (1991) it is reported that self-esteem is a significant predictor of reading awareness. Covington (1989) also reports that as students' level of self-esteem increases,

their level of academic achievement also increases but as the level of self-esteem decreases, academic achievement also decreases.

Ebata (2008) submits that self-esteem is the most significant affective variable in language learning. He points out that self-esteem creates the drive in learners to acquire the target language, enjoy the learning process, and experience real communication in the target language. It is evident from our discussion that self-esteem is an important variable in second language learning which cannot be neglected. Thus, the present study will examine the moderating effect of self-esteem on students' achievement in essay writing.

2.14 Class Size and Students' Learning Outcomes in Essay Writing

Class factors are very important in the teaching leaning/learning process, particularly when students' academic achievement is being considered. Classroom congestion and low utilisation rate of classrooms are common features of secondary schools in Nigeria. This situation has a negative impact on secondary school teachers' productivity, student learning input, and secondary school students' academic performance (Fabunmi, Brai-Abu and Adeniji 2007). These scholars are of the opinion that lower teacher–pupil ratio allows for more effective communication between the learner and the teacher.

Kolawole (1998) also observes that when teachers have large number of students to teach, they are forced to adopt a method that will suit them and not what may help the learners to learn. He notes further that teachers faced with large class situation only teach about essay writing rather than engaging students in actual writing. Even when students manage to write any essay, such essays are never marked. This is true when we consider the fact that when the class size is large and the teacher is willing to give feedback, several weeks could pass before he/she returns the scripts. This will put unnecessary strain on the teacher and reduce the level of inter-personal relationship between the teacher and the students.

Asikhia (2010) opines that the unconducive atmosphere of secondary schools' learning environment also contributes to the poor academic performance of students. In his opinion, the problem of too large population of students in a classroom does not create a good condition for learning and this can lead to poor academic performance of students. This view is shared by Aduwa-Ogiegbaen and Iyamu (2006) who also observe

that most secondary schools are overcrowded and that teachers had little or no room to move around to give individual attention to students.

Adeyemi (2008) in his study of the influence of class size on the quality of output in secondary schools in Nigeria finds out that class-size is a critical factor in determining the quality of output from secondary schools in Nigeria. It reports in his study that students in schools having small class-sizes had better quality of output than students in schools having large class-sizes. This means that increased class-size tends to lower students' level of achievement. The findings of the study agree with that of Oderinde (2003) who reports that pupils in smaller class-sizes achieved better results than pupils in large class-sizes. Fabunmi, Brai-Abu and Adeniji (2007) also investigate the extent to which class factors like class-size, student classroom-space and class utilisation rate determined the performance of secondary school students. Findings from the study reveal that class factors determine significantly secondary school students' academic performance.

Abioye (2010) also points out that an over-crowded class is one of the major factors affecting language learning. This is because a teacher has to content with a crowd of students whose expectations are high concerning how the teacher meets their individual learning needs, but whose level of motivation may be very low. In his opinion, a large class confronts the teacher with students who have varying degrees of background knowledge, different concepts of learning, motivation, interests, abilities, different language learning skills, different levels of competence, and different levels of learning speed. All these factors will make it difficult for the teacher to provide for the individual learning needs and aspirations of each student. When the class is large, it may be difficult for the teacher to effectively control the class.

Although the studies reviewed above show that the lower the class size or teacher-pupil ratio, the higher the students' achievement, Fabunmi, Brai-Abu and Adeniji (2007) believe that the relationship between class size and academic performance remains a major controversy and a subject of further research. This is because some other scholars (Machado and Vera-Hernandez, 2008 and Ibrahim, 1992) in their separate studies find little or no effect of class size on students' academic achievement.

Machado and Vera-Hernandez (2008) opine that class size could have either positive or negative effects on students' academic achievement. To them a small class size presents the teacher an opportunity to interact closely with the students, individualise instruction and ensure better classroom management. Large classes in this regard might be prone to disruption occasioned by frequent disturbances from students and subsequent punishment by teachers. On the other hand, large classes may be beneficial to students because it gives room for tougher competition among the students. A competitive class assists in bringing out the best in individual learner. A large class also makes it possible for a student to learn from his/her peers. This is true when we consider the fact that when a student asks a question, other students will benefit from the explanation given by the teacher. This no doubt facilitates learning.

All the aforementioned stressed the fact that researches on the influence of class size on academic achievement is still inconclusive. To this end, this study will also seek to determine the moderating effects of class size on students' achievement in essay writing when reactive focus-on-form strategy is used.

2.15 Appraisal of Literature

The basic points stressed in the reviewed literature are the specific impact of form focused instruction on students' achievement in essay writing. Although, most of the earlier studies reviewed produced useful insights about the effects of reactive focus-on-form/corrective feedback on students writing, there are some obvious limitations. With these limitations, scholars must exercise a lot of caution in generalising the results of those studies. There are some factors that make it difficult to compare one study on error correction with another. These include problems with the sizes of the treatment, the types of writing examined, the kinds of feedback provided, who provided the feedback, and the methods for identifying errors and measuring improvement.

First, the prevalent classroom atmosphere in Nigeria is not conducive enough for proper use of corrective feedback. It has been observed that most classrooms in Nigerian secondary schools are overpopulated. When faced with the population situation described above, many secondary school teachers teach about essay writing rather than engaging students in actual writing. The implication of the above is that students are not made to write essays as frequently as possible, and teachers hardly interact with students' scripts

when students manage to write any essay. Also when the class size is large and the teacher is willing to provide the needed feedback, several days (if not weeks) could pass before the teacher is able to return the papers with the needed feedback. This situation will put an excessive strain on the teacher and minimise the number of opportunities to give and receive feedback. It was also observed that when students' essays are long, the number of errors can be overwhelming for the teacher to identify and equally overwhelming for the students to correct. Previous studies also failed to consider the effect of error correction on students' self-esteem. Most of other previous studies also made use of adult learners and a small size. Since small sample sizes were used in these studies, it may be difficult to generalise the results to larger populations. Another notable weakness of some of the previous studies has been that many of those studies did not include a control group of learners who did not receive corrective feedback. As a result of this, it was impossible to compare the result of the group who received feedback and those who did not.

Also, some earlier studies did not consider the effect of error correction on new pieces of writing. In these studies, students were allowed to revise their first drafts based on the feedback provided by the teacher. They were not made to write new pieces of writing which could assist in determining the long-term effect of error correction on students' writing accuracy. This process may result in an error free paper but it may not help learners write more accurately in future writing tasks.

With these contextual factors in mind, there is therefore need to seek for an alternative means of providing feedback that will not only help students produce good writing on a short term basis but also on long term basis. Such an approach should also seek to reduce the amount of errors teachers and students will have to deal with at any particular time to the barest minimum in order not to overwhelm them. It is against this background that the present study examines the effects of explicit and implicit manageable reactive focus-on-form on students' achievement in essay writing.

Rather than requesting students to write a long essay at a stretch, the focus of manageable reactive focus-on-form is on paragraph by paragraph development of the essay. At the initial stage, the teacher asks the students to write a two-paragraph essay during each class period after which the teacher gradually increases the size of the essay.

The students are introduced to different types of paragraph, that is, introductory, transitional, and concluding paragraphs. The initial small size of the essay will make it possible for the teacher to provide the necessary feedback appropriately and promptly. The small size of the essay will also enable the learners to process and apply the feedback effectively. When this is done over time, and students are exposed to various forms of writing, they are more likely to become familiar with their frequent errors and guard against such in subsequent writing

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CHAPTER THREE

METHODOLOGY

This chapter presents the research method that is employed in carrying out the study. Specifically, it deals with the research design, population, selection of participants, instruments, procedure for data collection and method of data analysis.

3.1 Research Design

The study adopts the pretest, posttest, control-group, quasi-experimental research design using a 3 x 3 x 3 factorial matrix. The two experimental groups were exposed to treatment in explicit manageable reactive focus-on-form and implicit manageable reactive focus-on-form strategies; while the control group was exposed to the conventional strategy of teaching and marking essay writing. The research design is further explained below:

O₁ X₁ O₂ (Pre test, treatment and post test for experimental group1)
O₃ X₂ O₄ (Pre test, treatment and post test for experimental group2)
O₅ ---- O₆ (Pre test, conventional practice and post test for the control group)

The symbols used mean

O₁, O₃, O₅ stand for pretests, while
O₂, O₄ O₆ stand for posttests, and
X₁ and X₂ stand for experimental treatment while
----- stands for conventional classroom practice for the control group.

The 3x3x3 factorial matrix was chosen in order to ensure proper matching of the variables involved in the study. It also allowed separate determination of the main effects of the treatment as well as the patterns of interaction effects of class size and self-esteem on achievement and attitude to essay writing. The design layout is shown in Table 3.1:

Table 3.1 3x3x3 Factorial Matrix Research Design Layout

Treatment	Class size	Self-Esteem		
		Low	Average	High
Implicit Manageable Reactive FOF (X ₁)	Small			
	Medium			
	Large			
Explicit Manageable Reactive FOF (X ₂)	Small			
	Medium			
	Large			
Control Group (X ₃)	Small			
	Medium			
	Large			

3.2 Variables in the Study

The following are the variables in the study:

3.2.1 Independent Variable

The independent variable is the instructional strategy which was manipulated at three levels namely:

- i. Implicit manageable reactive focus-on-form
- ii. Explicit manageable reactive focus-on-form
- iii. Conventional strategy

3.2.2 Moderator Variables

The moderator variables are:

- i. Class size at three levels
 - (a) Small class size 1 to 30 students
 - (b) Medium class size 31 to 40 students
 - (c) Large class size 41 and above students
- ii. Self-Esteem at three levels
 - (a) Low (b) Average (c) High

3.2.3 Dependent Variables

- i. Achievement in Essay Writing
- ii. Attitude towards Essay Writing

Table 3.2: Diagrammatic representation of the research design

Independent variable	Moderator variables	Dependent variables
1. Implicit manageable reactive focus-on-form.	A. Class Size i. Small ii. Medium iii. Large	i. Achievement in essay writing
2. Explicit manageable reactive focus-on-form.	B. Self-Esteem i. Low ii. Average iii. High	ii. Attitude towards essay writing
3. Conventional method		

3.3 Selection of Participants

Participants for this study are Senior Secondary School Two (SSS2) students in Ogun East Senatorial District of Ogun State. The SSS 2 students are considered for the study because of the following reasons:

- i. SSS 3 students were under pressure of preparation for West African Senior School Certificate Examination (WASSCE) at the time of the study. Any new strategy introduced to them may not be well mastered before the commencement of their examination.
- ii. SS 2 students will have enough time to practise and master whatever strategy they are exposed to before their final examination.
- iii. They have acquired some basic writing skills unlike SS 1 students who are relatively less experienced.
- iv. SS 2 students have been exposed to reasonable amount of essay writing to enable them form an attitude towards it.

The stratified random sampling technique was used to select nine secondary schools in Ogun East Senatorial District of Ogun State. The schools were stratified in terms of

students' population into schools with small, medium, and large class sizes. Three schools were then randomly selected from each stratum making a total of nine schools. The three schools selected in each stratum were randomly assigned to Experimental Group 1, Experimental Group 2 and the Control Group. This means that each of Experimental Group 1, Experimental Group 2 and the Control Group have schools with a small class size, medium class size and large class size. The selected schools are:

Explicit Group

Methodist Comprehensive High School, Ago Iwoye:	63 students
Abobi Comprehensive High School, Ago Iwoye:	33 students
Muslim High School, Ago Iwoye:	26 students

Implicit Group

Molusi College, Ijebu Igbo:	49 students
Abusi Odumare Academy, Ijebu Igbo:	36 students
Beje High School, Ijebu Igbo:	14 students

Control Group

Itamerin Comprehensive High School, Oru Ijebu:	55 students
Obanta Comprehensive High School, Awa Ijebu:	38 students
Ahmadiya High School, Ago Iwoye:	21 students

Total: **335 students**

Intact classes were used to prevent the disruption of the school programme that may occur when students are being selected and put into different groups for the experiment.

3.4 Selection of Content

The instructional package for this study is based on ten essay topics covering all types of essay writing. Teachers' manuals were prepared on the topics based on explicit and implicit manageable reactive focus-on-form strategies.

3.5 Instruments

The instruments used for data collection are:

1. Achievement Test in Essay Writing (ATEW)
2. Attitude to Essay Writing Questionnaire (AEWQ)
3. Teacher's Manual on Explicit Error Identification (TMEEI)
4. Teacher's Manual on Implicit Error Identification (TMIEI)

5. Teachers' Instructional Guide for Explicit Manageable Reactive Focus-on-form (TIGFEMRFOF)
6. Teachers' Instructional Guide for Implicit Manageable Reactive Focus-on-form (TIGFIMRFOF)
7. Teachers' Instructional Guide for Conventional Strategy (TIGCS)
8. Self-Esteem Questionnaire (SEQ)
9. Evaluation Sheet for Assessing Teachers' Performance During Training (ESATPDT)

3.5.1 Achievement Test in Essay Writing (ATEW)

The achievement test in essay writing is a self-designed essay writing test patterned after the West African Examinations Council format. It contains only a question requiring students to produce a 450-words essay within fifty minutes. The test was self-designed in order to guard against the influence of prior knowledge since it is possible that some of the students are already exposed to previous WAEC questions.

Validity and Reliability of ATEW

The validity of the instrument was determined by giving it to the project supervisor and two other language experts from faculties of Arts and Education. Their comments and suggestions were taken into consideration before the final draft was made. The reliability of the instrument was determined by using the test retest method. The data generated were analysed using the Pearson Product Moment Correlation Statistics and a reliability coefficient of 0.70 was obtained.

Scoring of the ATEW

The scoring of the ATEW was done based on WAEC marking scheme using the COEMA formula. That is,

Content (C)	10marks
Organization (O)	10marks
Expression (E)	20marks
Mechanical Accuracy (MA).....	10marks

3.5.2 Attitude to Essay Writing Questionnaire (AEWQ)

AEWQ is a self-designed questionnaire aimed at eliciting information on students' attitude to essay writing. The questionnaire contains both positive and negative

items. AEWQ consists of two sections A and B. Section A consists of demographic data such as sex, age, school, class and local government area. Section B consists of twenty five (25) items on a four-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Positively worded items in the questionnaire attract a score of 4, 3, 2, 1 for SA, A, D, SD respectively. The reverse is the case for negatively worded items.

Validity and Reliability of AEWQ

The validity of the instrument was determined by giving them out to lecturers from University of Ibadan and the project supervisor for scrutiny and modification. Their suggestions/corrections were effected before the final draft was developed. It was then administered to 50 SS2 students outside the study sample. The data generated were analysed for reliability using Cronbach Alpha Statistics and a reliability coefficient of 0.72 was obtained.

3.5.3 Teachers' Manuals on Error identification

The teachers' manuals on error identification contain directions and examples on how to give explicit/direct feedback and implicit/indirect feedback to learners' errors in essay writing. The manuals were adapted from Birk (2007) and were modified to suit the purpose of this study.

3.5.4 The Teaching/Learning Guide

Three instructional guides were developed for use in this study. They are:

1. Teachers' Instructional Guide for Explicit Manageable Reactive Focus-on-Form (TIGFEMRFOF)
2. Teachers' Instructional Guide for Implicit Manageable Reactive Focus-on-Form (TIGFIMRFOF)
3. Teachers' Instructional Guide for Conventional Strategy (TIGCS)

The instructional guides were developed to show teachers what to do and how to do it. They also contain some of the activities students are to perform in the course of teaching.

3.5.5 Self-Esteem Questionnaire (SEQ)

SEQ is a self-report questionnaire intended to measure the evaluation a person makes and customarily maintains with regards to him/herself. It was developed by

Coopersmith (1967) and adapted to suit the purpose of this study. It contains both favourable and unfavourable statements about the self, which learners respond to by selecting appropriate options from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). SEQ consists of two sections A and B. Section A consists of demographic data such as name, sex, school, class and local government area. Section B consists of twenty five (25) items. Positively worded items in the questionnaire attract a score of 4, 3, 2, 1 for SA, A, D, SD respectively. The reverse is the case for negatively worded items. Those who scored below 40 are classified as having low self-esteem while those who scored between 40 and 60 are classified as having average level of self esteem. Those who scored above 60 are classified as having high self esteem.

Validity and Reliability of SEQ

The validity of the instrument was determined using the peer review. It was also given to the project supervisor for scrutiny. The reliability of the instrument was determined using the Cronbach Alpha statistics and a reliability coefficient of 0.84 was obtained.

3.5.6 Evaluation Sheet for Assessing Teachers' Performance during Training (ESATPDT)

The evaluation sheet was designed to assess teachers' level of performance during training. It contains eight items which attracts a maximum of five marks each. The total mark obtainable is 40. Any teacher who scores below 30 was not considered for the study.

Validity and Reliability of ESATPDT

The validity of the instrument was determined through peer review. It was also given to the project supervisor and two other lecturers in the language unit of the Faculty of Education, University of Ibadan. Its reliability was determined by trial testing it using the inter rater technique and the Scott Pie Analysis gave a reliability coefficient of 0.81.

3.6 Research Procedure

Data collection was done using the following procedural steps:

- i. Selection of schools and training of research assistants
- ii. Pretest administration.
- iii. Treatment implementation.

iv. Posttest administration.

The work schedule for the period of data collection is summarised below:

Selection and training of teachers	2 weeks
Pretest administration	1 week
Treatment	8 weeks
Post Test administration	1 week
Total	<u>12 weeks</u>

3.6.1 Selection and Training of Research Assistants

English language teachers from the selected secondary schools were contacted to obtain their consent to participate in the study. The researcher then embarked on two weeks training of teachers in the use of appropriate teaching strategies using the already prepared teachers' guides. The training was done in three stages. First, the teachers were briefed on the strategies and modalities of the instructional methods, and then the researcher gave demonstration lessons using some students not involved in the main study. Lastly the participating teachers were asked to teach using other students apart from the ones used by the researcher, which were also not part of the main study. The performance of the teachers was determined using the evaluation sheet prepared by the researcher.

3.6.2 Pre-test

The pre-test was conducted during the third week (that is, immediately after the two weeks' training). This involves exposing students in the experimental groups and the control group to the achievement test in essay writing. Attitude to essay writing questionnaire and self-esteem questionnaire were also administered to students in all the groups.

3.6.3 Treatment Stage

During this stage, students in the Experimental Group 1 were taught using the explicit manageable reactive focus-on-form strategy, while students in the Experimental Group 2 were taught using the implicit manageable reactive focus-on-form strategy. Teaching in experimental and control groups was done simultaneously by the research assistants for eight week. The researcher visited the schools on regular basis to monitor the teaching and testing sessions. The researcher was directly involved with the

administration of both pretest and posttest to ensure that norms associated with examination exercise are strictly maintained. In all, the study lasted for twelve weeks.

Experimental Group 1: Three intact classes from three schools made up the first Experimental Group. One of the classes had a large class size; the second had a medium class size, while the third had a small class size. Students in the three classes were exposed to the explicit manageable reactive focus-on-form strategy. The procedure for implementing this strategy is as follows

Stage 1

The teacher gives an overview of the principles underlying the writing of an essay using the lecture method. At the end of this stage, the teacher asks the students to write a two-paragraph essay.

Stage 2

The teacher distributes the scripts of the previous essay on which explicit corrective feedback had been given. That is, the teacher identifies errors on students' scripts and also provides the correct forms of the errors.

Stage 3

The teacher discusses the nature of errors identified in students' essays with them and carries out a remedial teaching of the identified errors. The teacher asks the students to rewrite the essay and submit as an assignment.

Stage 4

A new topic is presented to the students. The teacher and the students discuss the outline of the new topic.

Stage 5

Students write an essay of not more than 200 words on the new topic.

Experimental Group 2: Three intact classes from three schools also made up the second experimental group. One of the classes had a large class size; the second had a medium class size, while the third had a small class size. Students in the three classes were exposed to the implicit manageable reactive focus-on-form strategy. The procedure for implementing this strategy is as follows

Stage 1

The teacher gives an overview of the principles underlying the writing of an essay using the lecture method. At the end of this stage, the teacher asks the students to write a two-paragraph essay.

Stage 2

The teacher distributes the scripts of the previous essay on which implicit corrective feedback had been given. That is, the teacher indicates where errors occurred on students' scripts but does not provide the correct forms thereby leaving the students to diagnose and correct the errors by themselves.

Stage 3

Students are guided to discuss the nature of errors identified in their essays. During the discussion, students make necessary jottings that will assist them in rewriting the essay. The teacher asks the student to rewrite the essay and submit as an assignment

Stage 4

A new topic is presented to the students. Students are guided to generate ideas that could be used in writing the new essay.

Stage 5

Students write an essay of not more than 200 words on the new topic.

Control Group: Like the two experimental groups, the control group was made up of three intact classes from three schools. The three classes also had large, medium, and small class sizes. Students in the three classes were exposed to the conventional method of teaching and marking essay writing. The procedure for implementation is as follows

Stage 1

The teacher gives an overview of the principles underlying the writing of an essay using the lecture method. At the end of this stage, the teacher asks the students to write an essay which should not be less than 450 words.

Stage 2

The teacher returns the scripts of the previous essay to the students.

Stage 3

The teacher presents a new topic to the students. The teacher discusses the outline of the new topic with the students.

Stage 4

Students write an essay of not less than 450 words on the new topic.

3.7 Methods of Data Analysis

Data collected was analysed using descriptive statistics of mean and standard deviation. Also, the inferential statistics of Analysis of Covariance (ANCOVA) using the pretest scores as covariates was used. In addition, Multiple Classification Analysis (MCA) was computed to show how the groups performed while, Scheffe Post Hoc analysis was used to detect the source of significant difference among the three groups where they exist. All hypotheses were tested at 0.05 level of significance.

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CHAPTER FOUR

RESULTS

This chapter presents the findings of this study. The results are presented according to the sequence of the hypotheses which were generated. The Analysis of Covariance (ANCOVA) was computed for the variables in both the experimental and control groups. This adjusted for the initial differences that existed in the various groups before the treatment Multiple Classification Analysis (MCA) was also done to find out how each of the groups performed, especially where there is a significant difference among the groups. Scheffe post-hoc analysis was used to find out the source of significance among the three groups. All hypotheses were tested at $P < 0.05$ Alpha level.

Hypothesis 1a: There is no significant main effect of treatment on students' achievement in essay writing.

Table 4.1: Summary of ANCOVA showing the significant main and interaction effects of treatment, class size and self-esteem on students' achievement in essay writing

Source	Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	12759.439	27	472.572	90.392	.000
Pretest	6823.867	1	6823.867	1305.253	.000
<u>Main Effect:</u>					
Treatment Group	2137.869	2	1068.935	204.463	.000
Class Size	165.397	2	82.698	15.818	.000
Self-Esteem	13.107	2	6.553	1.254	.287
<u>2-way Interactions:</u>					
Treatment Group x Class Size	88.648	4	22.162	4.239	.002
Treatment Group x Self-Esteem	10.528	4	2.632	.503	.733
Class Size x Self-Esteem	25.664	4	6.416	1.227	.299
<u>3-way Interactions:</u>					
Treatment x Class x Self-Esteem	5.567	8	.696	.133	.998
Error	1604.997	307	5.228		
Total	14364.436	334			

*Significant at $P < .05$

Table 4.1 indicates that there is a significant main effect of treatment (Explicit manageable Reactive focus-on-form and implicit manageable Reactive focus-on-form) on students' achievement in essay writing ($F_{(3,331)} = 204.436$, $P < .05$). This means that there is a significant difference in the achievement of students exposed to explicit and implicit manageable reactive FOF and the students exposed to the conventional strategy (control

group). Therefore, hypothesis 1a is rejected. The magnitude of the mean scores and deviations of students across the experimental groups and control group is presented below

Table 4.2 Multiple Classification Analysis (MCA) of Posttest Achievement scores of students by Treatment, class size and self-esteem.

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Grand Mean = 22.25					
Treatment Group:					
1. Explicit Manageable FOF	122	1.80		1.00	
2. Implicit Manageable FOF	99	1.92		2.75	
3. Control Group	114	-3.60		-3.81	
			.39		.43
Class Size:					
1. Large	167	-1.80		-.98	
2. Medium	107	.31		.26	
3. Small	61	2.26		1.21	
			.26		.14
Self Esteem					
1. Low	103	-.88		.13	
2. Average	149	-.62		-.35	
3. High	83	2.72		.54	
			.22		.05
Multiple R-squared					.878
Multiple R					.937

Table 4.2 above shows the mean scores of the different treatment groups.

Explicit manageable FOF (Grand mean 22.25 +1.00) =23.25

Implicit manageable FOF (Grand mean 22.25 +2.75) =25

Control Group (Grand mean 22.25 -3.81) =18.44

From this analysis, implicit manageable reactive focus-on-form group ranked highest, followed by the explicit manageable reactive focus-on-form group and then the control group. This means that the implicit manageable reactive FOF strategy contributed most to the observed difference, followed by the explicit manageable FOF, and the least contribution is from the conventional strategy (control group).

To ascertain the source of the significant effect of treatment on achievement, the Scheffe post-hoc analysis was computed and table 4.3 presents the summary.

Table 4.3 Scheffe post-hoc pair-wise comparison of treatment on achievement

(I)TREATMENT GROUPS	(J)TREATMENT GROUPS	Mean Difference (I-J)	Std Error	sig
Explicit FOF	Implicit FOF	-1.75	.8175	.989
	Control	4.81*	.7872	.000
Implicit FOF	Explicit FOF	1.75	.8175	.989
	Control	6.56*	.8302	.000
Control	Explicit FOF	-4.81*	.7872	.000
	Implicit FOF	-6.56*	.8302	.000

*Significant at $P < .05$

Table 4.3 shows that there is a significant difference between implicit manageable reactive FOF and control group, and also between explicit manageable reactive FOF group and control group. Hence, these are the sources of variation in the dependent variables. However, experimental group I and experimental group II do not differ significantly from each other.

Hypothesis 1b: There is no significant main effect of treatment on students' attitude to essay writing.

Table 4.4 Summary of ANCOVA showing the significant main and interaction effect of treatment, class size and self-esteem on students' attitude to essay writing.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	13726.668	27	508.395	14.960	.000
Pretest	10117.406	1	10117.406	297.704	.000
<u>Main Effect:</u>					
Treatment Group	99.263	2	49.632	1.460	.234
Class	7.005	2	3.503	.103	.902
Self-Esteem	169.023	2	84.512	2.487	.085
<u>2-way Interactions:</u>					
Treatment Group x Class Size	229.424	4	57.356	1.688	.153
Treatment Group x Self-Esteem	187.807	4	46.952	1.382	.240
Class Size x Self-Esteem	180.152	4	45.038	1.325	.260
<u>3-way Interactions:</u>					
Treatment x Class x Self-Esteem	312.772	8	39.097	1.150	.329
Error	10433.320	307	33.985		
Total	24159.988	334			

*Significant at $P < .05$

The results from table 4.4 indicate that there is no significant main effect of treatment on students attitude to essay writing ($F_{(3,331)}=1.460$, $P>.05$) . This means there is no significant change in students' attitude to essay writing after exposure to the different experimental groups and control groups. Hence, hypothesis 1b is not rejected. Below is the Multiple Classification Analysis (MCA) which presents the descriptive statistics of the posttest attitude scores of students in the two experimental groups and control.

Table 4.5: Multiple Classification Analysis (MCA) of students' posttest attitude scores by treatment, class size and self-esteem

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent covariates deviation +	Beta
Grand Mean = 61.99					
Treatment Group:					
1. Explicit Manageable FOF	122	1.54		.82	
2. Implicit Manageable FOF	99	1.58		.29	
3. Control Group	114	-3.02	.26	-1.13	.10
Class Size:					
1. Large	167	1.27		.05	
2. Medium	107	-1.16		-.11	
3. Small	61	-.48	.13	.08	.01
Self Esteem					
1. Low	103	-2.42		-.84	
2. Average	149	2.20		1.00	
3. High	83	-.90	.25	-.80	.11
Multiple R-squared					.3526
Multiple R					.725

Table 4.5 shows the posttest attitude means scores of the different treatment groups.

Explicit manageable reactive FOF (Grand mean $61.99+0.82$) =62.81

Implicit manageable reactive FOF (Grand mean $61.99+0.29$) = 62.28

Control group (Grand mean $61.99-1.13$) =60.86

From this analysis, students in Explicit Manageable Reactive Focus-on-form group had the highest posttest mean attitude score (62.81), followed by students in the Implicit

Manageable Reactive FOF group (62.28) while students in the control groups had the lowest posttest mean score (60.86). However, the difference between the posttest attitude scores of the control group and the two experimental groups is not significant.

Hypothesis 2a: There is no significant main effect of class size on students' achievement in essay writing.

Table 4.1 shows that there is a significant main effect of class size on students' achievement in essay writing ($f_{(3,331)}=15.818, P<.05$. Hence, hypothesis 2a is rejected.

The multiple classification Analysis on Table 4.2 further shows that students from the small class size had the highest posttest achievement mean score (Grand mean $22.25 + 1.21= 23.46$), followed by students from the medium class size (Grand mean $22.25 +0.26= 22.51$), while students from the large class size had the lowest mean score (Grand mean $22.25 - 0.98 = 21.27$).

Hypothesis 2b: There is no significant main effect of class size on students' attitude to essay writing.

Table 4.4 shows that there is no significant main effect of class size on students' attitude to essay writing ($F_{(3,331)}= .103, P>.05$. Hence, hypothesis 2b is not rejected.

Table 4.5 shows that students from the small class size had the highest posttest attitude score (Grand mean $61.99+0.8=62.79$), followed by students from the large class size (Grand mean $61.99+0.5=62.49$), while students from the medium class size had the lowest attitude mean score (Grand mean $61.99-0.11=61.88$). These differences are however, not significant.

Hypothesis 3a: There is no significant main effect of self-esteem on students' achievement in essay writing.

Table 4.1 indicates that there is no significant main effect of self-esteem on students' achievement in essay writing ($F_{(3,331)}= 1.254, P>.05$. Hence, null hypothesis 3a is not rejected.

Meanwhile, table 4.2 shows that students with high self-esteem had the highest posttest achievement mean score (Grand mean $22.25 + 0.54 = 22.79$), followed by students with low self-esteem (Grand mean $22.25 +0.13 =22.38$), while students with an average level of self-esteem had the lowest mean score (grand mean $22.25-0.35=21.9$). This difference is however not significant.

Hypothesis 3b: There is no significant main effect of self-esteem on students' attitude to essay writing.

Table 4.4 shows that there is no significant main effect of self-esteem on students' attitude to essay writing ($F_{(3,331)} = 2.487, P > .05$). Therefore, null Hypotheses 3b is not rejected.

The multiple classification analysis on Table 4.5 shows that students with average self-esteem had the highest attitude score (grand mean $61.99 + 1.00 = 62.99$), followed by students with high self-esteem (Grand mean $61.99 - 0.80 = 61.19$), while students with low self-esteem had the lowest attitude score (Grand mean $61.99 - 0.84 = 61.15$). However, this difference is not significant.

Hypothesis 4a: There is no significant interaction effect of treatment and class size on students' achievement in essay writing.

Table 4.1 indicates that there is a significant interaction effect of treatment and class size on students' achievement in essay writing ($f_{(9,325)} = 4.239, P < .05$). Hence, null hypothesis 4a is rejected.

Hypothesis 4b: There is no significant interaction effect of treatment and class size on students' attitude to essay writing.

Table 4.4 shows that there is no significant interaction effect of treatment and class size on students' attitude to essay writing ($F_{(9,325)} = 1.688, P > .05$). Therefore, null hypothesis 4b is not rejected.

Hypothesis 5a: There is no significant interaction effect of treatment and self-esteem on students' achievement in essay writing.

From table 4.1, the interaction effect of treatment and self-esteem on students' achievement in essay writing is not significant ($F_{(9,325)} = .503, P > 0.05$). Therefore, hypothesis 5a is not rejected.

Hypothesis 5b: There is no significant interaction effect of treatment and self-esteem on students' attitude to essay writing.

Table 4.4 indicates that there is no significant interaction effect of treatment and self-esteem on students' attitude to essay writing ($F_{(9,325)} = 1.382, P > .05$). Hypothesis 5b is therefore not rejected.

Hypothesis 6a: There is no significant interaction effect of class size and self-esteem on students' achievement in essay writing.

Table 4.1 shows that there is no significant interaction effect of class size and self-esteem on students' achievement in essay writing ($F_{(9,325)} = 1.227, P > .05$). Hence, null hypothesis 6a is not rejected.

Hypothesis 6b: There is no significant interaction effect of class size and self-esteem on students' attitude to essay writing.

The result from table 4.4 shows that there is no significant interaction effect of class size and self-esteem on students' attitude to essay writing ($F_{(9,325)} = 1.325, P > .05$). Therefore, hypothesis 6b is not rejected.

Hypothesis 7a: There is no significant interaction effect of treatment, class size and self-esteem on students' achievement in essay writing.

Table 4.1 shows that there is no significant interaction effect of treatment, class size and self-esteem on students' achievement in essay writing ($F_{(27,307)} = .696, P > .05$). Hence, hypothesis 7a is not rejected.

Hypothesis 7b: There is no significant interaction effect of treatment, class size and self-esteem on students' attitude to essay writing.

From table 4.4, the 3-way interaction effect of treatment, class size, and self-esteem on students' attitude to essay writing is not significant ($F_{(27, 307)} = 1.150, P > .05$). Hence, the null hypothesis is not rejected.

4.2 Summary of findings

The study determined the effect of implicit and explicit manageable reactive focus-on-form on students' learning outcomes in essay writing. The results of the study are summarised below;

1. There was a significant main effect of treatment on students' achievement in essay writing. Students in the implicit manageable reactive focus-on-form experimental group had the highest achievement scores, followed by students in the explicit manageable reactive focus-on-form experimental group. Students in the control group had the lowest achievement scores. On attitude, there was no significant effect of treatment on students' attitude to essay writing. However, students in the explicit manageable reactive FOF group had the highest attitude

scores followed by students in the implicit manageable reactive FOF while the control group had the lowest attitude score.

2. There was a significant main effect of class size on students' achievement in essay writing. Students in the small class size had the highest achievement score followed by students in the medium class size while students in the large class had the lowest achievement score. However, there was no significant effect of class size on students' attitude to essay writing.
3. There was no significant main effect of self-esteem on students' achievement in and attitude to essay writing.
4. There was a significant interaction effect of treatment and class size on students' achievement in essay writing. However, the 2-way interaction effect of treatment and class size on attitude to essay writing was not significant.
5. There was no significant interaction effect of treatment and self-esteem on students' achievement in and attitude to essay writing.
6. There was no significant interaction effect of class size and self-esteem on students' achievement in and attitude to essay writing.
7. There was no significant 3-way interaction effect of treatment, class size and self-esteem on students' achievement in and attitude to essay writing.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings of the study, the recommendations and conclusion.

5.1 Discussion

Effects of Explicit and Implicit Manageable Reactive Focus-on-Form on Students' Achievement in Essay Writing

The main focus of the study was to find out the effect of explicit manageable reactive focus-on-form and implicit manageable reactive focus-on-form instructional strategies on students' achievement in and attitude to essay writing. It was also to ascertain whether students exposed to these strategies would perform better than students taught using the conventional method. The findings of the study revealed significant differences in the achievement scores of students in essay writing across the two levels of experimental and control groups. Students exposed to the implicit and explicit manageable reactive focus-on-form strategies had higher achievement scores than their counterparts in the control group in that order.

The findings showed that the two experimental strategies are more effective than the conventional method in improving students' achievement in essay writing. The result is in support of findings by Anderson (2010), Anh (2011), Bitchener, Young and Cameron (2005), Hartshorn (2008), Kaweera (2008), Kolawole (2003), Liu (2008), Purnawarman (2011), Tsai and Lin (2012), Tsao (2011), Zhang, Zhang and Ma (2010) that error correction in general (reactive focus-on-form) enhances students' achievement in essay writing. The corrective feedback given by the teacher functions as an attention getting device which permits learners to detect discrepancies between their compositions and teacher's models. However, the finding of the study negates the findings of Truscott (2007), Pashazadeh and Marefat (2010) who found corrective feedback to be ineffective, harmful and time wasting.

The findings of the study also showed that students exposed to the implicit manageable reactive focus-on-form performed better than those exposed to the explicit manageable reactive focus-on-form. This is in line with the findings of Liu (2008) who reports that indirect feedback/implicit error correction helped students reduce more

morphological errors than direct/explicit feedback. It also corroborates the findings of Ferris (2002) who reports that students who received implicit/indirect feedback reduced their error frequency ratios substantially more than those who received direct feedback. These findings however contradict the findings of Chandler (2003) who found that direct/explicit feedback worked best for producing accurate revisions in essay writing. To her, direct/explicit feedback provides learners with explicit guidance about how to correct their errors most especially when learners are not capable of self-correcting the error.

The higher achievement scores recorded in the implicit reactive FOF group is probably because, through implicit/indirect reactive FOF, students are cognitively challenged to reflect upon the clues given by the teacher, are more engaged in discovering the correct forms as their attention is drawn to grammatical forms, and are more involved in problem-solving which is believed to be beneficial for long-term improvement. This lends credence to the assertion of Purnawarman (2011) that the use of indirect feedback raises students' grammatical awareness, and engages students in problem-solving activities to discover the correct forms of language usage. Ellis (2009) supports this position when he claims that indirect/implicit feedback where the exact location of errors is not shown might be more effective than direct/explicit feedback because students would have to engage in deeper processing of errors.

The achievement of students in the control group is not as high as those in the treatment groups. This is probably because teachers in the control group did not provide adequate feedback on students' writing. This confirms the opinion of Kolawole (2003) that many language teachers teach about essay writing rather than engaging students in actual writing. To him, students are not made to write essays as frequently as possible, and teachers hardly interact with students' scripts when students manage to write any essay. The result also lends credence to the claims of Hartshorn (2008) that the sheer number of errors in students' writings can sometimes be overwhelming for teachers to identify, most especially when the essay is long and the class size is large. Thus, teachers sometimes refrain from giving appropriate and timely feedback on students' writings.

From the findings of this study, it may therefore be reasonable to conclude that both explicit and implicit manageable reactive focus-on-form strategies are effective means of enhancing students' achievement in essay writing. The feedback that students

receive draw their attention to those aspects of their writing that need to be improved upon, and by doing so, they learn how to improve their performance in writing tasks. Students' understanding of why they made mistakes and how to correct such mistakes helps to increase their achievement in essay writing.

5.2 Effects of Explicit and Implicit Manageable Reactive Focus-on-Form on Students' Attitude to Essay Writing

The findings of the study revealed that there is no significant effect of treatment on students' attitude to essay writing. The finding is contrary to the findings of Anh (2011), Rahimi (2010), Zacharias (2007), Hedgcock and Lefkowitz (1994) and Enginarlar (1993). Anh (2011) found in his study that majority of the students under his investigation (70.3%) developed stronger attitude towards essay writing and English language in general after exposure to the implicit/indirect feedback strategy. Rahimi (2010) in his study of 50 Iranian EFL students also found that students have positive attitudes to their teachers' correction of errors and essay writing in general. Zacharias (2007) while exploring teachers' and students' attitudes to feedback, found that students have a positive attitude to teacher's corrective feedback, and considered the feedback in improving their writing ability. Similar results are also reported by Enginarlar (1993) and Hedgcock and Lefkowitz (1994) in their separate studies.

Though treatment had no significant effect on students' attitude to essay writing, the findings of the study showed that students in the two experimental groups had higher posttest attitude scores than students in the control group. This is an indication that both implicit and explicit manageable reactive focuses-on-form strategies are more effective in enhancing students' attitude to essay writing. The insignificant effect of treatment on students' attitude may be due to the fact that attitude is a theoretical construct developed over time. Therefore, the short duration of the treatment may not be enough to have much impact on learners' attitude. This is in line with the assertion of Olatunde (2009) that students develop ideas, feelings and attitude to school subjects over time and from a variety of sources such as family background, provision of reading and writing materials, school factor, and low language proficiency.

5.3. Class Size and Students' Achievement in and Attitude to Essay Writing

The findings of the study on class size revealed that there is a significant main effect of class size on students' achievement in essay writing. Students in the small class size had the highest achievement mean score followed by students in the medium class size, while students in the large class size had the lowest mean score. The difference in the achievement score of students in the three groups is statistically significant.

The result corroborates the findings of Abioye (2010); Adeyemi (2008); Bakasa (2011); Blatchford, Bassett & Brown (2011); Fabunmi, Brai-Abu & Adeniji (2007) and Oderinde (2003). These scholars agree that students in small class sizes have better quality of output than students in large class sizes. This implies that class size is a critical factor that can influence students' achievement in essay writing. However, the findings of the study negate the findings of Kornfeld (2010), Machado and Vera-Hernandez (2008), Owoye and Yara (2011). These scholars in their separate studies discover that class size has little or no effect on students' academic achievement.

The significant effect of class size on achievement recorded in this present study may be due to the fact that students in the small class sizes received timely, constant, and appropriate teacher feedback on their essays compared to their counterparts in the large class size. This confirms the assertion of Hartshorn (2008) that giving appropriate feedback in a large class size puts an excessive strain on the teacher, and forces the teacher to minimize the number of opportunities to give and receive feedback.

5.4 Self-Esteem and Students' Achievement in and Attitude to Essay Writing

Self-esteem, as found out in the study, has no significant effect on students' achievement in and attitude to essay writing. This is contrary to expectations and contrary to earlier findings on the positive effect of self-esteem on language learning in general. It contradicts the findings of Ebata (2008), Yang and McCarthy (2005), Park and Lee (2004) who report that students with higher level of self-esteem achieve more success in language learning. It also contradicts the findings of Nougueras (1996); Carr, Borkowski and Maxwell (1991), Covington (1989) and Heyde (1983) who found out that self-esteem is a significant predictor of academic achievement. The findings of the present study have shown that, as a moderating variable, self-esteem has little or nothing to do with students' achievement in and attitude to essay writing.

5.5 Interaction Effects of Treatment, Self-Esteem and Class Size on Students' Achievement in and Attitude to Essay Writing

The interaction effect of treatment and class size on students' achievement in essay writing was significant. This implies that treatment and class size contributed most to the significant difference in students' achievement in essay writing. However, the interaction effect of treatment and class size on students' attitude to essay writing was not significant. This means that treatment and class size had little or no effect on students' attitude to essay writing.

The two-way interactions of treatment and self-esteem, class size and self-esteem had no significant effects on students' achievement in and attitude to essay writing. The three-way interactions of the variables also produced no significant effect on students' achievement in and attitude to essay writing.

5.6. Conclusion

The results of the study have shown that both explicit and implicit manageable reactive focus-on-form strategies are more effective in enhancing students' level of achievement in essay writing than the conventional method. The two strategies produced better achievement and more positive attitude to essay writing than the conventional method. This means that students' poor performance in essay writing could be effectively tackled through the application of explicit and implicit manageable reactive focus-on-form strategies. The study also showed that a reduction in the number of students per class could also lead to a greater academic achievement. Therefore, the government and other stakeholders in education should ensure a drastic reduction in the number of students per class in Nigerian schools.

5.7. Implications of Findings

Several pedagogical implications may be drawn from this study. To begin with, the study was informed by the persistent failure of students in essay writing as reported by WAEC Chief Examiners' reports over the years. The study has clearly shown that both explicit and implicit manageable reactive focus-on-form strategies are effective means of enhancing students' achievement in essay writing. Therefore, language teachers should strive always to give appropriate, timely, and constant feedback on students' errors in writing. The finding that students in the treatment groups performed

significantly better than their counterparts in the control group may encourage teachers to provide corrective feedback with confidence that students, irrespective of their level of self-esteem, can benefit from the feedback. Also, as shown in the study, providing appropriate feedback is sometimes a laborious task, especially when the class size is large and the essay is long. Therefore, the adoption of a strategy that reduces the amount of errors teachers and students grapple with, through a reduction in the essay length, is not out of place.

Another implication of the study has to do with the most effective type of manageable reactive focus-on-form strategy that language teachers can adopt. Although there is no significant difference in the achievement of students exposed to the two strategies, results show that the implicit manageable reactive focus-on-form strategy is more effective than the explicit manageable reactive focus-on-form strategy. The implicit feedback strategy is capable of helping students become critical thinkers and active participants in error treatment rather than being passive recipients of teacher's corrective feedback. When this strategy is used, students are cognitively challenged to reflect upon the clues given by the teacher, relate the clues to the content where an error exists, determine the nature of the error, and provide the correct form of the error. This process increases students' participation in the teaching/learning process thereby making learning personal and more permanent.

The low mean achievement scores of students in large classes also requires that government and other stakeholders in education take practical steps to reduce the number of students per class in Nigerian schools. The results of the study also reveal that there is no significant main effect and interaction effect of treatment and other variables on students' attitude to essay writing. This does not in any way suggest that the strategies are not effective. Rather, it confirms earlier submissions that changes in attitude are not sudden and automatic. Therefore, students' attitude to essay writing should be built from primary school through exposure to learner-centered strategies.

5.8. Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers at all levels of education should adopt these strategies in giving appropriate, timely and constant feedback on learners' errors while teaching essay writing.
2. To achieve number 1 above, seminars and workshops should be organised by the government to train teachers on the use of these strategies.
3. Proper monitoring should be carried out by people who have been selected and trained to ensure that teachers implement the strategies appropriately. The school authorities should also follow up on the implementation of these strategies, giving necessary encouragement to the teachers.
4. Learners should be encouraged to engage in writing tasks on their own frequently. Such writings should be submitted to teachers for assessment and feedback. Teachers should also encourage learners to process the teachers' feedback appropriately.
5. Language education units in the faculties of education, in our various higher institutions of learning, should incorporate manageable form-focused instruction into their second language curricula.
6. Textbook writers should pay more attention to the issue of corrective feedback in language teaching. This becomes imperative because of the dearth of local textbooks on form-focused instruction encountered by the researcher
7. The issue of over-population in English language and essay writing classes should be looked into. Based on the significant effect of class size on achievement, an average of thirty students per class is recommended.

5.9 Limitations of the Study

Irregular school attendance by few of the students who participated in the study constituted the main constraint of the study. As a result of this some of the students that took part in the pretest were later excluded from the study.

5.10. Suggestions for further study

In view of the findings and the limitation of the study, the following suggestions are made for further studies

1. The study should be replicated using university students, and should be carried out on a longitudinal scale.
2. The study could also be replicated using primary school pupils to ascertain if pupils at that level would be able to process teacher's feedback appropriately.
3. There could also be a comparative study of explicit and implicit manageable focus-on-form to determine which one works best for specific error types.

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APPENDIX I

ACHIEVEMENT TEST IN ESSAY WRITING

Instruction: Write an essay on the topic given below. You are advised to spend about 50 minutes on this question. Your answer should not be less than 450 words.

Write an article suitable for publication in your school's magazine on the topic: The menace of armed robbery in Ogun State.

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APPENDIX II

ATTITUDE TO ESSAY WRITING QUESTIONNAIRE (AEWQ)

Dear respondent,

This questionnaire is designed to elicit information on students' attitude towards essay writing. Information provided will be treated with utmost confidentiality and will be used only for the purpose of this research. Please be honest as much as possible while responding to the questions.

SECTION A: BACKGROUND INFORMATION

Student's name (optional):

School:

Class:

Sex:

SECTION B

Tick the most appropriate option for each of the questions. Note that SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

S/N		SA	A	D	SD
1	Essay writing is an interesting topic				
2	Doing well in essay writing is just by luck				
3	Only gifted students can do well in essay writing				
4	I can still become a better writer than I am now				
5	I often engage in writing tasks on my own without being told to do so				
6	Questions on essay writing should not be made compulsory in our final exams				
7	I do not have confidence in my writing skills				
8	I become frustrated each time I embark on any writing task				
9	Essay writing does not contribute to learning English language				
10	Essay writing to me is like having fun				
11	I usually feel nervous anytime I try to write an essay				
12	The low marks I score in essay writing is embarrassing to me				
13	Essay writing lessons are usually boring				
14	No matter how hard I try, its impossible for me to become a good writer				
15	Learning how to become a good writer is an unproductive venture				
16	I like attending lessons on essay writing				

17	The essay writing class is usually interesting to students				
18	Essay writing helps to improve my use of language				
19	I do not like the teaching strategy our teacher uses to teach essay writing				
20	I think I do like essay writing				
21	Students are usually discouraged when their essays are not marked				
22	Too many corrections on my script discourage me from writing essays				
23	I prefer my teacher to identify the errors in my writing and provide the correct form for me				
24	My teacher should just identify the errors and allow me to look for the correct form myself				
25	Errors on students' scripts should not be underlined; marks should just be awarded				

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APPENDIX III

TEACHER'S MANUAL ON EXPLICIT/DIRECT ERROR IDENTIFICATION

In this manual, you will find directions and examples on how to give explicit/direct feedback. Direct or explicit feedback occurs when the teacher identifies an error and provides the correct linguistic form for students (word, morpheme, phrase, rewritten sentence, deleted word(s) or morphemes). Follow these guidelines in providing direct feedback.

GRAMMAR ERRORS

If the subject and the verb do not agree, cross out either the subject or the verb and write the correct form above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: They wants to go home.

Example: He want to see a movie.

If the tense or form of the verb is wrong in the sentence, cross out the parts of the verb that are wrong and write the correct verb above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: He want to go home yesterday.

Example: She see them last week.

If the wrong word is used in the context of the sentence, cross it out and write the correct word above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: I went house after school.

Example: He played good during the game.

If a word is missing, use the omission symbol ^ and write the word where the word should be. Circle the inserted word. This should be counted as one error.

Example: She wanted go to the store.

Example: He bought sandal.

If an extra word is in the text where it should not be, cross out the word or words that create the problem. Then circle the original error and the correction you made. This should be counted as one error.

Example: She went to a the store.

Example: My friends they went to the store.

If words are in the wrong order, cross out the part of the sentence where the words are mixed up and write the correction above them. Then circle the original error and the correction you made. This should be counted as one error.

Example: Why he did do that to you?

Example: He wanted the car to buy.

COMMA ERRORS

If a comma is missing, write the comma where it should be and circle the comma. This should be counted as one error.

Example: If she really wanted to go she would have called him.

Example: I live in Ibadan Oyo State.

If an unnecessary comma is placed where it should not be, cross it out. Circle the correction. This should be counted as one error.

Example: If, she really wanted to go, she would have called him.

Example: He brought home pizza, and pop.

If a comma is added between two sentences without a conjunction, make a correction to fix the error. Circle your correction. This should be counted as one error.

Example: I went to the store, I bought a sandal.

Example: I went shopping, I bought a shirt.

RUN-ON SENTENCES (RUN-ONS)

A run-on is two or more sentences combined with no end punctuation or no internal punctuation (semi-colon or comma with a conjunction). If you find a run-on sentence, make a correction to fix the error. Circle the correction. This should be counted as one error.

Example: I went to the store I bought a sandal.

Example: I went shopping I bought a shirt.

END PUNCTUATION ERRORS

If end punctuation is forgotten (period, question mark, exclamation mark), write in the punctuation where it should be. Then circle the correction you made. This should be counted as one error.

Example: I wanted to go to the store

Example: Are we going to the store

If the wrong end punctuation is used, cross out the punctuation that is misused and write in the correct punctuation. Then circle the original error and the correction you made. This should be counted as one error.

Example: I wanted to go to the store?

Example: Are we going to the store.

INCOMPLETE SENTENCES (FRAGMENTS)

An incomplete sentence (fragment) is a phrase that is punctuated like a sentence, but it is missing a subject, verb, or complete idea. If you find an incomplete sentence (fragment), highlight the fragment in red and make a correction to fix the error. Then circle the original error (the highlighted fragment) and the correction you made. This should be counted as one error.

Example: If I had to go to the store. My mom would take me.

Example: Because he wanted to buy a game. He went to the store.

SPELLING ERRORS

If a word is wrongly spelt, cross out the entire word and write the correct spelling above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: I wanted to go shoping.

Example: He had a question.

If a word is separated when it should not be, cross out both words together and rewrite the word correctly above them. Then circle the original error and the correction you made. This should be counted as one error.

Example: I needed help on my home work.

Example: He wanted to talk to some one.

If two words are put together as one word when they should not be, cross out the entire word and rewrite the words correctly above them. Then circle the original error and the correction you made. This should be counted as one error.

Example: I ate alot of candy.

CAPITALIZATION ERRORS

If a word is capitalized when it should not be, cross out the capital letter and rewrite the small letter above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: I could not wait to go to a Secondary School.

Example: He was a Doctor.

If a word should be capitalized when it is not, cross out the small letter and write a capital letter above it. Then circle the original error and the correction you made. This should be counted as one error.

Example: I went to lagos yesterday.

Example: I went to see dr. fakeye.

OTHER ERRORS

If you find any other grammatical or mechanical errors not listed here, cross them out and make the necessary corrections. In other words, cross out any careless mistake you find that do not fit into any other category listed here and make the necessary corrections. Then circle the original errors and the corrections you made. Each error and the correction made should be counted as one error.

APPENDIX IV

TEACHER'S MANUAL ON IMPLICIT/INDIRECT ERROR IDENTIFICATION

In this manual, you will find directions and examples on how to give implicit/indirect feedback. Indirect or implicit feedback refers to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it. Follow these guidelines in providing indirect feedback.

GRAMMAR ERRORS

If the subject and the verb do not agree, circle both the subject and the verb. This means that they do not fit together. This should be counted as one error.

Example: They wants to go home.

Example: He want to see a movie.

If the tense or form of the verb is wrong in the sentence, circle the parts of the verb that are wrong. This should be counted as one error.

Example: He want to go home yesterday.

Example: She see them last week.

If the wrong word is used in the context of the sentence, circle it. This should be counted as one error.

Example: I went house after school.

Example: He played good during the game.

If a word is missing, use the omission symbol ^ and draw a circle where the word should be. This should be counted as one error.

Example: She wanted go to the store.

Example: He bought sandal.

If an extra word is in the text where it should not be, circle the word or words that create the problem. This should be counted as one error.

Example: She went to a the store.

Example: My friends they went to the store.

If words are in the wrong order, circle the part of the sentence where the words are mixed up. This should be counted as one error.

Example: Why he did do that to you?

Example: He wanted the car to buy.

COMMA ERRORS

If a comma is missing, circle the space where the comma should be. This should be counted as one error.

Example: If she really wanted to go she would have called him.

Example: I live in Ibadan Oyo State.

If an unnecessary comma is placed where it should not be, circle it. This should be counted as one error.

Example: If, she really wanted to go, she would have called him.

Example: He brought home pizza, and pop.

If a comma is added between two sentences without a conjunction, circle the space where the conjunction should be. This should be counted as one error.

Example: I went to the store, I bought a sandal.

Example: I went shopping, I bought a shirt.

RUN-ON SENTENCES (RUN-ONS)

A run-on is two or more sentences combined with no end punctuation or no internal punctuation (semi-colon or comma with a conjunction). If you find a run-on sentence, circle the space where you think the sentences should be separated in some way. This should be counted as one error.

Example: I went to the store I bought a sandal.

Example: I went shopping I bought a shirt.

END PUNCTUATION ERRORS

If end punctuation is forgotten (period, question mark, exclamation mark), circle the point where the punctuation should be. This should be counted as one error.

Example: I wanted to go to the store

Example: Are we going to the store

If the wrong end punctuation is used, circle the punctuation that is misused. This should be counted as one error.

Example: I wanted to go to the store?

Example: Are we going to the store.

INCOMPLETE SENTENCES (FRAGMENTS)

An incomplete sentence (fragment) is a phrase that is punctuated like a sentence, but it is missing a subject, verb, or complete idea. If you find an incomplete sentence (fragment), highlight the fragment in red, circle the fragment (what is in red) and count it as one error.

Example: If I had to go to the store. My mother would take me.

Example: Because he wanted to buy a game. He went to the store.

SPELLING ERRORS

If a word is wrongly spelt, circle the entire word. This should be counted as one error.

Example: I wanted to go shoping.

Example: He had a qustion.

If a word is separated when it should not be, circle both words together and count it as one error.

Example: I needed help on my home work.

Example: He wanted to talk to some one.

If two words are put together as one word when they should not be, circle the entire word and count it as one error.

Example: I ate alot of candy.

CAPITALIZATION ERRORS

If a word is capitalized when it should not be, circle the letter and count it as one error.

Example: I could not wait to go to a Secondary School.

Example: He was a Doctor.

If a word should be capitalized when it is not, circle the letter and count it as one error.

Example: I went to lagos yesterday.

Example: I went to see dr. fakeye.

OTHER ERRORS

If you find any other grammatical or mechanical errors not listed here, circle them. In other words, circle any careless mistake you find that do not fit into any other category listed here and count it as one error.

APPENDIX V

SELF-ESTEEM QUESTIONNAIRE (SEQ)

Dear respondent,

This questionnaire is designed to elicit information on students' self-esteem. Information provided will be treated with utmost confidentiality and will be used only for the purpose of this research. Please be honest as much as possible while responding to the questions.

SECTION A: BACKGROUND INFORMATION

Student's name:

School:

Class:

Sex:

SECTION B

Tick the most appropriate option for each of the questions. Note that SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N		SA	A	D	SD
1	Things usually don't bother me				
2	I find it very hard to talk when in the midst of my peers				
3	There are lots of things about myself I'd change if I could				
4	I can make up my mind without too much trouble				
5	I'm a lot of fun to be with				
6	I get upset easily at school				
7	It takes me a long time to get used to anything new				
8	I'm popular with persons of my own age				
9	My teachers usually consider my feelings				
10	I give in very easily				
11	My teachers expect too much of me				
12	It's pretty tough to be with me				
13	Things are all mixed up in my life				
14	My peers usually follow my ideas				
15	I have a low opinion of myself				
16	There are many times I wish I could drop out of school				
17	I often feel upset with my school work				
18	I'm not as nice looking as most of my peers				
19	If I have something to say, I usually say it				
20	My friends understand me				
21	Most people are better liked than I am				
22	I usually feel as if my teachers are pushing me				
23	I often get discouraged with what I am doing				
24	I often wish I were someone else				
25	I can't be depended on				

APPENDIX VI
EVALUATION SHEET FOR ASSESSING TEACHERS' PERFORMANCE
DURING TRAINING (ESATPDT)

INSTRUCTION FOR USE:

Put a circle round the score you award for each lesson feature. The total of scores should be written in the space provided

ITEMS/LESSON FEATURE	RATING	LESSONS		AVERAGE SCORE	REMARK
		1	2		
1.Making Learners Ready How did the teacher start the lesson? Did he/she, proceed from the known to the new lesson?	5 4 3 2 1				
2.Progression Does the teacher make his/her lesson progress logically so that one idea leads to another until conclusion?	5 4 3 2 1				
3.Communication Does the teacher show the ability to reach his/her learners through the use of appropriate words?	5 4 3 2 1				
4.Strategy Mastery Does the teacher show a good mastery of the new strategy?	5 4 3 2 1				
5.Subject Mastery Does the teacher show through the way he/she started the lesson that he/she has a good mastery of what he/she wants the students to learn?	5 4 3 2 1				
6.Teacher-Pupil Interaction Does the teacher use appropriate techniques to make learners actively engaged in the lesson?	5 4 3 2 1				
7.Classroom Atmosphere Did he/she control the class effectively at the beginning, and during the lesson?	5 4 3 2 1				
8.Praise and Reward Does the teacher praise or reward good performances appropriately?	5 4 3 2 1				

TOTAL SCORE

**APPENDIX VII
TEACHER'S MANUAL
EXPLICIT MANAGEABLE REACTIVE FOCUS ON FORM**

Week 4

Lesson 1

Topic: Essay Writing: Introduction

Objectives: At the end of the lesson, students are expected to be able to:

- i. Explain what an essay is.
- ii. Explain the parts of an essay- content, organization, expression and mechanical accuracy
- iii. Explain what should be done under each part.

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students' activity	Material
Meaning of essay writing	10mins	1	The teacher explains what an essay is and the importance of essay writing	The students listen to teacher's explanation. They ask questions on any area not clear to them.	The chalkboard and their class text
Parts of an essay	25mins	2	The teacher leads the students to explain the components of an essay –content, organization, expression, and mechanical accuracy. The teacher also explains to the students what they are expected to do under each component. The teacher gives them some model essays to look at and answer any question raised by the students	The students listen to the teacher's explanation. They explain in their own words what each component entails and what they are expected to do under each component. They examine the model essays given to them by the teacher, ask questions where necessary and answer questions posed by the teacher.	Two model essays and a chart showing the components of an essay
Summary of the day's lesson	5mins	3	The teacher gives a recap of the salient points of the day's lesson, and asks some questions to. Students are encouraged to practice essay writing frequently.	Students respond to teacher's questions and ask further questions where necessary. They write the chalkboard summary in their notes.	

Week 4

Lesson 2

Topic: Types of Essay

Objectives: At the end of the lesson, students are expected to be able to:

- i. Identify the various types of essay
- ii. Explain the features of each type

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students 's activity	
Types of Essay	5mins	1	The teacher leads the students to identify the various types of essay- narrative, descriptive, argumentative, expository, formal letter and informal letter. The teacher corrects the students where necessary and answers any question raised by learners.	The students identify the types of essays they know. They listen to the teacher's additional information. They ask questions on any area not clear to them and answer any question posed by the teacher	A tree diagram showing different types of essay.
Features of different types of essay	25mins	2	The teacher explains the features of each type of essay and what learners are to pay attention to while writing each type of essay. The teacher asks students leading questions to test their understanding of the features of essay.	The students listens to teacher's explanation and ask questions where necessary	A chart showing features of different types of essay.
Evaluation of the day's work	10mins	3	The teacher asks questions on the day's topic and correct learner's responses where necessary. The teacher gives them an assignment on the topic: The menace of bribery and corruption in Nigeria.	Students answer the teacher's questions. They also ask questions where necessary. They write the chalk board summary in their notes.	

Week 5

Topic: Write a story to illustrate the saying: A good name is better than riches

Objectives: At the end of the lesson students are expected to be able to:

- i. Correct the errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic.

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students 's activity	
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through explicit error correction. The teacher gives some explanation on the nature of errors identified in students' scripts.	Students go through their marked scripts and listen to the teacher's explanation, they ask questions where necessary.	Excerpts from students' essays
Identification and explanation of some points that could be developed in the new topic.	7mins	2	The teacher discusses the outline of the new topic with the students. The teacher gives suggestions on some of the points that could be developed in the essay. These include questions on what happened, when it happened, how it happened and the outcome of the event.	Students listen to the teacher's explanation. They ask question on areas not clear to them.	The chalkboard and class textbook
Writing a short essay on the topic	20mins	3	The teacher goes round to monitor the students while they write the essay.	Students write an essay on the topic	
Evaluation	3mins		The teacher asks questions based on the day's topic. He also allows the students to ask questions on areas that are not clear to them. The teacher asks them to re-write the previous essay and submit as an assignment.	Students answer the teacher's questions. They also ask questions where necessary.	

Week 6

Topic: You are the chief speaker in a debate on the topic: Television has done more harm than good. Write your speech for or against topic.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Student's activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students scripts on which necessary feedback had been done by indicating where errors have occurred and also provide the correct form. He leads the students to identify the source of errors in their essay	Students examined corrections made on their scripts and try to detect the source of such errors. They ask questions on areas not clear to them	Excerpts from students essays
Identification and discussion of some points that could be developed in the new topic	7mins	2	The teacher discusses the new topic with the students. Suggestions should be made on likely points to be developed in the new topic. These include dangers of television such as exposure to violence, nudity, and addiction by children.	Discuss the new topic with the teacher. They ask questions on areas not clear to them.	Chalkboard and class text
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the progress of the students while they write the essay	Students write a mini essay on the topic with the supervision of the teacher	
Summary of the day's work	3mins	4	The teacher gives a recap of the day's lesson and also allows the student to ask further questions. The teacher asks the student's to re-write the previous essay and submit as an assignment	Ask further questions on areas not clear to them	

Week 7

Topic: Write an article suitable for publication in your school magazine on the problems of indiscipline in the school.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's Activity	Student's Activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher distributes the scripts of the previous essay on which explicit correction feedback had been given. That is, the teacher identifies the errors and supplies the correct form of usage to the students. He discusses some of the errors identified with the learners.	Students go through their scripts and examine the correct form of the errors supplied by the teacher. They discuss such errors with their teacher.	Excerpts from students essay.
Discussion of the outcome of the new topic	7mins	2	The teacher leads the students to discuss the outline of the new topic which include meaning of indiscipline, instances of indiscipline and causes of indiscipline.	Discuss the outline of the new topic with the teacher.	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher guides the student to write an essay on the topic.	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher highlights the important aspects of the day's work and allows students to ask further questions on areas of confusion. The teacher asks the students to re-write the previous essay and submit as an assignment.	Listen to the teacher and ask questions on areas not clear to them.	

Week 8

Topic: Write a letter to the chairman of your school's Board of Governors on the need for a library in your school, requesting him to build one and equip one for the school.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students' scripts on which explicit feedback had been made. The teacher explains the nature of the errors to the students.	Students go through their scripts and listen to the teacher's explanation. They ask questions where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses with the students some points that could be developed in the new essay. This include reasons for a library such as helping to improve reading culture among students and helping to increase their academic achievement.	Students discuss with the teacher some points that could be developed in the new topic. They ask questions where necessary	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher supervises the students while they write the essay	Students write the essay under the supervision of the teacher	
Summary of the day's work	3mins	4	The teacher gives a brief summary of the day's work placing emphasis on important points. He allows the students to ask further questions and asks them to re-write the previous essay and submit as an assignment,	Listen to the teacher and ask further questions on areas not clear to them.	

Week 9

Topic: You have recently moved into a new neighbourhood with your parents. Write a letter to your sister who is studying abroad giving at least three reasons for disliking the new place.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher gives back the students' scripts on which explicit feedback of errors had been made. The teacher explains the sources of errors made and how to correct such errors	Students examine errors identified on their scripts and listen to teacher's explanation. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses the outline of the new topic with the students. The reasons may include distance to school, dirty and dangerous environment, and high cost of living.	Discuss with the teacher, the outline of the new topic.	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher goes around to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher summarizes the day's work placing emphasis on important aspects. He allows students to ask further questions and asks them to re-write the previous essay and submit as an assignment.	Listen to the the teacher and ask further questions on areas not clear to them.	

Week 10

Topic: Write a story to illustrate the saying: The early bird catches the worm.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through explicit error correction. The teacher explains the sources of students' errors and how to guide against such errors in future.	Students listen to teacher's explanation. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses the outline of the new topic with the students. The teacher gives suggestions on some of the points that could be developed in the essay. These include questions on what happened, when it happened, how it happened and the outcome of the event.	Discuss the new topic with the teacher. They ask questions where necessary.	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher gives a recap of the day's lesson placing emphasis on the salient points. The teacher allows them to ask further questions and asks them to re-write the previous essay and submit as an assignment	Ask further questions on areas not clear to them.	

Week 11

Lesson 1

Topic: You are the chief speaker in a debate on the topic: It is the home and not the school that contributes more to moral laxity among students. Write your arguments for or against the topic.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students' scripts to them after carrying out explicit error correction. The teacher explains the sources of the errors and how to prevent such errors.	Students go through their marked scripts and listen to the teacher's explanation on the sources of their errors. They ask questions where necessary	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses the outline of the new topic with the students. This includes home factors such as parental neglect, neighbourhood influence, and economic factors.	Discuss the new topic with the teacher. They ask questions where necessary.	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher highlights the important aspects of the day's lesson and allows students to ask questions on areas of confusion. The teacher asks the students to re-write the previous essay and submit as an assignment	Listen to the teacher and ask further questions on areas not clear to them	

Week 11

Lesson 2

Topic: Write an article suitable for publication in a cultural magazine on the advantages and disadvantages of the extended family system

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through explicit error correction. The teacher gives remedial teaching based on the errors identified.	Students listen to teacher's explanation. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher leads the students to discuss the outline of the new topic. Some of the advantages include stronger family ties and proper monitoring of the children. Some the disadvantages include high expenses, strive, hatred and jealousy.	Discuss the new topic with the teacher and ask questions where necessary	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher gives a brief summary lesson placing emphasis on the salient points. He allows them to re-write the previous essay and submit as an assignment	Listen to the teacher and ask questions where necessary	

**APPENDIX VIII
TEACHER'S MANUAL
IMPLICIT MANAGEABLE REACTIVE FOCUS ON FORM**

Week 4

Lesson 1

Topic: Essay Writing: Introduction

Objectives: At the end of the lesson, students are expected to be able to:

- i. Explain what an essay is.
- ii. Explain the components of an essay- content, organization, expression and mechanical accuracy
- iii. Explain what should be done under each part.

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students' activity	Material
Meaning of essay writing	10mins	1	The teacher explains what an essay is and the importance of essay writing	The students listen to teacher's explanation. They ask questions on any area not clear to them.	The chalkboard and their class text
Parts of an essay	25mins	2	The teacher leads the students to explain the components of an essay –content, organization, expression, and mechanical accuracy. The teacher also explains to the students what they are expected to do under each component. The teacher gives them some model essays to look at and answer any question raised by the students	The students listen to the teacher's explanation. They explain in their own words what each component entails and what they are expected to do under each component. They examine the model essays given to them by the teacher, ask questions where necessary and answer questions posed by the teacher.	Two model essays and a chart showing the components of an essay
Summary of the day's lesson	5mins	3	The teacher gives a recap of the salient points of the day's lesson, asks some questions to ensure proper understanding. Students are encouraged to practice essay writing frequently.	Students respond to teacher's questions and ask further questions where necessary. They write the chalkboard summary in their notes.	

Week 4

Lesson 2

Topic: Types of Essay

Objectives: At the end of the lesson, students are expected to be able to:

- i. Identify the various types of essay
- ii. Explain the features of each type

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students 's activity	
Types of Essay	5mins	1	The teacher leads the students to identify the various types of essay- narrative, descriptive, argumentative, expository, formal letter and informal letter. The teacher corrects the students where necessary and answers any question raised by learners.	The students identify the types of essays they know. They listen to the teacher's additional information. They ask questions on any area not clear to them and answer any question posed by the teacher	A tree diagram showing different types of essay.
Features of different types of essay	25mins	2	The teacher explains the features of each type of essay and what learners are to pay attention to while writing each type of essay. The teacher asks students leading questions to test their understanding of the features of essay.	The students listens to teacher's explanation and ask questions where necessary	A chart showing features of different types of essay.
Evaluation of the day's work	10mins	3	The teacher asks questions on the day's topic and correct learner's responses where necessary. The teacher gives them an assignment on the topic: The menace of bribery and corruption in Nigeria.	Students answer the teacher's questions. They also ask questions where necessary. They write the chalk board summary in their notes.	

Week 5

Topic: Write a story to illustrate the saying: A good name is better than riches

Objectives: At the end of the lesson students are expected to be able to:

- i. Correct the errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic.

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students 's activity	
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through implicit error correction. The teacher allows the students to diagnose and correct the errors by themselves. He corrects them where necessary.	Students go through their marked scripts and try to discover the nature of their error, and also provide correct forms of the errors, they ask questions where necessary.	Excerpts from students' essays
Identification and explanation of some points that could be developed in the new topic.	7mins	2	The teacher leads the students to identify some of the points that could be developed in the essay.	Students identify some important points that could be developed in the new topic. They ask question on areas not clear to them.	The chalkboard and class textbook
Writing a short essay on the topic	20mins	3	The teacher goes round to monitor the students while they write the essay.	Students write an essay on the topic	
Evaluation	3mins		The teacher asks questions based on the day's topic. He also allows the students to ask questions on areas that are not clear to them. The teacher asks them to re-write the previous essay and submit as an assignment.	Students answer the teacher's questions. They also ask questions where necessary.	

Week 6

Topic: You are the chief speaker in a debate on the topic: Television has done more harm than good. Write your speech for or against topic.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Student's activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students scripts on which necessary feedback had been done by indicating where errors have occurred. The teacher will not provide the correct form but rather allow the students to diagnose and correct the errors themselves. He leads the students to identify the source of errors in their essay	Students make effort to diagnose the source of errors in their essays and correct such errors. They ask questions on areas not clear to them	Excerpts from students essays
Identification and discussion of some points that could be developed in the new topic	7mins	2	The teacher discusses the new topic with the students. Suggestions should be made on likely points to be developed in the new topic	Discuss the new topic with the teacher. They give suggestions on some points that could be developed in the new topic	Chalkboard and class text
Write a short essay on the topic	20 mins	3	The teacher moves round to monitor the progress of the students while they write the essay	Students write a mini essay on the topic with the supervision of the teacher	
Summary of the day's work	3mins	4	The teacher gives a recap of the day's lesson and allows students to ask further questions. The teacher asks the student's to re-write the previous essay and submit as an assignment	Ask further questions on areas not clear to them	

Week 7

Topic: Write an article suitable for publication in your school magazine on the problems of indiscipline in the school.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's Activity	Student's Activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher distributes the scripts of the previous essay on which implicit correction feedback had been given. That is, the teacher only indicates where errors occurred but allows the students to diagnose and correct the errors. He discusses some of the errors identified with the learners.	Students go through their scripts and try to detect the correct form of the errors identified by the teacher. They discuss such errors with their teacher.	Excerpts from students essay.
Discussion of the outcome of the new topic	7mins	2	The teacher leads the students to discuss the outline of the new topic. He modifies students' responses where necessary.	Discuss the outline of the new topic. Suggest some points that could be developed in the new topic.	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher guides the student to write an essay on the topic.	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher highlights the important aspects of the day's work and allows students to ask further questions on areas of confusion. The teacher asks the students to re-write the previous essay and submit as an assignment.	Listen to the teacher and ask questions on areas not clear to them.	

Week 8

Topic: Write a letter to the chairman of your school's Board of Governors on the need for a library in your school, requesting him to build one and equip one for the school.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students' scripts on which implicit feedback had been made. The teacher leads the students to detect the nature of the errors and provide the correct forms by themselves	Students try to detect and correct errors in their essays. They ask questions where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher asks the students to suggest some points that could be developed in the new essay. He modifies students' responses where necessary.	Students suggest some points that could be developed in the new topic. They ask questions where necessary	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher supervises the students while they write the essay	Students write the essay under the supervision of the teacher	
Summary of the day's work	3mins	4	The teacher gives a brief summary of the day's work placing emphasis on important points. He allows the students to ask further questions and asks them to re-write the previous essay and submit as an assignment,	Listen to the teacher and ask further questions on areas not clear to them.	

Week 9

Topic: You have recently moved into a new neighbourhood with your parents. Write a letter to your sister who is studying abroad giving at least three reasons for disliking the new place.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher gives back the students' scripts on which implicit feedback of errors had been made. The teacher guides the students to discover the sources of errors made and how to correct such errors	Students make effort to detect the source of errors on their scripts as identified by the teacher and provide the correct forms. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses the outline of the new topic with the students. He asks them to suggest points that could be discussed in the new topic.	Discuss the outline of the new topic. They suggest points that could be developed in the new topic	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher goes around to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher summarizes the day's work placing emphasis on important aspects. He allows students to ask further questions and asks them to re-write the previous essay and submit as an assignment.	Listen to the teacher and ask further questions on areas not clear to them.	

Week 10

Topic: Write a story to illustrate the saying: The early bird catches the worm.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through implicit error correction. The teacher allows the students to diagnose and corrects the errors by themselves. He corrects them where necessary	Students try to correct errors on their scripts. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher discusses the outline of the new topic with the students. He asks them to suggest points that could be discussed in the new topic.	Discuss the new topic with the teacher. They give suggestions on some points that could be developed in the new topic	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher gives a recap of the day's lesson placing emphasis on the salient points. The teacher allows them to ask further questions and asks them to re-write the previous essay and submit as an assignment	Ask further questions on areas not clear to them.	

Week 11

Lesson 1

Topic: You are the chief speaker in a debate on the topic: It is the home and not the school that contributes more to moral laxity among students. Write your arguments for or against the topic.

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher returns students' scripts to them after carrying out implicit error correction. The teacher guides the students to discover and correct their errors by themselves	Students go through their marked scripts and try to discover the nature of their error, and also provide correct forms of the errors, they ask questions where necessary	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher asks the students to suggest some points that could be discussed in the new topic. He corrects them where necessary.	Students suggest some points that could be developed in the new topic. They ask question where necessary and listen to teacher's corrections	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher highlights the important aspects of the day's lesson and allows students to ask questions on areas of confusion. The teacher asks the students to re-write the previous essay and submit as an assignment	Listen to the teacher and ask further questions on areas not clear to them	

Week 11

Lesson 2

Topic: Write an article suitable for publication in a cultural magazine on the advantages and disadvantages of the extended family system

Objectives: At the end of the lesson, students are expected to be able to:

- i. Correct errors made in the previous essay.
- ii. Identify some points that could be developed in the new topic.
- iii. Write an essay on the topic

Class: SS II

Duration: 40 minutes

	Time	Step	Teacher's activity	Students activity	Material
Discussion of errors in the previous essay	10mins	1	The teacher allows students access to their marked scripts on which corrective feedback was given through implicit error correction. The teacher allows the students to diagnose and correct the errors by themselves. He corrects them where necessary	Students correct errors on their scripts. They ask question where necessary.	Excerpts from students' essays.
Discussion of the outline of the new topic	7mins	2	The teacher leads the students to discuss the outline of the new topic. He modifies students' responses where necessary	Discuss the new topic with the teacher. Suggest some points that could be developed in the new topic	Chalkboard and class text.
Write a short essay on the topic	20mins	3	The teacher moves round to monitor the students while they write the essay	Students write the essay under the supervision of the teacher.	
Summary of the day's work	3mins	4	The teacher gives a brief summary lesson placing emphasis on the salient points. He allows them to re-write the previous essay and submit as an assignment	Listen to the teacher and ask questions where necessary	