

**EFFECTS OF EXPLICIT AND GENERATIVE INSTRUCTIONAL  
STRATEGIES ON SENIOR SECONDARY SCHOOL STUDENTS'  
LEARNING OUTCOMES IN SUMMARY WRITING IN IBADAN  
METROPOLIS, NIGERIA**

**BY**

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**DECEMBER, 2014.**

## **CERTIFICATION**

I certify that the research work that culminated in the writing of this doctoral thesis was carried out by **Oladotun Opeoluwa OLAGBAJU**, under my supervision.

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## DEDICATION

This work is dedicated to the almighty God who inspired and sustained me to complete this work. I also dedicate the work to the loving memory of my late mother – **Evangelist Olufunmilayo Moromoke Olagbaju** - who saw the beginning of my academic sojourn in the University of Ibadan but could not wait to witness the end of it.

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## ABSTRACT

Reports from public examination bodies reveal that students' performance in English Language is poor. This has been traced to perceived wrong instructional strategies adopted by most teachers of English language. Literature has suggested the adoption of explicit and generative instructional strategies that address the deficiencies. However, there is a dearth of empirical research on the effectiveness of the two strategies on summary writing among Senior Secondary School (SSS) students, particularly in Ibadan metropolis. This study, therefore, examined the effects of explicit and generative instructional strategies on students' achievement in and attitude to summary writing in Ibadan Metropolis. The moderating effect of cognitive style and gender were equally examined.

The study adopted pretest-posttest, control group quasi-experimental design with a 3x2x2 factorial matrix. Participants were 200 SSS II students from six purposively selected intact classes of six public secondary schools in Ibadan metropolis. The students were assigned to explicit instructional strategy (75), generative instructional strategy (65) and control (60) groups. Treatment lasted twelve weeks. Seven instruments were used: Summary Writing Achievement Test ( $r=0.81$ ), Attitude to Summary Writing Questionnaire ( $r=0.78$ ), Cognitive Style Inventory ( $r=0.74$ ), Instructional Guides on Explicit, Generative and Conventional Instructional strategies and Teachers' Evaluation Sheet. Data were analysed using Analysis of Covariance at 0.05 level of significance and Scheffe post hoc test was also performed.

Treatment had significant main effect on students' achievement ( $F_{(2,187)}= 12.21$ ) and attitude ( $F_{(2,187)} = 9.23$ ) to summary writing. Participants in the explicit instructional strategy group obtained the highest achievement score ( $\bar{x} = 16.82, \eta^2 = .47$ ) followed by the generative instructional strategy ( $\bar{x} = 14.65, \eta^2 = .36$ ) and control ( $\bar{x} = 12.91, \eta^2 = .19$ ). Also, participants in the explicit instructional strategy group obtained the highest attitude score ( $\bar{x} = 38.87, \eta^2 = .41$ ) followed by the generative instructional strategy ( $\bar{x} = 37.45, \eta^2 = .35$ ) and control ( $\bar{x} = 32.41, \eta^2 = .22$ ). Cognitive styles had significant main effect on students' achievement in summary writing ( $F_{(2,187)} = 66.60$ ) and none on their attitude. Effect of global cognitive style was lower in students' achievement ( $\bar{x} = 11.19, \eta^2 = .35$ ) than in analytic cognitive style ( $\bar{x} = 19.09, \eta^2 = .47$ ). Also, effect of global cognitive style was slightly higher in students' attitude ( $\bar{x} = 36.48, \eta^2 = .49$ ) than in analytic cognitive style ( $\bar{x} = 36.46, \eta^2 = .48$ ). Gender had no significant main effect on students' achievement and attitude to summary writing. Effect of gender was lower in male students' achievement ( $\bar{x} = 14.73, \eta^2 = .35$ ) than in female students' ( $\bar{x} = 15.22, \eta^2 = .38$ ). Also, effect of gender was slightly higher in males' attitude ( $\bar{x} = 36.78, \eta^2 = .41$ ) than in females' ( $\bar{x} = 36.13, \eta^2 = .40$ ). The two-way and three-way interaction effects were not significant on achievement and attitude.

Explicit and generative instructional strategies improved students' learning outcomes in summary writing. Hence, English language teachers should employ these strategies to improve secondary school students' achievement in and attitude to summary writing.

**Key words:** Explicit instructional strategy, Generative instructional strategy, Achievement in summary writing, Attitude to summary writing.

**Word count:** 460

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The Explicit Instruction Framework adopted from Goeke, St ‘uhrenberg and Witt (2008)

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The status of the English language in Nigeria has evolved over a long period of time from the language of the colonial masters (pre-independence) to the official language and lingua franca (post-independence). Despite the fact that the English language is not indigenous to Nigeria, it has become the language of convenience which has helped to weld together the various ethno-linguistic groups in the country. Also, the National Policy on Education (FGN, 2004) described the English language as the first official language, the language of education from the upper primary schools to the higher institutions of learning in Nigeria and one of the core subjects in the Nigerian educational system.

This means that the different skills of the language are taught as part of English language curriculum in Nigerian schools and a success in the different skills is generally perceived to be a success in the language (WAEC Regulations and Syllabuses for West African Senior Secondary Certificate Examinations, 2009 - 2013). Success in the English language is very important to any student that wishes to gain admission into and succeed in the different levels of education, especially the higher institutions of learning in Nigeria. This is because a minimum of a credit pass in English language is compulsory and considered a strong requirement for admission into Nigerian higher institutions (UTME Syllabus and Brochure, 2012). Also, a good knowledge of the different skills of the English language will enhance the effective learning of all the other subjects that are taught with the language in the Nigerian educational system.

Despite the importance of the English language to students' academic advancement and success in the other school subjects, it is sad to note that students' performance in the subject especially in external examinations has been very poor. Alaneme (2005) lamented the mass failure recorded annually by students in both the English language and Mathematics examinations and concluded that the poor performance of students in these subjects at West African Examinations Council and National Examinations Council's conducted examinations is actually a true reflection of the low standard of education in Nigeria. Also, Komolafe and Yara (2010) submitted that students' performance in the English language, as revealed in various examinations both in the subject and other subjects examined in English, is still very

low. Fakeye (2010) observed that anyone who is familiar with English Language examination scripts in the secondary school today will not disagree with the view that the students' performance in English language especially in secondary school has fallen.

In order to better understand the extent of mass failure recorded by students in the English language paper in external examinations, it is critical to examine the summary of students' performance in the subject over a period of eleven years as presented in the statistics of performance of Nigerian students in the English language in May/June WASSCE 2003-2013 as shown in table 1 below:

**Table 1.1: Students' Performance in the West African Senior Secondary School Certificate examinations (WASSCE) May/June 2003-2013: English Language**

| Year | Total Registered | Total Examined | Credit Pass<br>A1 – C6 |         | Ordinary Pass<br>D7-E8 |         | Fail F9 |         |
|------|------------------|----------------|------------------------|---------|------------------------|---------|---------|---------|
|      |                  |                | No.                    | (%)     | No.                    | (%)     | No.     | (%)     |
| 2003 | 939,507          | 929,271        | 269,824                | (29.03) | 320,185                | (33.91) | 314,255 | (38.07) |
| 2004 | 844,540          | 833,204        | 252,271                | (29.83) | 257,054                | (29.41) | 323,879 | (38.07) |
| 2005 | 1,080,162        | 1,064,587      | 272,922                | (25.63) | 371,095                | (34.85) | 393,201 | (36.93) |
| 2006 | 1,170,523        | 1,154,266      | 375,001                | (32.48) | 399,994                | (34.13) | 342,311 | (29.65) |
| 2007 | 1,270,137        | 1,252,510      | 379,779                | (30.32) | 463,827                | (37.03) | 387,902 | (30.25) |
| 2008 | 1,292,910        | 1,274,166      | 446,288                | (35.02) | 405,942                | (31.85) | 400,126 | (31.40) |
| 2009 | 1,373,009        | 1,355,725      | 563,294                | (41.55) | 400,424                | (29.54) | 314,965 | (23.23) |
| 2010 | 1,351,843        | 1,307,745      | 337,071                | (24.09) | 543,349                | (40.2)  | 471,137 | (34.86) |
| 2011 | 1,540,250        | 1,504,250      | 472,906                | (30.76) | 618,924                | (40.18) | 448,420 | (29.1)  |
| 2012 | 1,672,224        | 1,672,224      | 649,156                | (38.82) | 602,306                | (36.02) | 420,762 | (25.16) |
| 2013 | 1,689,188        | 1,543,683      | 610,334                | (36.57) | 475,138                | (30.78) | 447,367 | (28.98) |

**Source:** Test Development Division WAEC Office, Ogba, Lagos.

The results as presented in table 1 revealed that students' performance in English language, within the period under review, has been very poor as less than 36% of the candidates that sat for the examinations from 2003 to 2008 made the required minimum credit pass for admissions into institutions of higher learning in Nigeria. With the exemption of 2009 when approximately 42% of the candidates who sat for the English language examination scored between A1 and C6, the candidates did not fare any better between 2010 and 2013. Similarly in 2014, only 529,425 candidates

which constituted 31.28% of the 1,692,435 candidates that wrote English language scored between A1 and C6. Accordingly, the analysis showed that approximately 60% of the students that sat for the examination each year during the period under review scored below credit level and the implication of this is that the percentage of students eligible for admission into tertiary institutions is low each year.

As a result of this ugly trend in the nation's educational system, researchers and language scholars in Nigeria, who have been in the forefront of identifying and proffering solutions to some of the problems responsible for the mass failure usually recorded in the English language both in the internal and external examinations, seem to be in agreement with the fact that one of the major reasons for the poor performance in the subject is that students cannot express themselves adequately in the aspects that deal with writing in English language examination (Kolawole, Adepoju and Adelore, 2000). For example, Kolawole (1997) submitted that any candidate that wishes to do well in the subject must do well in the English language Paper 1 which covers the aspect of the examination that tests the writing skills – essay or letter writing, comprehension passage(s) and summary writing.

The WAEC Chief Examiners' report (2010) further revealed one of the factors responsible for the perennial poor performance of students in the English language, especially in the English language Paper 1 in the excerpt below:

*It is sad that after six years in a secondary school and given a paper that conformed to standard, many of the candidates still performed poorly. Candidates' answers to the questions showed that quite a number of them were not adequately exposed to the skill of writing... Teachers need to work hard to expose the candidates to the skills required to ensure excellent performance by the candidates pg 7.*

The foregoing excerpt from WAEC Chief Examiners' Report (2010) clearly underscores the fact that students have problem in the aspects of English language examinations that deal with writing. An examination of the marks allotted to the different aspects of the English language paper 1 examination will further explain why students do not perform well in the subject. The English language Paper 1 carries the highest number of marks of the three papers examined. A breakdown of the marks allotted to the different aspects tested under this paper shows the following distributions:

|   |       |
|---|-------|
| Continuous writing (Essays or Letter writing) | 50    |
| Comprehension passages                        | 40    |
| Summary passage                               | 30    |
|   | <hr/> |
|   | 120   |
|   | <hr/> |

**Source: WASSCE Syllabus (2009 - 2013)**

Therefore, it can be inferred that essay or letter writing accounts for 42% of the total marks obtainable in English language Paper 1 while comprehension and summary writing are responsible for 33% and 25% respectively. The fact that larger percentage(s) of marks in paper 1 has been allotted to essay/letter writing and the comprehension passages has prompted a good number of researchers to focus on how to improve the teaching and learning of these two aspects. For example, scholars such as Olabopo (1999), Kolawole, Adepoju and Adedore (2000), Fakeye (2001), Komolafe and Yara (2010) and Ogunyemi (2014) to mention just a few worked on composition writing while other scholars such as Ajayi (2004), Adebisi (2006) and Fakeye (2008) worked in the aspect of English comprehension. Although, these studies were able to come up with remarkable insights which have impacted classroom practices in the teaching and learning of these aspects of the English language, students' performance in the subject especially in public examinations has remained generally low. This means that there are other aspects of the English language examinations where students have problems.

From the above, it can be inferred that most of the studies aimed at improving students' performance in the English language have largely focused on the aspects of composition writing and comprehension, leaving summary writing unattended to whereas students' inability to perform well in the aspect of summary writing has been identified as one of the reasons candidates do not perform well in English language in public examinations (Aka, 1985; Obasa, Alamu and Giwa, 2002; Ojedokun, 2010; Aragoni, 2011). Also, WAEC Chief Examiners' Report (2010) identified poor summary writing skills as one of the main reasons candidates still fail the English language papers. The WAEC Chief Examiners' Report states:

*Candidates still find summary writing difficult. Many of them performed poorly in this section. They engaged in mindless lifting or copying of portions from the passage. Many of the candidates could not interpret the question appropriately... teachers should pay attention to*

*this aspect of English. If the students are not adequately exposed to the skills of summary writing; they will continue to have problems with summary questions pg 9.*

The excerpt above shows that urgent steps must be taken to address students' underachievement in summary writing. Although summary writing is closely related to comprehension because it requires the ability to extract or construct the gist of a text (which is the goal of comprehension), summary writing is more complex because it is a technique that enhances comprehension and retention of a written discourse (Kolawole, 2000; Ashade, 2008; Aniga and Ellah, 2010). Therefore, summary writing requires a deeper processing of the text and presentation of the answers in students' own words and these constitute some of the problem areas for students in English language examinations. It is in view of this that efforts need to be intensified to ensure that summary writing, as one of the aspects of English language, is properly taught in our schools.

While stressing the importance of summary writing skills, Ojedokun (2010) averred that summary skills are needed by students to confirm that the different information gathered from books, lectures, seminars, laboratories, discussions etc. forms part of their knowledge and can be recalled when needed. Aragoni (2011) observed that knowing how to write a summary is essential if students are going to be active listeners, good readers, responsible researchers and efficient writers. Similarly, summary is a part of our daily life as one cannot give a verbatim report of everything that one has seen, read, experienced or heard. Therefore, human beings are constantly and unconsciously conducting summaries daily without the slightest knowledge of it. All these point to the fact that summary skills are important for interactional and transactional use of the English language.

Considering the importance of summary skills to students' success in examinations, independent study and everyday use of the English language, it is disturbing that a good number of students still do not perform well in this aspect. The WAEC Chief Examiners' Report (2010) and other scholars such as Ashade (2008), Fakeye and Ogunsiyi (2009) and Roberts (2009) attributed this ugly trend to factors such as the inability of students to read or comprehend the passage well, text type or genre, vocabulary, sentence structure, mindless lifting, text readability and

organisation, text length, inability of students to write the answers in their own words and in grammatically correct sentences, among others.

Kirkland and Saunders (1991) described summary writing as a highly complex, recursive reading-writing activity. That is, summary writing establishes the connection between language skills, especially the reading and writing skills. Several studies (Hirvela, 2004; Cho, 2012) reported that reading and writing influence each other and when writing is used as a follow-up to reading, the relations between the two skills will create a synergy. Kim (2001) argued that students who are effective readers are able to form a mental summary of the important information in the passage as they read. Other scholars (Rice, 2001; Ojedokun, 2010) stressed the importance of pre-teaching key vocabularies, grammatical structures, phrases, idioms, and/or cultural information in the passage in order to aid the comprehension of the text. Also, Greaney (1997) opined that knowledge of sentence structures will aid text comprehension and summary writing. It is therefore necessary that language teachers pay attention to these aspects of the passage in the teaching of summary writing to facilitate comprehension and retention of the gist.

Several tasks are involved in the teaching and learning of summary writing as an aspect of the English language. According to Olatunbosun (2000) and Aniga and Ellah (2010), these tasks include effective reading of the passage, identification of the topic sentence or thesis statement from the different sentences in the paragraph, differentiation between the topic sentence and other supporting sentences which are usually in form of illustrations and examples, identification and replacement of the key vocabularies in the topic sentences and rewriting the summary answer in the students' own words. It is important that English language teachers pay attention to the tasks discussed above when teaching summary writing as an aspect of English language in schools.

Due to the complexities involved in the teaching of summary writing, teachers need to ensure that this aspect of English language is properly taught in schools. This is perhaps why Aragoni (2011) argued that students would not learn how to summarise without receiving help — and lots of it. However, Roberts (2009) submitted that as important as success in summary writing is, it has become a dreadful aspect of the English language examinations to many candidates because they are not properly prepared or taught by teachers who rely heavily on conventional discussion and inquiry-based instructional strategies in teaching this complex aspect of the



English language. Also, language teachers' poor attitude and knowledge of summary and writing skills have contributed to poor instructional practices in summary writing. The obvious outcome is that many of the students do not know how to summarise a given passage and so, they usually perform poorly in summary writing.

Further still, scholars (Iroegbu, 1998; Bloom, 2003; Ojedokun, 2010; Aragoni, 2011; Cho, 2012) suggested the use of appropriate instructional strategy to improve students' achievement in and attitude to the English language in general and summary writing in particular. These scholars agreed that the poor performance of students in summary writing is largely due to the continued use of teacher-centred instructional strategy. Teacher-centred instructional strategies render learners passive in the process of instruction; this is unlike the learner-centred instruction. Similarly, Ogunleye and Babajide (2011) opined that the continued use of teacher-centred or teacher-dominated strategies would yield nothing but learning by rote thereby making it difficult for students to recall pieces of information.

Several scholars (Meyer and Freedle, 1984; Ojedokun, 2010; Cho, 2012) researched into the effects of learner-centred instructional strategies on students' achievement in and attitude to summary writing and found them to have contributed significantly to improvements in learning outcomes. For example, Ojedokun (2010) examined the effects of Literature Circle and Semantic Mapping Instructional Strategies on students' learning outcomes in summary writing and found that the strategies were effective. However, in spite of the depth, scope and supposed effectiveness of the study and other relevant studies on the use of learner-centred instructional strategies, learning outcomes in summary writing have not improved significantly. This situation might not be unconnected with the fact that these earlier strategies did not allow students the opportunity to practise and receive prompt corrective feedbacks during the course of instruction. Also, most of the instructional strategies did not incorporate the internal processes of learning that are stimulated by students' schema and prior experience. Therefore, there is a need to bridge the the gaps that exist in literature with regards to the use of most learner-centred instructional practices.

Scholars (Esfandiari, 2003; Okoronka, 2004; Crown, 2009; Longjinh, 2009; Ogunleye and Babajide, 2011; Akinoso, 2012; Adebisi, 2012) have stressed the benefits of using any of these two instructional strategies because they are capable of creating an atmosphere where the process of instruction is broken into simple

manageable parts, learners construct their own learning by relating their prior knowledge with the new body of information and students work in groups to practise during the lesson while the teacher offers prompt corrective feedbacks. The use of corrective feedbacks in learner-centred instruction has been found to be of immense benefits when introduced during practice sessions, especially in the course of the lesson (Chaudron, 1998).

The Explicit Instructional Strategy (EIS) is a teacher-directed instruction which involves a sequence of supports that are highly structured and practice-oriented. Serafini (2004) described explicit instruction as a direct, systematic, structured and effective approach to teaching basic academic skills. Explicit instruction involves modelling, observation, imitation or practice and corrective feedback during the course of instruction. Explicit instruction process moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle. The effects of Explicit Instructional Strategy on students' achievement in and attitude to learning have been examined in a number of studies with varying levels of success. For example, Van (2004) and Noles and Dole (2004) found that explicit instruction led to effective classroom interaction and improved students' performance in reading comprehension. Crown (2009) conducted a study on the effects of Explicit Instructional Strategy on students' learning outcomes in narrative writing and reported that the strategy had a significant effect on students' learning outcomes.

Duke (2001) and Akinoso (2012) conducted separate studies to determine the effects of Explicit Instructional Strategy on reading comprehension and Mathematics respectively and they reported that the strategy had a significant effect on students' achievement in and attitude to these subjects. Although the findings of the studies above have produced useful insights into the effects of Explicit Instructional Strategy on students' achievement in the different subject areas, there are still some obvious limitations. Some of the limitations include the fact that Crown (2009) worked on narrative writing, Duke (2001) on reading comprehension, and Akinoso (2012) on Mathematics. None of the studies investigated the effect of Explicit Instruction on students learning outcomes in summary writing.

The Generative Instructional Strategy (GIS) on the other hand is learner-centred and it encourages students' self-efforts, activities or abilities through

cognitive processing during instruction. Generative Instructional Strategy is built on theoretical and empirical evidence about cognitive functioning, processes, and the structure of the human memory. Ogunleye and Babajide (2011) described the Generative Instructional Strategy as an instructional approach whereby pieces of information retrieved from learners' memories on a particular concept are explained and modified by learners themselves in actual classroom situations while the teacher offers corrective feedbacks. Adebisi (2012) averred that generative instruction allows individualized form of learning and empowers learners with the ability to express their personal views during the course of instruction.

Scholars have examined the effects of Generative Instructional Strategy on students' achievement and come up with different findings. For example, Esfandiari (2003) examined its effect on students' achievement in applied statistics, and Lee, Lim and Grabowski (2007) examined the effect of generative instruction on students' achievement in reading comprehension while Ogunleye and Babajide (2011) examined it on students' learning outcomes in physics. All these studies found that the strategy had a significant effect on students' learning outcomes in these subject areas. In addition, Ogunleye and Babajide (2011) found that generative instruction encouraged active participation of students in classroom activities because the strategy allowed learners to express their personal views. Similarly, Adebisi (2012) reported that generative instruction had a significant effect on students' learning outcomes in reading comprehension. The findings of these studies cannot be generalized because none of the studies examined the effects of Generative Instructional Strategy on students' learning outcomes in summary writing. In view of this, this study examined the effects of Generative Instructional Strategy on students' learning outcomes in summary writing.

Students' learning outcomes in any teaching and learning situation can be measured in a number of ways which include achievement and attitude. Yara (2009) described attitude as a concept that is concerned with an individual's way of thinking, acting and behaving. Attitude represents an individual's degree of like or dislike for something. Attitude has very serious implications for everyone concerned with the process of teaching and learning - the learner, the teacher, other classmates and the entire school system. Also, an individual can possess a positive or negative attitude (view) towards a person, place, process, thing, or situation. Scholars (Tesser, 1993 and Yara, 2009) submitted that attitudes are formed as a result of some kind of

learning experiences. The role of attitude in learning has been the focus of a lot of researches (Eagly and Chaiken, 1995; Olagbaju, 2005; Adebisi, 2006; Fakeye, 2010) and it is generally believed that learners' attitudes are important in the process of teaching and learning. Attitudes are either positive or negative and they can facilitate or hinder the teaching and learning process in the classroom.

Several other factors influence students' achievement in and attitude to summary writing; one of such factors is cognitive style. Learners confront learning tasks with different unique qualities or attributes which can be physical, social, intellectual, etc and these qualities play very important roles in their learning. Cognitive style is a psychological concept that emphasizes the fact that individuals perceive and process information in very different ways. It is an individual's most consistent approach to learning and information processing. Cognitive style determines how individuals perceive, receive and process information (Zeeb, 2004). Scholars (Stapa, 2003; Zeeb, 2004) argued that learners' cognitive style and teaching style mismatch in classroom instruction has dire implications for the students' achievement and attitude. Also, Celce-Murcia (2001) averred that understanding the way people learn is crucial and is the key to educational improvement. People learn in different ways, therefore, there are different cognitive style dimensions. Some of these are field divergent/convergent, field dependent/independent, holistic/sequential, reflective/impulsive cognitive styles. However, the focus of this present study is on the global/analytic cognitive style dimension. While analytic learners need to break the processing of information into its component parts, global learners will have to view the task as a whole before proceeding to construct meaning.

The effects of cognitive style at raising or improving students' achievement have been investigated in a number of studies. For example, Ezike (2007) examined the effects of cognitive style on students' achievement in chemistry, Okoruwa (2007) on integrated science and Fakeye (2008) examined the effects of English as Second Language (ESL) students' cognitive style on achievement in and attitude to English comprehension and found that cognitive style had significant effect on students' learning outcomes in these subject areas. However, Garton, Spain, Lamberson and Spiers (2010) conducted a study to examine the relationships between students' cognitive style, instructor's teaching performance and students' achievement in an introductory animal science course and reported a low positive relationship between students' cognitive style and achievement in the course. However, not much had been

done at investigating the effects of cognitive style on learning outcomes in summary writing. Therefore, this study determined the moderating effects of cognitive style on students' learning outcomes in summary writing when Explicit and Generative Instructional Strategies are used.

Apart from cognitive style, another important contributory factor to students' learning outcomes in school is gender. Tatarinceva (2009) described gender as social and psychological experiences which determine the differences that emerge and are developed in individuals. Thomson (1995) and Tatarinceva (2009) stated that gender differences have serious implications for students' achievement in and attitude to language learning. For example, studies (Shields, 1995; Dijkstra, 2006) on cognitive abilities or intelligence have shown the assumption that females are intellectually inferior while other researches (Elliot, 1991; Gadwa and Griggs, 1995) have come up with scientific evidence that suggests that females and males are equally intellectually capable. The debates on the effects of gender on students' learning outcomes seem to be inconclusive. Therefore, this study examined the moderating effect of gender on students' achievement in and attitude to summary writing when students are exposed to Explicit and Generative Instructional Strategies.

## **1.2 Statement of the Problem**

The high rate of failure recorded by students in English language examinations yearly has been attributed partly to their poor achievement in and attitude to summary writing. Studies have shown that students' poor learning outcomes in summary writing are due to the continued use of ineffective teacher-dominated instructional strategies, students' inability to read, comprehend, retain the gist of the passage and rewrite it in their own words. Scholars have therefore advocated the adoption of instructional strategies that could take care of these deficiencies and two of such strategies are Explicit and Generative Instructional Strategies. The two strategies offer students the opportunities to actively construct their learning through practice sessions (in the course of classroom interactions) which incorporate the use of students' prior experiences or memory recall, cognitive processing and prompt corrective feedbacks from the teacher. Studies have shown that these strategies enhanced students' learning outcomes in the sciences, composition writing and reading comprehension. However, the effects of the two strategies on students' learning outcomes in summary writing had not enjoyed much research attention. Therefore, this study examined the effects of Explicit and Generative Instructional Strategies on students' achievement in and

attitude to summary writing in Ibadan Metropolis. It also determined the moderating effects of cognitive style and gender on students' learning outcomes.

### **1.3 Hypotheses**

Based on the stated problems, the following null hypotheses will be tested at 0.05 level of significance

**HO<sub>1</sub>:** There is no significant main effect of treatment on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>2</sub>:** There is no significant main effect of cognitive style on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>3</sub>:** There is no significant main effect of gender on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>4</sub>:** There is no significant interaction effect of treatment and cognitive style on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>5</sub>:** There is no significant interaction effect of treatment and gender on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>6</sub>:** There is no significant interaction effect of cognitive style and gender on students'

- a. achievement in summary writing
- b. attitude to summary writing

**HO<sub>7</sub>:** There is no significant interaction effect of treatment, cognitive style and gender on students'

- a. achievement in summary writing
- b. attitude to summary writing

### **1.4 Significance of the Study**

The study is significant because Explicit and Generative Instructional Strategies led to improvement in students' learning outcomes in summary writing. To acquaint teachers with the use of these strategies, the findings of the study would be disseminated to teachers through seminars, conferences and workshops. The teachers

would then be able to adopt the appropriate strategies in teaching summary writing. When teachers are aware of the effective ways of incorporating practice sessions and providing corrective feedback during summary writing instruction, it is expected that they would be willing to actively involve the learners. This would in turn lead to improvement in students' performance in summary writing and also reduce the problem of mass failure in English language examination in schools and, ultimately, an improved performance in public examinations (WAEC & NECO).

The result of the study would also be published in both local and international academic journals. Thus, 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 teaching different aspects of English language, especially 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 covered SS II students who were drawn from six intact classes from six senior secondary schools purposively selected from the five local government areas that make up Ibadan Metropolis. The study also investigated the effects of Explicit and Generative Instructional Strategies on students' achievement in and attitude to summary writing. The contents selected for this study included passages from the students' recommended textbooks, magazine and newspaper excerpts. This was to ensure that the passages considered for the study were within the current scope and level of the students' knowledge and ability.

### **1.6 Operational Definition of Terms**

**Explicit Instructional Strategy:** Explicit Instructional Strategy is a teacher-directed, practical and highly structured approach to instruction. The process is based on modelling, observation and imitation and corrective feedback.

**Generative Instructional Strategy:** Generative Instructional Strategy is a learner-centred approach to instruction. It involves facilitating students' learning by using their prior experiences to actively construct their learning. The instructional process is based on students' personal views and experiences in active classroom activities.

**Conventional method:** This refers to the prevalent instructional strategies used by teachers of English language in the teaching of summary writing in Nigerian secondary schools and it was used to teach the control group in this study.

**Cognitive style:** A student's cognitive style is his or her most consistent and preferred way of responding to, interpreting and using stimuli in the process of learning. It deals with cognitive-based modes of receiving, processing and making use of information during learning.

**Analytic learners:** Analytic learners plan and organise their work. They are concerned with details and they are also known as sequential readers/learners. They read and comprehend the gist by considering the different parts of a passage.

**Global learners:** Global learners are spontaneous and intuitive. These learners are able to read and comprehend the gist of a written discourse by considering the theme of the text as a whole.

**Modelling:** This is when the teacher practises or rehearses the steps involved in summary writing in the classroom. At this stage of instruction, the teacher says, does and shows the learners what to do.

**Collaborative/Cooperative learning:** This is the instructional use of small groups of learners to work in the course of the lesson to actively practise summary writing.

**Corrective Feedback:** This is an aspect of the instructional procedure where learners receive constructive/corrective information concerning their errors through the teacher's explanation and sanction. It entails making the students stamp out incorrect responses and accept the correct ones.

**Practice session:** This is when the students are allowed to produce or write their own summaries during the course of the lesson using the procedural prompts or other visual instructional plans (VIP).



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter contains a review of related literature to the study. The literature was reviewed under the following sub-headings:

- 2.1 Theoretical framework
- 2.2 Nature and Objectives of Teaching Summary Writing
- 2.3 Methods of Teaching and Instructional Practices in Summary Writing in Schools
- 2.4 Problems associated with the teaching of Summary Writing
- 2.5 Reading and Writing Connection in Teaching Summary Writing
- 2.6 Grammatical Cues in Teaching Summary Writing
- 2.7 Vocabulary in Teaching Summary Writing
- 2.8 Determinants of Students' Attitude to English Language
- 2.9 The Concept of Cognitive style: Global versus Analytic Dimensions
- 2.10 Studies in Explicit Instructional Strategy and Students' Achievement
- 2.11 Studies in Explicit Instructional Strategy and Students' Attitude
- 2.12 Studies in Generative Instructional Strategy and Students' Achievement
- 2.13 Studies in Generative Instructional Strategy and Students' Attitude
- 2.14 Studies in Cognitive style and Students' Achievement
- 2.15 Studies in Cognitive style and Students' Attitude
- 2.16 Studies in Gender and Students' Achievement
- 2.17 Studies in Gender and Students' Attitude
- 2.18 Appraisal of Literature

#### 2.1 Theoretical Framework

The theories that underpin this study are:

1. Bruner's Theory of Instruction (Constructivists' Theory).
2. Bandura's Social Learning Theory.
3. Anderson's Schema Theory.
4. Chomsky's Transformational Generative Grammar.

##### 2.1.1 Bruner's Theory of Instruction (Constructivist Theory)

Jerome Bruner (1915–) was one of the 20th century's most influential educational psychologists. Bruner's theory of instruction considers learning as an active process in which learners construct new ideas or concepts based upon their current or past

knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. This cognitive structure otherwise known as schema provides meaning and organisation to experiences and allows the individual to go beyond the information given. The theory states that the process of instruction should be highly structured to increase the learner's ability to grasp, transform, and transfer what he is learning. Bruner (1960) emphasised that a child's cognitive structures mature with age and this enables the child to increasingly think and organize more complex materials. The theorist stressed that the instructional approach should be highly practical and the process of teaching/learning should be structured rather than simply the mastery of facts and techniques. The role of the instructor should be to encourage the students to discover principles by themselves. According to Bruner's theory of instruction, teachers should only assist or guide the learners in building their knowledge and the assistance should fade away as it becomes unnecessary. The theory also stressed the importance of providing corrective feedbacks to the learners until they become independent problem-solvers and take over the corrective function themselves.

Similarly, the Explicit Instructional Strategy is teacher-directed through a highly structured and systematic approach. The teacher guides the learners to independence through modelling, guided and independent practice sessions and corrective feedbacks during the process of instruction. Also, the purpose of the corrective feedback during explicit instruction is basically to guide the learners to independence. The processes involved in Explicit Instructional Strategy and the function of corrective feedback is in line with Bruner's theory of instruction which stressed that grades and competition are not helpful in the teacher's feedback during the learning process rather; learners must experience success and failure not as reward and punishment but as information (Bruner, 1961). Explicit instruction moves systematically from extensive teacher input and little student responsibility initially to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

### **2.1.2 Bandura's Social Learning Theory**

Bandura's Social Learning Theory posits that people learn from one another through observation, imitation, and modelling. The theory as propounded by Bandura (1977) emphasised the importance of observing and modelling the behaviours and attitudes of others. The theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

That is, people learn through observing others' behaviour, attitudes, and outcomes of those behaviours. Ormrod (1999) opined that the social learning theory presents cognition as very important in the process of learning and therefore, attention plays a critical role in learning. The theory states that for learning to take place, learners need to observe or pay attention to the model. Necessary conditions for effective modelling to occur in a classroom include: attention, retention, reproduction and motivation.

Social learning theorists claim that there is a distinction between learning through observation and the actual imitation of what has been learned; therefore, there is a need for practice (reproduction or imitation) during learning. The theorists present some cognitive factors in social learning and these include: learning without performance, cognitive processing during learning, and modelling. Ormond (1999) identified modelling as being capable of making learners to have high self confidence towards learning. With reference to this study, the processes involved in Explicit Instructional Strategy involve modelling and the use of visual instructional plan (VIP) during the course of the lesson. Students' roles during instruction are to observe the models (teacher and/or the visual instructional plan), and imitate or practise the processes that have been modelled until they can attain reproduction. Hence, the aspects of social learning theory on modelling, imitation and reproduction are germane to the principle of Explicit Instructional Strategy.

### **2.1.3. Anderson's Schema Theory**

The concept of schema theory was first introduced in 1932 through the work of British psychologist Sir Frederic Bartlett (some suggest it was first introduced in 1926 by Jean Piaget) and was further developed mostly in 1970s by American educational psychologist Richard Anderson. Schema theory describes how knowledge is acquired, processed and organised. The term schema refers to a mental framework humans use to represent and organise information which makes it easy for recall. These schemata are building blocks of cognition derived from learners' experiences or prior knowledge and they enable us to recall, modify our behaviour, concentrate attention on key information, or try to predict the most likely outcomes of events.

This theory states that schemata influence attention and the absorption of new knowledge: people are more likely to notice things that fit into their schema. People use schemata to organise current knowledge and provide a framework for future understanding. The theory further states that people can quickly organise new perceptions into schemata and act without effort. Schema theorists suggest that

knowledge is organised through an elaborate mental activity which involves cognitive processing and memory recall. Similarly, Generative Instructional Strategy is learner-centred and it involves students' active participation in the learning process through cognitive processing and memory recall with the aid of the learners' prior knowledge. The strategy allows the teacher to play the role of a facilitator in the teaching and learning process. In generative instruction, the learners work actively under the teacher's guidance to construct or generate their learning by relying on their schema or prior knowledge through memory recall. The main role of the teacher in generative instruction is to activate the learners' schema or prior knowledge through cognitive processing. The teacher leads the learners to relate the new body of knowledge to their prior knowledge or schema and actively generate their own learning.

#### **2.1.4. Chomsky's Transformational Generative Grammar.**

The transformational generative grammar was introduced in 1957 by Noam Chomsky. The theory offers rules that we can use to visually illustrate how speakers of English - and all languages – construct sentences. Transformational generative grammar tries to explain language creativity: how language users are able to utter and interpret sentences they have not heard before. Creativity is made possible by the generative nature of transformational grammar. In order to create and understand newly generated sentences, language users must rely on their language competence which is derived from their knowledge of grammar. The knowledge of a set of finite grammatical rules helps to generate infinite number of sentences, shapes each utterance, sets the boundaries for what is acceptable and ensures that the language users are understood. The theory states that a user of language is able to compose and structure each of his or her utterances based on the knowledge of what is acceptable according to the grammatical systems.

In transformational generative grammar, phrase structure rules illustrate the knowledge of how the basic units of a sentence are assembled. The position of transformational generative grammar (TGG) on phrase structure rules can be summarized thus:

1. there is a limited number of rules which serve to reflect the linguistic competence and knowledge of a native speaker.
2. these rules are arranged in an order: rule 1 must precede rule 2, which must precede rule 3, etc.
3. the rules can be illustrated in phrase structure trees.

4. these rules can be equated in phrase structure rules.

According to this theory, a sentence can be taken and divided into parts. Chomsky explains that phrase structure rules are basically "rewriting" rules. For instance, a sentence can be rewritten as a noun phrase plus a verb phrase. In the notation of transformational generative grammar, at least up to the Standard Theory (ST) model, some of the rules can be stated as:

$S \Rightarrow NP VP$  where S stands for sentence, formed by combining NP (Noun phrase) and VP (Verb Phrase).

$$VP \Rightarrow V \left\{ \begin{array}{l} (NP) (ADVP) \\ PP \end{array} \right\}$$

where VP stands for a verb phrase, formed by combining a verb and a noun phrase or adverbial phrase, or a prepositional phrase.

$$NP \Rightarrow \left\{ \begin{array}{l} (Det) (Adj) N \\ Pro \end{array} \right\}$$

where NP stands for noun phrase which may be formed by combining a determiner, adjective and a noun or pronoun.

Thus, we can have such sample rules as:

$S \Rightarrow NP VP$

$$NP \Rightarrow \left\{ \begin{array}{l} (Det) N \\ Pro \end{array} \right\}$$

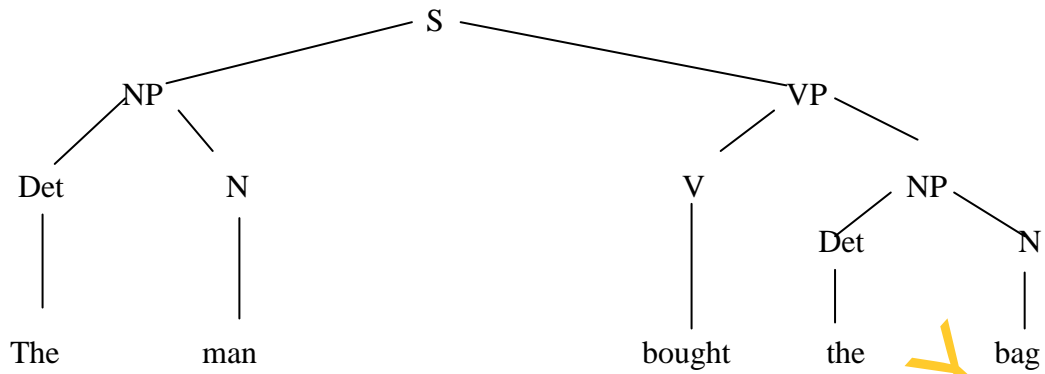
$VP \Rightarrow V (PP) (NP)$

Note: the brackets are used to show that the determiners, prepositional phrase and noun phrase are optional. Therefore, we can generate sentences such as:

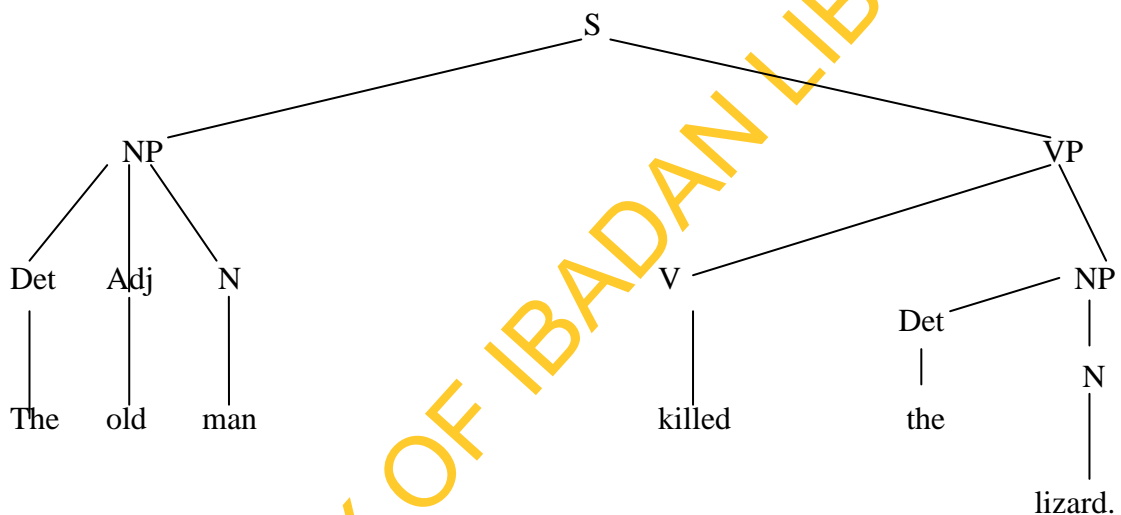
1. The man bought the bag

|     |   |   |     |   |
|-----|---|---|-----|---|
|     |   |   |     |   |
| Det | N | V | Det | N |

This can be illustrated in a phrase structure tree like:



2. The old man killed the lizard
- |     |     |   |   |     |   |  |
|-----|-----|---|---|-----|---|--|
|     |     |   |   |     |   |  |
| Det | Adj | N | V | Det | N |  |



The transformational generative grammar states that starting with this base; language users can begin to build rules which will allow us to generate an infinite number of sentences. Having internalized the rules, an individual can generate all of the possible sentences of (English, German, Swahili) and none of the impossible sentences. Chomsky (1968) opined that it is fair to suppose that the major contribution of the study of language will lie in the understanding it can provide as to the character of mental processes and the structures they form and manipulate. Also, the possession of human language is associated with a specific type of mental organisation, not simply a higher degree of intelligence. Therefore, it seems clear that an individual's linguistic competence (knowledge of a language) is an abstract system underlying behaviour, a system constituted by rules that interact to determine the form and intrinsic meaning of a potentially infinite number of sentences.

Chomsky (1968) asserted that transformational generative grammar provides insights into other physical conditions which are characteristic of humans and the

study of the evolution of the human mind. Chomsky (1968) further suggested that the study of language may very well, as was traditionally supposed, provide a remarkably favourable perspective for the study of human mental processes. The creative aspect of language use, when investigated with care shows that current notions of habit and generalisation, as determinants of behaviour or knowledge, are quite inadequate.

Similarly, Bovitch, Cullimore, Bramwell-Jones, Massas, and Perun, (2011) observed that while much of the generative transformational grammar is primarily applicable to the field of language, there are enough facts to illustrate Chomsky's core ideas about education and the formation of human thought and knowledge. Chomsky (1968) opined that knowledge is heavily cognition-centric, and his theory stressed sentence construction or generation as a purely cognitive phenomenon. Transformational generative grammar theorists stress cognitive processing, uniqueness and the creative ability of a language user to actively generate infinite number of sentences from finite set of internalized rules. The principles of Generative Instructional Strategy are similar to Chomsky's Transformational Generative Grammar because the strategy considers the learner as someone capable of generating his/her learning through cognitive processing (prior knowledge and memory recall) during the instruction.

## **2.2 Nature and Objectives of Teaching Summary Writing**

Summary writing is simply an attempt to write or produce a short or abridged version of a lengthy passage in the writer's own words in a way that the important points in the original passage will still be retained in the newly composed version. The objectives of any summary passage are to test a students' ability to read, comprehend and retain the gist of the written text (Obasa, Alamu and Giwa, 2002). Aka (1985) considered summary writing as the creation of a shortened version of an original passage which must be brief, precise (exact) and in the writer's own words. That is, writing a summary is a task that requires learners to present a brief account or condensed version of a lengthy passage which must contain only the main points of the unabridged version of the same passage. Pennington (2010) stated that writing a summary is an attempt to condense or shorten an expository text to its main ideas and so, learning how to write a summary is a valuable skill.

Banjo, Elugbe, Onaga, and Akano (2005) described summary writing as an advanced form of comprehension. However, summary writing goes beyond mere comprehension because it involves stating in as few words as possible what has been

said in many words. To Aniga and Ellah (2010), summary is a shortened or reduced version of any given speech or written text, by retaining its main points. Thus, according to Aniga and Ellah, summary is not limited to written texts. Therefore during lessons, teachers can encourage students to briefly discuss a passage in their own words. To do this effectively, teachers need to focus on teaching students to retain the important points in a long passage and present them orally in their own words.

Although the main objective of teaching summary writing skills is to demonstrate the comprehension of a text by giving the basic ideas or gist of a passage, it must however be done in the writer's own words. The teaching of summary writing requires that teachers should guide the students to effectively capture an author's main ideas in a few well-chosen words to form a representative detail of the original passage. Longe (1979) observed that the basis of developing effective summary writing skills is to enhance a thorough understanding of the original passage. When students do not understand the passage given, it becomes hard for them to distinguish between main ideas and supporting details, and this confusion hinders quality summary writing. Writing a summary entails the ability to recognise the main ideas of a passage and being able to retell those ideas in a few sentences.

Also, Roberts (2009) advocated that teachers need to reinforce strong comprehension skills in the teaching of summary writing; without a thorough comprehension of the text, writing a summary becomes a difficult task. Aderibigbe (1997) and Olatunbosun (2000) stressed the importance of text comprehension in effective summary writing. According to these scholars without adequate and thorough understanding of a passage or a piece of writing, it will be impossible to summarise or put in brief what is said in the passage and yet retain the essential ideas or points being discussed there. Pennington (2010) opined that learning how to teach what is and what is not a summary may be even more valuable. Thus, the teaching of summary writing should focus equally on what should be included and what should not be included in the summary answers.

Roberts (2009) averred that the objective of teaching summary writing must be to guide the learners to produce answers that will be short, tell what is most important to the author, written in students own words, and state the big ideas of the passage. Aka (1985) described the structure of summary passages based on two broad classifications which are the traditional summary where candidates are asked to



summarise a given passage by reducing it to one-third of its original length and the 'guided' or 'directed' summary where the candidates are required to pick out specific facts or points from certain parts of the passage in a specified number of words or sentences.

Scholars (Aka, 1985; Obasa, Alamu and Giwa, 2002; and Ashade, 2008) argued that summary writing is similar to reading comprehension but also different because unlike the comprehension passage, summary writing is more complex because it deals with the deeper processing of the text as candidates do not only need to read and understand the passage, they also need to answer the given questions in a continuous prose which must be brief, precise and relevant to the original passage.

The aforementioned shows that the teaching of summary writing skills is quite different from the teaching of reading comprehension skills. It is therefore important for teachers of the English language to improve on the teaching of summary writing in schools through innovative instructional practices. The West African Examinations Council regulations and syllabuses for West African Senior School Certificate Examinations (WASSCE, 2009 - 2013) listed the objectives of teaching summary writing. The objectives include teaching students the ability to: extract relevant information from a given passage, summarise the points demanded in clear, concise English, present a summary of specific aspects or portions of the passage; and avoid repetition, redundancy and extraneous material.

Aka (1985) submitted that summary is one of the best ways of testing a student's command of English and it tests the ability to understand another person's ideas and summarise them in their own words in good English. Ashade (2008) enumerated the make up of a summary passage to include examples, illustrations, supporting sentences and main points and suggested that the objectives of teaching summary writing is to guide the learners to comprehend the usually long and seemingly incomprehensible passages by picking out the main points (topic sentences) from the many examples and illustrations and finding an acceptable method of writing out their answers in their own words.

Sasson (2009) highlighted the importance of teaching critical reading skills to students in order for them to be able to comprehend the passage as well as summarise it in their own words. Other studies (Rice, 2001; Cho, 2012) stressed that teachers need to teach vocabulary and sentence structure in summary writing classes so that the learners will be able to comprehend the passage and construct the answers in their

words. With critical reading practice in place, students will be able to easily identify a thesis statement when writing a summary. Sasson also suggested that students should pay attention to the following as they read: key words and transitional sentences, the purpose of the author and why s/he is writing, the purpose of the text. Readers need to determine if the purpose of the text is to inform or entertain. Also, readers need to consider the structure of the text because some authors explicitly state their thesis; others provide supporting details leaving the thesis till the end of the text.

Apart from the fact that good reading skill is needed to decipher the usually hidden thesis statements, students should be able to reread the summary to check that it matches the main ideas of the original text. Also, the summary should read smoothly, coherently, and be devoid of mistakes in grammar, mechanics, organisation and vocabulary. Knowing or identifying the topic sentence is critical for writing a clear summary. The structure of a summary passage is such that every paragraph illuminates the thesis by providing supporting details, examples, illustrations or explanations. Topic sentences (also known as thesis statements) are general statements which contain the main point discussed in the paragraph and they are usually written alongside other supporting details. Some scholars (Olatunbosun, 2000; Obasa, Alamu and Giwal, 2002 and Sasson, 2009) suggested that students should be encouraged to read their summary passage aloud during the course of instruction while teachers guide and task them to pay attention to the vocabularies, supporting sentences and cues that could point at the topic sentences in the text while listening.

### **2.3 Methods of Teaching and Instructional Practices in Summary Writing.**

The importance of success in summary writing to students' overall performance in English language, especially in public examinations has informed a lot of researches by scholars aimed at improving the quality of teaching and students' achievement in and attitude to summary writing. Efforts have been in the area of studying the trends and changes in methods that are being used to teach summary writing and their level of successes. All teaching, whether good or bad must include some sort of selection because it is impossible to teach the whole field of knowledge – we are forced to select the part of it that we wish to teach and so, it is necessary to place some things ahead of the others. Mackey (1997) described method as all the things included in teaching – talking, demonstrating, acting and questioning. However, the definition of method by Mackey did not include aspects of teaching such as practice sessions and corrective feedback

Teaching method is everything included in the teaching exercise from explanation to practice, modelling, demonstration, questioning and feedback. However, Asudo and Marsh (1985) averred that teachers do not give enough attention to the marking of students' scripts, let alone offer the students feedback on their performance through adequate practice of summary writing during the course of instruction. This is due partly to the use of inappropriate methods and instructional practices that cannot spur students to participate actively. It is therefore important that students are encouraged to practise the skills being taught in summary writing as the teaching progresses.

Furthermore, Ubahakwe (1979) remarked that the lack of adequate practice sessions during instructions in summary is a problem and suggested that students should be taught summary skills and allowed to practise the skills regularly in order to perform better. This was re-echoed by Chaudron (1998) and Ojedokun (2010) who asserted that teachers should encourage the practice of summary during the process of instruction. Ojedokun (2010) further listed summary writing skills to include reading, comprehension, control of grammar, vocabulary and writing. Therefore, teachers need to encourage practice sessions and pay attention to these skills when teaching summary writing. However, instructional practices in summary writing in schools have revealed that most teachers engage in teaching summary writing as an extension of reading comprehension (Kolawole, 2000; Olatunbosun, 2000). This method or instructional approach cannot effectively build summary skills and improve students' achievement in and attitude to summary writing.

Jones (1998) observed that teaching summary writing is no small undertaking. It is one of the most difficult aspects of the English Language for students to grasp, and one of the hardest strategies to teach. Jones suggested that teachers should repeatedly model it and give the students sufficient time and opportunities to practise it during the process of instruction. Okedara and Oden (2002) argued that language teachers assume that they know what learners need in order to become competent, so they base their teaching on pre-existing models. This instructional approach or method pays little or no attention to students' cognitive style and gender, and how they can influence the teaching and learning of summary writing in actual classroom situations.

## 2.4 Problems Associated with the Teaching and Learning of Summary

### Writing.

Summary writing, like other aspects that test students' comprehension and knowledge of the writing skill in English language examination, has its own problematic areas. Some of these problems are human-related while others are subject based; these problems include: poor knowledge of summary skills by language teachers, poor reading skills, vocabulary, grammar and spelling errors, direct lifting from the original passage, writing out answers as points, the inability to write the summary answers in writer's own words, etc. Several factors are usually enumerated by the West African Examinations Council's (WAEC) Chief Examiners, in their annual reports, and these include the inability of the majority of candidates to read and understand the comprehension and summary passages effectively, construct grammatically correct sentences, spell words correctly and punctuate even simple sentences well. Also, the students' level of illiteracy in mechanical accuracy is largely responsible for the mass failure in English language in recent years.

Some scholars consider language teachers as one of the major factors responsible for the persistent problems of summary writing encountered by students. Aka (1985) observed that the problems associated with summary writing are attributed to some factors which include teacher's poor attitude, lack of knowledge and skills necessary for the effective teaching of English language skills – which include the writing skill. Harris, Schmidt and Graham (2001) on the other hand argued that performance in summary writing is determined by students' writing abilities though few people either children or adult – would describe writing as a very easy process that they complete without much effort. However, summary writing goes beyond the mastery of writing skills because it combines both reading and writing skills. Summary writing also emphasises the connection between reading and writing skills and how one can be used to teach or reinforce the other. Therefore, contrary to the argument of Harris et al (2001), the knowledge of these two skills could constitute problem areas in the teaching and learning of summary writing.

In addition, reading is a highly complex and demanding process of decoding the intents, mood and message of a writer and it demands that readers should focus on the organisation, form, features and purposes of the text. For example, Rice (2001), Barrs (2002) and Hirvela (2004) stressed the connection between reading and writing skills and how the former can be used to teach the latter. This is especially true because

the inability of students to read and comprehend the summary passage effectively has been described as one of the reasons students do not perform well in this aspect.

Komolafe and Yara (2010) submitted that the ability to read intelligently and write clearly, correctly and coherently is the foundation upon which all the rest of children's academic education is indisputably laid. Roberts (2009) described summary passages as comprehensions which should be read, understood and answered in brief, logical and precise sentences. Sasson (2009) submitted that in order to write a clear summary, students need to be taught the art of critical reading and redefining. This is especially true because when the students understand how the text is structured, it helps them with identifying the thesis statement.

Failure to understand the form or structure of the text is another problem area in summary writing. Ojedokun (2010) stated that students need to consider the vocabulary, theme and other text-related factors when reading for the purpose of writing a summary as this may well influence text comprehension. Also, Hidi and Anderson (1986) and Kolawole (2000) described summary writing as a complex aspect of English language learning which requires a deeper processing of the text. Thus, it is important that teachers allow the students to focus on the spellings, vocabulary, sentence structure and other text-related factors while teaching summary writing.

Another problem associated with the teaching of summary in Nigeria is the linguistic background of the students which often allows negative transfers in form of interference between the first language and the target language at the semantic, phonological, syntactic and other levels. Friedlander (1990) asserted that a number of studies have indicated that regardless of a language prescription, writers will transfer writing abilities and strategies whether good or deficient, from their first language to their second language. In other words, learners who lack the knowledge of grammar, spellings, tenses, etc in their first language would display similar deficiencies in the target language. However, Friedlander (1990)'s view cannot be completely true in the light of present day reality where learners who do not possess a good knowledge of their first language have been found to demonstrate better competence in the target language.

Lastly, Komolafe and Yara (2010) found that some of the problems encountered by learners when writing include lack of materials, inadequate qualified teaching personnel, lack of opportunities for students to practise in order to evaluate

their progress individually or collectively and the adoption of wrong teaching methodology. Komolafe and Yara concluded that some of these problems are responsible for the difficulties that students encounter in writing at the secondary and tertiary levels of education. Though all the problems enumerated above could hinder effective teaching and learning of summary writing in schools, experience has shown that with or without the availability of adequate quality teaching personnel; learners inability to perform well in summary writing still persist in schools.

## **2.5 Reading and Writing Connection in Summary Writing Teaching.**

The English language, like every human language, has four basic skills which are speaking, listening, reading and writing. The knowledge of these skills is essential for success in the language. Hirvela (2004) described writing as an active process which involves composing or encoding linguistic symbols while reading is a passive act of decoding meaning and information in accordance with the intentions of the author of a text. Irwin (2007) averred that reading and writing as skills of the English language used to be taught separately in the process of language instruction during the 1960s. According to Irwin, the common belief among teachers then was that teachers of writing should teach writing, while teachers of reading should teach the reading skill. However, in the 1970s and 1980s, researchers and teachers started to recognise the connection between reading and writing and how these two skills can influence each other.

Barr, Kamil, and Pearson (1996) emphasised the relationship between the two skills by stating that in order to understand and appreciate reading and writing, they should be viewed together, learned together, and used together. Similarly, Grabe and Robert (1996) described reading and writing as mutual activities because what students acquire from reading can act as a stimulus for writing, and students can also experience a variety of reading materials through a writing activity. Hirvela (2004) observed that reading to write is based on the assumption that reading supports writing. However, instead of using reading to merely help in developing learners' writing ability in a general sense, teachers can extend the gains of teaching reading to improve students' knowledge of vocabulary, grammatical structures, or rhetorical features of texts through reading in writing classrooms.

Further still, the connection between the reading and writing skills can be effectively used in the teaching and learning of summary writing. This approach if properly implemented will redesign the process of instruction in summary writing.

Hirvela (2004) submitted that writing to read serves as a technique which changes the goals of teachers' instruction in summary writing from helping students to answer comprehension checks correctly to encouraging students' interaction with the written texts. This approach will also help the students to experience reading as a composing process. Hirvela suggested that writing forms in reading classrooms should be planned to include summary writing, synthesizing, and responding. Also, Grabe and Robert (1996) opined that when teachers teach reading and writing together, the connection has a positive impact on studying in all areas. This is especially true because reading could be effectively employed while teaching writing and vice versa.

In addition, Cho (2012) observed that the way students write is closely related to how they read the texts. Cho suggested that teachers need to understand the student's problems or limitations in reading, because the act of writing about a text begins with its reading. Scholars (Hirvela, 2004; Irwin, 2007; Cho, 2012) described the process of reading in summary writing as an act of composing because it demands that readers should create something new from the original text based on their ability to comprehend. Readers with the ability to reduce the text to its main points should be considered to have comprehended the reading material. The ability involves recognizing and eliminating unnecessary information.

Establishing the reading-writing connection in summary writing teaching will help the students to focus more on specific aspects of the source texts and minimise the frustration caused by trying to grasp a long and complicated text as a whole. Beers (2003) stated that the mastery of reading skills is important for recognising that reading is done for a purpose, to get meaning, and that this involves the reader's active participation. Readers should be able to use a variety of comprehension strategies such as predicting, summarising, questioning and visualizing the text. They will also be able to make inferences about the text, use prior knowledge about their lives and their world to inform their understanding of the text, know key vocabularies and how to use them in context, read fluently, vary their reading rate, and hear the text as they read.

Reading has been found to have many beneficial effects in language teaching and learning. For example, some researchers believe that reading facilitates language development (Martin-Chang and Gould, 2008). The more a person reads, the more they will develop their vocabulary knowledge and an understanding of the grammar of that particular language. Reading can also help students improve their spelling and

writing skills (Harmer, 2007). To a very large extent, the views of Harmer (2007) and Martin-Chang and Gould (2008) on the potentials of quality reading skills at improving the other language skills in an individual is very correct. This is because reading brings the learner in contact with the everyday use of the language in both formal and informal situations. Reading, when paired with writing, helps the learner to put into practice everything he has learned or acquired from the text in terms of language use, grammar and vocabulary in his own work.

## **2.6 Grammatical Cues in Teaching Summary Writing**

Many students across the different levels of education experience difficulties in the area of comprehension and summary writing, and this has dire consequences for the ability to take good notes during lectures, study efficiently and perform well in examinations. Although most of these students can read a text appropriate to their ages and grades with high percentage of accuracy, they are unable to spontaneously retain the gist of the passage, retell it and are often unable to answer correctly questions relating to the text. These shortcomings have been attributed to students' poor knowledge of grammatical cues and sentence structures (Olatunbosun, 2000; Aniga and Ellah, 2010). Of all the different aspects of any language, the knowledge of the grammatical structures of a language aids reading, enforces comprehension and strengthens the language users' ability to write correct sentences.

Summary passages are written in paragraphs which are made up of different sentences such as the topic sentence and other supporting details usually in form of illustrations, examples, definitions etc. Also, students are expected to rewrite their summary answers in grammatically correct sentences. Therefore, student's knowledge of the grammar of a language as well as sentence structure is important for success in summary writing. Similarly, studies (Roberts, 2009; Ojedokun, 2010) have established the fact that students benefit from instructions that incorporate the grammar, vocabulary and syntax (sentence structures) in the process of language learning. Also, exposing students to several texts or literatures written in the English language and with a variety of words and sentence structures in ways that may be new to many students will increase their knowledge of grammatical clues and sentence structures which holds serious potentials for improving learning outcomes in summary writing.

Some would argue that grammar is worth teaching in its own right because it is intrinsically interesting. Also, grammar can be employed to improve children's



writing. The teaching of grammar can be employed as a means to an end; this should involve investigation, problem-solving, language play and a growing awareness of an interest in how language works. The purpose of teaching grammar is not simply the naming of parts of speech, nor is it to provide arbitrary rules for 'correct' English. It is about making the children aware of key grammatical principles and their effects in order to increase the range of choices open to them when they write (The National Literacy Strategy, 2000).

The teaching of grammar and sentence structure should focus on a limited but important range of skills which language learners need to become efficient writers. The National Literacy Strategy (2000) submitted that the grammatical characteristics of spoken language are different in significant ways from those of written language. These differences are related to the permanence of the written form, and the need to be concise and explicit, and because often, the intended reader is separated from the writer by time and space. Whereas speakers often rely on context, facial expression, intonation, pauses, etc. to convey meaning and create effect, writers often use more explicit grammatical structures as well as other organisational features, such as paragraphs, headings and sometimes diagrams, to communicate ideas.

In addition, there are three key features of grammar that are particularly important because they mark key differences between the ways in which grammar is used in spoken and written English. The first feature includes linkers and other wide range of connecting words, phrases used for creating cohesion in texts to suit a variety of audiences and purposes. Also, the teaching of grammatical cues should include aspects such as sentence construction and punctuation - the ability to link ideas within sentences by combining and sequencing clauses enables children to structure and connect ideas in a wide variety of ways. Lastly, grammatical clues should cover the aspect of word choice and modification - children should draw from their reading an increasingly rich vocabulary, and learn to select words and phrases that add colour and precision to their writing. Also, Hancock (1998) observed that students' comprehension of a text can be aided through an understanding of the vocabulary, seeing relationships among words and concepts, organising ideas, recognizing the author's purpose, evaluating the context, and making judgments.

One of the main challenges confronted by learners in the process of writing a summary is to be able to identify the topic sentence and rewrite same in their own words. Students' summarised answer should be concise, focusing on the main ideas,

and leaving out much of the supporting and explanatory details in the original text. Aniga and Ellah (2010) averred that students' summary answers should be complete, covering all of the important ideas found in the primary text. In addition, the summary should be objective; the goal should be to cover the text fairly, without inserting one's own opinion or perspective. To present summary answers correctly, students must rely on the understanding of the phonological and grammatical features of the language in which they intend to summarise.

Summary passages are written in a variety of sentences which students need to read and understand before any meaningful summary exercise can take place. Students also need a sound knowledge of sentence structures to put down their answers in grammatically correct and well structured sentences. There are different types of sentences in any given summary passage, therefore, the knowledge of sentence structures in this aspect of language learning is important in two ways – to identify the topic sentences, and rewrite them in syntactically correct forms. The aim in summary writing is to identify the topic sentence(s) and rewrite it in complete sentences which are correctly punctuated.

Greaney (1997) identified students' poor knowledge of sentence structures affects the quality of their writing. Aderibigbe (1997) observed that a summary passage contains different types of sentences which include the topic sentence and other detailed sentences meant to buttress the point expressed in the topic sentence. The detailed sentences contain illustrations or examples of a formally given idea in the topic sentence. All these views are especially true because students must possess a certain level of knowledge in grammar, vocabulary and sentence structures in order to comprehend the passage and rewrite the answers in their own words. Further still, the teaching of summary writing as an aspect of the English language in the secondary school need to emphasise that students' answers should be short, in simple or complex sentences and without many indicators of transitions or logical connections between sentences. Therefore, the knowledge of sentence structures such as complex sentences with subordinate clauses, appositive phrases, and other marks of sophisticated writing usually contained in the summary passages, is important.

## **2.7 Vocabulary in Teaching Summary Writing**

One of the oldest findings in educational research is the strong relationship between students' vocabulary knowledge, reading and comprehension. Hirsch (2003) averred that knowing at least 90 percent of the words in any given text enables the

reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean; this will in turn help the students to learn new words and comprehend the text effectively. This is very true in the light of current realities because passages are written in words and the understanding of the different words that make up any passage (in and out of context) will guide the reader into effective comprehension. Vocabulary is central to text comprehension and a poor knowledge of the vocabulary of a particular language will make reading or writing of text materials in the language practically impossible. Text comprehension will in due course aid its summary either in the written or oral forms.

Summary writing has been described as a highly complex, recursive reading-writing activity (Kirkland and Saunders, 1991). Scholars (Aderibigbe, 1997; Olatunbosun, 2000; Aniga and Ellah, 2010) have stressed the importance of good control of grammar, and sound knowledge of vocabulary in the comprehension of a text and subsequent summary of the same. Students' knowledge of vocabulary plays an important role in reading-writing activity that determines their success in summary writing exercises. This is because vocabulary has been identified as one of five core components of reading. These core components are phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension (National Reading Panel, 2000).

Schmitt (2000) observed that the mechanics of vocabulary in language learning are still something of a mystery; however, it is certain that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures primarily through the receptive knowledge normally connected to the language skills of reading and listening. As the learner develops and is able to produce a word of his or her accord when speaking or writing, the students' knowledge of vocabulary becomes productive or active. However, the underlying assumption is that people learn words receptively first and later achieve productive knowledge. As learners acquire or develop their vocabulary knowledge, they tend to be able to process information in the texts more easily and arrive at a better understanding faster.

In addition, Nation (1990) cited in Schmitt (2000) proposed a list of the different kinds of knowledge that a person must master in order to know a word. These include the comprehension of the meaning(s) of the word, written form of the word, spoken form of the word, grammatical behaviour of the word, collocations of the word, register of the word, associations of the word and frequency of the word.

According to Sedita (2005), it is impossible to specifically teach all of the new words students must learn; it is however necessary that teachers provide direct instruction in some words in order to aid text comprehension. The argument of Sedita (2005) is true; however the instruction must be systematic. Therefore, teachers could pre-teach the key vocabularies and their synonyms prior to the reading of a passage. Teachers must remember that direct instruction of specific words is only one component of effective vocabulary instruction. This was corroborated by Juel and Deffes (2004) who argued that the focus of the teacher should be on words that are important to the text, useful to know in many situations and uncommon in everyday use of language but recurrent in books.

A learner's knowledge of vocabulary determines all the words he or she knows or can access to effectively read, interpret and comprehend any given text or passage. Rupley, Logan and Nichols (1999) described vocabulary as the glue that holds stories, ideas and content together in order to make comprehension accessible for children. Also, Sedita (2005) argued that students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. This is particularly true because the greater the volume of words that an individual has in his or her vocabulary bank, the easier he or she finds the passage comfortable and comprehensible.

Students' ability to read and comprehend the passage is central to students' success in summary writing. Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in school. Sedita (2005) opined that comprehension goes beyond the mere recognition words and remembrance of their meanings. Vocabulary plays a significant role in the reading, comprehension and summary processes. It is only logical to conclude that students who lack adequate vocabulary will find it difficult to get meaning from what they read. This will also affect their attitude to reading and so, they tend to read less because they consider reading as a difficult task.

On the other hand, Stanovich (1986) submitted that students with well-developed vocabularies are able to read more, improve their reading skill, and learn more words. Students' knowledge of vocabulary can be effectively improved through reading where the students are able to learn new words by encountering them in text. Students encounter new vocabularies either through their own reading or by being

read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which in turn improves their ability to read and comprehend more seemingly complex texts (Texas Reading Initiative, 2002).

Further still, students' vocabulary knowledge that has been built over the years through the reading of different types of text at different levels (simple and enjoyable, and challenging text types) will enhance efficient summary writing both in the aspects of the reading and writing skills. Until students have a reasonable number of vocabularies that cut across different genres in their word bank, they will not be able to comprehend a text especially one that has too many unfamiliar words. This is especially true because an individual's wealth of vocabulary determines his or her reading speed, text recognition, comprehension, retention of the gist and the ability to rewrite or paraphrase the passage in their own words – all these are hallmarks of effective summary writing.

## **2.8 Determinants of Students' Attitude to the English Language.**

Attitude has been defined in different ways by different scholars (Kiesler, Collins and Miller 1969; Gardner and Lambert 1972; Adebisi 2006; Al-Bustan 2009). While some consider attitude an outcome of the process of teaching and learning, others argue that the kind of attitudes that students or teachers bring into learning situations can either enhance or hinder learning outcomes. Al-Bustan (2009) described attitude as a psychological state of mind acquired over a period of time as a result of our experiences and these attitudes are capable of influencing people to act in certain ways. Attitudes also have affective, behavioural, and cognitive components which may be accompanied by positive or negative emotions, and we may act and think in particular ways as a result of our attitudes. Adebisi (2006) defined attitude as the positive or negative feelings that an individual holds about objects or ideas.

Although attitudes tend to be relatively stable over a period of time, a number of factors can cause attitudes to change and these factors include communication, persuasion and an individual's current level of self – esteem (Rhodes and Woods, 1992). Also, scholars (King, 1981; Tesser, 1993; Bami-Ogunbiyi, 2008; Fakeye, 2010) identified the link between students' attitude and achievement by stating that achievement of any learner will to a large extent depends on his attitude towards the learning materials. It is logical that an individual with positive attitude more often than not will lead to successful learning. Therefore, it is obvious that students' attitude

is one of the factors responsible for the poor performance of students in the different aspects of English language.

Attitude is an integral part of learning and an essential component of second language learning pedagogy (Evin and Saracaloglu, 2005). Attitude has both cognitive and affective components which involve beliefs, emotional reactions, schema and behavioural tendencies which students' bring into the learning situation. Also, attitude has been found to have an evaluative aspect, a disposition and tendency to react positively or negatively to something or a process. Therefore, Chamber (1999) suggested several factors during the course of teaching and learning can influence students' attitude towards language learning. Candlin and Mercer (2001) submitted that learners' attitude towards the target language, can be influenced by the learner's disposition to the target language speakers and the situation in the classroom.

Attitudes are either learned or adopted by following the example or opinion of other people (Yara, 2009). This is through the process of mimicry and imitation, which are products of observation. However, attitudes tend to be stable over a period of time and they are only modified by experience, communication, persuasion, psychological support and learning. Students' attitudes play a vital role in the process of learning; negative attitude inhibits learning while positive attitudes strengthen students' learning. In addition, Musgrove (1999) opined that different factors such as negative comments from teachers, peer response, cognitive style, text type, gender, students' quest for success or approval shape students' attitudes toward future writing experiences and even the most effective instructional strategies will fail in the face of such deep-seated resistances. Other studies (Olagbaju 2005; Fakeye 2010) reported that the use of active and learner-centred instructional strategy can determine or influence students' attitude. Adequate motivation which can lead to high self-efficacy in the process of learning can foster positive attitude in the students. Also, attitude is not an outcome of a single entity but a product of a multiple of factors.

These factors are within and outside of the classroom and they are capable of influencing the attitude of students in language learning. The teacher's attitude can directly affect students' motivation, self-esteem and attitude towards the target language. Also, some school and classroom factors such as frequency and quality of opportunities to practise writing, teachers' expectations of students' writing tasks, cognitive style, gender, choice of text type selected etc can influence students' attitude to writing (Raymond, 1993; Garcia, 1999; Zeeb, 2004; McCarthey and Garcia, 2005).

Also, Oxford and Shearin (1994) and Fakeye (2010) analysed five factors that can affect language learning and these are: attitudes, academic ability, beliefs about self, goals, involvement and environmental support. Although language teaching is most often illustrated and discussed from the point of view of scholars or/and teachers, the fault is not solely from the teacher. This is because learners consciously or unconsciously bring some of the factors listed above into language learning such as their own beliefs, goals and attitudes, and decisions, which influence how they approach learning.

## **2.9 The Concept of Cognitive style: Global versus Analytic Dimensions**

Students come into the classroom and learning situations with their individual traits as well as diverse unique attributes which can be physical, social, intellectual etc and these qualities play very important roles in their learning. People differ in the way they receive; process and make use of information during teaching/learning encounters and this has been technically referred to as cognitive style (Martin, 1998; Okoruwa 2007; Ezike, 2007; and Fakeye 2008). An individual's cognitive style is his or her consistent way of responding to, interpreting and using stimuli in the context of learning. Therefore, cognitive style is not really concerned with what learners want to learn, rather it is the unconscious cognitive processes involved in the way they learn.

In addition, cognitive style dimensions are personality traits consistently displayed or adopted by individuals over a period of time as strategy for processing information. Many of these traits have been identified by scholars (Riding and Cheema, 1991; Jonassen and Grabowski, 1993; Ford, 1995; Cassidy, 2004) as empirically stable forms of information seeking behaviour. Cognitive style is both innate and habitual approach to processing information especially when one is exposed to tasks such as problem solving, thinking, perceiving and remembering.

Reid (1995) classified the cognitive style into different dimensions or categories which are Field-independent/Field-dependent (Field-independent learners learn more effectively step by step, beginning with analyzing facts and proceeding to ideas. Field-dependent learners, in contrast, prefer to learn in context and holistically). Analytic/Global (Analytic learners learn individually, and prefer setting goals. Global/holistic learners, on the other hand, learn more effectively through concrete experience; and by interaction with other people). Reflective/Impulsive (Reflective learners learn more effectively when they have time to consider options before responding while, impulsive learners are able to respond immediately and take risks).

This study views cognitive style from the global/analytical dimension. Ford (2002) reported that in a series of experiments (Pask and Scott, 1972; 1973; Pask, 1988), Pask and his colleagues monitored the routes taken by learners through a range of complex academic topics. In these experiments, people used one of two basic approaches which are either the global or analytic cognitive style. Global learners tend to adopt a global approach to learning, that is, examining interrelationships between several topics early in the learning process, and concentrating first on building a broad conceptual overview into which detail could subsequently be fitted. The analytical learners on the other hand make use of a predominantly local learning approach which examined one thing at a time, and concentrated on separate topics (parts) and the logical sequences linking them. Then the overall picture would emerge relatively late in the learning process.

Woolfolk (1998) remarked that global learners are people who perceive a pattern as a whole; they do not separate one element from the total visual field. Learners with the global cognitive style have difficulty focusing on one aspect of a situation, picking out important details or analysing a pattern to different parts. That is, people with the global cognitive style dimension tend to organise information in whole by forming the 'big picture'. Similarly, Fleming (2005) averred that a global person likes to start with a big idea or concept, then go on to study and understand the parts. Learners in this category may be more likely to read and read and become frustrated, and then suddenly arrive at or identify the answers they were looking for.

Ford, Wilson, Foster and Spink (2002) conducted a detailed comparison between the global and analytic learners and stated that the analytic learners prefer to work through the different parts and bits (before getting the big picture) only bringing them together late in the learning process when absolutely necessary to achieve understanding. The global learners, on the other hand, see the big picture first and constantly move between theory and real world right from the start. In contrast, Fleming (2005) described people with the analytical cognitive style as learners who like to learn things step-by-step, or sequentially. They are otherwise called sequential learners because analytic learners are more likely to respond to a problem with logic first, instead of emotion, divide and label notes into parts etc. People with the analytic cognitive style learn better when they are able to know all the details first, and then put them together.



Crowl, Kaminsky and Podell (1997) described analytic learners as people who tend to perform better when working in structured situations and they are also efficient when working in formal settings; that is, under minimal guidance or supervision. Global learners require lesser structure, and fewer instructions to perform well in school tasks. The scholars submitted that global learners tend to glaze over material to pursue the big idea and this can be ineffective; especially, during test or examination situations because those small details often show up in tests. To Okoruwa (2007), educators are increasingly coming to terms with the importance and differences in the cognitive style among students because a learner with a particular style is more likely to benefit more from a particular teaching strategy than the others.

Analytic learners have an advantage over the learners with the global/holist cognitive style because many of their preferred methods are used in traditional classroom teaching. Teachers also enjoy giving tests that favor analytic learners, like true and false or multiple choice exams. Analytic learners' instruction should be planned with clear rules for the purpose of clarity because without rules, they might feel lost. Also, analytic learners are good at categorizing information for the purpose of easy recall or remembrance and they perform better when they sit in the front of the class, because they easily get distracted. Analytic learners may feel the need to understand the specific goal before they can get into a project. It is advisable that subject teachers write out the goals (objectives) of the lesson out for them (<http://homeworktips.about.com/od/homeworkhelp/a/global.htm>).

In relation to learning summary writing, students with the analytic cognitive style dominance will prefer to break the summary passage into composite parts and take each of the parts step-by-step. For example, essay parts such as sentence-by-sentence or paragraph-by-paragraph. Analytic learners on the other hand will process the information in bits for the purpose of text comprehension while learners with the global cognitive style will seek to maintain a holistic approach to learning by reading the whole passage before comprehension and summary can occur.

## **2.10 Studies in Explicit Instructional Strategy and Students' Achievement.**

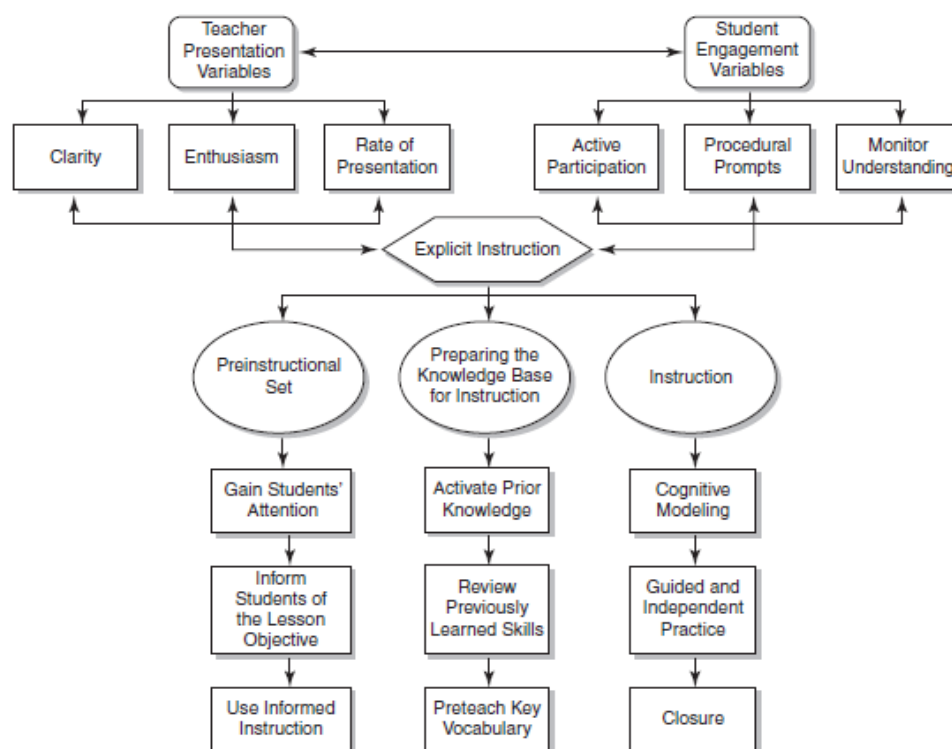
Instructional strategies have been identified as one of the factors responsible for students' achievement in the English language (Kolawole, Adepoju and Adelere, 2000; Olagbaju, 2005; Fakeye, 2006; Roberts, 2009; Ojedokun, 2010; Adebisi, 2012). Other studies have advocated the need for effective teaching of the different aspects of the English language through the use of innovative teaching strategies

(Fakeye 2002, Kolawole 2003, Adegbile and Alabi 2007; Oyinloye and Gbenedio, 2010; Ogunyemi, 2014). One of such strategies is Explicit Instructional Strategy which has been described as a highly organised and structured, teacher-directed, and task-oriented teaching method. Ellis (2005) described Explicit Instructional procedure as the process by which an instructor communicates information to learners using linear steps which are specific to the content and instruction. The goal of explicit teaching is to move the students through a sequenced set of materials or tasks (Ronsenshrine, 2008).

Goeke, St.öhrenberg and Witt (2008) posited that the framework of Explicit Instructional Strategy is flexible and holds wide applicability for teachers across grade levels (elementary, middle, and secondary), settings (whole group, small group, general education, special education), and content areas. It provides a contemporary middle ground for teachers who may avoid traditional direct instruction approaches, but who acknowledge that many students - particularly in today's inclusive classrooms - need instructions that are explicit, meaningful, and effective. According to Mcshane (2005), explicit instruction is a structured approach to teaching which is similar to instructional strategies such as direct instruction, active teaching, or expository teaching. In the words of Mcshane, explicit instruction involves teachers presenting the content clearly and directly by providing step-by-step directions and modelling which is followed by guided practice with feedback, independent practice, and frequent reviews.

Goeke (2009) submitted that Explicit Instructional Strategy will be appropriate under the following conditions: when the goal is teaching a well-defined body of information or skills that all students must master, when assessment data indicate that students have not acquired fundamental skills, strategies, and content, when assessment data indicate that students' progress toward mastery of skills, strategies, or content needs to be accelerated, and when inquiry-oriented or discussion-based instructional approaches have failed. In addition, Brown (1994) explained the process of Explicit Instruction as central to the understanding of how incoming information is processed and organised by the learner.

Goeke, St.öhrenberg and Witt (2008) described the process of Explicit Instructional Strategy with the aid of a diagram as presented below:



**Figure 2.1: The Explicit Instruction Framework adopted from Goeke, Strohrenberg and Witt (2008).**

Approaches in the Explicit Instruction framework according to Goeke, Strohrenberg and Witt (2008) revealed that both the teachers and students work in partnership during the instructional procedure. They described the roles of the teacher and students in Explicit teaching as follows:

**Teacher Presentation Variables:** Teacher’s presentation variables have been identified as fundamental behaviours for communicating effectively with all students and promoting students’ achievement. Teachers should be conscious of delivering clear, dynamic instruction that is appropriate to students’ needs. In the first four components of Explicit Instruction, teacher presentation variables play a key role in the success of the lesson. Goeke, Strohrenberg and Witt (2008) further divided this aspect into three activities which are:

**Teacher Clarity:** It involves the teacher’s ability to communicate or speak clearly by avoiding unclear terminologies and vague terms.

**Teacher Enthusiasm:** It is equally teacher-directed and it involves actively accepting student’s ideas, and maintaining a high overall energy level.

**Appropriate Rate of Presentation:** Teachers must allow and encourage students’ participation. The instructional approach is teacher-directed, however, the instructor must ensure that students are actively involved in the process of Explicit Instruction.

Goeke, Stuhrenberg and Witt (2008) remarked that for explicit instruction to be effective, students must be encouraged to provide the second, complementary half of the transaction through:

**Student Engagement Variables:** An optimal Explicit Instruction lesson involves an effective, dynamic teacher and actively engaged learners. Learning is an active process during which students gain understanding by connecting new concepts, skills, and strategies to prior understandings. The role of the teacher in this aspect is to help students stay actively involved in the lesson in order to have the greatest impact on their learning. Goeke, Stuhrenberg and Witt (2008) suggested three student engagement variables that can be used to help all students become active and engaged during Explicit Instruction and these are:

**Active Participation:** This can be achieved by making students to focus on the task at hand. Learners should be encouraged to try and understand or make sense of the new material, relate ideas or information to their prior knowledge and experience. Goeke, Stuhrenberg and Witt (2008) stated that when students are allowed to actively participate in the process of instruction by giving overt responses using response cards to signal their responses, participation and learning are increased as compared to the 'one-student-answering-at-a-time' method.

**Procedural Prompts:** Teachers are to involve the students using concrete, skill-specific references on which students can rely for support until they become independent. Goeke, Stuhrenberg and Witt (2008) suggested the use of Visual Instructional Plans (VIP) in form of charts, activity or flash cards and other forms of teaching aids. These prompts should show one step at a time and include a picture for every step, with minimal reliance on words. A VIP can be designed by the teacher and it must be simple, clear, and self-explanatory. The purpose of the VIP is for the students to be able to look at it whenever they need clarification during the process of instruction. The VIP is simply a permanent record of that teaching. It is to serve as the set of plans for independent work during Guided Practice so that teachers will not have to re-teach the same material over and over.

**Monitor Understanding:** According to Goeke, Stuhrenberg and Witt (2008), monitoring students' understanding is critical throughout the lesson. Monitoring student understanding involves two complementary skills: checking for understanding and providing corrective feedback. Teacher's feedbacks should not only tell students how they performed, but how to improve the next time they engage in the task.

With reference to the conceptual framework of explicit instruction, Goeke, Stuhrenberg and Witt (2008) described the six components of Explicit Instruction as follows:

**Setting the Stage:** This aspect falls under the pre-instructional set as well as preparing the knowledge base for instruction and it involves activities such as the anticipatory set – where the teacher's attempts to capture students' interest or attention by making a connection between their prior knowledge and the new material to be learned. Then the teacher clearly states the learning objective and explains the purpose of the lesson.

**Explaining to Students what to do:** After setting the stage for instruction, the teacher needs to give the students explicit details about the lesson. Also, the teacher re-explains what the task is, why it is important, and how it is done. The teacher needs to use informed instruction that gives students just enough information in a simple or unambiguous language meant to cover the basics and get them started. The lesson tasks are to be divided into a few steps that are logically ordered and presented both orally and visually to meet the needs of the learners with different modality strengths or cognitive style.

**Modelling for Students:** Goeke, Stuhrenberg and Witt (2008) described the differences between explanation and modelling. Goeke argued that when teachers limit their instruction to only explanation, without modelling or guided practice, teachers have no idea whether or not the students understand the lesson content until it is too late. This is because modelling offers learners the opportunity to watch the process unfold before their eyes. During modelling, the teacher engages in the activities involved in the learning task exactly the way the students will be expected to carry it out. The modelling phase of explicit instruction involves telling, doing and showing how a process is.

**Guided Practice:** The teacher guides the students through a sample of the task in the classroom by practising with them. At this stage of the instruction, students work as individuals or in groups to imitate the process modelled by the teacher or presented through the procedural prompts. Guided instruction should consist of cues, prompts and questions to help the teacher understand the students' cognitive process, provide scaffolding, and get the students to do some of the cognitive work, thereby gradually increasing their understanding. Goeke, Stuhrenberg and Witt (2008) suggested the use of procedural prompts such as graphic organisers, framework and other tools or

teaching aids to simplify the task. These are helpful instructional aids that help learners move easily from teacher-directed toward their own independent application of the learning. Students can be made to work as individuals or in groups while the teacher moves about the room, watching, guiding, and offering corrective feedbacks.

**Independent Practice:** This is the last stage of instruction in explicit instruction and it involves the following: students are to practise the same kinds of problems as during the guided practice time. Students can be made to work as individuals or in groups independently while the teacher moves about the classroom to observe the proceedings. The teacher needs to ensure that students are able to accurately complete the task independently.

**Closure/Assessment:** Goeke, St. uhrenberg and Witt (2008) suggested that the evaluation or assessment can be informal or formal. It is a time to assess or evaluate the students' learning.

Although the components of Explicit Instructional Strategy have been broken down to promote mastery of the lesson format, they are intended to be combined into seamless, smoothly paced lessons. Tetzlaff (2009) also presented a framework for Explicit teaching which involves five steps and is similar to the work of Goeke, St. uhrenberg and Witt (2008). The steps in Explicit Instructional Strategy according to Tetzlaff (2009) included: orientation, presentation, structured practice, guided practice, and independent practice. Tetzlaff suggested that the five steps should be performed sequentially by the teacher in order to efficiently pass on specific information to the learner with as little ambiguity and as little room for error as possible.

The effects of explicit instruction have been examined by scholars in different subject areas. For example, Crown (2009) published the outcome of a study using Explicit Instructional Strategies to teach narrative writing. The study made use of language teachers as its subjects and the intervention took place in twenty-one guided-writing sessions over seven weeks. Each session incorporated Explicit Instructional Strategy for introducing students to new language tools and for helping them to explore the use of the tools by other writers (including fellow students) and to apply them in their own writing. The planning was collaborative, and weekly meetings were built into the inquiry so that the teachers could reflect upon new evidence and make changes in response to their learning as they progressed. The findings of the study

showed that the students were able to transfer the skills they had gained in narrative writing to their writing in another genre – in this case, poetry.

Adams and Engelmann (1996) presented the findings of a research on Explicit Instruction. In this meta-analysis, Adams found that the mean effect size per study using Explicit Instruction is more than .75. Accordingly, this confirmed that the overall effect of explicit instructional practices is substantial. Thirty-two of the 34 studies analysed had statistically significant positive effect sizes. The authors concluded that although Explicit Instruction is often described as a program for students in special education, the effect class sizes calculated in this meta-analysis are nearly the same thus indicating that the teaching strategy is effective for students in general education as well as those identified with disabilities. The research reported that explicit instruction is successful with the full range of teacher and student populations.

Adebiyi (2012) examined the effects of Explicit and Generative Instructional Strategies on students' achievement in reading comprehension and found that Explicit Instructional Strategy has a significant effect on students' achievement in reading comprehension. Similarly, Duke (2001) conducted a study to investigate the effect of building comprehension through explicit teaching of comprehension strategies on students' performance and found that Explicit Instructional Strategy has a significant effect on students' comprehension. Also, Bessellieu, Kozloff and Rice (2000) conducted a study on Explicit Instruction and learning communities and found that the strategy increased the sequence of interaction between teachers and the students from moment to moment and lesson to lesson. The result is that students learn not only the subject matter (e.g., to read), but also learn the 'rules' and skills for social behaviour in lessons. In fact, when teachers make mistakes, students invariably correct them.

Further still, Hall (2002) presented a report on research findings in the field of Explicit Instruction. The report revealed that students receiving Explicit Instruction in reading, mathematics, language, and spelling achieved well in these basic skills, as well as reading comprehension, problem solving, and mathematics concepts. Also, students' scores in the group exposed to Explicit Instruction were reported to be above the other treatment groups. Studies in Explicit Instruction have largely focused on different subject areas, with very little explicit interventions on students' achievement in summary writing. Therefore, this study investigated the effects of Explicit Instruction on students' achievement in summary writing.

## **2.11 Studies in Explicit Instructional Strategy and Students' Attitude.**

Students' attitude represents their disposition, feelings and general likeness or dislike for situations, instructions or a process. Attitudes are either formed or learned over a period of time through observation or exposure to external stimuli. Saunders (2010) observed that learners' attitude plays an important role in language learning, especially in learning of the writing skill. Saunders stated that self-efficacy in writing is an attitude and belief an individual has about his or her ability as a writer. Students' sense of self or awareness as a writer, or self-efficacy, has been shown to be a contributing factor in their ability and attitude. An additional benefit of high self-efficacy is that it increases student engagement, motivation and confidence.

Available evidence from research reveals that Explicit Instructional Strategy has significant effects on students' attitude in different subject areas. For example, Goeke, Strehlenberg and Witt (2008) opined that Explicit Instruction is capable of improving students' attitude by making them become self-regulated and self-directed learners. Saunders (2010) investigated the effects of Explicit Instruction on writing attitude and ability of fourth grade writers and found that students demonstrated growth in their ability to plan and write a summary of expository text. Also, both the anecdotal records and the teacher interviews indicate that student attitude improved in the areas of engagement, motivation, and confidence. The result of the study also showed that students' attitude about their general writing ability showed a 26% increase. The increase is the result of more students feeling that they were capable in the area of knowing what to write.

In addition, Saunders (2010) reported a significant difference in the pre and posttests in the planning stages. While not one of the eight students used a plan when writing for the pretest, seven of them included some sort of plan for the posttest. Students were also stronger in the writing of topic sentences. Only two students had a topic sentence for the pretest, compared to six for the posttest. This shows an overall improvement in the students' attitude to summary writing. Also, Abdelmageed (2010) found that explicit instruction and discussion of text type has a significant effect on students' attitude to reading comprehension and summary skills.

Young (2011) investigated the effects of explicit instruction on students' view of the nature of science and science related attitudes and found that students' understanding and attitudes did not improve at the conclusion of the treatment. Young also reported that despite the students' level of excitement during the process of



instruction, students' learning outcomes did not improve. For example, during activities like the Mentos and Soda experiment and the Mystery Shapes simulation the NOSI, students seemed excited about what they were doing. The CSI students seemed to enjoy being able to conduct tests and experiments which included getting to work with chemicals and set things on fire. However, the results on the NSKAS were not consistent with what the instructor saw in class. Critics of the Explicit Instructional model have argued that the emphasis on tightly controlled instruction might discourage children from freely expressing themselves and thus inhibit the development of positive learner-attitude.

In view of the conflicting findings on the effects of Explicit Instruction on students' attitude, there is a need for further study. Therefore, this study will determine the effect of Explicit Instruction on students' attitude to summary writing.

### **2.12 Studies in Generative Instructional Strategy and Students' Achievement.**

The basic assumption underlying Generative Instructional Strategy (GIS) is that learners are not passive recipient of information. Rather, they are active participants in the learning process, working to construct meaningful understanding of information found in the environment. The strategy is influenced by research in several areas of cognitive psychology, including cognitive development, human learning, human abilities, information processing, and aptitude treatment interactions. The process of Generative Instruction has been described by Harlen and Osborne (1985) as learning through the person. Stressing the importance of generating learning, Wittrock (1974b) submitted that although a student may not understand sentences spoken to him by his teacher, it is highly likely that a student understands sentences that he generates himself.

Generative instruction is an approach to teaching that attempts to help students become active and responsible for constructing meaning from class activities by building relations across subject-matter concepts and between the subject matter and students' existing knowledge (Wittrock, 1991). Esfandiari (2003) described the objective of the Generative Instructional Strategy as an approach aimed at minimising the roles of the students as passive recipients of information and to maximising their roles in the learning process by helping them to: understand the relationships between the different parts of the subject or topic, generate links among the different parts of the subject or topic, generate relationships between their own prior knowledge and

experience with the new information, and use the new information to solve real world problems and answer real world questions.

Further still, Generative learning has been described as a learner-centred instructional procedure with specified activities meant to encourage active cognitive processing during the course of instruction. Wittrock (1992) stated that generative learning activities require internal processing of external stimuli. Steps or activities in generative instruction should not assume dominance of the role of the learner, instructor or instruction but rather a partnership in the process. Also, Ogunleye and Babajide (2011) citing Osborn and Wittrock (1983) presented a 5-phase approach to implementing the Generative Instructional Strategy in actual classroom interaction and these are the introductory, focusing, activity, discussion and application phases. An explanation of these phases is presented below:

**Introductory Phase:** The facilitator introduces learners to the task ahead of them. He/she then distributes them into different activity groups. He/she supplies all necessary materials to each group and assigns learners in each group to specific tasks to be performed. He/she also exposes them to the concepts to be learnt. He/she familiarises learners with the processes and methods of Generative Instructional Strategy.

**Focusing Phase:** In this stage of the instruction, the facilitator presents the problem areas to learners. Learners are then expected to recall information and ideas from their memories as well as experiences on the problem presented. After this, every member of the group focuses on the problem, brainstorms and discusses the problem presented by the facilitator. All these pieces of information were expected to be written down and mentioned verbally. The facilitator then goes round to supervise but never correct learners' misconceptions.

**Activity Phase:** Every learner in a group is involved in performing diverse activities. This includes carrying out some demonstration as well as performing some practical activities by following some procedural steps provided by the facilitator.

**Discussion Phase:** Learners discuss the results of the activities performed in their respective groups. The facilitator guides learners to provide correct answers to their misconceptions where applicable. Summaries of results are made in each group.

**Application Phase:** Learners present their summarised results to the whole class. Also, they are expected to apply the new knowledge acquired to other similar or related situation with the assistance of the facilitator.

Scholars have argued that in Generative Instruction, learners should be allowed to control their own generative processes. Meta-cognition is an important aspect of the generative process because it regulates the learner's cognitive activities in the learning processes and therefore surrounds the three Generative Learning processes of motivation, learning strategy, and knowledge generation. Self-monitoring is vital to the process of generating meaning because it informs the learners about their progress (Lee, Lim and Grabowski (2007). Through the process of meta-cognition and self-monitoring, learners manage their effort and available resources to generate meaning.

To generate meaning, learners actually create links or relationships between their memory and the new information. Learners need to be alert, mentally active and make use of various learning strategies in the knowledge generation process. Lee, Lim and Grabowski (2007) stated that the outcome of knowledge generation was originally investigated in reading comprehension, but other studies have since employed this model to investigate a variety of generative learning strategies that were expected to promote different levels of learning in a variety of domains such as recall, comprehension, higher order thinking and self-regulated learning skills.

The Generative Instructional Strategy is an active approach to teaching and its focus is to engage learners actively in the process of learning. This will be achieved only if learners can actively generate their own ideas and relate them together. It is a form of inductive reasoning, which is reasoning from observation to generalization. Ogunleye and Babajide (2011) averred that one of the core areas of Generative Instructional model is that the strategy is learner-centred and learners perform activities by themselves. This strategy also motivates the students to present their conceptions, task them to identify their own misconceptions and correct such misconceptions. Also, Wittrock and Carter (1975) conducted a study to examine the ability of students to freely recall whatever has been learned using the Generative Instructional Strategy and Reproductive Strategy as treatments. The generative group was directed to organise the hierarchies, whereas the reproductive group was directed to simply copy them. The results showed better performance for the group exposed to generative treatment than the control group.

Further still, Emily and Zee (2000) investigated the effect of Generative Instructional Strategy on students' achievement in physics and found that the instructional strategy has a significant effect on achievement in teaching of Physics

concepts and other science related topics. The situation in the experimental treatment group as described was quite different from that of the conventional teaching strategy where learners were passive recipients of information and the teachers were actively providing information and thereby dominating the lesson. This strategy encouraged learners to learn by rote and they would not be able to master whatever they were taught. Learners could easily forget the content of the lesson within a short interval of time.

Barab, Young and Wang (1999) reported that students in the generative activity group performed better in problem solving in a computer-based learning environment. Chularut and DeBacker (2004) investigated the effect of generative learning on students' achievement, self-regulation and self-efficacy in learning English as a Second Language and they found that students exposed to the generative instruction had significant greater achievement gains at post-test compared to pre-test. Also, the results showed a positive effect of engaging in generative learning because there was an increase in the students' self-regulation and self-efficacy when compared with that of the control group. Available evidence from research suggests that there is little or no study on the effects of Generative Instruction on students' achievement in summary writing, therefore this study will determine the effects of Generative Instruction on students' achievement in summary writing.

### **2.13 Studies in Generative Instructional Strategy and Students' Attitude.**

Several studies (Ajayi, 2004; Olagbaju, 2005; Fakeye, 2008) investigated the effects of different instructional strategies on students' attitude to learning and found that students' attitude can be significantly influenced by the use of learner-centred instructional strategies in language learning. The effects of Generative Instructional Strategy on students' attitude have been investigated in a number of studies. Wittrock (1992) opined that when students are actively involved in their learning, they are able to achieve self-efficacy thereby improving their attitude in teaching and learning situations. However, other studies have reported a contrary finding. For example, Maroufi (1989) compared the effects of Generative and Traditional methods of science instruction on retention of facts and concepts and their applications. Students' attitudes were assessed, too and the study was in two phases.

The first phase of the research involved two intact groups of eighth grade students receiving Generative lessons on the topics of planets and gases. Maroufi (1989) found that there were no significant cognitive differences between the

achievements of the students exposed to the two methods of instruction. The study also found that students who received traditional instruction held significantly more favourable attitudes to process of science learning than the second experimental group held toward the generative method.

The second phase tested the effects of Generative Instruction in two socioeconomically-different schools. Written and oral student responses gleaned from video tapes served as the data source. According to Maroufi, students in higher socioeconomic schools fostered the cognitive dispositions (e.g., higher aptitude, self-directed, competitive) needed to do well in a generative learning environment. The study (Maroufi, 1989) compared the attitudes and cognitive dispositions of 2 8th-grade classes toward 2 methods of instruction which are Traditional and Generative. The Generative method was a student-centred, debate and dialogue-oriented, inquiry method of instruction and the results of students' attitude ratings in 7 categories reveal that the traditional method was rated much higher than the generative. The traditional method was structured to be teacher-centred, highly controlled atmosphere seemed to be in line with what Students were used to in the past.

In conclusion, Maroufi (1989) submitted that students' attitude towards generative method revealed that they consider it as unstable, not serious, and unreliable. In view of the conflicting submissions from the different studies, there is a need for further research to investigate the effects of Generative Instructional Strategy on students' attitude to summary writing.

#### **2.14 Studies in Cognitive Style and Students' Achievement**

Students' cognitive style can be described as certain personality traits that determine how they process information in any teaching/learning situation and they are significant in the area of students' achievement. Felder and Brent (2005) described cognitive style as characteristic cognitive, affective, and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Also, Hayes and Allinson (2004) opined that assessing, measuring, and incorporating teaching style and learner's cognitive style into classroom interactions or discussions can improve students' learning outcomes and attitude in any field. When learners see the implications of their own and others' cognitive style, this understanding will help them build better working relationships between individuals, and create functioning teams within the class.

A large majority of educators are analytic processors whereas many students at any level are global processors. Neither method is better than the other and both types can learn the same information; they just do it differently. Analytics respond best when ideas are presented sequentially with new information building upon past knowledge leading up to eventual understanding of entire concepts. Global learners, on the other hand, need to "see the whole picture" first. They respond best when a teacher begins with a short story that explains why learning this information is important. Global learners must be able to relate new information to what they already know ([http://learn.humanesources.com/research\\_04.html](http://learn.humanesources.com/research_04.html)).

The most crucial point that teachers need to know is how to teach both analytically and globally. Analytic learners learn best when information is presented in a step-by-step sequence, whereas global learners need to understand the whole concept first; they then focus on the details. To engage a global learner, a teacher should introduce a new lesson with a humorous story and use diagrams, illustrations, and pictures to represent key ideas. It is important to note that many global learners prefer to work with peers rather than alone or with a teacher, and they often like to structure their own tasks. Global learners appear to concentrate best with Sound, Soft or Low Lighting, an Informal seating arrangement, etc.. Also, they take frequent breaks while studying and often work on several tasks simultaneously. Analytics, on the other hand, prefer to work on one assignment at a time before proceeding to the next. They prefer a quiet, well illuminated environment and formal seating. Most analytics do not require intake to concentrate (Dunn, Cavanaugh, Eberle, and Zenhausern, 1982).

In addition, Chinien (2010) observed that cognitive style field global/analytical is value neutral and has no direct relationship to intelligence. However, a learner's ability to acquire knowledge and to use that knowledge for solving problems, such as taking a test can be affected by the cognitive style dimension. Also, instructional task can be style-biased and therefore detrimental to some learners. Zeeb (2004) observed that normal classroom has a fair distribution of different cognitive style combinations which are found in the students. A mismatch between the teacher's style of teaching and the different cognitive style in the classroom can cause a 'miscommunication' during information delivery, therefore, teachers have to re-teach a topic because information delivery conflicts with how students received and processed the information. Zeeb (2004) argued that teachers

need to plan their instructions based on the cognitive style combinations prevalent in the classroom by tailoring their instructions to suit the cognitive style of the students in the classroom. Therefore, incorporating students' cognitive style into classroom interaction and discussion can improve students' achievement in any field.

The effectiveness of cognitive style in raising or improving students' achievement has been investigated in a number of studies and researches. For example, Fakeye (2008) investigated English as Second Language (ESL) students' cognitive style and English Comprehension Achievement in South - Western Nigeria and found out a significant positive relationship between cognitive style and students' achievement. Therefore, Fakeye (2008) concluded that cognitive style plays an important role in students' achievement in the comprehension of reading text. The result of the study showed that learners with the global/holist cognitive style performed significantly better than their analytic counterparts.

In addition, students' cognitive style and its implications for students' achievement in learning activities have been thoroughly investigated in many researches. These studies have revealed that cognitive style have significant effect on students' achievement in different school subjects. For example, Spratt (1999) and Wintergerst, DeCapua and Marilyn (2003) also conducted separate studies on cognitive style and concluded that students' cognitive style has significant effects on students' achievement in English as a foreign language. Also, Reid (1995) and Stapa (2003) in separate studies investigated the effects of students' cognitive style on ESL/EFL students' achievement in the target language and found that students with the global cognitive style performed better than the analytic group.

Minnoti (2005) investigated the effects of cognitive-style-based homework prescriptions on the achievement and attitudes of middle school students and found that all the students demonstrated higher levels of achievement after treatment while the students in the control group demonstrated marginal achievement gains in Reading, Mathematics, Science, and Social Studies. The study was a pre- and posttest experimental design and a multivariate analysis of variance (MANOVA) was used. The study tested hypothesis to determine the differences in the pre- and posttest in the Reading, Mathematics, Science and Social Studies of achievement-test scores of students who used their individual cognitive-style-based homework prescriptions and students who used traditional homework and study skills strategy. The result showed that the experimental (global/holistic and analytic cognitive style) group had a higher

level of achievement and attitude compared with that of the control group. Therefore, Minnoti concluded that students in the experimental group demonstrated larger gains in all four subject areas after using individual cognitive-style based homework prescriptions.

Bahar (2009) submitted that several research studies have investigated the effects of students' cognitive style on achievement (Bilgin and Dumus, 2003; Uzuntiryaki, Bilgin and Geban, 2003; Aripin, Mahmood, Rohaizad, Yeop and Anuar, 2008). Bahar stated that these studies reported that the students' achievements in the different courses were affected by their cognitive style in varying degrees. Other studies conducted in Nigeria have investigated the effects of cognitive style on students' achievement. For example, Okoruwa (2007) studied the effect of cognitive style on students' achievement in Integrated Science while Ezike (2007) investigated the moderating effects of cognitive style on students' achievement in Chemistry and found that cognitive style have significant effects on the students' achievement in the two subject areas. They both concluded that cognitive style are noted to influence the learning of concepts and scientific thinking which can lead to greater achievement in Integrated Science and Chemistry which are both repleted with concepts.

However, Garton et al (2010) investigated the relationships between students, cognitive style, instructor's teaching performance, and student achievement in an introductory animal science course and reported that a low positive relationship was found between students' cognitive style and their achievement in the course. Furthermore, low positive relationships were found between students' cognitive style and achievement in the section of the course taught by the first and fourth instructors. From the foregoing, the research findings on the effects of cognitive style on students' achievement are inconclusive. Therefore, there is a need for further research on the effects of cognitive style on students' achievement, especially in the aspect of summary writing which has not been adequately covered in research and literature.

### **2.15 Studies in Cognitive style and Students' Attitude**

The effects of cognitive style on the attitude of students in learning situations have been the focus of a lot of studies (Freeman, 1995; Day, Raven and Newman, 1998). Roberts and Dyer (2005) observed that previous studies that examined the influence of cognitive style on achievement and attitudes have reported mixed findings (Daniel, 1999; Oxford, Park-Oh, Ito, and Sumrall, 1993). For example, Minnoti (2005) reported that each treatment group demonstrated increased levels of



achievement and higher attitude-test scores after treatment with the students in the experimental group who used individualized cognitive-style-based homework prescriptions clearly showing larger gains.

However, Cox (2008) conducted a study to investigate the relationship between cognitive style and students' attitudes toward the use of technology in higher and adult education classes and found that there is no relationship between attitude toward the use of technology and students' cognitive style. Cox therefore concluded that the non-significant results support similar findings by Lukow (2002) that no matter how a student prefers to learn, the students may have been previously exposed to sufficient levels of technology, and have developed attitudes toward technology long before they entered the Higher and Adult Education program. In addition, Roberts and Dyer (2005) investigated the influence of cognitive style on students' attitudes and achievement when an illustrated web lecture is used in an online learning environment. The findings of the study revealed that given the lack of interaction in an illustrated web lecture, there was no significant difference in the students' achievement and attitudes. Roberts and Dyer (2005) therefore concluded that the effects of cognitive style are inconclusive in a distance-learning environment.

In other research studies on the effects of cognitive style, where different cognitive style scales were used, it was reported that cognitive style affect students' attitudes towards courses. For example, Bahar (2009) found that an alignment between students' cognitive style, learning and learning environment can lead to increase their achievement and attitude. However, the mismatch between the two can lead to decrease in students' achievement in and attitude to learning. This supports the findings of other studies on the effects of cognitive style and students' attitude such as Andrews (1990), Klavas, (1994) and Dunn, Griggs, Gorman and Beasley, (1995).

Further still, Christou and Dinov (2010) investigated the relationship between students' cognitive style, discipline attitudes and knowledge acquisition in technology-enhanced probability and statistics education and found that students' cognitive style and attitudes towards a discipline may be important confounds of their final quantitative performance. Also, Beffa-Negrini (1990) examined the relationship between cognitive style, knowledge, attitude, and behaviour change in nutrition education and found that there were no relationship between the students' cognitive style and attitude. Therefore, Beffa-Negrini concluded that both courses improved

knowledge and attitude at posttest. However, knowledge gain was not maintained in either course, but attitude was maintained in the control group.

## **2.16 Studies in Gender and Students' Achievement**

The influence of gender on students' achievement in teaching/learning situations has been the focus of many studies (Olagbaju, 2005; Fakeye, 2008; Alon, 2010; Ojedokun, 2010). Deaux (1995) averred that the distinction between sex and gender is that the common use of the former restricted to the biological distinctions between males and females, while the latter refers to the psychological features or attributes associated with such categories as feminine or masculine. Jacobs (2002) submitted that most studies on gender and students' achievement show that, on average, girls do better in school than boys. Also, girls get higher grades and complete high school at a higher rate compared to boys. According to Zembar and Blume (2009), analysis of the data reported by National Center for Education Statistics, (2003) revealed that the standardised achievement tests scores of females are better in the aspects of spelling, literacy, writing, and general knowledge.

The relationship between gender and reading achievement is complex and influenced by many factors such as cultural and societal expectations, biological and psychological make-up and commonly held myths about gender. For example, Connell and Gunzelmann (2004) described brain-based gender differences as a data-based and empirical explanation for these differences. Additional research suggests that boys and girls effectively use different parts of their brain, with each group exhibiting stronger left-hemisphere in different capacities. The left-hemisphere strength of females gives them an advantage in language skills such as speaking, listening, reading and writing while the left-hemisphere strength of the males allows them to outperform girls in categorizing and information recall.

Coates and Draves (2006) cited a recent Learning Resources Network (LERN) study which outlined the differences between how boys and girls learn, recommended that these differences be taken into account when planning instruction for the two genders. Boys have a shorter attention span, are better at learning spatially and need more physical movement and emotional assurance than girls. Girls, on the other hand, process emotions more quickly, mature earlier and need less rest. Also, Tatarinceva (2009) suggested that teachers should know their students' needs, goals, cognitive style, and the implications of their gender differences as this is capable of improving students' achievement in and attitude to learning.

The findings of a 2004 study conducted by the National Center for Education Statistics provided an analysis of gender differences in reading achievement for the 1992-2003 administration of the National Assessment of Educational Progress. This analysis revealed that females in grades four, eight and 12 consistently performed better than their male counterparts in reading achievement. Females in these grades also outperformed males in writing achievement in 1998 and 2002 (Freeman, 2004). This trend continued in 2005 as female fourth- and eighth-graders both scored higher, on average, than their male peers (National Center for Education Statistics, 2006).

Rogers (2009) remarked that gender differences in achievement are widely reported across grades, countries and languages. Girls' superiority in reading and writing has been a widely observed, relatively static pattern for at least the last forty years. At the same time, the historical gender gap in mathematics and science, in which boys previously outperformed girls, continues to decline with no meaningful differences being found in mathematics achievement in several countries. Citing data from the National Assessment of Educational Progress, Kleinfeld (2006) suggested that all boys, irrespective of racial and socio-economic considerations, are lagging behind girls in their reading and writing abilities.

Kleinfeld's analysis of the data indicates that at the end of high school, 23% of the white sons of college educated parents performed poorly in reading achievement compared to a similar performance by 7% of their female peers. Boys of color fared even worse, as 43% of the African-American sons of college-educated parents performed poorly in reading, compared to 33% of their female peers. The same trends are also true for Hispanic students, as 34% of the sons of college-educated parents performed very poorly, compared to 19% of their female Hispanic peers. These same patterns also appeared when analysing writing achievement. Boys in every socio-economic and ethnic group are outperformed by girls with similar backgrounds (Kleinfeld, 2006).

Scholars (Ebel, 1999; Grebb, 1999; Cavanaugh, 2002) argued that males and females learn differently from each other. For instance, males tend to be more kinesthetic, tactual, and visual, and they need more mobility in a more informal environment than females. Males are more nonconforming and peer motivated than female. Also, males tend to learn less by listening. In addition, Thomson (1995) and Tatarinceva (2009) stated that gender differences have serious implications for students' achievement and attitude to language learning, especially in the teaching and

learning of the reading skill which plays a significant role in improving language learning and promoting an individual's ability to function in a modern society. For example, Gates (2001) opined that female students have advantages over their male counterparts in three measures of reading which are, speed reading, vocabulary, and comprehension

Also, Freeman (2004) presented an analysis showing the effects of gender differences on reading achievement from 1992-2003 on the administration of the National Assessment of Educational Progress (NAEP). The report revealed that females consistently perform better than their male counterparts in reading and writing achievement. However, some studies (Shields, 1995; Dijkstra, 2006) on cognitive abilities or intelligence have shown the assumption that females are intellectually inferior while other researches (Elliot, 1991; Gadwa and Griggs, 1995) have come up with scientific evidence that suggests that females and males are equally intellectually capable.

Further still, Zembar and Blume (2009) argued that the influence of gender on students' achievement can be traced to gender differences in the cognitive abilities of middle-school students. In late elementary school, females outperform males on several verbal skills tasks: verbal reasoning, verbal fluency, comprehension, and understanding logical relations. Males, on the other hand, outperform females on spatial skills tasks such as mental rotation, spatial perception, and spatial visualization (Voyer, Voyer, and Bryden, 1995). Males also perform better on mathematics achievement tests than females.

However, gender differences do not apply to all aspects of mathematical skills. Males and females do equally well in basic mathematics knowledge, and girls actually have better computational skills. Performance in mathematical reasoning and geometry shows the greatest difference (Fennema, Sowder, and Carpenter, 1999). Males also display greater confidence in their mathematical skills, which is a strong predictor of performance in mathematics (Casey, Nuttall, and Pezaris, 2001). Several studies have investigated the effects of gender on students' achievement in different subject areas and their findings have remained inconclusive and considered subject to further research.

### **2.17 Studies in Gender and Students' Attitude**

Gender is a psychological construct which focuses more on the social implications rather than the biological classifications of the sexes. There has been a

major concern on how gender influences students' learning and it has often been found that gender has serious implications for students, teachers, and parents in the process of education. A number of studies have described gender as one of the factors that can influence students' attitude in any teaching/learning situation (Olagbaju, 2005; Fakeye, 2008; Ojedokun, 2010). Olatunji and Etuk (2011) investigated some variables that influence junior secondary school students' attitude to agricultural science - implications for youths' participation in agricultural development and found that gender differences influence students' attitude to Agricultural science. The result further reveals that females exhibited a more positive attitude to Agriculture than males. However, the differences in mean attitude to Agricultural science by male and female students do not differ significantly.

Eyo, Joshua, and Esuong (2010) examined the attitude of secondary school students towards guidance and counselling services in Cross River State using gender and school location as variables. The results revealed that students' attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services. The results further showed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counselling services. Therefore, Eyo, Joshua, and Esuong (2010) concluded that gender can influence attitude towards guidance and counselling.

Further still, Constantinou, Manson, and Silverman, (2009) conducted a study to determine how middle school girls perceive their Physical Education teachers' gender-role expectations and how these perceptions affect the girls' participation in and attitudes toward physical education. The results of this study revealed that the teachers' primary expectations for girls and boys were to increase effort and participation in Physical Education, girls hold gender-role stereotypes, and a competitive atmosphere and peers' behaviour influence girls' participation in and attitude toward physical education. Therefore, they concluded that the primary factor impacting participation in and attitude toward Physical Education and other competitive sports is the genders' perceptions of what constitutes a safe environment and what constitutes a safe sport.

Azubuike (2011) examined the influential factors affecting the attitude of students towards the study of vocational/technical subjects in secondary schools in Abia Educational Zone and found that gender among other variables such as interest

and socio-economic status of parents, was one of the factors that influence the study of vocational/ technical subjects. Azubuike (2011) concluded that even when a boy wants to study vocational subjects like Agriculture, Arts etc., he would still not want to study a subject like Home economics. This is particularly because the societal and cultural expectations have tagged the requirements for some courses or disciplines to gender differences and abilities. However in some extreme cases, females have been found studying vocational subjects that are predominantly tagged as male-dominated by the society.

However, Wyer (2003) examined why students persist in the study of science and engineering by measuring students' persistence with the following: commitment to major, degree aspirations and commitment to science or engineering career. The results indicated that the different measures of persistence were sensitive to different influences but that students' gender did not interact with their images, attitude and experiences in predicted ways. Therefore, Wyer concluded that individual students' gender may be a more important factor in explaining why some female students leave their science and engineering majors than in explaining why others stay. In view of the conflicting submissions on the effects of gender on students' attitude, there is a need for further research to investigate the effects of gender on students' attitude.

## **2.18 Appraisal of Literature**

It has been shown in the reviewed literature that summary writing as one of the aspects tested in English language examinations at both internal and external examinations has not received much attention in terms of pedagogy. Most of the studies reviewed in Nigeria and globally on the effects of instructional strategies on students' learning outcomes in summary writing have shown the dominance of teacher-centred strategies. Most of these strategies did not take into account students' prior knowledge or schemata, the need for practice sessions and corrective feedback during the process of instruction. The review of literature has shown that one of the most important factors affecting the teaching and learning process is learners' prior knowledge or what the learners have already learned.

For effective learning to occur, the learners must be actively involved in order to relate the new body of knowledge to what they have previously been taught, engage in self-regulated practice sessions and receive corrective feedbacks. Also, the nature and objectives of summary writing, reading-writing connection in summary writing teaching and the importance of summary writing in research, note taking or

personal study were examined. Therefore, summary writing is a tool for effective reading, studying, note taking and examination writing. It effectively combines the reading and writing skills of the English language and it stresses the need for comprehension which is the goal of any language.

The effects of several strategies have been examined on students' learning outcomes in summary writing. These strategies have been found to enhance the attitude of students towards learning of summary writing and improve achievement in both internal and external examinations. Instructional strategies such as Componential and Rhetorical, Literature Circle and Semantic Mapping, Scaffolding and Context Cueing, were examined extensively. In the review of literature, explicit and generative instructional strategies have been shown to be effective in teaching of skills and for the purpose of remedial instruction. These two strategies could make teaching and learning of summary writing to be practical, interesting, meaningful, and to aid success in this aspect of the subject in internal and external examinations. The steps involved in Explicit Instructional Strategy such as explanation, modelling, guided practice, independent practice and closure and their benefits were also reviewed. Similarly, the steps involved in Generative Instructional Strategy such as introduction, focus, activity, discussion and application were also discussed.

Further still, effects of gender and cognitive style on students' achievement in and attitude to English in general and summary writing in particular were discussed in the reviewed studies. Also, students' achievement in summary writing has been linked to their cognitive style which plays a vital role in the way they read, process, comprehend and summarise any given text or summary passage. An individual's cognitive style is his or her most preferred and consistent channel of receiving, processing, analysing and making use of any information (text or verbal). Literature has established that there are different dimensions of cognitive style, the effect of the global/analytic cognitive style on students' achievement in and attitude to learning was examined and found to be significant. Global learners consider the whole or 'big picture' while analytic learners are linear or sequential in their approach to information processing. Reviewed literature shows that cognitive style could influence learning, retention, comprehension and scholastic attainment. However, there are conflicting results as to which of global and analytic cognitive style is more effective. Hence there is a need for further studies in this area.

Similarly, the effect of gender on students' learning outcomes in English language in general and summary writing in particular has been examined in different studies, but the outcome of these studies have produced conflicting results. Findings of some studies showed that females performed better than their male counterparts while others revealed that there was no significant difference between the attitude and achievement of both males and females in language learning. In other studies, males were reported to have performed better than females especially in language learning tasks. Therefore, the actual effect of gender on students' achievement and attitude to language learning remain inconclusive. Students' attitude deals with their general disposition and level of like or dislike towards a subject or anything. Attitude has been confirmed to have significant effect on student's achievement in summary writing. Therefore, efforts must be made to reinforce positive attitude towards learning of summary writing in order to improve student's achievement in this aspect of English language.

In conclusion, it has been revealed in the reviewed literature that most of the studies reviewed were carried out in other aspects of English such as composition, comprehension, oral English etc in Nigeria and some foreign countries. Also, some of the other studies focused on science-based disciplines and their research procedures are often too costly to implement in a developing country like Nigeria. More importantly, most of the studies did not stress the importance of students' prior knowledge, self-regulated practice sessions and corrective feedback during the process of instruction which can only be enhanced by explicit and generative instructions. Many of the strategies reviewed in literature did not consider these important aspects which are necessary in the development of efficient, active and independent learners. Therefore, this study tried to fill the gaps observed in research by examining the effects of explicit and generative instructional strategies on student's achievement in and attitude towards summary writing.



## CHAPTER THREE

### METHODOLOGY

This chapter presents the research design and procedure for the study. It explains the population, research instruments, validity and reliability of research instruments, procedure for data collection and the method of data analysis.

#### 3.1 Research Design

The pretest, posttest, control group, quasi-experimental research design was adopted for this study. The study made use of three instructional groups - two experimental groups and one control group; the two experimental groups were exposed to treatment in Explicit and Generative Instructional Strategies while the control group was exposed to the Conventional method of teaching summary writing. The research design is further explained below:

- $O_1$   $X_1$       $O_2$  (Pretest, treatment and post test for experimental group1)
- $O_3$   $X_2$       $O_4$  (Pretest, treatment and post test for experimental group2)
- $O_5$   $X_3$       $O_6$  (Pretest, conventional instruction and post test for the control group)

The symbols

- $O_1, O_3, O_5$      stand for pretests, while
- $O_2, O_4, O_6$      stand for posttests, and
- $X_1$  and  $X_2$      stand for Explicit and Generative Instructional treatments respectively and
- $X_3$      stands for conventional method for the control group.

The study employed the 3x2x2 factorial matrix. This factorial matrix was chosen 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 interaction effects of cognitive style and gender on students' achievement and attitude to summary writing. The factorial matrix is structurally presented in Table 3.1.

**Table 3.1: 3 x 2 x 2 Factorial Matrix of the Design**

| Treatment   | Cognitive style | Gender |        |
|---|-----------------|--------|--------|
|   |                 | Male   | Female |
| Explicit Instructional Strategy ( $X_1$ )           | Global          |        |        |
|   | Analytic        |        |        |
| Generative Instructional Strategy ( $X_2$ )         | Global          |        |        |
|   | Analytic        |        |        |
| Conventional method for the Control Group ( $X_3$ ) | Global          |        |        |
|   | Analytic        |        |        |

### **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. Explicit Instructional Strategy
- ii. Generative Instructional Strategy
- iii. Conventional method.

#### **3.2.2 Moderator Variables**

The moderator variables are:

- i. Cognitive style at two levels
  - (a) Global
  - (b) Analytic
- ii. Gender at two levels
  - (a) Male
  - (b) Female

#### **3.2.3 Dependent Variables**

The dependent variables are:

- i. Achievement in Summary Writing
- ii. Attitude to Summary Writing

### **3.3 Selection of Participants**

Three local government areas were randomly selected from the five local government areas in Ibadan city which make up Ibadan Metropolis. The participants were made up of Senior Secondary School Two (SSS II) students in intact classes from six purposively selected senior secondary schools in the randomly selected local government areas. Two senior secondary schools were selected from each of the three randomly selected local government areas based on the following criteria:

- i. The school must have at least one graduate teacher of English language with a minimum of five years experience who has been a WAEC or NECO examiner,
- ii. The school must be a co-educational institution,
- iii. The school must have been presenting candidates for public examinations for at least five years.

Each local government area selected was randomly assigned to treatment such that the two schools in the same local government area were used for the same treatment group. To this end, two schools were assigned to Explicit Instructional

Strategy, another two to Generative Instructional Strategy while the last two schools were for control.

### **3.4 Selection of Content**

The content of the instructional package for this study comprised passages taken from the participants' recommended textbooks, magazines and newspapers excerpts. It covered eight summary passages on different topics. Teachers' instruction manuals were prepared on these passages for Explicit and Generative Instructional Strategies and the Conventional method.

### **3.5 Research Instruments**

Seven instruments were used for this study, they include:

- (i) Summary Writing Achievement Test (**SWAT**)
- (ii) Attitude to Summary Writing Questionnaire (**ASWQ**)
- (iii) Cognitive style Inventory (**CSI**)
- (iv) Instructional Guide on Explicit Instructional Strategy (**IGEIS**)
- (v) Instructional Guide on Generative Instructional Strategy (**IGGIS**)
- (vi) Instructional Guide on Conventional method (**IGMLM**)
- (vii) Teachers' Evaluation Sheet (**TES**)

#### **3.5.1 Summary Writing Achievement Test (SWAT)**

The instrument was a passage adopted from the students' recommended textbook. It was a summary passage titled: The features of poverty. SWAT was used as both the pretest and posttest to measure students' achievement in summary writing. Questions set on the passage were made parallel to those obtained in WASSCE examinations. The reliability of the instrument was determined by using test-retest method, and a reliability co-efficient of 0.81 was obtained. SWAT was scored using the criteria suggested in the WASSCE marking guides for May/June 2012. That is:

1. Five (5) marks were awarded for every correct answer.
2. Zero was awarded for a mindless lifting.
3. Half (½) mark was deducted for every spelling mistake.
4. Half of the marks allotted for a correct answer was awarded for answers that were not written as sentences.

#### **3.5.2 Attitude to Summary Writing Questionnaire (ASWQ).**

The Attitude to Summary Writing Questionnaire was made up of two sections, A and B. Section A is meant to elicit demographic data of the respondents like school, sex, class, age; and section B consisted of 15 items adapted from Fakeye (2001) who

worked on composition writing and so, the instrument was adapted to measure attitude to summary writing. It contained information on students' attitude and general disposition to the teaching and learning of summary writing. Students' response to the items was a closed response modes of four point scale of strongly agree (**SA**), Agree (**A**), Disagree (**D**) and Strongly Disagree (**SD**). The scoring for the positive items was based on 4, 3, 2, and 1 for strongly agree, agree, disagree and strongly disagree respectively and reversed for the negatively worded items. The first nine items were positively stated while items 10 to 15 were negatively stated. To validate the ASWQ, the instrument was given to experts in the Department of Teacher Education, University of Ibadan for review and their recommendations were incorporated to produce the final draft. The instrument was administered to 80 SS Two students from two schools that were not part of the main study to determine the reliability and internal consistency of the scores using Cronbach alpha formula. The standardised alpha value of 0.78 was obtained.

### **3.5.3 Cognitive Style Inventory (CSI)**

The instrument was adapted from Lorna Martin (1998) to assess the global and analytic cognitive style dimensions. The instrument was an inventory which contained 36 items numbered using alphabets range of A to JJ with a five point scale of Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**) to be scored 1,2,3,4 and 5 respectively before it was adapted into a 30-item four point scale of Strongly Agree (**SA**), Agree (**A**), Disagree (**D**) and Strongly Disagree (**SD**). The scoring was based on 4, 3, 2, and 1 for strongly agree, agree, disagree and strongly disagree respectively. Also, the numbering pattern was changed from alphabets to numeral range of 1 to 30. All the items in the inventory were positively stated; items that fall into the odd number-group addressed the global cognitive style dimension while the items in the even number-group covered the analytic group. Therefore, there were a total of 15 items per group in the cognitive style inventory (CSI). Section A covered the demographic information of each of the respondents such as: name, class, sex, age, while the section B comprised a 30 – item questionnaire.

To validate the CSI, the instrument was given to test experts in the Department of Guidance and Counselling, University of Ibadan for review. Their inputs were included and the instrument was then administered to 80 SS Two students from two schools that were not part of the schools selected for the main study in order to

determine the reliability and internal consistency of the scores using Cronbach alpha formula. The standardised alpha value of 0.74 was obtained.

#### **3.5.4 Instructional Guide on Explicit Instructional Strategy**

The guide on Explicit Instructional Strategy was self-designed using the steps in the Explicit Instruction framework designed by Goeke, Stuhrenberg and Witt (2008). It was a teacher-directed approach which used to teach the experimental group one. The guide comprised eight periods and its main features included general information which consisted of subject, aspect, topic, objectives, duration and procedural prompts. It also consisted of pre-instruction set, preparing the knowledge base for instruction, cognitive modelling, guided practice, independent practice and closure. The content was developed to cover eight weeks and specific treatment package was designed for each week. Detailed components of the Explicit Instructional guide are in the appendix section.

#### **Validation of the IGEIS**

The instructional guide was given to two experienced senior secondary school English teachers for review and their corrections were incorporated in the guide. Also, the researcher's supervisor and other lecturers in the Department of Teacher Education, University of Ibadan were presented with the draft of the instrument for corrections on the suitability of content, language of presentation and the workability of the instructional strategy. Corrections were then effected based on the suggestions given.

#### **3.5.5 Instructional Guide on Generative Instructional Strategy**

This instructional guide was adapted from Ogunleye and Babajide (2011) who worked on Physics and it was used to teach the experimental group two. The content of the guide covered a period of eight weeks and its main features included general information which consisted of subject, aspect, topic, objectives and duration. It is learner-centred and students were to work in groups of five. The instructional guide contained information for teachers who were to facilitate the teaching-learning process. The instructional guide provided opportunity for learners to play active roles and be at the centre of the learning process. It was made up of five procedural steps, which included: introductory, focusing, activity, discussion and application Phases. Detailed components of the Generative Instructional guide are in the appendix section.

## **Validation of IGGIS**

For validation, two experienced senior secondary school English language teachers, the researcher's supervisor and other lecturers in the Department of Teacher Education, University of Ibadan were presented with the draft of the instrument for corrections on the suitability of content, language of presentation and the workability of the Instructional Strategy. Corrections were then effected based on the recommendations received.

### **3.5.6 Instructional Guide on Conventional method (IGMLM)**

This Conventional method was used to teach the control group and it consists of eight periods of lesson based on commonly used or normal classroom teaching. The main feature of the guide are general information which consists of subject, topic, procedure, general objectives, duration and content with specific treatment package for each week. It is a teacher-centred approach because it focuses more on the teacher and his activities in the classroom. The steps involved include: introduction, entry behaviour, explanation, exercises, and note copying and marking. Detailed components of the conventional teaching strategy are in the appendix section.

## **Validation of the IGMLM**

For validation, two English language teachers in the senior secondary school, the researcher's supervisor and other lecturers in the Department of Teacher Education, University of Ibadan were presented with the draft of the instrument for corrections on the suitability of content, language of presentation and the workability of the Instructional Strategy. Corrections were effected based on the recommendations received.

### **3.5.7 Teachers' Evaluation Sheet (TES)**

The TES was a self-designed instrument to assess the research assistants' competence at using the Explicit and Generative Instructional Strategies. It was used to grade or score the research assistants during the practice sessions in preparation for the treatment stage. Separate teachers' evaluation sheet (TES) were designed for the Explicit and Generative lessons. Explicit Instructional Strategy Teachers' Evaluation Sheet (**EISTES**) using six components of Explicit Instruction according to Goeke (2008) and Generative Instructional Strategy Teachers' Evaluation Sheet (**GISTES**) using the five phases of Generative Instruction by Ogunleye and Babajide (2011) were used to observe and assess the research assistants. Four teachers with the highest score in the TES were selected to participate in the study. Detailed components of the

Explicit and Generative instructional strategies teachers' evaluation sheets are in the appendix section.

### **Validation of the TES**

The teachers' evaluation sheets were presented to lecturers in the Teacher Education Department, University of Ibadan for consideration and suggestions on how to improve the quality of the TES. Also, the researcher's supervisor was presented with a draft of the instrument for corrections and input on the appropriateness of language, distribution of scores and arrangement of the different components of instructional. Corrections were effected based on the recommendations received. The reliability of TES was determined through inter-rater reliability and using Scott Pie, reliability co-efficient of .81 was obtained.

### **3.6 Experimental Procedure for Data Collection**

Data were collected using the following procedural steps:

- i. Selection of schools and training of participating subject teachers and research assistants.
- ii. Administration of the Pretest.
- iii. Treatment.
- iv. Administration of the Posttest.

The number of weeks scheduled for data collection is summarised:

|                                    |                 |
|------------------------------------|-----------------|
| Selection and training of teachers | 2 weeks         |
| Pretest administration             | 1 week          |
| Treatment                          | 8 weeks         |
| Posttest administration            | 1 week          |
| <b>Total</b>                       | <b>12 weeks</b> |

#### **3.6.1 Procedure for School Approval**

The researcher collected a letter of introduction from the Department of Teacher Education, University of Ibadan, which was taken to the selected schools for this study for the purpose of seeking the school authority's consent and consequent approval to undertake the study in their schools.

#### **3.6.2 Selection and Training of Research Assistants**

The researcher explained the strategy to be used to the teachers of English language who would serve as research assistants for the study before the

commencement of the training process. The training was for a period of two weeks and it covered three stages:

- (i) Explanation: the researcher explained the processes involved in the use of the Explicit and Generative Instructional Strategies.
- (ii) Illustration: the researcher presented a demo-teaching using the English language teachers as learners, this was necessary in order to illustrate as well as emphasize the important aspects in the explanation.
- (iii) Practice: the practice session involved the participating teachers who were tasked to practically demonstrate the mastery of the content of the instructional guides by teaching other students apart from the ones to be used for the actual study. This was necessary so as to assess the extent of their mastery of the use of the instructional packages. This exercise was graded by using the teachers' evaluation sheet (TES).

### **3.6.3 Administration of the Pretest**

The pretest was for a week (the third week of the experiment). This involved exposing students in the experimental and control groups to a pretest using the summary writing achievement test (SWAT), attitude to summary writing questionnaire (ASWQ) and cognitive style inventory (CSI).

### **3.6.4 Treatment Stage**

The treatment stage involved three groups - the experimental group one was taught using the Explicit Instructional Strategy; the experimental group two was exposed to the Generative Instructional Strategy while the control group was exposed to the Conventional method. One out of the five periods allotted to English language per week on the school timetable was used for the study and the treatment lasted for a period of eight weeks. During this stage, the researcher visited the schools on regular basis to monitor the teaching, practice and testing sessions. The treatment stage covered a period of eight weeks.

#### **3.6.4.1 Procedure for Presenting the Strategies**

**Explicit Instructional Strategy:** This was administered on group one which comprised intact classes. Using one of the pre-selected summary passages from the students' recommended textbooks, the procedure for implementing this strategy is as follows:

**Step 1 (Setting the stage):** The teacher states the objectives of the lesson, displays the visual instructional plan (VIP) and tasks the students to skim the first paragraph.



**Step 2 (Explanation):** The teacher explains the tasks involved in writing a summary and pre-teaches the key vocabularies in the passage. Teacher shows the steps on the VIP.

**Step 3 (Modelling):** The teacher reads the first paragraph and the adjoining questions aloud and uses the step on the VIP to summarise the first paragraph in the class. Students observe, listen and ask questions.

**Step 4 (Guided Practice):** The students are divided into cognitive style-based activity groups of five to imitate the instructional process as observed in Step 3. Teacher guides the students to summarise the second paragraph using the VIP. Teacher moves round the groups to monitor students' understanding as well as offer corrective feedbacks.

**Step 5 (Independent Practice):** The students work in the cognitive style-based activity groups to summarise the remaining paragraphs without any assistance from the teacher. Students rely on the visual instructional plan (VIP) to summarise the paragraphs assigned to them. Teacher offers corrective feedback and writes the answers from the different groups on the board.

**Closure:** The teacher evaluates the students and does a recap of the lesson.

**Generative Instructional Strategy:** The second experimental group was exposed to Generative Instructional Strategy which comprises intact classes. Using one of the pre-selected summary passages from the students' recommended textbooks, the procedure for implementing this strategy is as follows:

**Step 1 (Introductory Phase):** The students are distributed into cognitive style-based groups. Teacher explains the text and relates it to students' prior knowledge and informs the students about the tasks involved in summary writing.

**Step 2 (Focusing Phase):** The students read and focus on the first paragraph. Students brainstorm on the paragraph so as to identify the gist in it. Students are tasked to change the topic sentence into their own words by replacing key vocabularies in it. Students say or write their answers and teacher offers corrective feedbacks.

**Step 3 (Activity Phase):** The students work in cognitive style-based groups to read and summarise the second paragraph using the procedure in Step 2 above. Teacher moves round the class to assess the quality of work that is being done in the different groups and offer corrective feedbacks.

**Step 4 (Discussion Phase):** The representatives from each of the cognitive style-based groups come forward to discuss how they were able to generate their own words. Students also discuss the processes undertaken to arrive at the final answer. This instructional phase is conducted orally and teacher offer corrective feedbacks to correct students' misconceptions.

**Step 5 (Application Phase):** The students apply the processes above (Steps 1 - 4) to summarise the remaining paragraphs. Teacher corrects and commends students' responses as the case might be.

**Conventional method:** This is a teacher-centred method that was used to teach the control group. This instrument emphasizes the teacher and his activities in the classroom. The procedure for implementing this strategy is as follows:

**Step 1 (Introduction):** The teacher divides the students to cognitive style-based activity groups. Teacher reads the passage aloud and the questions after it.

**Step 2 (Explanation):** The teacher explains the processes or steps involved in summary writing. Students listen and ask questions. Teacher does the second reading, explains the passage and asks students the questions after it.

**Step 3 (Demonstration):** The teacher demonstrates the processes that have been explained in step 2. Teacher identifies the topic sentence, replaces the key vocabularies in it and rewrites the answers in his own words. Students listen, observe and ask questions about the process. Teacher answers students' questions

**Step 4 (Note taking):** The teacher writes the answers on the board. Students copy the note on the board. Students ask more questions and receive answers from the teacher.

**Step 5 (Evaluation and Conclusion):** The teacher tasks the different groups to summarise the remaining paragraphs by following the activities in Steps 1-3. Teacher recaps the lesson.

### **3.6.5 Administration of the Posttest**

The posttest was administered in the 12th and final week of the experiment. This involved exposing students in the experimental and control groups to post-achievement test in summary writing (SWAT) and post- attitude to summary writing questionnaire (ASWQ). The researcher was directly involved with the administration of both pretest and posttest.

### **3.7 Methods of Data Analysis**

The data collected were analysed using inferential statistics of Analysis of Covariance (ANCOVA) with the pretest scores as covariates. The 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 existed. All the hypotheses were tested at 0.05 level of significance.

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## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the results of the study. The results are presented in the order of the null hypotheses generated for the study.

#### 4.1 Testing of Hypotheses

**HO<sub>1a</sub>**: There is no significant main effect of treatment on students' achievement in summary writing.

To test hypothesis 1a, Tables 4.1, 4.2 and 4.3 are presented in succession.

**Table 4.1: Summary of ANCOVA table showing the significant main and interaction effects of Treatment groups, Gender and Cognitive style on Student Achievement to Summary Writing.**

| Source of variance         | Sum of Squares | DF  | Mean Square | F      | Sig.  | Eta Squared |
|----------------------------|----------------|-----|-------------|--------|-------|-------------|
| Corrected Model            | 4671.809       | 12  | 389.317     | 26.634 | .000  | .631        |
| Pre Achievement            | 13.352         | 1   | 13.352      | .913   | .340  | .005        |
| <u>Main Effect:</u>        |                |     |             |        |       |             |
| Treatment Group            | 357.186        | 2   | 178.593     | 12.218 | .000* | .116        |
| Gender                     | 9.231          | 1   | 9.231       | .632   | .428  | .003        |
| Cognitive Style (CS)       | 973.645        | 1   | 973.645     | 66.608 | .000* | .263        |
| <u>2-way Interactions:</u> |                |     |             |        |       |             |
| Treatment x Gender         | 11.288         | 2   | 5.644       | 386    | .680  | .004        |
| Treatment x CS             | 43.467         | 2   | 21.733      | 1.487  | .229  | .016        |
| Gender x CS                | 35.475         | 1   | 35.475      | 2.427  | .121  | .013        |
| <u>3-way Interactions:</u> |                |     |             |        |       |             |
| Treatment x Gender x CS    | 23.940         | 2   | 11.970      | .819   | .442  | .009        |
| Error                      | 2733.471       | 187 | 14.617      |        |       |             |
| Total                      | 7405.280       | 199 |             |        |       |             |

\*Significant at  $p < .05$

From Table 4.1, the result shows that treatment has significant effect on variation in students' achievement in Summary Writing ( $F_{(2,187)} = 12.21$ ;  $p < .05$ ). The implication of this is that there is a significant difference in achievement in Summary Writing of students exposed to Explicit Instructional Strategy, Generative Instructional Strategy and those in the Control groups. Hypothesis 1a is therefore rejected. Table 4.2 shows information on the relative performance of the various groups in posttest achievement.

**Table 4.2: Multiple Classification Analysis (MCA) showing the direction of the difference in Students' Achievement to Summary Writing between Treatment groups, Gender and Cognitive style.**

| Variable + Category | N   | Unadjusted variation | Eta | Adjusted for independent + covariates deviation | Beta |
|---------------------|-----|----------------------|-----|---|------|
| Grand Mean = 14.94  |     |                      |     |   |      |
| Treatment Group:    |     |                      |     |   |      |
| Explicit            | 75  | 4.65                 |     | 1.88  |      |
| Generative          | 65  | -1.37                |     | -.29  |      |
| Control             | 60  | -4.32                |     | -2.03   |      |
|                     |     |                      | .62 |   | .26  |
| Gender:             |     |                      |     |   |      |
| Male                | 114 | -1.32                |     | -.21  |      |
| Female              | 86  | 1.75                 |     | .28   |      |
|                     |     |                      | .25 |   | .04  |
| Cognitive Style:    |     |                      |     |   |      |
| Global              | 105 | -4.60                |     | -3.75   |      |
| Analytic            | 95  | 5.08                 |     | 4.15  |      |
|                     |     |                      | .79 |   | .65  |

From Table 4.2, students in the explicit instructional group had a higher adjusted posttest achievement score ( $\bar{x} = 16.82$ ) than their counterparts exposed to generative instruction ( $\bar{x} = 14.65$ ) and those in the control group ( $\bar{x} = 12.91$ ). The findings imply that the Explicit Instructional Strategy proved the most effective, followed by the Generative Instructional Strategy while the conventional method was the least effective on students' achievement in summary writing. Table 4.3 traced the source of the significant effect of treatment on achievement.

**Table 4.3: Scheffe Post hoc Test of Achievement by Treatment**

|            |    |       | Treatment |            |         |
|------------|----|-------|-----------|------------|---------|
| Treatment  | N  | X     | Explicit  | Generative | Control |
| Explicit   | 75 | 16.82 |           | *          | *       |
| Generative | 65 | 14.65 |           |            | *       |
| Control    | 60 | 12.91 |           |            |         |

\*Pairs significantly different at  $p < .05$

Table 4.3 shows that the explicit instructional group was significantly different ( $\bar{x} = 16.82$ ) from both the generative ( $\bar{x} = 14.65$ ) and control ( $\bar{x} = 12.91$ ) groups. Therefore, the significant effect of treatment on achievement was due to the

significant differences obtained between Explicit Instructional Strategy and Generative Instructional Strategy as well as Explicit Instructional Strategy and control.

**HO<sub>1b</sub>**: There is no significant main effect of treatment on students' attitude to summary writing.

**Table 4.4: Summary of ANCOVA table showing the significant main and interaction effects of Treatment groups, Gender and Cognitive style on Students Attitude to Summary writing.**

| Source                      | Sum of Squares | DF  | Mean Square | F     | Sig.  | Eta  |
|-----------------------------|----------------|-----|-------------|-------|-------|------|
| Corrected Model             | 1713.430       | 12  | 142.786     | 4.953 | .000  | .241 |
| Pre Achievement             | .156           | 1   | .156        | .005  | .941  | .000 |
| <u>Main Effect:</u>         |                |     |             |       |       |      |
| _Treatment                  | 532.473        | 2   | 266.236     | 9.236 | .000* | .090 |
| Gender                      | 2.171          | 1   | 2.171       | .075  | .784  | .000 |
| Cognitive Style (CS)        | 5.495          | 1   | 5.495       | .191  | .663  | .001 |
| <u>2-way Interactions:</u>  |                |     |             |       |       |      |
| Treatment x Gender          | 31.173         | 2   | 15.586      | .541  | .583  | .006 |
| Treatment x Cognitive Style | 6.505          | 2   | 3.253       | .113  | .893  | .001 |
| Gender x Cognitive Style    | 75.311         | 1   | 75.311      | 2.613 | .108  | .014 |
| <u>3-way Interactions:</u>  |                |     |             |       |       |      |
| Treatment x Gender x CS     | 41.962         | 2   | 20.981      | .728  | .484  | .008 |
| Error                       | 5390.325       | 187 | 28.825      |       |       |      |
| Total                       | 7103.755       | 199 |             |       |       |      |

\*Significant at  $P < .05$

Table 4.4 shows that there is a significant main effect of treatment on students' attitude to Summary Writing ( $F_{(2,187)} = 9.23; P < .05$ ). This implies that there is significant difference in the posttest attitude scores of students exposed to the Explicit Instructional Strategy, Generative Instructional Strategy and those in the control group. Hypothesis 1 b is therefore, rejected.

**Table 4.5: Multiple Classification Analysis (MCA) showing the direction of the difference in Students Attitude to Summary writing in English language in between Treatment groups, Cognitive style and Gender.**

| Variable + Category               | N   | Unadjusted variation | Eta | Adjusted for independent + covariates deviation | Beta |
|-----------------------------------|-----|----------------------|-----|---|------|
| Grand Mean = 36.47                |     |                      |     |   |      |
| Treatment group:                  |     |                      |     |   |      |
| Explicit Instructional Strategy   | 75  | 2.08                 |     | 2.40  |      |
| Generative Instructional Strategy | 65  | 1.10                 |     | .98   |      |
| Control group                     | 60  | -3.80                |     | -4.06   |      |
|                                   |     |                      | .42 |   | .46  |
| Gender:                           |     |                      |     |   |      |
| Male                              | 114 | -.69                 |     | .01   |      |
| Female                            | 86  | .92                  |     | -.01  |      |
|                                   |     |                      | .13 |   | .00  |
| Cognitive style:                  |     |                      |     |   |      |
| Global                            | 105 | -.77                 |     | .31   |      |
| Analytic                          | 95  | .85                  |     | -.34  |      |
|                                   |     |                      | .14 |   | .05  |
| Multiple R-squared                |     |                      |     |   | .184 |
| Multiple R                        |     |                      |     |   | .429 |

From Table 4.5, the Explicit Instructional Strategy had higher adjusted posttest attitude score ( $\bar{x} = 38.87$ ) than the generative instructional group ( $\bar{x} = 37.45$ ) and the control ( $\bar{x} = 32.41$ ). Table 4.6 presents the summary of the Post hoc tests carried out.

**Table 4.6: Scheffe Post hoc Test of Attitude by Treatment**

|            |    |       | Treatment |            |         |
|------------|----|-------|-----------|------------|---------|
| Treatment  | N  | X     | Explicit  | Generative | Control |
| Explicit   | 75 | 38.87 |           | *          | *       |
| Generative | 65 | 37.45 |           |            | *       |
| Control    | 60 | 32.41 |           |            |         |

\*Pairs significantly different at  $p < .05$

Table 4.6 shows that the significant effect of treatment on students' attitude to summary writing was due to the significant pairwise difference between the posttest attitude scores of Explicit Instructional Strategy ( $\bar{x} = 38.87$ ) and control ( $\bar{x} = 32.41$ ) as well as Generative Instructional Strategy ( $\bar{x} = 37.45$ ) and control ( $\bar{x} = 32.41$ ).

**HO<sub>2a</sub>:** There is no significant main effect of cognitive style on students' achievement in summary writing.

Table 4.1 shows that cognitive style has significant main effect on students' achievement in summary writing ( $F_{(2,187)} = 66.60, P < .05$ ). This means that there is significant difference in the posttest achievement scores of students with the global and analytic cognitive style. Therefore, the null hypothesis 2a is rejected. Table 4.2 shows that students with Global cognitive style had a mean score of 11.19, while those with Analytic cognitive style had a mean score of 19.09 respectively.

**HO<sub>2b</sub>:** There is no significant main effect of cognitive style on students' attitude to summary writing.

From Table 4.4, the result shows that there is no significant main effect on Cognitive Style on students' attitude to summary writing ( $F_{(2,187)} = .19, P > .05$ ). This implies that there is no significant difference in the posttest attitude scores of students with global and analytic cognitive style. Based on this, hypothesis 2b is not rejected. Table 4.5 shows that students with global cognitive style have a slightly higher posttest mean attitude score of 36.48, while those with analytic cognitive style have a mean score of 36.46. However, the difference in the students' mean score is not significant.

**HO<sub>3a</sub>:** There is no significant main effect of gender on students' achievement in summary writing.

Table 4.1 shows that there is no significant main effect of gender on students' achievement in summary writing ( $F_{(2,187)} = .63, P > .05$ ). This means that there is no significant difference in posttest achievement scores of male and female students. Hence, hypothesis 3a is not rejected. From Table 4.2, the result shows that the male respondents have a posttest achievement mean score of 14.73, while the female respondents have a posttest mean achievement score of 15.22. Thus, the female students obtained a slightly higher posttest mean achievement score than their male counterparts, but this difference is not significant.

**HO<sub>3b</sub>:** There is no significant main effect of gender on students' attitude to summary writing.

Table 4.4 shows that there is no significant main effect of Gender on the Attitude of the Students ( $F_{(2,187)} = .07, P > .05$ ). This means that there is no significant difference in the posttest attitude score of the male and female students. Therefore, the null hypothesis 3b is not rejected. Table 4.5 reveals that the males have a slightly



higher posttest mean attitude scores of 36.78 while the females have a posttest mean attitude score of 36.13. However, the difference is not significant.

**HO<sub>4a</sub>:** There is no significant interaction effect of treatment and cognitive style on students' achievement in summary writing.

From Table 4.1, the result shows that there is no significant interaction effect of treatment and Cognitive Style on students' achievement in summary writing ( $F_{(6,187)} = 1.48, P > .05$ ). Therefore, the null hypothesis 4a is not rejected.

**HO<sub>4b</sub>:** There is no significant interaction effect of treatment and cognitive style on students' attitude to summary writing

Table 4.2 shows that there is no significant interaction effect of treatment and Cognitive Style on students' attitude to summary writing ( $F_{(6,187)} = .11, P > .05$ ). Hence, hypothesis 4b is not rejected.

**HO<sub>5a</sub>:** There is no significant interaction effect of treatment and gender on students' achievement in summary writing.

Table 4.1 shows that there is no significant interaction effect of treatment and Gender on students' achievement in summary writing ( $F_{(6,187)} = .38, P > .05$ ). This implies that there are no significant 2-way interaction effects of treatment and gender on students' achievement in summary writing. Therefore, hypothesis 5a is not rejected.

**HO<sub>5b</sub>:** There is no significant interaction effect of treatment and gender on students' attitude to summary writing.

From Table 4.4, the result shows that there is no significant interaction effect of treatment and gender on students' attitude to summary writing ( $F_{(6,187)} = .54, P > .05$ ). Based on this result, hypothesis 5b is not rejected.

**HO<sub>6a</sub>:** There is no significant interaction effect of cognitive style and gender on students' achievement in summary writing.

Table 4.1 shows that there is no significant interaction effect on Cognitive Style and Gender group on students' achievement in summary writing ( $F_{(4,187)} = 2.42, P > .05$ ). This means that there is no significant difference in the posttest achievement scores of students with global and analytic cognitive style and the male and female respondents respectively. Based on this, hypothesis 6a is not rejected.

**HO<sub>6b</sub>:** There is no significant interaction effect of cognitive style and gender on students' attitude to summary writing.

From Table 4.4, the result shows that there was no significant interaction effect of Cognitive Style and Gender group on the Attitude of the Students ( $F_{(4,187)} = 2.61$ ,  $P > .05$ ). Therefore, hypothesis 6b is not rejected.

**HO<sub>7a</sub>:** There is no significant interaction effect of treatment, cognitive style and gender on students' achievement in summary writing.

From Table 4.1, the 3-Way interaction effect of treatment, cognitive style and gender on students' achievement in summary writing is not significant ( $F_{(12,187)} = .81$ ,  $P > .05$ ). Therefore, hypothesis 7a is not rejected.

**HO<sub>7b</sub>:** There is no significant interaction effect of treatment, cognitive style and gender on students' attitude to summary writing.

The result in Table 4.4 shows that there is no significant interaction effect of treatment, cognitive style and gender on students' attitude to summary writing ( $F_{(12,187)} = .72$ ,  $P > .05$ ). Based on this, hypothesis 7b is not rejected.

## **4.2 Discussion of Findings**

### **4.2.1 Treatment on Students' Achievement in and Attitude to Summary Writing.**

Findings of the study revealed a significant main effect of treatment on student's achievement in summary writing. The result showed that the Explicit Instructional Strategy was most effective at improving students' achievement in summary writing followed by the Generative Instructional Strategy while the Conventional method (Control) was the least effective. The effectiveness of the Explicit Instructional Strategy over the Generative Instructional Strategy and Conventional method could be as a result of the fact that Explicit Instructional Strategy is a teacher-directed and highly practical instructional approach which provides learners with the opportunity to observe and imitate (practise). During treatment sessions, the teacher breaks down the skills involved in summary writing into smaller instructional units, models the steps involved and guides the learners in hands-on activities as they observe and imitate the process until they achieve independence.

The Explicit Instructional Strategy created the opportunity for learners to practise summary writing during the course of instruction while the teacher guides them and offers corrective feedbacks until the learners attain a level of independence. The Strategy provided a gradual yet consistent systematic approach to learning through cognitive modelling, guided practice and corrective feedbacks while the learners observed and referred to the visual instruction plan (VIP) all through the stages of the

instruction. The learners' level of involvement allowed them to engage in practice sessions and receive corrective feedbacks during the process of instruction thereby gaining the required knowledge which enabled them to summarise effectively until they attained a level of independence. This is in line with the submission of Devlin (2000) that hands-on activities during lessons allow students to concretise learning experiences thereby making comprehension of information more meaningful to students.

The findings of this study also supported the results of similar studies (Adams and Engelman, 1996; Wesley and Gersten, 2001; Hall, 2002; Sawalha, 2004; Kinder, Kubina and Marchand-Martella, 2005; Crown, 2009) which report the effectiveness of Explicit Instructional Strategy when compared with modified conventional teaching strategy on achievement of students with learning difficulties. The result also supports the findings of Duke (2001) that a significant effect of explicit instruction was recorded on students' ability to read and comprehend. The result, however, disagrees with the findings of Akinoso (2012) which found Explicit Instructional Strategy to be the least effective strategy as it does not have a significant effect on students' achievement in mathematics.

Furthermore, Generative Instructional Strategy was found to be more effective than the conventional method (control group). The effectiveness of Generative Instructional Strategy could be because the strategy is a learner-centred instructional strategy which provided learners with the opportunity to participate actively during the process of instruction. During treatment, learners were fully involved in all the stages of instruction from brainstorming (focusing) to activity, discussion and application. The high level of students' involvement enabled them to actively interact as well as work amongst themselves while the teacher facilitates the process and provides corrective feedbacks. Learners were able to work independently and arrive at their own summary answers through self-initiated and self-directed activities which they participated in during classroom instruction thereby making their learning experience to be concrete, real and permanent as they are able to retain and recall easily. This supported the opinion of Black (2007) on the effectiveness of learner-centred instruction.

The result is in line with the findings of similar studies (Carnine and Kinder, 1985; Sarani and Jabbari, 2010; Ogunleye and Babajide, 2011) that Generative Instructional Strategy has a significant effect on students' achievement in different

course contents. The findings of this study also agreed with the submission of Chularut and DeBacker (2004) that Generative Instructional Strategy has a significant effect on the achievement, self-regulation and self-efficacy in learning of ESL students. The conventional method which was found to be the least effective strategy in this study might have performed low due to its characteristic as a teacher-centred instructional strategy which ensures that there is not enough student to student interaction and each student cannot go at his or her own pace (Roberts, 2009). This showed that dependence on teacher-centred instructional strategies cannot guarantee students' achievement.

Also, there was a significant main effect of treatment on students' attitude to summary writing. Students in the explicit instructional group had the highest mean score, followed by the generative and then the control groups. Students in the explicit instructional group worked in collaboration with other group members, the visual instructional plan (VIP) and their teacher to arrive at summary answers. The Explicit Instructional Strategy offers a classroom environment that encourages modelling, observation and corrective feedbacks during instruction and all these allow students the opportunity to participate actively and relate directly with their classmates (peers) thereby helping them to develop positive attitude to summary writing. The mean score of students in generative instructional group is more than that of students in the modified lecture group.

In the generative group, learner were actively involved and in control of their learning because they performed activities by themselves, identifying their conceptions, tasking them to identify their own misconceptions and correcting the misconceptions identified. The generative group's high level of students' involvement encouraged interactions and active participation in classroom activities; this led to an improvement in students' attitude to summary writing. This supports the submission of Ray (2005) and Steiner and Morberg (2006) that learner-centred instructional strategies can improve students' attitude because it develops social skills and encourages learners to accommodate the views and opinions of the other members of his/her class. The result, however, disagrees with the findings of Maroufi (1989) that students' attitude towards generative instruction shows that they consider it as unstable, unserious and unreliable.

The conventional method was the least effective on students' attitude to summary writing. Several studies (Fakeye, 2010; Komolafe and Yara, 2010) in the area of

English language teaching in the secondary schools have submitted that the dependence on and/or the continued use of teacher-centred instructional strategies cannot encourage learners to think critically and apply their knowledge in solving real-life problems. The findings of this study are in line with Akinoso (2012) that conventional teaching strategy cannot improve students' attitude. Therefore, there is a need for a paradigm shift from the conventional teaching strategy to some other learner-centred and teacher-directed instructional strategies that have been found to have significant effect on students' attitude to summary writing.

#### **4.2.2 Cognitive Style on Students' Achievement in and Attitude to Summary Writing.**

The findings of this study revealed a significant main effect of cognitive style on students' achievement in summary writing. Students with analytic cognitive style had a higher mean achievement score than those with the global cognitive style. The students with analytic cognitive style were sequential in their approach to textual reading and summary writing while students with the global cognitive style perceive the text as a whole. This result is in agreement with the findings of Bassey, Umoren, and Udida (2007) that students with analytic cognitive style had a higher significant mean achievement score than those with relational and inferential cognitive style. However, the result disagrees with the findings of Awofala, Balogun and Olagunju (2011) that students with non-analytic cognitive style had significantly higher mean achievement score than students with Analytic cognitive style. Also, other similar studies in English language (Reid, 1995; Stapa, 2003; and Fakeye, 2008) reported that learner with the global cognitive style performed significantly better than their Analytic counterparts in ESL/EFL classroom.

On the main effect of cognitive style on students' attitude, the findings of this study reveal that there was no significant effect of cognitive style on students' attitude to summary. Although students with the analytic cognitive style had a higher significant mean attitude score their counterparts with global cognitive style, the main effect of cognitive style on students' attitude to summary writing was not significant. The reason for this could be because attitudes are formed over a long period of time and the duration of the treatment which was a period of 8 weeks was not enough to measure the students' attitude. This result agrees with the findings of similar studies (Beffa-Negrini, 1990; and Cox, 2008) that there is no relationship between students'

cognitive style and their attitude to learning. However, other studies (Minnoti, 2005; and Bahar, 2009) disagree with the findings of this study.

#### **4.2.3 Gender on Students' Achievement and Attitude towards Summary Writing.**

The finding of this study revealed that there was no significant main effect of gender on students' achievement in summary writing. The result of this study supported the findings of similar studies (Gadwa and Griggs, 1995) that gender differences have no effect on students' achievement in learning. Though the female students obtained slightly higher mean achievement score than the males, the difference was not significant. This study has shown that summary writing as an aspect of English language is neither a male-dominated nor female-dominated subject in line with the findings of Elliot (1991). This result negates the findings of Gate (2001) and Tatarinceva (2009) that gender differences have serious implications for students' achievement in language learning in favour of girls.

Also, the findings of this study showed that there was no significant main effect of gender on students' attitude to summary writing. The result of this study supports the findings of Wyer (2003) that gender has no significant effect on students' attitude to learning. Although the female students obtained slightly higher mean attitude score than their male counterparts. The result of this study disagrees with the findings of Eyo, Joshua and Esuong (2010) and Azubuike (2011) which suggest that there is a relationship between students' gender and their attitude to learning.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings in this study, the conclusion and recommendations.

#### 5.1 Summary of Findings

The findings of the study revealed the following:

1. There was significant main effect of treatment on students' achievement in summary writing. The mean score shows that the Explicit Instructional Strategy was more effective than the Generative Instructional Strategy and the conventional method (control). Also, there was significant main effect of treatment on students' attitude to summary writing. The result revealed that students in the explicit instructional group had the highest posttest mean achievement score, followed by the generative instructional group and the control group.
2. There was significant main effect of cognitive style on students' achievement in summary writing. Students with the analytic cognitive style had the higher mean score than those with global cognitive style. However, there was no significant main effect of cognitive style on students' attitude to summary writing. Students with the analytic cognitive style had a higher posttest mean attitude score than their counterparts with the global cognitive style.
3. There was no significant main effect of gender on students' achievement in and attitude to summary writing. However, the female students obtained slightly higher posttest mean achievement and attitude mean scores than their male counterparts but the differences were not significant.
4. There was no significant interaction effect of treatment and cognitive style on students' achievement in and attitude to summary writing. However, students with the analytic cognitive style had a higher posttest mean achievement and attitude scores than their counterparts with the global cognitive style but the differences were not significant.
5. There was no significant interaction effect of treatment and gender on students' achievement in and attitude to summary writing. However, the females had a slightly higher posttest mean achievement and attitude scores than their male counterparts but the differences were not significant.

6. There was no significant interaction effect of cognitive style and gender on students' achievement in and attitude to summary writing.
7. The 3-way interaction effect of treatment, cognitive style and gender was not significant on students' achievement in and attitude to summary writing.

## **5.2 Conclusion**

This study examined the effect of explicit and generative instructional strategies on senior secondary school students' achievement in and attitude to summary writing and found the strategies effective at improving students' achievement in and attitude to summary writing as an aspect of English language. Also, cognitive style can influence students' achievement in summary writing but it is not effective on students' attitude to summary writing. Gender has no effect on students' achievement in and attitude to summary writing. Treatment is not sensitive to students' cognitive style with respect to achievement and attitude to summary writing. Treatment and gender are not effective at improving students' achievement and attitude to summary writing. Similarly, treatment, cognitive style and gender are not effective at improving students' achievement in and attitude to summary writing.

Based on the findings of this study, it could be concluded that the explicit and generative instructional strategies, when employed in the teaching and learning of summary writing have great potentials at improving both achievement and attitude in this aspect of English language. In addition, these strategies encouraged active participation of students during lessons through practice sessions and corrective feedbacks which led to higher achievement and positive attitude to summary writing. The use of these strategies built better teacher-student and student-student interaction during lessons as well as developed greater confidence in the students. This will eradicate the problem of mass failure in summary writing as an aspect of English language. It will also equip the students with the requisite summary skills needed for reading, studying, note-taking and examination purposes.

In addition, when students are actively involved in the process of summary writing through the use of coordinated practice sessions during the course of instruction, then the skills of summary writing are gradually developed and reinforced. It will in turn enables the learners to write better summary and ultimately improve their performance in English language at public examinations.



### **5.3 Implications of the Findings**

Based on the findings of this study, the following are some of the implications of the result:

1. Summary writing skills are developed and reinforced through practice. Therefore, provision should be made for students to practise summary writing.
2. The use of corrective feedbacks during the course of instruction is essential for effective teaching and learning. Therefore, teachers should provide corrective feedbacks for learners in order to help them improve in summary writing.
3. Students come into the summary writing classroom with different cognitive style dimensions which determine how they receive, analyse, process and make use of information. Therefore, summary writing instruction should be planned and implemented to take cognizance of the variations in cognitive style among students.
4. Effective teaching and learning are feasible only when students interact together in small groups. Therefore, summary writing instructions in modern large classes can only be effective when students are made to work in groups.
5. An important pre-requisite for effective learning is activity. Thus, teachers of summary writing should involve students in meaningful activities through practice sessions which will arouse their interest, improve their attitude and make them active participants in the process of teaching and learning.

### **5.4 Recommendations**

The following recommendations are made based on the findings of this study:

1. In order to improve students' achievement in summary writing, the use of explicit and generative instructional strategies which facilitate learners' active participation during the teaching-learning process or classroom interaction through the use of practice sessions should be encouraged.
2. English language teachers should always take cognizance of students' cognitive style so that appropriate strategies would be adopted for the need and uniqueness of each cognitive style group.
3. English language teachers should always introduce practice sessions and corrective feedbacks during the course of instruction to motivate students' participation in the summary writing classroom.

4. TESCOM, states and federal ministries of education should sponsor teachers on conferences both locally and internationally where they will be kept abreast of happenings concerning information on effective instructional strategies for teaching the various aspects of English.
5. Training and retraining programmes such as seminars, workshops and symposia should be organised by the government and other professional bodies from time to time for pre-service and in-service teachers of English language to learn more on explicit and generative instructional strategies and other effective strategies in order to improve and enhance students' achievement in summary writing.
6. Curriculum planners should include explicit and generative instructional strategies among the various strategies suggested for teaching summary writing as an aspect of English language.
7. Teaching methodology courses for pre-service teachers in colleges of education and other teacher training institutions should be revitalised to include the use of effective strategies such as explicit and generative instructional strategies.

#### **5.5 Contributions of the study to knowledge**

This study has contributed to knowledge in the following ways:

1. The study has established the fact that explicit and generative instructional strategies are effective in enhancing achievement and attitude to summary writing. Therefore, this result has further strengthened the call for curriculum innovation to incorporate the use of effective strategies such as these two strategies in the teaching of summary writing as an aspect of the English language syllabus.
2. The study has stressed the need for the training and re-training of teachers through pre-service and in-service programmes with a view of exposing them to the explicit and generative instructional strategies and other effective instructional strategies for teaching summary writing.
3. For effective teaching and learning of summary writing in particular and English language in general, this study emphasised that the teacher should only direct teaching-learning activities rather than monopolising it.
4. Teaching or the procedure for instruction should be tailored to meet the various personality traits and cognitive style dimensions in the classroom.

5. The study has confirmed the place of modelling, observation, guided practice, independent practice and corrective feedbacks in teaching-learning process and how these can foster students' interaction and group work during lessons.
6. The explicit and generative instructional strategies have the potentials of helping all categories of learners with different cognitive style to participate actively during lessons and discover certain facts by themselves concerning the concepts to be learned.

### **5.6 Limitations of the study**

The limitations to the generalisation of the findings of this study are that the study is limited to only six senior secondary schools within Ibadan Metropolis and the treatment covered a period of eight weeks. Also, out of the numerous effective strategies to be used, the study only made use of two strategies which are the explicit and generative instructional strategies and it is limited to summary writing as an aspect of English language. Lastly, the study considered cognitive style and gender as moderator variables whereas the use of other moderator variables such as mental ability, students' age, parental involvement in education, verbal ability and others could have influenced the findings of this study. However, these limitations notwithstanding, the study has sufficient merit for generalisation of its findings.

### **5.7 Suggestions for Further Studies**

In view of the limitations of the study, the following suggestions are made for further research:

1. The study could be replicated on a longitudinal scale to cover wider areas such as Oyo State or the whole of South-West Geo-Political Zone of Nigeria.
2. The duration of the treatment could be extended beyond the period of eight weeks.
3. The study could be carried out in other subject areas or aspects of English language such as composition writing, reading comprehension, etc.
4. The study could be replicated at the primary and tertiary levels of education.
5. The study could be replicated with students in the other geo-political zones of the country so as to make the findings more generalisable.
6. Further research could be conducted using other moderator variables such as age, mental ability, self-esteem, verbal ability, and parental involvement which could influence students' achievement and attitude to summary writing.

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## APPENDIX 1

### Summary Writing Achievement Test (SWAT).

English Language Examination

Time Allowed: 40mins

Read the following passage carefully and answer the questions on it.

#### The Features of Poverty.

Poverty! Can anyone who has not really been poor know what poverty is? I really doubt it. How can anyone who enjoys three square meals a day explain what poverty means? Indeed, can someone who has two full meals a day claim to know poverty? Perhaps, one begins to grasp the real meaning of poverty when one struggles really hard to have one miserable meal in twenty-four hours. Poverty and hunger are cousins, the former always dragging along the latter wherever he chooses to go.

If you are wearing a suit, or a complete traditional attire, and you look naturally rotund in your apparel, you cannot understand what poverty entails. Nor can you have a true feel of poverty if you have some good shirts and pairs of trousers, never mind that all these are casual wear. Indeed, if you can change from one dress into another, and these are all you can boast of, you are not really poor. A person begins to have a true feel of what poverty means when, apart from the tattered clothes on his body, he doesn't have any other, not even a calico sheet to keep away the cold at night.

Let us face it, how can anyone who has never slept outside, in the open, appreciate the full, harsh import of homelessness? Yet that is what real, naked poverty, is. He who can lay claim to a house, however humble, cannot claim to be poor. Indeed, if he can afford to rent a flat, or a room in a town or city, without the landlord having cause to eject him, he cannot honestly claim to be poor. The really poor man has no roof over his head, and this is why you find him under a bridge, in a tent or simply in the vast open air.

But that is hardly all. The poor man faces the world as a hopeless underdog. In every bargain, every discussion, every event involving him and others, the poor man is constantly reminded of his failure in life. Nobody listens attentively when he makes a point, nobody accepts that his opinion merits consideration. So, in most cases, he learns to accept that he has neither wisdom nor opinion.

The pauper's lot naturally rubs off on his child who is subject not only to hunger of the body but also of the mind. The pauper lacks the resources to send his child to school. And even in communities where education is free, the pauper's child still faces an uphill task because the hunger of the body impedes the proper nourishment of the mind. Denied access to communications media, the poor child has very little opportunity to understand the concepts taught him. His mind is a rocky soil on which the teacher's seed cannot easily germinate. Thus embattled at home and then at school, the pauper's child soon has very little option but to drop out of the school.

That is still not all. Weakened by hunger, embattled by cold and exposure to the elements, feeding on poor water and poor food, the pauper is an easy target for diseases. This is precisely why the poorest countries have the shortest life expectancies while the longest life expectancies are recorded among the richest countries. Poverty is really a disease that shortens life!

- (a) In six sentences, one for each, summarise the problems of the poor man.

Source: NOSEC Book 2 by Banjo et al. Pg. 137-138

**APPENDIX II**  
**UNIVERSITY OF IBADAN, NIGERIA.**  
**DEPARTMENT OF TEACHER EDUCATION**  
**Attitude to Summary Writing Questionnaire (ASWQ)**

Dear Students,

This questionnaire is designed to assess your attitude towards summary writing as one of the aspects of the English language and it is solely for the purpose of research. You are therefore implored to be sincere in selecting your choices. Thanks.

**SECTION A**

School: ..... Sex: ..... Age: .....  
 No:.....

**SECTION B**

Please tick (✓) the option that most applies to you. SA means Strongly Agree, A means Agree, D stands for Disagree and SD represents Strongly Disagree.

| S/<br>N | Items  | SA | A | D | SD |
|---------|--|----|---|---|----|
| 1       | I hate summary writing.  |    |   |   |    |
| 2       | I have many problems in summary writing.   |    |   |   |    |
| 3       | I find summary writing classes usually boring.   |    |   |   |    |
| 4       | I consider summary writing as a fun activity   |    |   |   |    |
| 5       | I prefer essay writing to summary writing.   |    |   |   |    |
| 6       | I like to summarise a book after reading it.   |    |   |   |    |
| 7       | I will like to improve my reading skills so as to succeed in summary writing                 |    |   |   |    |
| 8       | I am motivated to practise summary writing on my own   |    |   |   |    |
| 9       | I consider summary writing to be an easy aspect of English language.                         |    |   |   |    |
| 10      | I do not like summary passages because the texts are usually too long.                       |    |   |   |    |
| 11      | I feel summary writing should not be made compulsory in WAEC and NECO examinations           |    |   |   |    |
| 12      | I do not like summary writing.   |    |   |   |    |
| 13      | I do not like summary passages because they are too difficult to understand.                 |    |   |   |    |
| 14      | I do not need to learn summary writing because it is the same as reading comprehension.      |    |   |   |    |
| 15      | I feel summary writing is not as important as the other aspects of English language Paper 1. |    |   |   |    |

**APPENDIX III**  
**UNIVERSITY OF IBADAN, NIGERIA.**  
**DEPARTMENT OF TEACHER EDUCATION**  
**Cognitive style Inventory (CSI)**

This questionnaire is designed to assess the way you prefer or enjoy to learn best as a students and it will be solely used for the purpose of research. You are therefore implored to be sincere and respond objectively. Thanks for your cooperation.

**SECTION A**

School: ..... Class: ..... Sex:  
 .....No:.....

**SECTION B**

**B**  
 Please tick (√) the option that most applies to you. SA means Strongly Agree, A means Agree, D stands for Disagree and SD represents Strongly Disagree.

| S/N | Items  | SA | A | D | SD |
|-----|--|----|---|---|----|
| 1   | I try to feel or see a problem before I attempt a solution.  |    |   |   |    |
| 2   | I analyse a situation to determine whether or not the facts add up.  |    |   |   |    |
| 3   | I create pictures, diagrams or visual images in my mind while problem solving.   |    |   |   |    |
| 4   | I usually break a problem down into parts before I attempt to solve it.  |    |   |   |    |
| 5   | I solve a problem by first focusing on the difficult aspects.  |    |   |   |    |
| 6   | I solve a problem by first considering all the angles or scopes to it.   |    |   |   |    |
| 7   | I attack a problem in a step-by-step, sequential, and orderly fashion.   |    |   |   |    |
| 8   | I attack a problem by examining it in its entirety before I look at its parts.   |    |   |   |    |
| 9   | The most effective way to deal with a problem is logically and rationally.   |    |   |   |    |
| 10  | The most effective way to deal with a problem is to follow one's mind.   |    |   |   |    |
| 11  | I carefully solve a problem by ordering, combining, or building its parts in order to generate a solution for the whole problem. |    |   |   |    |
| 12  | I carefully consider a problem by examining it in its entirety, in relationship to its parts, before I proceed to solve it.      |    |   |   |    |
| 13  | All problems have pre-determined, "best or right" answers in a given set of circumstances.                                       |    |   |   |    |
| 14  | All problems are open-ended by nature, allowing for many possible answers or solutions.  |    |   |   |    |
| 15  | Before solving a problem, I look for a plan or method to solve it.   |    |   |   |    |
| 16  | I generally rely on my feelings to help me in the problem-solving.   |    |   |   |    |
| 17  | I generally rely on facts and data when solving a problem.   |    |   |   |    |
| 18  | I create and discard alternatives quickly.   |    |   |   |    |
| 19  | I generally conduct an ordered search for additional information and carefully select the sources of data.                       |    |   |   |    |
| 20  | When analysing a problem, I jump from one step to another and back again.  |    |   |   |    |
| 21  | When analysing a problem, I progress sequentially from one step to another.  |    |   |   |    |



|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 22 | I generally examine many sources of information while solving a problem.  |  |  |  |  |
| 23 | When I work on a problem involving a complex situation, I break it into a series of smaller, more manageable parts.                       |  |  |  |  |
| 24 | I seem to return to the same source of data several times, deriving different insights each time.   |  |  |  |  |
| 25 | I gather data systematically and in a logical sequence.   |  |  |  |  |
| 26 | I consider the size and scope of a problem to produce the “whole picture.”  |  |  |  |  |
| 27 | When I solve a problem, my approach is detailed and organised; as a result, arriving at a solution is generally a time-consuming process. |  |  |  |  |
| 28 | I am able to solve a problem quickly and effectively; I do not spend a great deal of time on the problem-solving process.                 |  |  |  |  |
| 29 | I consider a number of alternatives and options at the same time.   |  |  |  |  |
| 30 | I tend to define the specific constraints of a problem early in the problem-solving process.  |  |  |  |  |

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**APPENDIX IV**  
**DEPARTMENT OF TEACHER EDUCATION**  
**UNIVERSITY OF IBADAN, IBADAN.**  
**EXPLICIT INSTRUCTIONAL STRATEGY TEACHERS' EVALUATION**  
**SHEET (EISTES).**

Name:..... Date:.....

School:.....Topic:.....

| Step     | Components of Explicit Instructional Strategy<br>Teacher's Activity  | Maximum<br>Mark<br>Teacher's<br>Activity | Marks<br>Awarded |
|----------|--|--|------------------|
| <b>1</b> | <b>Setting the stage for instruction:</b> Teacher informs the students about what they are expected to learn. Teacher displays the visual instruction plan (VIP). Teacher distributes the passage and tasks students to skim the first paragraph | 3 marks                                  |                  |
| <b>2</b> | <b>Explaining what to do:</b> Teacher explains the process of summary writing in a clear language using the visual instructional plan (VIP) and pre-teaches key vocabulary.  | 3 marks                                  |                  |
| <b>3</b> | <b>Cognitive Modelling:</b> Teacher tells, does and shows the process of writing a summary using the VIP.  | 7 marks                                  |                  |
| <b>4</b> | <b>Guided Practice:</b> Students work in groups to imitate/practise the process observed in step 3. Teacher offers corrective feedbacks.   | 10 marks                                 |                  |
| <b>5</b> | <b>Independent Practice:</b> Students work in groups or as individuals to practise summary writing independently.  | 15 marks                                 |                  |
| <b>6</b> | <b>Closure:</b> Teacher does a recap of the lesson   | 2 marks                                  |                  |
|          | Total  | 40 marks                                 |                  |

**DEPARTMENT OF TEACHER EDUCATION  
UNIVERSITY OF IBADAN, IBADAN.  
GENERATIVE INSTRUCTIONAL STRATEGY TEACHERS' EVALUATION  
SHEET (GISTES).**

Name:.....

Topic:.....

| Step | Components of Generative Instructional Strategy   | Marks Obtainable | Marks Awarded |
|------|---|------------------|---------------|
| 1    | <b>Introductory Phase:</b> Teacher divides students into groups and presents the passage to them. Teacher informs about the topic sentence, examples and supporting details. Teacher relates the passage to students' prior knowledge.  | 3                |               |
| 2    | <b>Focusing Phase:</b> Students read, brainstorm and focus on the first paragraph to identify the topic sentence from examples and supporting details. Students also change key vocabularies in the topic sentence in order to actively generate their answers in their own words. Students receive corrective feedbacks. | 7                |               |
| 3    | <b>Activity Phase:</b> Students work in groups to read the first paragraph, distinguish the topic sentence from examples and other supporting details, change key vocabularies in the topic sentence and rewrite the answer in their own words.   | 15               |               |
| 4    | <b>Discussion Phase:</b> Students discuss their answers arrived and the processes undertaken to arrive at them. Students receive corrective feedbacks.  | 10               |               |
| 5    | <b>Application Phase:</b> Students apply steps 1 – 4 in summarising another paragraph   | 5                |               |
|      | Total   | 40               |               |

## APPENDIX V

### PASSAGE 1: Container Lorries. NOSEC Bk 2, Pg 111

**Read the following passage carefully and answer the questions on it.**

It is now a common sight to see container lorries moving equipment and goods from one place to another. Has anyone bothered to think about the danger posed by these containers? Have those at the helms of affairs given any thought to reviving the rail transport which had been 'killed' for selfish reasons? Have they thought about the advantages of rail transport over haulage by container lorries? One of the dangers posed by these container lorries is the destruction of telephone and electricity wires thus disrupting the communication system and hampering services of the National Electric Power Authority. More often than not, the container lorries, in an attempt to move goods from one place to another, because of their great height damage electricity wires and thus throw whole communities or villages or even towns into darkness.

I once witnessed an incident, which is a common occurrence, in which a container turned over on top of a car. It was quite a sorry sight. The car was damaged beyond repairs. There was only one survivor out of the four occupants of the car. What about the roads on which the container lorries travel? The container lorries because of their weight, frequently damage portions of the roads on which they travel. Do the drivers or the owners of the container lorries bother about the damage? No, they are not concerned about the damage done. Unfortunately, the members of the public are made to bear the burden of effecting repairs on the roads. How? By using the tax payers' money for the repairs. Thus the taxpayer is made to be responsible for destruction about which they know nothing. Is this fair?

The drivers of the container lorries regard their vehicles as 'king of the road' and so they drive with reckless abandon. They harass and intimidate other road users. The hooting alone is sufficient to frighten other road users out of their wits. There was one incident I witnessed in which a car owner having been harassed swerved off the road and landed in a ditch.

In contrast, rail transport is much better and safer. One of the points in favour of reviving the rail transport is the fact that it is cheaper to move goods and equipment than these dangers on the road referred to as container lorries. The effect it will have is that the prices of goods and equipment will decrease since the consumer is made, to bear the cost of transportation (no matter how high) of the goods purchased. Also the lives of innocent people – car-owners or even pedestrians are not endangered by the use of rail transport as is often the case with container lorries.

#### **Questions**

- (a) In four sentences, one for each, state four advantages of using container lorries in the haulage industry.
- (b) In two sentences, one for each, state two advantages of using the rail transport in moving goods and equipment from one place to another.

**PASSAGE 2: Solutions to Unemployment. NOSEC BK 2. Pg. 150**

**Read the following passage carefully and answer the questions on it.**

Of all the problems in the country, the most serious one which needs urgent attention is unemployment. The popular saying is ‘the devil finds a job for an idle hand.’ The saying holds true for all times and in all places. The consequences of unemployment are manifestly visible everywhere in society. Most of the cases of robbery with or without violence are attributable to unemployment. Prostitution, human trafficking, drug trafficking and many other social vices are traceable to unemployment. For when a person is not gainfully employed, there is nothing he cannot do to keep the body and soul together.

What are the factors responsible for this monster that is terrorizing the whole country? First and foremost there has been the proliferation of tertiary institution in the last two decades. Apart from those established by the federal government each state government has founded its own tertiary institution. In addition, each religious body has founded or is about to found a university of its own (Never mind each hamlet will soon make some attempt to found a university). These tertiary educational institution turn out graduates in large numbers year – in year- out. Fortunately no provision is made to employ these graduates

Apart from this, many of the existing industries and factories are folding up as a result of the harsh economic climate .Thus words such as; retrenchment, rationalization, trimming of work force, etc. have entered into the industrial language of the country. This, in plain language, means thousands and thousands of workers have been sacked and unemployed.

Unfortunately, epileptic nature of electricity is not helping matters. Thousands of people who depend on electricity for their means of livelihood do not have access to it. Power supply has been very erratic. Many technicians and artisans have therefore been sent to the unemployment market. Thus there are the armies and armies of the unemployed

But then what can we do to get out of the problem? There must be a firm determination on the part of all and sundry to deal with the monster. Nigeria has very fertile land for all types of agriculture. The government should give the necessary encouragement to the youths to take an interest in agriculture which can provide millions of jobs for the teeming population of the unemployed

In addition, the government must make spirited efforts to establish many new industries and factories which can gainfully employ the unemployed people. Also power generation must be considerably improved. The constant provision of electricity will provide energy for the millions artisans and technicians. They will be gainfully employed. If all these measures are taken the problem of unemployment will be drastically reduced,if not totally eradicated.

**Questions**

- (a) In three sentences, one for each, state the causes of unemployment as discussed in the passage
- (b) In three sentences, one for each, state the solutions proffered

### **PASSAGE 3: The Evil Effects of War. NOSEC BK 2. Pg. 175**

**Read the following passage carefully and answer the questions on it.**

‘War is an ill wind which blows no one any good.’ We have often heard this saying times without number but only those who have been involved in wars will realise the full import of the saying. Those who have been involved in wars, those who have experienced wars will never pray to be near any theatre of war let alone experience it again in their lifetime. The horrors of war, the miseries of war, the agonies of war, and the harrowing experiences of war are better imagined than experienced.

Nature itself seems to suffer incalculable damage as a result of wars. Large expanses of fertile arable land are destroyed. Fields are left barren and waste. The vegetation which constitutes a beautiful scenery in a place is completely destroyed. What one discovers in a ravaged area are waste and ruins with regard to the vegetation. As a result of the land that has been rendered infertile, no meaningful activity can be carried out. Agriculture cannot be practiced. Food, which is a necessity of life, can therefore not be produced. The consequence of this is that there will be hunger and starvation. Hunger is so acute that people eat whatever comes their way. They go to the extent of eating lizards, insects, weeds, leaves, etc, which are injurious or even deadly. No wonder food aid is usually rushed to places where there are wars so that the people will not die of hunger. What about the destabilisation and disintegration of the family? During wars the families of the soldiers, who have no choice but to take part, suffer the loss of their breadwinners. So children become orphans suddenly and wives become widows. In an effort to run for safety during wars, children are separated from their parents; siblings are separated from one another. The mental torture and physical agony suffered by members of the family cannot be imagined.

During wars, cities, towns and villages are deserted. This is to avoid the constant raids and bombings carried out by opposing forces. These cities, towns and villages become desolate. They become ghosts of themselves. What about the economy of the country? It goes without saying that the economy of the country becomes battered, shattered and destabilized. As no meaningful activity can be carried out in an atmosphere of war, many people are therefore thrown out of jobs. Those who remain on their jobs are in a constant state of fear and fright as they are not sure of what will happen next. Of course, no foreign investor will come to invest in a country engaged in a war. This adversely affects the economy and so people suffer untold hardships.

The destruction of the individual personality is another devastating evil brought about by wars. The individual constantly lives in a state of fear and anxiety. Innocent people are mortally wounded or they suffer permanent disability as a result of bombings and raids carried out by opposing forces – grenades and other deadly weapons of war plied in cities, towns and villages destroy not only valuable properties but also precious irreplaceable lives. Some people become deaf as a result of the shattering noise of bombs, grenades and other weapons of destruction that are used during wars. The individual is therefore affected psychologically, emotionally and physically. This is precisely why a situation of war must be avoided at all costs and there is no price, however colossal, that is paid for peace that can be too much.

#### **Question**

In six sentences, one for each, state the effects of war as discussed in the passage.

**PASSAGE 4: Uses of Herbs in Traditional Healing. Awake 2003 Pg. 12-13**

**Read the following passage carefully and answer the questions on it.**

From earliest times, herbal remedies have been used to treat diseases. ‘The Ebers, Papyrus’, prepared in Egypt about the 16<sup>th</sup> Century B.C contains hundreds of folk remedies for various afflictions. Usually, however, herbal remedies were explained orally from one generation to the next. Western medical herbalism appears to have begun with the work of first century Greek physician Dioscorides, who wrote ‘De material Medica’. It became the leading pharmacological text for the next 1,600 years. In many parts of the world, traditional herbal remedies continue to be popular. In Germany, government health programmes may even reimburse the costs of herbal prescriptions.

Although it is sometimes claimed that traditional and folk-remedy herbs are safer than pharmaceutical drugs, they are not without their risks. So the questions are raised: what cautions and recommendations should one take into account when considering herbal remedies? And are there any circumstances under which one form of therapy may be more advantageous? Herbs have been credited with many therapeutic properties. Some are thought to help the body fight infections. Others are said to digestion, settle nerves, serve as a laxative, or help regulate the glands.

Herbs may have both nutritional and medicinal value. For example, some plants that serve as diuretics such as parsley also contain significant amounts of potassium. The potassium in these plants compensates for the loss of this vital trace element urination. Likewise, the valerian plant (*Valeriana officinalis*) long used as a sedative, is high in calcium. The calcium may enhance the herbs sedative effect on the nervous system.

Herbs can be taken in many ways, such as in teas, decoction, tinctures and poultices - Teas are made by pouring boiling water over a herb. But authorities caution that herbs used as teas should generally not be boiled in water. Decoctions made from such things as herbal roots and bark, are boiled in water to release their active ingredients. What about tinctures? One book says that these “are herb extractions made with help of pure or diluted spirits of alcohol, or brandy, or vodka.” Then there are poultices, which can be prepared in various ways. Usually they are applied to diseased or painful body parts.

Unlike many vitamins and drugs, most herbs are considered foods and are often taken alone on an empty stomach. They can also be taken in a capsulated form, which can be more convenient and more palatable. If you decide to take herbal remedies, it is wise to do so under professional guidance. Traditionally, herbs have been suggested for such conditions as the common cold, indigestion, constipation, insomnia, and nausea. However, herbs are also sometimes used for more serious ailments not only as a cure but also as a preventive. For instance, in Germany and Austria, the herb saw palmetto (*serenoa repens*) is used as a first-line treatment for benign prostatic hyperplasia (swelling of the prostate gland). In some countries this disorder eventually affects 50 to 60 per cent of men. It is important, however, that the cause of the swelling be diagnosed by a physician to make sure that the condition does not require more aggressive intervention, as in the case of cancer.

**Adapted from Awake! December 22, 2003, pages 12 – 13**

**Questions**

- (a) In two sentences one for each, state how herbs may be used.
- (b) In four sentences, one for each state how herbs can be taken.

### **PASSAGE 5: The Power of Positive Employee Recognition.**

**Read the following passage carefully and answer the questions on it.**

People, who feel appreciated are more positive about themselves and their ability to contribute. People with positive self-esteem are potentially your best employees. These beliefs about employee recognition are common among employers even if not commonly carried out. Why then is employee recognition so closely guarded in many organisations?

Time is an often-stated reason and admittedly, employee recognition does not take time. Employers also start out with all of the best intentions when they seek to recognise employee performance. But they often find their recognition efforts turn into employee complaining, jealousy, and dissatisfaction. With these experiences, many employers are hesitant to provide employee recognition.

However, employee recognition is scarce because of a combination of several factors. People don't know how to provide employee recognition effectively. So they have bad experiences when they do. They assume that one size fits all when they provide employee recognition.

Finally, employers think too narrowly about what people will find rewarding and recognising these guidelines and ideas will help you effectively walk the slippery path of employee recognition and avoid potential problems when you recognize people in your work place. Many organisations use a scatter approach to employee recognition. They put a lot of employee recognition out there and hope that some efforts will stick and create the results they want. Or, they recognise so infrequently that employee recognition becomes a downer for many when the infrequent few are recognised.

Instead, create goals and action plans for employee recognition. You want to recognise the actions, behaviours, approaches, and accomplishments that you want to foster and reinforce in your organisation. Establish employee recognition opportunities that emphasise and reinforce these sought after qualities and behaviours. If you need to increase attendance in your organization, hand out a three-part form, during your Monday morning staff meeting.

The written note thanks employees, who have perfect attendance that week. The employee keeps one part, save the second in the personnel file, place the third in a monthly drawing for gift certificates. People need to see that each person who makes the same or similar contribution has an equal likelihood of receiving recognition of her efforts.

For regularly provided employee recognition, organisations need to establish criteria for what makes a person eligible for the employee recognition. Anyone who meets the criteria is then recognized. For example, if people are recognized for exceeding a production a production or sales expectation, anyone who goes over the goal gets the glory. Recognising only the highest performer will defeat or dissatisfy all of your other contributors, especially if the criteria for employee recognition are unclear or based on the supervisor's opinion.

When the criteria for result and the fairness of the criteria are not clear to people, they complain about 'brown-nosing points' and the boss's 'pet employees'. This causes discontent and dissention among the employees when the organisation's intentions are not known or when the selection process is biased and filled with favouritism.

- (a) In one sentence, summarise the mistake organizations make in the area of employee recognition.
- (b) In three sentences, one for each, summarise ways of implementing positive employee recognition in organisations.
- (c) In two, sentences, one for each, outcomes of poor employee recognition in organisations.

- **The Guardian, Tuesday, August 28<sup>th</sup>, 2012. Pg. 27**



**PASSAGE 6: Malnutrition NOSEC BK 2 Pg. 145**

**Read the following passage carefully and answer the questions on it.**

Malnutrition has been described as a tragedy of great magnitude. World Health Organisation (WHO) declares that it is an accomplice in at least half of the 10.4 million child deaths each year? Malnutrition covers a wide range of illnesses from undernourishment due to lack of one or more nutrients such as vitamin and mineral deficiencies - to obesity and other diet – related chronic diseases. However, Protein – Energy Malnutrition (PEM) is by far the most lethal form of malnutrition. Malnutrition is not restricted to children. It casts long shadows in the developing world according to the WHO.

Industrialized countries are not free from the scourge of malnutrition as about 11 million people suffer from it. Malnutrition is caused by a deficiency in the intake of nutrients by the cells of the body and it is usually triggered by a combination of factors, an insufficient intake of proteins, calories, vitamins, and minerals and frequent infections. Illnesses such as diarrhea, measles, malaria, and respiratory diseases tax the body heavily and cause loss of nutrients. They reduce appetite and food intake thus contributing to malnutrition.

Children are at a greater risk of suffering malnutrition. This is because they are in a period of rapid growth that increases the demand for calories and protein. For similar reasons pregnant and nursing women are easily prone to malnutrition. Frequently, the baby’s problem begins even before birth. If a mother is under nourished or malnourished before and during pregnancy, the baby will have low weight. Then early weaning, poor feeding habits and lack of hygiene can bring on malnutrition.

Malnutrition wreaks havoc on the body particularly that of a child and various studies have shown that poor growth in a child is associated with impaired mental development and poor scholastic and intellectual performance. A report from the United Nations calls these effects the most serious long term results of malnutrition. For children who survived malnutrition, the aftermathematics can linger on into adulthood.

**Questions:**

- (a) In two sentences, one for each, summarise the causes of malnutrition
- (b) In two sentences, summarise the people who are at risk of malnutrition
- (c) In two sentences, summarise the effects of malnutrition on the young and old.

**PASSAGE 7: Causes of Fire Disasters. NOSEC BK 2. Pg. 189**

**Read the following passage carefully and answer the questions on it.**

The rate at which fire disasters are wreaking havoc is so alarming that it calls for concern of the government and all well-meaning citizens of this country. In many of these disasters, many precious lives have been wasted. These were hardworking, industrious and resourceful people who would have contributed meaningfully to the economic development of the country. Unfortunately their lives are terminated by fire disasters. Some who are fortunate to survive fire disasters suffer permanent disability having experienced severe burns. They therefore become liabilities to their families and society. This is quite unfortunate.

Quite apart from the loss of lives, properties worth millions, even billion of naira are often wasted in fire disasters. Magnificent buildings showing pieces of fanciful architectural designs are often razed to the ground in these disasters. In addition assorted goods and various kinds and types of merchandise are often lost to infernos. Many people have lost all they depend on, all they have on earth, indeed their hopes, to fire. Therefore, they become living corpses.

What are the factors responsible for these fire disasters one may ask? Fire disasters do not just occur. They are caused by man – his negligence, his actions and inactions. Some fire disasters are caused by the carelessness of people who use electrical gadgets such as boiling rings, irons, hot plates etc but fail to switch them off after using them. Having left these gadgets on for a long time they therefore spark off fire. This single cause has been responsible for many fire disasters that have occurred.

Also many fire disasters have been traceable to electrical faults such as power surge. This is often catch fire. Abnormal power surge has therefore often resulted in infernos switch have caused incalculable damage to lives and properties. Sabotage is another factor that has been responsible for many fire disasters. Some officials are very corrupt, selfish, wicked and callous. These officials perpetrate many atrocities such as fraud, embezzlement etc and when they discover that the game is up, they decide to destroy the records of their sharp practices by setting ablaze gigantic edifices. It may also be that they have committed some heinous crimes like murder or assassination and in an attempt to be free from any case against them they may organise and set on fire all court records and available evidences and so cover up their dastardly acts.

The activities of people who are in search of game have also contributed in no small measure to fire disasters. This set of people for selfish reasons set bushes on fire and begun to hunt for game. Such fires often got of control and by the time they know it they (the fires) would have destroyed farmlands, livestock, petrol stations, commercial and residential buildings. Aren't these fire disasters avoidable? When man decides to be careful and cautious, when people decide to be honest, upright and contented, when man decides not to hunt game at the expense of the lives and properties of others, then fire disasters will cease.

**Questions**

- (a) In two sentences, one for each, state the two effects of fire disasters discussed in the passage.
- (b) In four sentences, one for each, state the four causes of fire disasters.

**PASSAGE 8: Fake Hair Care. NOSEC BK 2. Pg. 130.**

**Read the following passage carefully and answer the questions on it.**

Fake hair products like other adulterated goods, now thrive in Nigerian markets, such products ranging from hair cream to relaxers for ‘perming’ and jerry curls. Why do people patronize fake products? The reasons are not far to seek. In most cases it is always difficult to distinguish the genuine products from fake ones because they are copied to perfection even to the point of labels and containers. They therefore look like the genuine or original ones.

A look around reveals that both the genuine and the fake products sell for about the same amount, which makes it almost impossible for an innocent buyer to become suspicious. Only when such products are applied, can the consumer realise that what has been paid for is ‘fake’

In addition what makes the buyer confident of what he purchases is that the fake products are available on the shelves of many of the reputable supermarkets. He therefore thinks that any product he buys from such reputable supermarkets is genuine. He cannot imagine buying fake products from such renowned department stores.

Most hair dressing salon owners claim that it is only when customers bring their own products to the salon that this discovery is made. They on their part try as much as possible to buy original products so as to protect their customer’s hair.

When one looks at the minimal differences between original and fake products, it is better to go without kits to the salons where the safety of one’s hair is guaranteed. For at the end of the day (when the hair is damaged, or burnt by a fake product due to the strong chemicals mixed to produce it) the money which will be spent to get damaged hair back into shape will be more than that which would have been spent at the salon by going to a reputable salon in the first place.

**Questions**

- (a) In three sentences, one for each, state the reasons customers buy fake hair care products
- (b) In three sentences, one for each, state the reasons customers should not buy hair care products.

**APPENDIX VI**  
**INSTRUCTIONAL GUIDE ON EXPLICIT INSTRUCTIONAL STRATEGY**

Week 4

Lesson 1

Topic: Container Lorry.

Duration: 40 minutes

Topic: Summary Writing

Ref. Material: NOSEC Bk 2 pg. 111

Class: SS II

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

- i. Read the passage
- ii. Summarise the passage using the VIP
- iii. Summarise effectively without teacher's assistance.

**Visual Instructional Plan:** Cardboard Chart showing procedural steps for writing a summary

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 5

Lesson 1

Topic: Solution to Unemployment.

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Bk 2 pg. 150

Duration: 40 minutes

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

- i. Read the passage
- ii. Summarise the passage using the VIP
- iii. Summarise effectively without teacher's assistance

**Visual Instructional Plan:** Cardboard Chart showing procedural steps for summarizing the first paragraph

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 6

Lesson 1

Topic: The Evil Effects of War

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC BK 2 pg.175

Duration: 40 minutes

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

- i. Read the passage
- ii. Use the visual instructional plan
- iii. Summarise the passage without teacher's assistance

**Visual Instructional Plan:** Cardboard chart showing the summary steps for paragraph one

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 7

Lesson 1

Topic: Usefulness of Herbs

Class: SS 2

Topic: Summary Writing

Reference source: Awake! December, 2003. Pg. 12

Duration: 40mins

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

- i. Read the passage
- ii. Use the VIP to summarise with assistance
- iii Summarise a paragraph without teacher's assistance

**Visual Instructional Plan:** Cardboard Chart

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 8

Lesson 1

Topic: The Power of Positive Employee Recognition.

Class: SS 2

Topic: Summary Writing Reference source: The Guardian Newspapers, August, 28<sup>th</sup>, 2012.

Duration: 40mins

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

- i. Read the passage
- ii. Summarise without teacher's assistance
- iii Use the Visual instructional plan to summarise independently

**Visual Instructional Plan:** Cardboard chat showing the steps used in summarizing paragraph one.

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |



Week 9

Lesson 1

Topic: Malnutrition.

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Bk 2 pg. 132

Duration: 40mins

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

- i. Read the passage
- ii. Use the Visual instructional plan to summarise a passage
- iii Summarise without teacher's assistance

**Visual Instructional Plan:** Cardboard Charts

| Explicit intervention             | Step | Time   | Teacher's Activity   | Students' Activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 10

Lesson 1

Topic: Causes of Fire Disaster

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Bk 2 pg.130

Duration: 40 minutes

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

- i. Read the passage
- ii. Summarise with assistance
- iii. Summarise without assistance

**Visual Instructional Plan:** Cardboard Chart

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

Week 11

Lesson 1

Topic: Fake Hair Products.

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Bk 2 pg.189

Duration: 40 minutes

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

- i. Read the passage
- ii. Summarise the passage with teacher's assistance
- iii. Summarise effectively without teacher's assistance

**Visual Instruction Plan:** Cardboard charts

| Explicit intervention             | Step | Time   | Teacher's activity   | Students' activity   | Material                         |
|-----------------------------------|------|--------|--|--|----------------------------------|
| Setting the stage for Instruction | 1    | 4mins  | (i) teacher states the objectives of the lesson verbally (ii) displays the VIP (iii) presents copies of the passage (iv) tasks students to skim the first paragraph. .   | (i) Students listen to the objectives (ii) observes the steps on the VIP (iii) skim through the first paragraph.   | Summary text, VIP and chalkboard |
| Explaining what to do             | 2    | 4mins  | Teacher (i) explicitly explains steps in writing a summary and pre-teaches key vocabularies (ii) shows steps on the VIP  | Students listen and pay attention to the steps on the visual instructional plan.   | Chalkboard, VIP and text         |
| Cognitive Modelling.              | 3    | 7mins  | Teacher (i) reads the first paragraph and adjoining questions aloud (ii) uses the step on the VIP to summarise the first paragraph in the class (iii) distinguishes the topic sentence from the other sentences, underlines it and changes it to his own words | Students (i) observe the modelling process and VIP (ii) asks and answers question.   | VIP, summary text and chalkboard |
| Guided Practice                   | 4    | 10mins | Teacher divides students to cognitive styles-based activity groups for the purpose of practice (ii) guides students to summarise the second paragraph using the steps in Step 3. (iii) moves round the groups to offer corrective feedbacks.                   | Students (i) work in groups to practise summary writing (ii) use the VIP to summarise the second paragraph (iii) receive corrective feedbacks and ask more questions.  | Summary text and VIP             |
| Independent practice              | 5    | 11mins | Teacher assigns a paragraph to each group and tasks them to summarise it using the procedure in Step 4. Teacher moves round the groups. Teacher writes final answers of the different groups on the board.   | Students work in groups to summarise selected paragraphs, a member of the group presents their final answer to the whole class at the completion of this stage of instruction. Students are allowed access to the VIP. | VIP                              |
| Closure                           | 6    | 4mins  | Teacher evaluates and gives a recap  | Students receive more clarifications where necessary   |                                  |

**APPENDIX VII**  
**INSTRUCTIONAL GUIDE ON GENERATIVE INSTRUCTIONAL STRATEGY**

Week 4

Lesson 1

Topic: Container Lorry.

Class: SS II

Topic: Summary Writing

Ref. Material: NOSEC Book 2 pg 111

Duration: 40 minutes

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

- i. Read the passage
- ii. Summarise the passage in their own words
- iii Explain the process of summarising the passage.

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 5

Lesson 1

Topic: Solution to Unemployment.

Duration: 40mins

Topic: Summary Writing

Reference source: NOSEC Book 2 pg.150

Class: SS2

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

- i. Read the passage
- ii. Summarise the passage in their own words
- iii. Explain the processes followed in summarizing the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 6

Lesson 1

Topic: Summary Writing

Topic: The Evil Effects of War

Reference source: NOSEC Book 2 pg.175

Class: SS 2

Duration: 40mins

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

- i. Read the passage
- ii. Summarise the passage in their own words
- iii. Explaining the process used in summarising the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 7

Lesson 1

Topic: Usefulness of Herbs.

Class: SS 2

Topic: Summary Writing

Reference source: Awake! December, 2003. Pg.12

Duration: 40mins

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

- (i) Read the passage
- (ii) Summarise the passage in their own words
- (iii) Explain the process of summarizing the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 8

Lesson 1

Topic: The Power of Positive Employee Recognition.

Class: SS 2

Topic: Summary Writing

Reference source: The Guardian Newspapers, August 28<sup>th</sup>, 2012. Pg. 27

Duration: 40mins

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

- (i) Read the passage
- (ii) Summarise the passage in their own words
- (iii) Explain the process of summarizing the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |



Week 9

Lesson 1

Topic: Malnutrition

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 pg. 132

Duration: 40mins

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

- (i) Read the passage
- (ii) Summarise the passage in their own words
- (iii) Explain the processes used in summarising the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 10

Lesson 1

Topic: Causes of Fire Disaster

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 pg.189

Duration: 40mins

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

- (i) Read the passage
- (ii) Summarise the passage in their own words
- (iii) Explain the process of summarising the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

Week 11

Lesson 1

Topic: Fake Hair Products

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 pg.130

Duration: 40mins

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

- i. Read the passage
- ii. Summarise the passage in their own words
- iii. Explain the process of summarising the passage

| Generative Instruction | Step | Time   | Teacher's activity  | Students' activity   | Material     |
|------------------------|------|--------|---|--|--------------|
| Introductory Phase     | 1    | 3mins  | Teacher (i) divides students to cognitive styles-based groups (ii) explains the text and relates it to students' prior knowledge (iii) informs students that paragraphs contain topic sentences, examples and supporting details.                                   | Students listen to the teacher's instruction.  | Summary text |
| Focusing Phase         | 2    | 7mins  | Teacher (i) tasks students to read and focus on the first paragraph, (ii) identify the topic sentence from examples and supporting details. Teacher offers corrective feedbacks.  | Students work in groups to read, focus and brainstorm on the first paragraph by identifying the topic sentence from examples and supporting details. Students receive corrective feedbacks.  | Summary text |
| Activity Phase         | 3    | 16mins | Teacher reads the questions and assigns the second paragraph to the groups. Teacher tasks students to identify the topic sentence and rewrite it in their own words by replacing the key vocabularies. Teacher moves round the groups to offer corrective feedbacks | Students work in groups to read and identify the topic sentences as in Step 2 above. Students actively generate the answer by replacing key vocabularies in the topic sentence with their own words. Students ask questions and receive prompt corrective feedbacks. |              |
| Discussion Phase       | 4    | 7mins  | Teacher writes students' answers on the board and offer corrective feedbacks  | A representative of each group discusses how they are able to generate their final answers in their own words. Students present their answers and review answers of the other groups.  | Chalkboard   |
| Application Phase      | 5    | 7mins  | Teacher tasks students to summarise a paragraph.  | Students work in groups to apply Steps 1-3 to summarise another paragraph in the passage.  |              |

**APPENDIX VIII**  
**INSTRUCTIONAL GUIDE ON MODIFIED LECTURE METHOD**

Week 4

Lesson 1

Topic: Container Lorry.

Duration: 40mins

Topic: Summary Writing

Ref. Material: NOSEC Book 2 pg.111

Class: SS2

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own words.

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students to cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |

Week 5

Lesson 1

Topic: Solutions to Unemployment.

Class: SS2

Topic: Summary Writing

Reference source: NOSEC Book 2 Pg.150

Duration: 40mins

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

- i Read the passage
- ii Identify the topic sentences
- iii Summarise the passage in their own words

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students to cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |

Week 6

Lesson 1

Topic: Summary Writing

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own words

Topic: The Evils Effects of War

Reference source: NOSEC Book 2 Pg.175

Class: SS II

Duration: 40 mins

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students into cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |

Week 7

Lesson 1

Topic: Usefulness of Herbs

Duration: 40mins

Topic: Summary Writing

Reference source: Awake! December 22<sup>nd</sup>, 2003.Pg.12

Class: SS 2

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

- (i) Read the passage
- (ii) Identify the Topic sentences
- (iii) Summarise the passage in their own words.

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students to cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | The teacher assigns a paragraph to each of the groups and tasks them to summarise it using Steps 1-3. Teacher corrects and gives a recap of the lesson.  | Students work in groups to summarise the paragraph assigned to them.  |                                |

Week 8

Lesson 1

Topic: The Power of Positive Recognition.

Class: SS 2

Topic: Summary Writing

Reference source: The Guardian Newspapers, August 28<sup>th</sup>, 2012. Pg.27

Duration: 40mins

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own words

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| Introduction                          | 1    | 7mins  | Teacher divides the students to cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |



Week 9

Lesson 1

Topic: Malnutrition.

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 Pg.132

Duration: 40mins

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own word

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students to cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |

Week 10

Lesson 1

Topic: Causes of Fire Disasters

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 Pg.189

Duration: 40mins

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own words.

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students into cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students an assignments  | Students ask further questions  |                                |

Week 11

Lesson 1

Topic: Fake Hair Products.

Class: SS 2

Topic: Summary Writing

Reference source: NOSEC Book 2 Pg. 130

Duration: 40mins

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

- (i) Read the passage
- (ii) Identify the topic sentences
- (iii) Summarise the passage in their own words.

| Stages in the Modified Lecture Method | Step | Time   | Teacher's activity   | Students' activity  | Material                       |
|---------------------------------------|------|--------|--|---|--------------------------------|
| introduction                          | 1    | 7mins  | Teacher divides the students into cognitive styles-based activity groups, reads the passage aloud and the questions after it.  | Students form activity groups, read along quietly and listen to the teacher.  | Summary question               |
| Explanation                           | 2    | 15mins | Teacher writes the question on the board and asks the students to underline sentences in the passage that can answer the questions. Teacher does a second reading of the passage and informs students that every paragraph contains the topic sentence, examples and supporting details. Summary writing is identifying the topic sentence and rewriting it in the writer's own words. Teacher explains the topic sentence as the sentence that contains the main gist of the paragraph. | Students read the passage and questions silently. Students listen to the teacher and underline the topic sentences. | Chalkboard and summary passage |
| Demonstration                         | 3    | 10mins | Teacher identifies the topic sentences in the first two paragraphs and writes them on the board. Teacher writes the final summary answers on the board in his/her own words. Teacher answers students' questions.  | Students listen and observe the activities of the teacher. Students ask questions.                                  | Chalkboard                     |
| Note taking                           | 4    | 7mins  | Teacher writes the answers on the board.   | Students copy the answers written on the board.   | Chalkboard                     |
| Evaluation and conclusion             | 5    | 5mins  | Teacher recaps the lesson and gives students assignments   | Students ask further questions  |                                |