EFFECTS OF WEBQUESTONLINE LEARNING STRATEGIES ON THE WRITTEN ENGLISH OF STUDENTS OF SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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P14EDAS9017

ATHESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHYLOSOPHY IN TEACHING ENGLISH AS A SECOND LANGUAGE (PhDTESL)

DEPARTMENT OF ARTS AND SOCIAL SCIENCES,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

SEPTEMBER, 2017

DECLARATION

I declare that this study titled "Effects of WebQuest Online Learning Strategies on the Written English of Students ofSenior Secondary SchoolsinKaduna State, Nigeria" is my original work. It has not been presented anywhere for the award of higher degree in any form.

_____ _____

LawalHamisu Date

CERTIFICATION

This thesis titled "EFFECTS OF WEBQUEST ONLINE LEARNING STRATEGIES ON THE WRITTEN ENGLISH OF STUDENTS OF SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA" by HAMISU LAWALmeets the regulations governing the award of Degree of Doctor of Philosophy in Teaching English as Second Language (PhD TESL) ofAhmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to my late grandparents Sheik HussainMamuda, AlhajiSaiduKokami and AlhajiIroDabai of blessed memory. May Allah forgive their wrong deeds and bless them with Aljannah Firdausi, Ameen.

ACKNOWLEDGEMENTS

I must first of all thank our Holy Creator, Allahu SWT for sparing my life and blessing me with special wisdom and skills to undergo this programme. Special appreciation goes to Professor S. Mohammed, my major supervisor for sacrificing his precious time to mould me for a better future. The appreciation extends to my co-supervisors in the persons ofProfessor R. Jibir-Daura, and Professor M. S.Kiyawa.

I must, most humbly, appreciate the wonderful contributions ofEmeritus ProfessorI.A. Olaofe, a man of great wit and wisdom. He proved to be a teacher par excellence and a complete gentleman throughout his career in Ahmadu Bello University, Zaria.

My special appreciation goes to Professor Joy Eyisi,Professor Sahalu B. Junaid, ProfessorMamman Musa and Professor Sadiqfor the wonderful observations and contributions.I also appreciate the contributions of Professor A. Kasim,Professor Obiniyi, Dr.Abdullahi I. Musa, Dr.S.T. DanAbdu, Dr.AltiKassim, Dr. Jonah E. Amodu, Dr. K. Odiwo, Dr. AbdullahDalhatu, MallamAuwalInusa, BalaBawaGoma,MallamAbdullahi Umar,Mallam Umar Garba, Hon. Bello Maude, MallamRabiuSadiq, Mrs Jiya Rebecca, Mallam Ibrahim Suleman, MallamAbdulazizYushe'u, Hon. A.D. Umar and MallamAbubakarSaniMagaji.

I am particularly grateful to Ahmad AbdullahiRabah who linked me with the Web-designer, in the person of Abdul-Rashid UsmanZuntu. I salute the concern, courage, contributions and commitment of Abdul-Rashid Zuntu.Undoubtedly, Abdul-Rashid Zuntu is an ICT guru who is always willing to contribute his quota.

Finally, I must use this opportunity to thank my parents who took trouble to train me right from primary school up to this level.My wife, MaimunatuLawal, and my children, Hamisu, Lawal, Aminatu, Sadik, and Adamudeserve to be recognised for the support given to me *throughout* the programme.SaiduHamisu, Ahmad D. Umar,Basiru Musa,Suleman Umar, and Mallam Mustapha deserve special recognition for theirimmense contributions.

ABSTRACT

In WebQuest online learning Strategies, students are given the opportunity to search using the selected websites. Teacher usually plays a role of facilitator and allows the students to decide the pace of learning by giving them chance to exhibit their talents unlike in traditional online learning where students are free to search for information using any available website.The major concern of this study has to do with poor writing skills of senior secondary school students. Therefore, this study explored theeffects of WebQuest Online learning strategies on the written English of students of senior secondary schools in Kaduna State.Five research questions and five hypotheses were generated, tested and answered. Quasi-experimental research design was adopted for the study. The population of the study comprised all the 2015/2016 registered SSII students of the seven (7) public seniorsecondary schools with ICT facilities in Giwa Zone. The schools registered one thousand six hundred and sixty (1660) students with two hundred and forty two (242) computers and online facilities. One hundred and twenty students were selected from SS11 students of Yusuf AbokiSenior Secondary School, Shika, Government Senior Secondary School, Hunkuyi, Government Senior Secondary School, Bomo and Government Senior Secondary School, Kudan with one hundred and thirty two (132) computers. Essay question was used as the instrument for data collection. Essay questions were used as the instrument for data collection.The investigation involved pre-test, test I, test II, test III and final test. After the pre-test, the students were exposed to the treatment and test I was given, followed by another treatment and test II, test III and final test for narrative, descriptive and expository essay.T-test was used for the test with the aim of identifying the differences between the performance of students exposed to WebQuest online learning strategies and those that were not exposed to the treatment.The overall study results revealed significant differences between the written English mean performance score of the experimental and control groups.The study proved thatuse ofWebQuestonline learning strategies in language learning led to greater writing achievement of the students.The results also showed that the treatment was effective for both male and female students. The study, therefore, recommends that students should be given the opportunity to exercise their abilities and be exposed to WebQuest online learning strategies.

TABLE OF CONTENTS

Title……..i

Declaration……ii

Certification……..iii

Dedication……iv

Acknowledgements……...v

Abstract……vi

Table of Contents……...vii

List of Tables……x

List of Figures……xii

List of Appendices……..xiii

List of Abbreviations……..xiv

Definition of Operational Terms…….....xv

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study……..1

1.2 Statement of the Problem…….....5

1.3 Objectives of the Study……7

1.4 Research Questions……..8

1.5 Hypotheses…….....9

1.6 Significance of the Study ……9

1.7 Scope and Delimitation……..12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction…….....13

2.2 Definitions and Characteristics of Online Learning……...13

2.3 Advantages and Disadvantages of Online Learning……..17

2.4. Approaches to Online Learning……20

2.4.1Blog……...…….24

2.4.2 Twitter…….28

2.4.3WhatsAPP..…….31

2.4.4 Facebook.……34

2.4.5 Mobile Podcast…….....36

2.4.6 Electronic Mail……37

2.4.7 Skype Based……..……...40

2.4.8 e-Learning.……..……43

2.4.9 Modular Object-Oriented Dynamic LearningEnvironment……...49

2.4.10WebQuest……..52

2.5Online Learning Strategiesand Teaching of Written English……71

2.6WebQuest and Writing Skills……83

2.7WebQuest and Teaching of Narrative Essay…….....87

2.8WebQuest and Teaching of Descriptive Essay…….....92

2.9 WebQuest and Teaching of Expository Essay…… ……94

2.10 Gender and Writing Using WebQuest…….96

2.11 Previous Studies on WebQuest Learning Strategies……..101

2.12 Theoretical Framework…….....117

2.12 Gains from the Review of Literature……..125

CHAPTER THREE

METHODOLOGY

3.1 Introduction……..126

3.2 Research Methodology…….....126

3.3 Population for the Study…….....127

3.4 Sample and Sampling Procedure……..128

3.5 Research Instruments……128

3.6 Validity and Reliability…….....130

3.7Procedure for Data Collection Procedure…….……131

3.8 Pilot Study……135

3.9 Procedure for Data Analysis…….136

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction……..137

4.2. Solutions to the Research Questions and Hypotheses ……137

4.3 Overall Findings……...170

4.4 Discussion……171

4.5Summary……...176

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction……..177

5.2 Summary……...177

5.3 Conclusion…..……...178

5.4. Implications..……...179

5.5 Recommendations……181

5.6. Contribution to Knowledge…….183

5.7 Suggestions for Further Studies……183

References……..185

Appendices ……215

LIST OF TABLES

Table 2.1: Summary Table for the Review on Definitions and Characteristics of Online Learning……16
Table 2.2: Summary Table for the Review on Advantages and Disadvantages of Online Learning……20
Table 2.3: Summary of Areas of Similarities and Superiorities of Online Learning……...67
Table 2.4: Summary Table for the Review of Approaches to Online Learning……..69
Table 2.5: Summary Table for the Review on Online Learning Strategies and Teaching of Writing Skills……82
Table 2.6: Summary Table for the Review on WebQuest and Writing……...87
Table 2.7: Summary Table for the Review on WebQuest and Teaching of Narrative Essay……91
Table 2.8: Summary Table for the Review on WebQuest and Teaching of Descriptive Essay……94
Table 2.9: Summary Table for the Review on WebQuest and Teaching of Expository Essay…96
Table 2.10: Summary Table for the Review on Gender and Writing……100
Table 2.11: Summary Table for the Review on Previous Studies on WebQuest Learning Strategies…….....115
Table 3.1: Distribution of the Population of the Study……..127
Table 3.2: Distribution of Samples According to Schools……128
Table 3.3:Analytic Rating Scale…….....129
Table 3.4:Presents Steps and Topics Used For Data Collection…….....135
Table 4.1:Total Number and Percentages of the Overall Essays for the Experimental and the ControlGroup…….....138
Table 4.2:Overall Errors Committed By the Students in Essay Writing …….141
Table 4.3: Total Number and Percentages for the Experimental and the Control Groups in Narrative Essay……142
Table 4.4: Overall Errors Committed By the Students in Narrative Essay……..….144
Table 4.5: Total Number and Percentages for the Experimental and the Control Groups in Descriptive Essay……...145
Table 4.6: Overall Errors Committed By the Students in Descriptive Essay……..….147
Table 4.7: Total Number and Percentages for Control and Experimental Students in ExpositoryEssay……
……...148
Table 4.8: Overall Errors Committed By the Students in Expository Essay…….....150
Table 4.9: Total Number and Percentages for Control and Experimental Students Based on Gender……...……151

Table 4.10: Errors Committed by Male and Female Students in Essay Writing……..153
Table 4.11: Two Sample T-Test on Mean Written English Performance Score of the Control and the Experimental Groups……154
Table 4.12**:** WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Essay Writing……..157
Table 4.13: Two Sample T-Test on Mean Written English Performance Score in Narrative Essay……...158
Table 4.14**:** WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Narrative Essay ……..160
Table 4.15: Two Sample T-Test on Mean Written English Performance Score in Descriptive Essay…….....161
Table 4.16**:** WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Descriptive Essay ……...164
Table 4.17: Two Sample T-Test on Mean Written English Performance Score in Expository Essay……...164
Table 4.18**:** WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Expository Essay ……167
Table 4.19: Two Sample T-Test on Mean Written English Performance Score Based on Gender……...….167
Table 4.20**:** WebQuest Online Strategies That Led to the Improvement ofMale and Female Students…….....169

LIST OF FIGURES

Graphic Representation of the Theoretical Framework…….....124

Structure for the Research Design…….....126

LIST OF APPENDICES

Appendix A(Essay Writing Tasks)…….....215
Appendix B(Marking Scheme)….....216
Appendix C (Manual for Treatment)……...218
Appendix D (YASSSSStudents' Written English Raw Scores)……247
Appendix E (GDSSSH Students' Written English Raw Scores)……...262
Appendix F (GDSSSB Students' Written English Raw Scores)……277
Appendix G (GDSSSK Students' Written English Raw Scores)……...292
Appendix H (Samples of Students' Written English)……307
Appendix I (Samples of Students' Narrative Essay)……..312
Appendix J (Samples of Students' Descriptive Essay)……..316
Appendix K (Samples of Students' Expository Essay)……..321
Appendix L (Samples of Male and Female Students' Written English…….325
Appendix M (Pictures of the Experimental Subjects in Action)…….....329

LIST OF ABBREVIATIONS

C: Control

COEMA: Content, organization, expression and mechanical accuracy

EFL: English as Foreign Language

E: Experimental

DSLGSSS:Dr. ShehuLawalGiwa Senior Secondary School

GSSSB:Government Senior Secondary SchoolBomo

GSSSH:Government Senior Secondary School Hunkuyi

GSSSK: Government Senior Secondary SchoolKudan

GSSSY:Government Senior Secondary School Yakawada

GGSSSS:Government Girls' Senior Secondary School Samaru

HML: High, middle and low

ICT: Information and Communication Technology

IT: Information Technology

JAMB: Joint Admissions and Matriculations Board

L: Levels

NECO: National Examinations Council

NCC: Nigerian Communication Commission

SAP: School Access Program

SSS: Senior Secondary School

TESL: Teaching English as Second Language

USPF: Universal Service Provision Fund

UNESCO: United Nation Educational Scientific and Cultural Organization

WAEC: West African Examinations Council

WASSCE: West African Senior Secondary Certificate Examination

WOLS: WebQuest Online Learning Strategies

WQWI: WebQuest Writing Instruction

YASSSS: Yusuf Aboki Senior Secondary School, Shika

DEFINITIONS OF OPERATIONAL TERMS

Asynchronous: This is a kind of online learning that takes place at any time. The parties are not required to meet at the same time.

Content: This refers to the relevance of ideas to the central theme and their development.

Effects: It referstoa change in the learners' achievement level in writing that mayresult from implementing the suggested WebQuest.

Email: This meanselectronic mail, conveyed via the internet.

Expression: Expression means being able to construct sentences that allow ideas to be readable, and that does not subscribe to ambiguity and the use of difficult words.

ICT: ICT is taken to include stand-alone computers, networked technologies with a multimodal interface, mobile phones with the capacity for a range of types of communication, and other technologies which allow multimodal and interactive communication.

Internet: This refers tothe facility by which email, the web and other forms of communication can be transmitted via computer and other ICT devices.

Long Term WebQuest: ThisWebQuest means a process of synthesizing, analyzing, extending and refining knowledge. After completing a longer term WebQuest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-. A longer term WebQuest will typically take between one week and a month in a classroom setting.

Mechanical Accuracy: Mechanical Accuracy refers to correctness of grammatical construction, punctuation, and spelling rules.

Organization: Organization refers to the correct use of formal features such as good paragraphing, appropriate use of emphasis and arrangement of ideas.

Online learning: Online learningrefers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students.

Scaffolding: Scaffolding means combining practice and conceptual explanation inan environment that allows for the exchange of demonstrating, modeling, imitating,discussing, collaborating, reflecting, and repeated action by which the learner is able toconstruct meaning by taking on participatory, proactive, and communal roles rather than being passive recipients.

Short Term WebQuest: This WebQuestrefers to a process of acquiring and analyzing of knowledge. At the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term WebQuest is designed to be completed in one to three class periods.

Skype: This is a telecommunication software application that allows users to makevoice and video calls, send and receive instant messages, and share files. It is freedownloadable software, with an option to upgrade to an advanced, paid version.

Synchronous: This means learning that presents parties at thesame time for an event; it involves dialog, activity, or event in a real-time mode throughthe use of applications or services such as VOIP, desktop video conferencing, andInternet Relay Chat (IRC).

Software: This is acommercially created material for use on computers; it is the equivalent of a textbook or manual which can be used as an intervention in computer use.

Telecollaboration: This refers to a socio-cultural view of language learning where learningtakes place in social contexts, such as online, through interaction and collaboration.

WebQuest: This is a learning tool used by educators to provide relevant Internet information that inspires independent learning skills by using search engines to explore issues and find solutions.

Writing: Writing is considered as a way of speaking to others on paper-or on a computer screen. It is not a natural activity. It requires thought, discipline, andconcentration. It involves committing something to a relatively permanent. From social constructionists` point of view, writing is a social act that happenswithin a specific context and for a specific audience.

Writing Skills: Writing skill is a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. The writing skills for secondary school students in this studyinvolvewriting using correct punctuation, accuracy, arranging words into coherent sentences, arranging coherent sentences into coherent paragraphs and transforming ideas into comprehensivewritten text.

INTRODUCTION

1.1 Background to the Study

The importance of the English language as a medium of communication in the world cannot be over emphasized. The English language has become the dominant international language of the 21st century. It is widely spoken at a useful level by over 1.75 billion people-a quarter of the world's population (Mark, 2013).In Nigeria, English is not only used as a medium of instruction but as a language of administration, law, commerce and religious activities, and it is also an official language.

Forlearners of English all over the world, including Nigeria, writing is the most difficult skill (Hoewisch, 2001).Among the four language skills which are: listening, speaking, reading and writing, writing has proved to be the highest order skill (Beck, 2011). Despite the fact that students are motivated to learn writing, they write with much difficulty, and the achievement is critically low (Brent, 2001). No one ever fully masters the skills involved in writing; there is no identifiable agreed threshold which a beginner writer has to reach in order to be recognized as a skilled practitioner. Improvement and development are realistic goals for even the most able and talented writers (Collin, 1986).

In order to facilitate learningthe English language, Lee (2002) suggests that teachers should integrate informationtechnology (IT) into their classes.McCormick (1993) claimed that (IT) can assist to diversify, develop and improve the pedagogical relation of teaching and learning. Information and communication technology (ICT)refers to different types of technologies which are utilized for processing, transmitting and

communicating data and information (Ede, 2010). Another scholar, Molony (2006) describedICT as any technology that enables communication and transmission of information.Beebe (2004) added that ICT can be used interchangeably with "Internet".When it comes to using the Internet, there is concern that if students have free access to the Internet; they may stray and access inappropriate materials (Vidoni, 2002). However, WebQuest online learning can effectively address these concerns.

Online learning is a modern way of teaching many facets of educational endeavors, including reading and writing skills of both native and non-native speakers of English. It is described by most scholars as access to learning experiences via the use of some technology (Benson, 2002). Online learning refers to instructional environments supported by the Internet which comprises a wide variety of programmes that use the Internet within and beyond school walls to provide access to materials as well as facilitate interaction among teachers and students. Online learning is also related to the more common concepts of online help, online documentation, and online services(Driscoll, 2002). The role of online learning in teaching and learning is enormous. This is because high quality educational materials from across the world are being made available for free to many thousands of users.In this regard, insight is needed into the processes of utilizing online learning to provide scaffolding and to become effective ways of enhancing written English of senior secondary school students.

Today's students are immersed in multiple electronic communication environments, regularly onlineusing email, instant messaging, blogs, or other electronic systems to talk with one another. So many of these electronic communication systems are being used in

schools where administrators are instituting bans or limits on the devices during school hours. This widespread popularity of electronic communication among children and adolescents raises important questions as to how these technologies will become new catalysts for teaching and learning written English in senior secondary schools. This is one of the factors that motivated this study.

The Federal Ministry of Education of Nigeria in its effort to actualize the objective of the Sustainable Development Goals (SDG) launched an ICT-driven project known as SchoolNet.The project wassaddled with the responsibility of equipping all the secondary schools in Nigeria with computers and internet connectivity. The Federal Ministry of Education in conjunction with National Communications Commissions (NCC) also used Universal Service Provision Fund (USPF) and sponsored School Access Programme(SAP) which provided adequate computers and Internet connectivity tosome secondary schools in Nigeria. This isanother important reason that inspired the present study. A study of WebQuest online learning strategies could help both the teachers and the students to utilize the computers and the Internet connectivity in the secondary schools.

Another factorthat motivated this study is basically related to the level of commitment of Kaduna state government in the area of information and communication technology. Kaduna state governmenthas distributed customized tablets to selected senior secondary schoolsin the state in order to facilitate e-Learning (News Agency of Nigeria, 2015).This is a clear indication that teaching and learning using ICT has come to stay.A study on the effect of WebQuest online learning is timely so as to find effective ways of teaching and learning written English.

The recent development of writing Joint Admission Matriculation Board (JAMB) examination online inspired this study.This is because all pre-degree students seeking admission into higher institutions must write online examination. Thus, a study WebQuest online learning will expose the students to online programme and reduce the phobia of online programme.

Introduction of Computer Based Test (CBT) for assessing educational courses in the Faculty of Education, Ahmadu Bello University, Zaria is another factor that motivated this study. This proved that seeking ICT knowledge has become mandatory for all the students at the lower and higher levels of education.

In the quest for ways to enhance teaching and learning, Dodge developed WebQuests in 1995. He called his work WebQuest and posted summary of his idea on the web. Bernie Dodge as the father of the WebQuests, defined it as "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet" (Dodge, 1995:17). Since then, educators around the world have incorporated WebQuest into their Curricula (Schwartz & Willing, 2001:104). This is why the present study aspires to investigate the effects of WebQuest online learning strategies with a view to find out its efficacy on the written English.

In a WebQuest, students are sent to quest for knowledge. They are directed to Online resources within the context of specific curriculum mission. Rather than accessing textbooks which may be out-dated or filter CD-ROM. WebQuest exposes students to a wide range of online resources such as subject experts, directories of information, current news, and all manner of interest groups. They must critically evaluate and

extract relevant information in order to construct meaning within the context of the goal. It may be conducted independently or in small groups.

Bates & Poole (2006) indicates that a good WebQuest represents a guide for the learners about the learning materials. It has various sources which can enrich the lesson in a positive way. It enables the students to work independently and the role of the teacher changes from a conveyor of knowledge to a facilitator. It includes guidance on how to organize the acquired information.

WebQuests are structured, organized, with time efficient tools used by educators to make available to students a wide array of relevant Internet information that can inspire critical thinking and independent learning skills. WebQuests, with the use of search engines, allow students to explore issues, find their own answers, and acquire all the necessary information (Zheng et al., 2007). This also formed part of the factors that inspired the study.

1.2 Statement of the Problem

The situation of the English language in Nigerian secondary schools is not satisfactory.This is indeed obvious going by the poormastery writing skills of senior secondary school students in Kaduna State. The students' essays are always not organized; the expressions are vague, boring and sometimes lack adequate connection. This poor writing skills of the students contributed immensely to the mass failure of English language in West African Examinations Council, National Examinations Council and Senior Secondary Certificate Examinations.

Evidence of these problems have been supported by the report of Senior Secondary Certificate Examinations (SSCE) where it was pointed out that in 2012, only 38.81% passed English; in 2013, only 36.57% passed English, and in 2014, only 31.8% passed English (WAEC, 2014). Poor writing skillsmay be responsible for the mass failure of English which needs to be addressed using scientific and technological ways of teaching and learning.

Teaching approaches and strategies have been featured as one of the major factors contributing to the low level of English achievement. Piccinin (1997) indicated that dominant traditional teacher-centred (TTC) approach to teaching English did not produce effective results and make it impossible for learners to acquire the level of competency required for success. ICT can be a procedural strategy in language teaching and learning. Therefore, there is need to conduct a research like the present onein order to examine the viability of ICT in Nigerian secondary schools.

National Policy on Education of the Federal Republic of Nigeria(2004) emphasized that modern technology should be used for teaching and learning at all levels of education. But, Yusuf (2005) revealed that even teachers who have competence in ICT do not integrate them in their teaching. This problem could be afactor for low level of English achievement in Nigerian secondary schools. A study of WebQuest could be a solution to this problem.

Employers have been complaining that senior secondary school students graduate with a significant gap in writing skills. Many of the students are not constantly practising essay writing. Inability of students to practise constantly leads to poor presentation. The

students' essays are not well organized; the expressions are vague, boring and sometimes lack logical sequencing and development.

This study, therefore, investigated the effects of WebQest online learning strategies in order to establish its efficacy on the written English of senior secondary school students. The present study intends to ascertain:

1. if adoption of ICT such as WebQuest online learning can assist teachers to teach writing effectively;
2. whether learning content, organization, expression and mechanical accuracy through WebQuest online can lead to improvement of the written English.
3. if effective implementation of WebQuest online learning strategies can lead to the improvement of the written English ofmale and female students at the senior secondary school.

1.3 Objectives of the Study

This research work studied theeffects of WebQuest online learning strategies on the written English of students of senior secondaryschool in Kaduna state, Nigeria. The studyis designed to:

1. determine thedifference betweenthe written Englishmean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment;
2. find out thedifference between the narrative essaymean performance scoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment;

3. ascertain thedifferencebetween the descriptive essay mean performance scoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment;
4. find out thedifference between the expository essay mean performance scoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment; and
5. determine thedifference betweenthe written English mean performance score of male and female studentsexposed to WebQuest online learning strategies and those not exposed to the treatment.

1.4 Research Questions

The study is designed to address the following questions:

1. What is the difference between the written English mean performance of the students exposed to WebQuest online learning strategies and those not exposed to the treatment?
2. What is the difference between thenarrative essay mean performance scoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment?
3. What is the difference between the descriptive essaymean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment?
4. What is the difference between the expository essay mean performancescoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment?

5. What is the difference between the written English mean performance score of male and female studentsexposed to WebQuest online learning strategies and those not exposed to the treatment?

1.5 Hypotheses

The following hypotheses are postulated for this study:

1. There is no significant difference between the written English mean performance score of the students exposed to WebQuest online learning strategies and thosenot exposed to the treatment.
2. There is no significant difference between the narrative essay mean performance scoreof those exposed to WebQuest online learning strategies and those not exposed to the treatment.
3. There is no significant difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed tothe treatment.
4. There is no significant difference between the expository essay mean performance scoreof those exposed to WebQuest online learning strategies and those not exposed treatment.
5. There is no significant difference between written English mean performance score ofmale and female students exposed toWebQuest online learning strategies and those not exposed to the treatment.

1.6 Significance of the Study

The present age is characterized by the technological advancement world over. In fact, the speedy growth rate of science and technology is enormous. The need to utilize the scientific and technological means of learning proved obvious. Therefore, this study could be of immense importance to the teachers of English, other teachers, students, curriculum planners, examining bodies, educational administrators and community. The study could be of great importance to the above mentioned category of potential beneficiaries including researchers and other interested bodies in the field of language and communication studies.

Teachers of English will find this study valuable. Theidea is modern technology facilitates the opportunities of getting theknowledge by different and new ways. The information is transferred to students in anyplace and at any time, instead of going to distant places to learn. In WebQuest online learning, website addresses will be given to the students, and linkthem to the learning materials. Other teachers in other fields might benefit from the present study. It is believed that no matter what subject you teach, you will be a teacher of writing and a teacher of communication. Every subject area requires students to write, whether it is an interpretive essay, a science report, a statement about how to solve a mathematical problem, or a historical analysis.

Students, whose writing ability is low, average or high, could be the greatest beneficiaries from the present study. It is believed that WebQuest can provide a structured assistance in using internet sites as a source of learning so as to improve students' critical thinking skills. Students of higher institutions could benefit from this study when they have access to the site. Other beneficiaries are students in other fields.

WebQuest assiststhese students to deal with the original documents instead of dealing withsecondary sources as books.

Administrators, secretaries, civil servants as well as technicians whose writing ability is low could benefit from this study.They can follow the links and learn the writing skills through WebQuest online in their offices or at homes. They can ask questions on writing through WebQuest and the facilitator can respond through the same means.

In the area of examination and assessment, examining bodies could be part of beneficiariesof the present study. The examination norm could be directed toward the most efficient ways of assessment and obtaining instant result. The issue of examination malpractice using WebQuest online assessment will be completely eradicated and time that is spent in conducting examination will reduce drastically. The registered students will be assessed using WebQuest which prevented examination malpractice.

Community might benefit from this study if they engage both students of senior secondary schools and adult education learners in WebQuest online learning. Other derivable benefit is that, the study if found effective would be an eye opener for parents and caregivers to know the value of modern technological devices and encourage their ward to meet the global standard. The parents could also benefit from the study if concentrate on the designed materials on the WebQuest model and discourage their ward to stop unnecessary browsing and chatting at home. Parents and caregivers would notice, with joy, the new and modern instructional technology. This would help immensely in engaging the students to learn even at home.

Educational administrators, too, could benefit from the present study. The study could have positive impact on their decisions in planning, executing the educational policies, support and evaluations that gear toward the development of students' innovative, creative and critical faculties. This study would also guide curriculum developers to use appropriate steps and WebQuest strategies if found effective for improving the written English performance of senior secondary school students. It would help in making decisions related to designing the content materials of the curriculum and other areas seeking improvement. This could be achieved by integrating WebQuest online learning and incorporating it in the curriculum. It is hoped that the result of this study may enable the educational managers, administrators in Nigeria to take into consideration the importance of WebQuest online learning strategies (WOLS) in teaching and learning of writing skills.

1.7 Scope and Delimitation

The study was limited tofour public senior secondary schools in Kaduna State. The choice of these schools stemmed from the fact that they enrollstudents with different background and they representthe entire population of Kaduna State. They also have internet and online facilities required for the study. The SSII students were selected based on the fact that they have enough time to undergo the treatment unlike SSI students that have just been introduced to the senior secondary school, or SSIII students that are busy preparing for SSCE. The study examined written English because all the subjects in secondary schools are tested using writing. The aspects of the written English covered were content, organization, expression and mechanical accuracy. These aspects were selected in order to meet the standard of WAEC and NECO as examining bodies of senior secondary school students. The choice of WebQuest is to avoid

unnecessary time wastage online as well as its ability to subjectall the students to the same learning material. The materials designed for the studywere accessed only by using Internet connectivity.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature relevant to the study. The review is presented in the following sub-headings: definitions and characteristics of online learning,advantages and disadvantages of online learning,approaches of online learning**,**online learning strategies and teaching of written English,WebQuest and writing,gender and writing,WebQuest and teachingof narrative essay, WebQuest and teaching of descriptive essay and WebQest and teaching of expository essay. Previous studies on WebQuest learning strategies, the theoretical framework and gains from the review are also important components of the chapter.

2.2 Definitions and Characteristics of Online Learning

Online learning is a very vast area; a fact that makes it difficult to develop a generic definition.Terms that are commonly used includee-Learning, Internet learning, distributed learning, network learning, tele-learning, virtual learning, computer-assisted learning, Web-based learning, and distance learning. All of these terms imply that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology (usually a computer) to access the learning materials, that the learner uses technology to interact with the tutor or instructor and other learners, and that some form of support is provided to learners.

Khan (1997) defined online instruction as an innovative approach for delivering instruction to a remote audience, using the Web as the medium. However, online learning involves more than just the presentation and delivery of the materials using the Web: the learner and the learning process should be the focus of online learning. As a result, the author defines online learning as the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. This definition captures vividly the intention of the present study because it is a kind of learning that allows the students to access learning materials, and to interact with contents and instructor or other learners.

Lowenthal (2009) defined online learning as the technology medium or context with which it is used, but Benson (2002) described online learning as a more recent version of distance learning which improves access to educational opportunities for learners. Itis described as both non-traditional and disenfranchised.

Driscoll (2002) said that online learning is related to the more common concepts of online help, online documentation, and online services. Online learning is related to learning materials directly accessible from within a core application. The learning materials are available online on a network readily accessible. Malo & Moticka (2003) argued that this kind of learning is something related to other electronic learning strategies. The online learning strategies are associated with the content readily accessible on a computer. The content may be on the Web or the Internet, or simply installed on a CD-ROM or the computer Hard disk and can be assessed independently.

Online learning signifies ways in which telecommunication could be merged with computers and computer networks to give teachers new tools to support teaching (Lord, 2000). This is relevant to the present study because WebQuest online learning entails the use a computer network to facilitate student-student as well as student-teacher instruction across a desk, classroom or across the world.

For the purpose of this research work, online learning is seen as something that comprises a wide variety of programmes that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. It is a kind of study that makesstudents be online asthe new way of studying using network.

The definition of Malo & Moticka (2003) is highly relevant in the present study, and it is going towards the direction of providing online help for the learners to make use of it wherever they are.The present study is dissatisfied with the definition of Driscoll (2002) because it neglected the issue of interaction, brainstorming and assessment.

Online learning has many characteristics because of its role pedagogically. Isteta & Sarhan (2007) claimed that online learning provides an interactive learning environment between the learner and the teacher, and between the learner and his classmates. It provides fun in learning, and promotes learning with friends in small groups. It also provides the learner with teaching and learning environment; and the students can obtain knowledge from anywhere in the world at any time.Online learning helps students to learn without the obligation of a specific age and encourages the learner to lifelong learning. Similarly, Lindblom-Ylanne & Pihlajamaki (2003) revealed that

online learning provides strong academic self-concept, and involves fluency in the use of online learning technologies. It provides understanding and valuing interaction and collaborative learning and promotes self-directed learning skills.

To this, we can also add that online learning paves way for critical thinking. It prepares the learner to think critically before responding to any question. Online learning can support and improve learning experience. In addition, it can also help the teacher to infuse some fun and positive attitude towards the subject, especially the foreign language. This can be achieved if the students show high level of commitment which is relevant in the present study. Table 2.1 highlights the summary for the review of related literature under definitions and characteristics of online learning.

Table 2.1: Summary Table for the Review on Definitions and Characteristics of Online Learning

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Web-Based Training **Driscoll (2002)**	Online learning is directly related to the more common concepts of online help, online documentation, and online services	The present study exposed the students to maximize the opportunity of online help and online services
The use of Technology **Benson, (2002); Carliner, (2004) & Conrad, 2002)**	Learning through modern technology can be achieved through online learning Strategies	The subjects were involved in learning using modern technology such WebQest
Online Learning Solution at Mendel University in Brno **Malo & Moticka (2003)**	The online learning strategies are associated with the content readily accessible on a computer. The content may be on the Web or the internet, or simply installed on a CD-ROM or the computer Hard disk	Utilization of internet content-based materials is part of the task of the present study

Table 2.1: Summary Table for the Review on Definitions and Characteristics of Online Learning Continues

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Using the Internet Based-content Materials **Isteta & Sarhan (2005)**	The characteristics of online learning and the effective application of online program	This is important to the present study in order to have focus
Can a Collaborative Network Environment Enhance Essay Writing Processes? **Lindblom-Ylanne, S., & Pihlajamaki, H. (2003)**	Collaborative network environment can enhance essay-writing processes. Collaborative writing tasks and its benefits	The study involved collaborative writing online during writing task
Web-Based Instruction **Khan (1997)**	The need for Web-Based teaching and its roles in essay writing	The experimental group were trained using web-based teaching involving readily material in the WebQuest software

2.3 Advantages and Disadvantages of Online Learning

It is obvious that online learning has been used to promote teaching and learning. More and more uses of its unique features are found everyday and it is not surprising that the field of education is also being strongly affected. However, online learning cannot do without advantages and advantages.

Coleman (2005) identified two benefits of online learning: The first advantage of online learning is the lack of physical setting and a time schedule. With online learning, one can get his hand on a computer connected to the Internet and can get to class on time. The second benefit of online learning is ability for the students to get in touch with all

materials concerning a course at the time deemed more convenient. The course content and activities are provided online, students no longer need to worry about accessing course materials. This is relevant to the present study because the students will be allowed to search for information on their own. It is worthy to note at this point that despite the availability of content and activities online, monitoring is very important especially at the secondary school level.

Pinar (2007)identifiedadvantages of online learning as extendibility, accessibility, and suitability of users to proceed through a training programme at their own pace and at their own place. They can also access the training at any time, receiving only as much as they need. It is used in collaborative and exploratory learning environments. In online learning, learning is delivered directly to the learner instead of the other way around, and the access is controllable. Online learning discourages absenteeism and promotes self-reliance. However, Bhuasiri (2011) included advantages of online learning as Incensement in accessibility to information, better content delivery, personalized instruction, accountability, confidence and convenience.

Conversely, online learning has disadvantages. One of the most important and direct contrasts with traditional education is having no set times for classes, and there is no assign physical place to go. This means that if the student is not well disciplined and can manage time in a reasonable manner, he or she might not be able to cope with the work. Another disadvantage posed by online learning is the comparability of the materials they will use, textbooks, and others, etc. The instructor has to make sure that the materials being used in the online course equals in quality the traditional one and that it has been well adapted to the online course (Li & Irby 2008).

Lastly, probably the biggest disadvantage posed by online learning, could be technology which might affect older adults even more. The problem may arise when the students' technological capabilities or training might not be enough to do what is expected (Li & Irby 2008). On the other hand, if the student's equipment does not meet the technological requirements; it will not be able to work efficiently.

Pinar (2007) revealed that one of the disadvantages of online learning is that bandwidth/browser limitations may restrict instructional methodologies, and there must be web server access. Time is required for downloading applications.The students assessment and feedback is limited. The Internet provides a wonderful means to get all kinds of information back and forth to your audience, but it also makes it harder to assess some types of student feedback and information. It may take some longer time to design and develop online courses, the first time around. This is because of its recent emergence to the training arena. New technologies always require time, experience, and money in order to take full advantage of its capabilities. The great thing, however, is that you will learn new skills and knowledge with each new course.

Despite the numerous advantages of online learning especially to the teaching of writing, it is important to put into consideration the issue of the disadvantages of online learning in EFL classes. The present study utilized the advantages, and avoided the disadvantages in the course of conducting this research work. One unsatisfactory and inaccurate aspect of Pinar's (2007) advantages and disadvantages of online learning is the inability to separate the advantages and disadvantages of synchronous and asynchronous online learning. It is obvious that what is useful in synchronous might

not be useful in asynchronous online learning. The present study is also satisfied that online learning is important at this particular time that modern technology has stolen the heart of the students but disagreed with the fact that it could replace the teachers. The teacher is still responsible for the management of the classroom and administration of the online learning to teach the students effectively. The table below summarizes the review of related literature under online learning

The table below highlights the summary for the review of related literature under advantages and disadvantages of learning.

Table 2.2: Summary Table for the Review on Advantages and Disadvantages of Online Learning

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
An overview of Online Education **Li & Irby (2008)**	The benefits and challenges of online learning in EFL classes are enormous.	The present study used the opportunity of online learning strategies to teach writing
Compelling Arguments for Attending a Cyber Classroom **Coleman (2008)**	The role of online learning in promoting writing skills of students is very vital.	The subjects were used to establish the importance of online learning or otherwise
A survey of Computerized Course Models **Pinar (2007)**	Advantages and disadvantages of online learning strategies in EFL classes are indeed very vital.	The present study utilized the advantages and avoid the influence of disadvantages to train the experimental group

2.4 Approaches to Online Learning

Two approaches to online learning have emerged: synchronous and asynchronous learning. Synchronous learning is instruction and collaboration in "real time" via the Internet. It involves tools such as live chat, audio and video conferencing, data and application sharing, shared whiteboard, joint viewing of multimedia presentations and

online slide shows. Any learning tool that is in real-time, such as Instant messaging, Twitter, Facebook that allows students and teachers to ask and answer questions immediately, is synchronous. Synchronous learning environment provides real-time interaction, which canbe collaborative in nature incorporating e-tivities (Salmon, 2013). Synchronous e-Learning, on the other hand, refers to learning and teaching that take place simultaneously via an electronic mode.

Synchronous language learning is closer to the communicative way of language teaching/learning with whiteboards, video chat or voice chat providing immediate feedback to help students improve their language skills. Thus, it can duplicate the face-to-face real time classroom (Keegan et al., 2005). The familiarity of the classroom model, immediate feedback from the teacher and fellow students and creating contents quickly in the classroom are the hallmarks of a synchronous language e-learning environment. Synchronous net-based discourses can improve understanding of complex subject matters (Pfister, 2005) and as a result, non-native English speakers can out-perform face-to- face language. However, it can be problematic for students due to being time bound and the availability of technology on a scheduled time.

Rather than learning on their own, students who participate in synchronous learning courses are able to interact with other students and their teachers during the lesson. A synchronous virtual classroom is a place for instructors and students to interact and collaborate in real time. Using webcams and class discussion features, it resembles the traditional classroom, except that all participants access it remotely via the Internet.

Asynchronous learning methods use the time-delayed capabilities of the Internet. It involves tools such as e-mail, threaded discussion, newsgroups, bulletin boards and file attachments. Asynchronous session requires simultaneousstudent-teacher presence. On the other hand, asynchronous environments are not time bound andstudents can work on e-tivities on their own pace. An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008). Asynchronous environments provide students with readily available materials in the form of audio/video lectures, handouts, articles and power point presentations. Asynchronous learning can be carried out even when the student or teacher is offline. Coursework and communications delivered via web, email and messages posted on community forums are perfect examples of asynchronous e-learning. In these instances, students will typically complete the lessons on their own and merely use the internet as a support tool rather than venturing online solely for interactive classes. Asynchronous e-learning can incorporate all L2 teaching methods that allow for delayed feedback and delayed response as in emails and discussion boards. Asynchronous language learning can be more encouraging for learners to ask questions that require long answers (AbuSeileek & Qatawneh, 2013).

Parsad & Lewis (2008) claimed that asynchronous e-learning is the most adopted method for online education because learners are not time bound and can respond at their leisure. The opportunity of delayed response allows them to use their higher order learning skills as they can keep thinking about a problem for an extended time period and may develop divergent thinking.However, asynchronous mode has its disadvantages in reducing direct feedback and immediate interaction. Bernard *et al*(2004) confirmed that, in terms of achievement and attitude outcomes, asynchronous

environments had more positive effects than synchronous ones. In spite of the positive outcomes for asynchronous instruction, the authors also found that retention rates were lower and dropout rates substantially higher in asynchronous mode of learning than in synchronous.

Both asynchronous and synchronous modes can be beneficial for language learning (Pérez, 2013). A blend of the two models can give students opportunities to learn better than any of the individual modes. Asynchronous and synchronous modes can complement each other in teaching/learning language through the conversational framework (Laurillard, 2007) and constructivist approaches of creating meaning through dialogue, reflection and experience (Reynolds, Wang & Poor, 2002). When blended, they can provide a wonderful model for enhancing language learners' cognitive participation, information processing and motivation (Ge, 2011). Language learning is more of a skill-oriented process rather than content mastery.

The present study utilized both asynchronous and synchronous learning activities. This allowed the students and teachers to benefit from the different delivery formats regardless of their schedules or preferred learning methods.

In online learning,there is a plethora of different systems of learning such as Learning Management System (LMS),Virtual Learning Environment (VLE)or Web 2.0 which allow courses to be delivered. LMS and VLE have been used as applications that provide comprehensive set of tools for educators to manage learning resources, assessment and grading. But, in 2005, a new range of web tools began to find their way into general use, and increasingly into educational use. These new web tools are described as Web 2.0 tools, as they reflect a different culture of web use from the

former “centre-to-periphery” push of institutional websites. Web 2.0 is the current state of online technology as it compares to the early days of the Web, characterized by greater user interactivity and collaboration, more pervasive network connectivity and enhanced communication channels.

Web 2.0 tools empower the end-user to access, create, disseminate, and share information easily in a user friendly, open environment. Web 2.0 tools have proved increasingly popular in both social media and educational application.

Thus, Web 2.0 has the ability to support active and social learning; it provides opportunities and venues for student publication, and provides opportunities for effective and efficient feedback to learners. It also provides opportunities to scaffold learning in the student’s Zone of Proximal Development (Hartshorne & Ajjan, 2009;Vygotsky, 1978). This is relevant to the present study because WebQuest is designed to provide opportunities in the student’s Zone of Proximal Development. Web 2.0 tools include Blog, Twitter, Facebook, Podcast, Wikis,WhatsApp etc.

2.4.1Blog

Blog is an Internet-based learning. It is essentially a homepage managed by a writer which could also be linked to online learning. Halic et al. (2010) defined blog as a social media tool for communicative purposes only. Another scholar, McIntosh (2005:2) expands this definition in the following way:

> *Historically, a weblog, or ‘blog’ for short, is recognized by its regularly updated, time and date stamped posts, running down the computer screen in chronologically reverse order (i.e. the most recent post comes first). Crucially, there is an ‘Add Comment’ feature so that readers of posts can leave their opinions, questions or thoughts. Finally, there is a writing style element: blogs are written by one individual who gives his or her thoughts in a generally relaxed, ‘spoken’ style.*

Blog has evolved along similar lines to other forms of human communication in that they are a product of convenience rather than design(Williams & Jacobs 2004:232). On the basis of writing using blog, Lamshed, Berry, & Armstrong (2002:9) stated that in a journal, a blog can be an updated resource that grows over time with the accumulation of writing and other contents. This archived information is accessed using a simple calendar that highlights the dates on which entries were made. These and various other researchers (Hiler, 2003; Thorne & Payne, 2005) have also recognized blogging as "a set of... phenomena" for producing anything from online diaries to academic and reflective journals. It has the capacity to "engage people in collaborative activity, knowledge sharing, reflection and debate" (Williams & Jacobs, 2004:232)**.**

Moreover, Van-Wyk (2014) added that blog as a Web 2.0 online learning strategy support economics education student teachers during teaching practice placements. It allows users to create personal journals and resource sites to share with their community (Makri & Kynigos 2007; Van Wyk 2013).

Since their emergence alongside other online social media, blogs have been adopted (Makri & Kynigos 2007; Charleston 2010) and are applied in a variety of fields, including business, travel, sport and education. Educational applications of blogs include writing, researching, interpreting, interacting, reflecting, problem-solving, cooperating, sharing ideas andexpressing individual or group voice (Brescia & Miller 2006; Van Wyk, 2013). For example, educators and students can use blogs in order to publish news and information about the course; collect learning resources; share ideas and experiences; interact in an online forum; improve researching and writing skills

while preparing individual assignments; and develop collaboration and social skills in discussions of group assignments and projects (Churchill, 2009; Van Wyk, 2013).

With regards to writing skill, use of blogs will not improve learning without standard content and scaffolding in the learning environment (Ellison & Wu 2008; Van Wyk, 2013). The content must be well developed and saved on the web page as proposed in the present study. Blogs enable users to collect articles and comments contributed by the community, and to share these resources and findings with people outside the community who are interested in the topic. These features provide educators with further opportunities to use blogs in the classroom. This view point has a direct bearing with the present study. In this study, the students are allowed to share their ideas with the members of other group.

According to social constructivist theory, knowledge is generated through social intercourse and through this interaction people gradually interact on the blog to stimulate cognitive conflict among participants and provide participants with opportunities to express different perspectives. This approach suggests that learning may be more meaningful when students are able to exchange ideas and negotiate meanings with their peers in a social learning environment (Jonassen & Reeves 1996; Charleston Observatory 2010). This point is highly relevant in the present study. Moreover, some researchers like Meyer 2003; Park et al. 2011; Van Wyk, 2013 pointed out that this process can be more powerful when communication among participants is in written form, because it gives participants more time to reflect on and to better articulate their ideas.

The positive role of blogging is related to show of enthusiasm, students using blogs in the computer room during a class period were often found to stay well beyond the allotted time, a form of behavior that rarely occurs in a traditional classroom. This deep involvement in blogging and willingness to stay "beyond the bell" impressed the researcher. This can also play vital role in the present study. Students also seemed to be motivated to write without a concern for word limits in their posts. Many posted not just as many words as the teachers had suggested—at least 200 words, when specified—but significantly more. Blogging enables users to exchange ideas and to share experiences; blogs can be an ideal forum for social constructivist teaching (Van Wyk, 2013).

In addition, the blog posts seemed to serve as motivation for students to make specific improvements in content and organization and correcting careless mistakes. Some students were undoubtedly motivated by the fact that, while posted online, their writing was in essence published, and could be accessed and read by classmates, the teacher, and indeed anyone around the world with an internet connection. This differs from the present study because of the maximum protection of the programme. Only those that are involved in the programme will be able to access the students' essays. Other students could have been influenced by having to have a blogging buddy check a submission before it could be posted. Many students even stated that because of the "public" nature of blogging, they felt more immediate responsibility for what they wrote, which would presumably lead them to do higher quality work. Blogging as an online learning tool does not provide opportunity for students to search for relevant information somewhere else like WebQuest. In WebQuest, students are always free to search for relevant information using selected websites.

Finally, students seemed highly motivated to give their classmates written feedback on their posts. Although for each assignment they were required to read and respond to the posts of only three classmates, most of them read the posts of many more than that, as was demonstrated by the fact that they would often comment on the posts of at least half the students in their respective classes. A few students actually read and commented on the posts of alltheir classmates. This seems to show that the students perceived the blogging activities not just as classroom exercises, but also as a meaningful and effective means of expressing their own ideas, learning about the ideas of others and responding appropriately.

Although blogs can be a useful tool for the instruction of writing skills, some researches highlighted the drawbacks of using blog and that discouraged the present study from adopting it. The drawbacks are that students will not take their activity seriously because of the absence of the teacher and may not use what they have learnt in their blog postings. There is an issue of spending more than the allotted time and leads to distraction of other subjects.

Another potential problem of using blogging activities is that blogs are not private, but public. By making blog writing and peer commentary available to everyone, students are at the same time denied privacy. A student who lacks confidence may feel fear at having others read his/her thoughts, or a student who has developmental writing problems may be embarrassed by the prospect of others seeing his/her mistakes. Blog could not be adopted in this study because blog online learning ceased to be a medium became more of platform. In WebQuest, students are prepared to be independent learners.

2.4.2 Twitter

Twitter as a form of micro-blogging system was officially launched in October 2006, Twitter was developed by Obvious Corp. Bozarth (2010:25) defined Twitter as "email 2.0". A user can send a 140-character message (a tweet), forward other users' tweets (re-tweet), mark other users' tweets with the @ sign (tag), reply to tweets, send direct and private messages to other users. Create lists of users, and publicly identify usernames in tweets by including the @ sign (mentions). Ovadia (2009) has specified that since Twitter maintains tweets in chronological order, it offers a great platform for designing and conducting academic studies, especially in social and behavioral sciences. As Fox & Varadarajan (2011) observed, research opportunities on the use of Twitter for educational purposes are still emerging.

Furthermore, the usage of Twitter for learning aims has also been very much implemented and a great deal of research has been carried out. It has been said that Twitter has a great potential to extend teaching and learning beyond formal lessons (Ebner, Lienhardt, Rohs, & Meyer, 2010).

For the educational uses of Twitter, some activities have been listed by many authors– above Grosseck & Holotescu (2008) were pioneers with an early article on the wide variety of possible learning activities with Twitter. On the one hand, there are learning tasks based on opinion and content exchange (Conole & Alevizou, 2010:31-32). There are also activities based on collaborative creative writing such as storytelling (Fernández, Revuelta, & Sosa, 2012; Wheeler, 2009). Twitter hash tags are normally used in classroom settings, for example, to expand debate about content or to ask

questions (McArthur & Bostedo-Conway, 2012). If Twitter is used to expand interaction that occurs in face-to-face lessons, the activity is called “back channel” and it is commonly used for learning aims (Kwak, Lee, Park, & Moon, 2010; Zhao & Rosson, 2009).

Going beyond single activities, Sample (2010) presented a matrix as a framework for analyzing the wide range of possible uses of Twitter in education. The matrix has two axes around which the author organizes nine kinds of activities, describing the uses and benefits of Twitter. The vertical axis represents the activities based on their conversational potential and are ordered from non-conversational to conversational. The horizontal axis organizes student activities from passive to active roles. The activities included in the matrix are the following: institutional communication, tracking activities, in-class back channel, instructor communication, lightly structured activities, out-of-class discussion, pedagogical communication, meta-cognitive/reflective activities and in-class directed discussion.

Harris & Rea (2009) have summarized the advantages and disadvantages of utilizing Twitter Web 2.0 in an educational context. With these tools, the students become active elements in the instruction process, the borders of classrooms extend outwards to include the entire world, cooperative learning occurs, and students can access knowledge whenever they want. The tools also has some challenges to classrooms because learning becomes highly dependent on computers and related technologies, web resources are exposed to potential abuse by bullies, plagiarism could occur, and the publicity of students’ work could create a certain level of discomfort.

From the above review, the present study agreed with the point raised by Fox & Varadarajan (2011) that Twitter had provided research opportunities for educational purposes but the present study could not adopt it because it posed many challenges to the students. These include addressing private issues related to the students' need; establishing purpose depending on the aims and types of assignment; and modeling use of related to different contexts and aims.

2.4.3 WhatsApp

WhatsApp is an application available on the new generation of smart phones like IPhone, Android, Blackberry and Nokia mobile phones that allow users to send text messages to each other for free. Users are not charged for a text sent through WhatsApp. This is because WhatsApp sends messages through an internet data connection. WhatsApp supports many different message types, from simple text to pictures to audio files and videos.

According to Solomon & Schrum (2007), smart phones allow for a dialogue between reader and writer. They also encourage a community to be built between the readers and the writer. WhatsApp journaling is a way to communicate to an authentic audience. Furthermore, as students are journaling, they learn from writing about issues as well as from the people who respond to their messages. WhatsApp provides a fresh insight that helps to foster knowledge and information sharing.Yancey (2009) suggested the study of writing needs to be restored in three steps. First, teachers should use newer technologies to increase writing skills. The second step is to design a new model for a writing curriculum. The last step includes creating new models for teaching that allow the students to communicate using all available technologies both inside and outside the

traditional classroom. This is the essence of teaching development either in writing or other language skills.In respect of teaching writing skills using WhatsApp, a group is maintained by the instructor providing tasks and monitoring the response of the students.

WhatsApp is unique with sensitive features.But one of the most interesting and sensitive things about WhatsApp messaging and other popular technologies (text messaging, video games, etc.) is that they are potential learning tools. They can be bound by educationalists to help students learn school-related content, as is shown by teachers who encourage students to use messaging shorthand to spark their thinking processes (Lee, 2002).

It obvious that students have been facing difficulties to differentiate between formal and informal writing, and consequently use informal message abbreviations in more formal writing situations (Brown-Owens, Eason, & Lader, 2003). However, this problem is not unsolvable; students can be taught both to understand what constitutes correct language, and also to know when different types of language are appropriate to use (Helderman, 2003). Joylyn told her students that "if they turned in papers written like mobile messages, their grades would suffer" (Helderman, 2003). Her threat worked because the students no longer make those same mistakes. Thisis a clear indication that students can learn the appropriateness of language in different situations. Some educators believe that this type of language misuse is the fault of the students. Obviously there are cases where this is true, as well as cases where it is not. However, regardless of the situation, teachers can work to ensure that students develop a sense of audience when writing.

On the basis of adapting literacy education to the reality that electronic messaging is the dominant mode of written communication in the lives of many undergraduate students, educationalists can incorporate writing and electronic journals as they may improve students' writing skills (Raab, 2007).Teachers have discovered that when students are excited about their writing, they take more care with the final product (Rowen, 2005). New communicative applications such as WhatsApp should not be used just for the sake of wasting time and chatting. There has to be a goal that the teacher is trying to reach. It may help students in improving their writing products in a delightful way.

Both journaling and sending messages through emails or

In the past, before the emergence of computers and typewriters, handwriting was the only way tocommunicate with the written word. Students were taught how to communicate with the written word. The emergence of mobile devices has brought positive changes where messages could be sent through emails tocommunicate with the written word. The use of computers is slowly replacing writing as the mainmode of communications (Ardilla, 2004).

Online bulletin boards and chat rooms, email, textmessages, and chatting apps such as Facebook, WhatsApp, Twitter are all means of composing and communicating written messages on computers or smart phones rather than using pencil and paper. This is highly relevant in the present study. WebQuest online learning is designed to communicate written messages on the computers on the smart phones.

While most educationalists recognize that WhatsApp messages are widely accepted by undergraduate students, there seem to be two distinct opinions of its effect on students.

Some scholarssee "Internet English" as a breakdown of the English language; others consider abbreviations as part of a continuing assault of technology on formal written English. Conversely, some who regard "Internet English" as an example of how language is constantly developing and changing, but also as a type of literacy in and of itself, which can be capitalized on to engage students in more traditional learning.

The 21st century will be remained as an era wherepeople who compose writing are not necessarily taught through formal instruction, but rather they willuse a process called co-apprenticeship in which the students write authentic texts and areevaluated by peers rather than instructors(Yancey, 2009). This clearly brings out the importance of WebQuest online learning strategies.

The present study agrees with the view of Brown-Owens, Eason, & Lader (2003) that WhatsApp encourages students to use informal message abbreviation in formal writing situation and that students do not follow the laid down rules of language. That formed the basis for rejecting it in the present study. Helderman (2003) claimed that WhatsApp is a positive trend if properly managed. This established that it is very difficult to handle especially for senior secondary school students.

WhatsApp could not be used because it is not a content-consumption tool where learning is delivered but more like a content authority tool where learning is created.WhatsApp could not be adopted in this study because something not relevant may divert the attention of the students.

2.4.4 Facebook

Facebook is one of the major social networks used worldwide. When started in 2004, Facebook as a social network was used to connect distant friends, family members and co-workers. Facebook attracted hundreds of millions of users, many of whom have integrated this tool into their daily practices. Taking into consideration of the several features and ongoing development of Facebook, educators face a serious challenge in how to use this tool to enhance student engagement in the academic process, specifically foreign language teaching and learning. This brought the issue of researches to be conducted in order to establish the potentialities of Facebook in teaching/learning.

Many researchers have found that Facebook, a widely used SNS, has potential to foster language learners' socio-pragmatic awareness (Blattner & Fiori, 2011) and has been viewed as a facilitative platform for language learning (Kabilan, Ahmad, & Abidin, 2010). Learners can undertake more collaborative language-learning activities on Facebook (Lantz-Andersson, Vigmo, & Bowen, 2013), which increase their opportunities to practice using target language and to support their language development through interaction (Long, 1985). Integrating Face-book into language learning settings, especially in the EFL context, makes it possible for learners to increase their amount of language production even outside of the language classroom (Erdem & Kibar, 2014; Mitchell, 2012).

Boyd & Ellison (2007) strongly agreed that social networking sites such as Facebook as part of a larger suite of recent internet technologies that collectively fall under the heading Web 2.0, along with Twitter, Blogs and Wikis.Many scholars indicated that these social network sites could be used to support and embrace the Generation Y or digital natives (Prensky 2001; Siemens 2005).

The present study is comfortable with the view of Boyd & Ellison (2007) that Facebook is among the Web 2.0 internet technologies. Vigmo & Brown (2013) confirmed the collaborative language activities involved in Facebook. Going by the above, it is obvious that Facebook added value to the teaching/learning process but the present study could not use it because the issue of informal abbreviation matters a lot in formal writing, and there is an issue of diversion of attention which is inevitable

2.4.5 Mobile Podcasting

The name "podcast" combines the terms iPod and broadcast into a single catchy word. As the name suggests, podcasts are audio and video broadcasts that can be played on an iPod. However, because podcasts are downloaded using Apple iTunes and can be played directly within the program, you don't actually need an iPod to listen to a podcast. Podcasts are distributed by professional organisations as well as amateur audio producers who want to share their content with others.

Podcasting could be means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically. Some people use the term “podcast” to refer to any distribution of audio/video content on the Web, but technically speaking, the feed and subscription model of file delivery is what differentiates podcasting from simply posting files on the Web. Podcast could be an interesting tool for teaching writing. Students follow by watching and listening to the content in order to do the tasks.

Brittain *et al* (2006) integrated alternative media formats for lecture podcasts and presented lectures for the course. Tape recorded materials were made available through the same course Web site in three formats: video, audio synchronized with images from the presentation slides, and audio only. The audio-only format was twice as popular as the other two formats combined. Of a possible 105 student participants, 30 downloaded media over the course of the semester, and 70 completed a survey at semester's end.

Gill & Palitha (2008) introduced podcasting for students learning at tertiary level. It was to check whether students' learning supported by podcasting differs from their learning onsite processes and how it would help students' motivation and make learning more flexible, easier and successful. This point paves way for more research work especially at secondary school level. Although, there are grounds for serious doubts as whether the work was an experimental or survey.

Despite the potentialities of podcast in teaching/learning process, it is also found to have disadvantages. Among the most commonly noted shortcomings of podcast lecture recordings is the inability to hear questions from students or discussions that take place in the lecture hall (Lane, 2006). The present study is satisfied with the role of students using podcasting as claimed by Gill & Palitha but the present study abandoned podcasting because it did not encourage learners' centeredness and the issue of face-face online discussion was not considered.

2.4.6 Electronic Mail

Electronic Mail shortened as E-mail is defined as "an electronic communications system that is used to send information from one person/site to another (one-to-one

communication) or from one person to many people at the same time" (Cross & Raizman, 1986:3). In its pedagogical context, D'Souza (1992:22) defined e-mail as a program that "uses computer text–processing and communication tools to provide a high-speed information exchange service" which can have strong, effective applications in teaching reading and writing. This is because one of the most prominent features of e-mail communication lies in its ease of editing, storing, duplicating, and delivering or distributing (Huff, Sproull & Kiesler, 1986). This feature, when combined with its suppressing of social cues, lends itself to the flexibility both in the content scope in which e-mail functions and in the direction information flows. Pedagogical applications of emailing for literacy development have been theoretically contemplated e.g. D'Souza's, 1992; Warschauer, 1995).

Tao (1995) investigated the still nebulous area of e-mail implications in literacy. He indicated that: in reducing the social cues and enriching functions of easy editing, storing, and manipulating, e-mail lends itself to more user-control and user responsibility. E-mail is capable of bringing traditionally peripheral persons into the instructional mainstream; e-mail offers users chances to develop positive attitudes but can also touch off some undesirable behaviors; due to its reduced sense of presence.

E-mail communication exhibits some sense of anonymity and depersonalization; e-mail is direct, straight forward and more self-centred; anecdotal reports suggest that e-mail might have effects on social behaviors such as collaboration and motivation, meta-cognitive aspects central to the learning process especially in writing. In other contexts; however, traditional computer-mediated communication (CMC) applications such as blog,e-mail are still used to enhance student communication and collaboration (Young

2003; Van Wyk 2014). It is already established that e-mail could be used to train EFL learners reading and areas of writing for EFL learners is neglected.

It has also been confirmed in Chiu's study (2005) that email communication, when pedagogically employed, can lead to better classroom interactions and creative learning. This can also improve and build up students' confidence and facilitate their writing skills in literacy classrooms. It is arguable whether e-mail can handle the types of essay writing as proposed in this study. This is because there is no available previous research that takes care of all the four types of essay writing.

Further, it is surmised that e-mail technology can positively help students to bridge the gap between "skill-getting and skill-using", borrowing the expression from Rivers (1975:12). McComb (1994:157) has argued that critical learning occurs when students are engaged in critical reflection on their personal, political, and social lives. This is important in the present study because critical thinking is one of the components of the present study. E-mail communication seems to promote a "pedagogy that encourages students to be active creators of, rather than passive to, 12 societies". Lenhart (2007) stated that instant messaging and e-mail are creating a new generation of teenage writers, accustomed to translating their every thought and feeling into words. They write more than any generation has since the days when telephone calls were rare.

Despite the effectiveness of e-mailing as revealed by Chiu (2005) and other scholars, the present study could not adopt it for this research work. It is rejected because there is no face-face interaction between the teachers and the students; therefore, all responses are directly to the e-mail box. The present study is also comfortable with the point of

view raised by McComb (1994:157) that critical learning occurs when students are engaged in critical reflection on their personal, political and social lives as propose in the present study.

Learning Management System has been used as applications that provide comprehensive set of tools for educators to manage learning resources, assessment and grading.Learning Management System include Skype-Based, e-Learning, Moodle, WebQuest etc.

2.4.7 Skype-Based

Skype-Basedrefers to a telecommunication software application that allows users to make voice and video calls, send and receive instant messages, and share files. It is free downloadable software, with an option to upgrade to an advanced, paid version. Skype-Based is also related to online learning.

Kiriakidis (2012) examined how Skype features could be used between school and district administrators to increase their self-efficacy. He discovered that Skype's video-conferencing, screen-sharing, instant messaging, and chat features enabled effective interactions between school and board administrators. He also found that the Skype interactions enabled administrators to support one another and share leadership ideas, plans, and expertise, which gave them confidence and increased self-efficacy. He concluded that continual mentorship with highly trained and proficient administrators may help K-12 administrators improve their administrative practices because it will afford them opportunities to collaborate and focus on needed areas for continuous growth. Kiriakidis's emphasis on having highly trained and proficient personnel available to enable continuous growth in individuals was similar to that of Vygotsky's

cognitive theory, which is part of the framework in this study, for it advocated the importance of social interaction as a medium by which learning develops by collaborating with those who are more skilled in the intellectual disciplines that assist learning. But, Macharaschwili & Coggin (2013) tested the use of Skype in a blended classroom setting.

Yang & Chang (2008) integrated the use of Skype to increase the English oral proficiency in a group of Taiwan college students over a period of 16 weeks. The Skype sessions differed each week, consisting of two question-and-answer sessions, one role-play session, one topic talk session, and one debate. The Skype sessions enabled students to practice English-speaking skills by interacting with their peers to reflect on their discussions.

In an effort to strengthen the research skills of students studying abroad, Cohen & Burkhardt (2010) designed and implemented a synchronous librarian reference service using Skype. In order to pilot test the idea, the case study focused on two librarians who were housed at Champlain, and the students who were studying abroad in Dublin. The technology librarian and the literacy librarian decided the criteria to deliver the research skills to include video conferencing, screen sharing, be inexpensive, and be simple to install. They found that Skype met all four. Before implementing the tool, the librarians had to be sure the infrastructure for the computers at the Dublin campus allowed Skype capability and that the students knew how to use Skype. They were relieved to know that Skype was accessible on the computers at the Dublin campus and that the students were already proficient users of Skype because they used it often to communicate with

family and friends at home. The researchers found that students who use existing communication means such as email and IM were ideal for Skype.

The case study of Cohen & Burkhardt (2010) added to the documented information of Skype being used for a learning tool. It is relevant to this study because it used Skype as a tool to enable learning for students. Additionally, it provided insight into an innovative way in which Skype can be used for teaching to students at a distance. Because the outcome of the study was not discussed in terms of data, it is assumed that it is an ongoing project. Therefore, the Skype-a-Librarian project and the current study helped narrow the gap of knowledge on Skype being used as a tool for learning.

According to Strang (2012) constructivist teaching advocates that learners leverage prior knowledge to create new ideas, understand new concepts, and construct new mental modes He agreed with Bruner that instructors should engage in Socratic methods to help learners make clarification, assumptions, and reflections. Strang (2012) hypothesized that the Skype setting would improve students' test results over the asynchronous discussion board forum. He used multiple quantitative measures to test the hypothesis. He reported that students who were in the synchronous Skype modality made significantly higher substantive posts during each weekly session and had final grades that were significantly higher than their counterparts in the control group who did not use Skype. Subsequently, he concluded that Skype can be used to provide quality online instruction and that universities could achieve a competitive edge by employing Skype.

Guth & Helm (2011) implemented telecollaboration in which Skype was used to analyze interactions among diverse cultures. They focused on task design to examine how telecollaboration takes into account the online environment, the tools being used, and the required illiteracies. They argued that traditional illiteracies are important but not enough, and therefore, it is critical to understand how to garner learner competencies in online settings.

Using Skype and Google Video chat to analyze the interactions between students and their peers, and students and instructor in a hybrid graduate education class was promoted by Stewart, Harlow & DeBacco (2011). They were motivated by the theory that learning is profound and significant as long as interaction at high level is maintained by student-teacher, student-student, or student-content

The present study is comfortable with Strang (2012) for applying Bruner's constructivism theory which is also useful in the present study. But the present study dumped Skype online learning because it required total attention of the teacher. It is not encouraging students' autonomy which is very important in the present study.

2.4.8 e-Learning

In online learning, a software package is designed to help educators in creating easily high-grade online courses. Such e-learning systems are sometimes called Learning Management Systems or Virtual Learning Environments (Tao, 2007).Learning Management Systems (LMS) is a global term for a computer system specifically developed for managing online courses, distributing course materials and allowing collaboration between students and teachers.

Ellis (2004) disagreed with authors like Nichols (2003) who defined e-Learning as strictly being accessible using technological tools that are web-based, web-distributed, or web-capable. The belief that e-Learning not only covers content and instructional methods delivered via CD-ROM, the Internet or an Intranet (Benson et al., 2002; Clark, 2002) but also includes audio- and videotape, satellite broadcast and interactive TV is the one held by Ellis. Oblinger & Hawkins (2005) define e-Learning as an entire course and all the interactions between faculty and students online. This focus on full on-line course delivery is also part of the following definitions: e-Learning is "computer-based training delivered over Intranets and the Internet (Dublin, 2003:2), e-Learning is "the delivery of a learning, training or education program by electronic means, e-learning involves the use of a computer or electronic device (e.g. a mobile phone) to provide training, educational or learning material" (Stockley, 2005), e-Learning is "a term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more" (Singh, et al.,2003:1), or e-Learning is "distance education or education delivered on the Web" (Zemsky & Massy, 2004: 5).

In another definition, e-Learning involves more than just offering fully online courses. For example Oblinger & Hawkins (2005:14) suggest that e-Learning "has morphed from a fully online course to the use of technology to deliver some or all of a course independent of fixed time and place. Students can be residential, commuting or at a distance". Or as the European Commission (2001) describes, e-Learning is "using new

multimedia technologies and the Internet to improve the quality of learning by facilitating access to facilities and services as well as remote exchanges and collaboration".

Lau (2005:397) defined e-Learning as "the use of Internet and Internet based communication technologies to deliver education and training". Accordingly, Smith (2006:369) described it as: "learning that is enabled by ICT for the purposes of enhancing the knowledge and skills base of individuals and the organization of which they are a part in order that they may solve problems in more effective ways". Again, Nejdl & Tohtermann (2006:273) reported e-Learning as: "the convergence of internet and learning, or Internet-enabled learning; the use of network technologies to create foster, deliver, and facilitate learning anytime and anywhere".Tavangarian et al. (2004) included the constructivist theoretical model as a framework for their definition by stating that **e-**Learning is not only procedural but also shows some transformationof an individual's experience into the individual's knowledge throughthe knowledge construction process. This definition is relevant to the present study.

Iskander (2008:26) defined it thus: "e-Learning is an educational evolution that has been jostling for its space in the educational system and is surging to the fore to be in place of traditional paradigms of training".Galagher (2003:11) defined e-Learning as "the use of digital technologies to support and deliver some or all of the teaching and learning for a particular unit of study". According to HEFCE (2005:4) e-Learning is "any learning that uses ICT".HEFCE (2005:4) further emphasizes that "with this definition one has to ensure that there is confident use of the full range of pedagogic opportunities provided by ICT.

The e-Learning strategies are associated with activities involving computers and interactive networks. The computer and the network must hold significant involvement in the learning activity**.** The e-Learning can be presented with all relevant learning materials in one integrated learning environment. It can be distributed and viewed live or selected from an archive. The e-Learning is an innovative strategy of learning activity at flexible times and places through the Internet (Sparacia, Cannizzaro, D'Alessandro, D'Alessandro, Caruso & Lagalla, 2007). This point situates the present study as a newer version of e-Learning. In the present study, additional features such as websites are added to enable the students to access one and same materials with the students in advanced countries.

Normally, e-Learning includes most kinds of electronically supported learning and teaching (Govindasamy, 2002). Web-based learning, Internet-based learning, and computer-based learning are all frequently used terms meaning e-Learning (Khan, 2001). At this point, WebQuest can also be added as e-Learning. More precisely, e-Learning encompasses both Internet-based learning and computer-based learning, which consists of components of online learning. There are eight key areas employing e-Learning for education or training: K-12 schools, higher education, corporations, government agencies, non-profit organizations, and networks as well as homes and public spaces (Rosenberg, 2001).

Several scholars discussed the advantages of e-Learning over traditional learning. The e-Learning offers an innovative way of delivering instruction through a wide-spread environment (Douglas & Der Vyver 2004). E-Learning has substantially improved

learning efficiency and generated more opportunities for a wider range of audience; those have access to computers and the Internet (Liao & Lu, 2008). It has changed the traditional relationship between teachers and students, a relationship in which teachers are in the dominant position while students are passive receivers of whatever teachers deliver. In the environment of e-Learning, students can participate in class in an interactive way by taking advantage of mediated technologies such as role playing, video-conferencing, online references, personalized coaching, project teams, chat room, discussion board, and so forth (Liao & Lu, 2008). The e- Learning is undoubtedly one of the types of online learning which prepare the student to use available content materials for learning but the target of the present study is to direct the students to use only the selected websites to learn on their own.

The e-Learning, in spite of its advantages in education has some disadvantages. Studies support that e-Learning possesses some disadvantages (Collins et al. & Mayes, 2002). For example despite the claims that e-Learning can improve the education quality, Dowling et al. (2003) argued that making learning materials available online results in improved learning only for specific forms of collective assessment. Also, Mayes (2002) asked a question of whether e-Learning is simply a support device for existing methods of learning or a replacement of teacher.

Another disadvantage of e-Learning is that, as a method of education, it makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It, therefore, requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects. Again, when it comes to improvement in communication skills of learners, e-Learning as a method might have a negative effect.

The learners, though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others. Also not all fields or discipline can employ the e-Learning technique in education. For Instance the purely scientific fields that include practical cannot be properly studied through e-Learning. Researchers have argued that e-Learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.

Based on these, it is obvious that common e-Learning definition is difficult to identify. Some scholars described e-Learning as offering only complete online courses which include web-supplemented and web-dependent services for the delivery of educational and support processes. The present study is satisfied with the concept of e-Learning as an Internet-enabled learning; the uses of network technologies to create, foster, deliver, and facilitate learning.

Again, the present study is also not comfortable with the view of Iskander (2008) who over exaggerated the importance of e-Learning as if it could replace the traditional teaching method. Despite the fact that e-Learning is effective, it could only be effective when delivered by experienced teachers in their subject matter. The present study is satisfied with the question posed by Mayes (2008) by saying is e-Learning simply a support device for existing methods of learning or a replacement of teacher? The study also shares same view with Doughlas & Der Vyner (2004) that e-Learning can improve learning efficiency and generate more opportunities but if properly managed.

The e-Learning as an important aspect of educational technology is perceived as a way of teaching and learning but the presence of the teacher as a moderator is still required for effective learning. It is obvious that e-Learning is very wide and appears in different ways. In other e-Learning programmes, the students are provided with readymade materials for consumption with little opportunity to solve problem on their own. The learning materials are mostly designed by the instructor unlike WebQuest which allows the students to search the selected websites on their own and interact with one another.

2.4.9 Modular Object-Oriented Dynamic Learning Environment

MOODLE is a software package designed to help educators in creating easily high-grade online courses. Such e-learning systems are sometimes called Learning Management Systems or Virtual Learning Environments (Tao, 2007). The word MOODLE was an acronym for Modular Object-Oriented Dynamic Learning Environment (MOODLE), which is mostly useful to programmers and education theorists (Brandl, 2005). In using MOOLE, knowledge is strengthened if the student can use it successfully in wider environment (Machado & Tao, 2007).

However, among its many users, MOODLE hasalready become a term of its own synonymous with a software package designed tohelp educators create quality online courses with opportunities for dynamicinteraction. MOODLE was created by Martin Dougiamas, a former WebCT administrator at Curtin University of Technology, Perth, Australia, who has obtained degrees in Computer Science and Education. MOODLE is arguably better than blackboard. One of the reasons that MOODLE is said to bebetter than Blackboard is because it has been developed as an Open Sourcesoftware

project.MOODLE is also available free of charge and has no licensing cost attached(Brandl, 2005).

Related research studies explored effective ways of using MOODLE to achieve better instruction. For example, Wang et al. (2013:149) looked at the effect of LMSs embedded software features and its teaching effectiveness. It was suggested that LMSs possess higher levels of configurability in their interface, interaction, and content would enable teachers to use effective teaching methods as well as enhance the students' learning process (Wang et al. 2013:149)

Recent studies on MOODLE explore students' perception of LMSs (Abdelraheem, 2012; Carvalho, Areal, & Silva, 2011; Escobar-Rodriguez & Monge-Lozano, 2012; Green, Inan, & Denton, 2012; Marchewka, Liu, & Kostiwa, 2007). Marchewka *et al.* (2007) established that there was no obvious relationship between college students' acceptance of Blackboard in their class and their age and gender; what were more significant, on the other hand, were the collaborating characteristics Blackboard encompassed and the support the university's administration and professors provided.

Green et al (2012:193) said that "the more students view LMS as useful, the higher their satisfaction with the system" and also "technical assistance has contributed to students' satisfaction with LMS". Escobar-Rodriguez & Monge-Lozano (2012:1091), in a similar vein, claimed that "the easier students perceived LMSs, the more willingly students accepted LMSs" and that "teachers' support in using LMSs had a positive effect on students' acceptance of LMSs". Other studies focused on students' opinions about the usefulness of the MOODLE features for their online learning. In the study about

students' perception of the interactive quality of MOODLE, Abdelraheem (2012) found that students attributed their success in courses using LMSs to the way it enabled interaction. In other words, the more interactive the features, the more successful students were.

The widespread popularity of MOODLE to a large extent depends on its advantages. For example, there is no license fee for MOODLE, and to be able to use MOODLE, higher education institutes and K-12 schools only need to modify its system to fit their procedures and policies. Additional advantages that account for the wide adoption of MOODLE involve economic, technological, pedagogic, and philosophic benefits. MOODLE is easy to install, upgrade and use. It can be installed on as many servers as involved without an additional cost. It is implemented for educational aspects which some other e-learning platform is lack off (Carlvalho et al, 2011).

MOODLE supports user name authentication. Each user is given an account and password to access the MOODLE portal site. Once logged in, users have access to the courses they are registered in. Lecturers are registered as users that can edit the course's site, including modifying the activities and marking students. The contents of course and activities almost are in the middle of the page. The types of resources are: text files, (X)HTML files, links to WebPages, images, multimedia files and links to uploaded files; while the activities commonly used are quiz, chat, forum, choice and assignment (Carlvalho et al, 2011). This point is highly relevant in the present study. The students are to be registered by the teacher and obtain username to enroll in the program. But, in WebQuest there is no readymade reading material. The students are to follow the

selected websites to learn on their own. The activities are more than the quiz, or the chat assignment.

The present study is comfortable with the points that most or all activities are to be fully online. This is clearly indicates the need to provide a blended online learning tool like WebQuest for senior secondary school students. The issue of interaction in the MOODLE as indicated by Abdulraheem (2012) is worthy of emulation. It is necessary in the 21st to accommodate only teaching tool with interaction and collaboration.

Despite the advantages of MOODLE, it has many disadvantages. One of the disadvantages is that it is a technological tool which can be challenged for some students. If someone has a hard time with technology, MOODLE may be a problem for the student. Another disadvantage of MOODLE is openness. It does not require license or permission to operate and anybody can access the site.

The issue of promoting self-directed learning in the world is the reason for dumping MOODLE because MOODLE is more of teacher centre. MOODLE is also rejected because it is found to be more suitable for quiz while the present study is more of practical. The present study ignored MOODLE because it is found to be mostly used in higher institution and might be difficult for senior secondary students that are requiring selected materials.

2.4.10 WebQuest

WebQuest was first developed in1995 by Bernie Dodge withTom March. They can be long-term projects that last a month or more or short term that takes two or three

lessons. Dodge (2001) described WebQuests as "… an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web''. It must be noted at this juncture that WebQuest is an online learning but not all the information required are drawn from the web. The teacher can provide some important materials that can complement the work.

According to Prapinwong (2008), once the popularity of WebQuests extended, a question arose as to what exactly constituted WebQuests. Then, the co-creator of WebQuests Tom March defined the WebQuest model in the following way:

> *A WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students,, investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own meta-cognitive processes*

Prapinwong (2008) stated that this definition of WebQuest reflects an educational point of view that gives emphasis to authentic learning, scaffolding, inquiry and collaborative processes. These concepts highlight the new paradigm in education, which has changed from a direct teaching, lecture-based approach to a more open-ended, learner-centered paradigm for learning (Prapinwong, 2008). Given this situation, the students are actively involved in the learning process. The teacher only scaffold and motivate.

Schwartz & Willing (2001:1)stated that it is an inquiry – based activity in which students are sent on a quest for knowledge. They are directed to online resources within

the content of a specific curriculum mission, rather than accessing textbooks which may be dated, or filtered CD-ROM.

Using Internet resources to gather information seems to be a frequent classroom practice in teaching and learning English language skills such as reading and writing (Grabe & Grabe, 2001). But, in WebQuest, students are restricted to the selected websites and must follow all the steps. The WebQuestmodel has been incorporated intohundreds of education courses andstaff development efforts around theglobe (Dodge, 1995).However, there is a need to investigate how effective WebQuest could be for learners of English as a second language especially written English.

WebQuests are designed to be used for focusing on information rather than just looking at it because this will help the students to enhance levels of evaluation, synthesize and analyze the data.Torres (2007) described WebQuests as task-based and content-based learning. It is a lesson prepared by teachers in the form of a web page with preselected links. It gives students the opportunity to be exposed to authentic materials that improve their language. This clearly shows that there is need to carry out this research work.

WebQuests expose students to online resources to gather information about a specific topic such as writing (Dodge, 1997), to enhance understanding (Koenraad, 2002). Dodge (2006) writes that WebQuest is like a trip to the library, where students have the better opportunity to be exposed to many resources in order to develop a deeper understanding of content as compared to the usual method of learning. Teachers worldwide have adopted WebQuests promptly as many of them were searching for new methods of learning for students (Dodge, 2006).

Most WebQuests online focus on low-level thinking by answering simple questions, but they focus more on high-level thinking. The need for this research proved obvious so as to establish its efficacy on subjective questions. WebQuests are an implementation of technology that teachers consider an up-to-date strategy that provides knowledge to students in an interesting manner (Vidoni & Maddux, 2002). WebQuests contextualize learning and gives students the opportunity to choose a learning context through the Internet. Students "travel" through WebQuests to many countries and learn about their cultures. This shows the advantage of WebQuest because it permits the learners to access different materials prepared by different teachers. WebQuests aredesigned to use learners' timewell, to focus on using informationrather than looking for it,and to support learners' thinkingat the levels of analysis, synthesis,and evaluation.WebQuests provide structure and guidance both forstudents and for teachers.

Several researchers have recognized theWebQuest model as a potential pedagogical tool incorporating the Internet into the language classroom, encourages critical thinking, communication and interaction (Tuan, 2011; Abu-Elwan, 2007; Allan & Street, 2007; Lim & Hernandez, 2007; Zheng et al., 2008; Halat, 2008; Yang et al., 2012). WebQuests should be designed to "use learners' time well, to focus on using information rather than looking for it" (Chandler, 2003:38).

Dodge (1997) suggested that the thinking skills required in a quality WebQuest include comparing, classifying, inducing, deducing, analyzing errors, constructing support, making abstractions, and analyzing perspectives. The pedagogical principles of WebQuests are to assign small groups of students with a challenging inquiry, provide access to an abundance of online resources, and scaffold the learning process to promote

higher order thinking (March, 1997). Providing students with interactive opportunities that make the learning experience meaningful renders WebQuests effective as a tool for a content-based approach to (ESP) instruction (Marco, 2002).

According to Morales (2003) since the WebQuests follow the constructivism philosophy, they tend to focus on cooperative learning and scaffolding, and provide an opportunity to work cooperatively allowing the students to exchange ideas, insights, and opinions on different topics. Morale (2003) explains that during these exchanges the students continue to build on prior knowledge and understanding based on the information presented through the WebQuest resources. The author also emphasize that as they begin to develop awareness of their learning process, they will begin to make use of cognitive (the mental action or process of acquiring knowledge and understanding through, experience, and the senses) and meta-cognitive (awareness and understanding of one's own thought processes) strategies to develop control over what they read.

In addition, WebQuests provide learners the opportunity to develop a task performing a particular role. Learners may work individually; in pairs or in groups depending on the requirements of the WebQuest, hence two types of work can emerge inside classrooms. These are cooperative and collaborative work. Stahl, (2010) quoted Dillenbourg, (1999) to assert that in cooperation partners split the work, solve sub-tasks individually and then assemble the partial results into the final output. In collaboration, partners do the work “together”.

Likewise, Stahl (2010) as cited in Roschelle & Teasley's (1995) affirmed that collaboration is a process by which individuals negotiate and share meanings relevant to the problem-solving task at hand. Collaboration is a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem. Based on this sight, it is evident that either type of works can be used to promote and achieve in learners significant outcomes in their learning process.

A WebQuest is composed of five stages which introduce the activity to students and familiarize them with the steps of the process. The five building blocks are common to all WebQuests and serve specific purposes to ensure that transformative learning occurs. Dodge (1995; 1997:2)provided the five basic parts of WebQuest as:

1. Introduction

Thisprovides some background information to prepare the student to lead the WebQuest program. Set the stage for the WebQuest and stimulates student curiosity. Show them the procedures for finding a search engine and typing a search words.

2. Task

Provide a doable and an interesting activity that allows students to learn and enhance their current knowledge by gathering information through the WebQuest. Students are exposed to an inquiry-oriented activity.

3. Process

The learners should go through a detailed description of the steps of the process which leads them to accomplish the task. The process should be broken out into clearly described steps:

Step One: Students to have a list of topics of interest and sub-topics within each topic.

Step Two: Divide thestudents into two groups and allow them to think about the topics and sub-topics.

Step Three: Direct thestudents to click on these selected links.

Here are some websites for consultation:

http://www.bestessaytips.comintroduction.php
http://www.bestessaytips.conbody.php
http://owlenglishpurdue.edu.handouts/grammar/gcause.html
http://www.uottawa.ca/academic/arts/written/hypergrammer/bidsent.html
http://dictionary.cambridge.org/dictionary/british.html
http://www.image.house.html
http://www.image.leaders.html

Step Four: After all these, form a group of three and provide a general topic and specific information to find about that topic.

4. Evaluation

This is the evaluative stage; in this stage, students apply the evaluation criteria for their finalized writing products. Evaluation criteria cover language, style of writing, critical thinking/critical reading, resource management, and content (quality/quantity). Students will peer review their writings in teams according to a set of standards and indicators. There is also ongoing evaluation where teams exchange their writings with one another within their respective teams through email, and to other teams and the instructor via the secretary of the team, using their CHECK tools.

Step Five: Write a set of questions about the topics covered and allow the students to do them again.

5. Conclusion

It is the closure of the quest that reminds the learners of what they have learned, and perhaps encourages them to extend the experience into other domains. The conclusion summarizes what learners have accomplished by completing the task. They have been exposed to many activities that can guide them to evaluate their written work.

Step Six: Give the students more activities thus:

Activity One: Study the WebQuest sections once again.

Activity Two: Direct the students to search for more information using WebQuest to write a story comprehensively.

In the organization of the WebQuest, Schwartz & Willing (2001:104)incorporated Dodge's components withfour elements which areadvice, evaluation and teachers' page. Adviceprovides practical hints on how to organize information**;** evaluationinforms students how they will be evaluated, and teachers' page provides much detail as possible about standards and objectives. Sandars (2006:79-89)added one extra element to what is previously mentioned that is, a titlewhich should provide a concise description of the WebQuest.To conclude, the total number of the components of WebQuest is estimated to be nine as follows:

1. Title

Sandars (2006: 79-89) clarified that it should provide a concise description of the WebQuest and Kassing (2007: 276) added that you might not have a title when you begin the WebQuest. If not, type in a working title or the topic until you determines a title for your project.

2. The introduction

Dodge (1995:1997**)** stated that introduction means to set the stage for the WebQuest and to stimulate student curiosity. It may be presented as a role playing activity. The purpose of the introduction section of a WebQuest is twofold. It orients the learners to the task ahead and grabs their interest, drawing them into the project. A good introduction makes the topic seems to berelevant to the learner's past experience, relevant to the learner's future goals, attractive and visually interesting (Evon, 2012).

Turville (2008:36-37**)** mentioned that introduction is nothing but to introduce the student to the activity.The introduction should emphatically capture the student's attention and should be short in length, doable and interesting.

Schweizer & Kossow (2007:31)added that it may include photographs of exotic and interesting places. Besides an intriguing introduction, the teacher connects WebQuest to the background knowledge of the student- ideally something recently learned from the curriculum. Moreover, writing a strong introduction sets the stage for a successful and enjoyable learning experience. Goda (2006:42) claimed that the introduction of WebQuest must be related to the prior experience of the students, related to the future goals of the students, visually attractive to the student's attention. Below is the example:

> *My English teacher has inspired me to pursue career in education. He has also taught me how important to be patient with students and always encourage them to live up to their potentials. I have also learnt to be committed in all my endeavors.*

3. The Task

Dodge (1995; 1997: 2)claimed that task describes the ultimate goal of the WebQuestrequired by the learners. They may take the form of a presentation, a written assignment, a series of questions, a summery to be created or a problem to be solved".

In addition, Siko (2008:5)mentioned that it is a description of the activity that is "doable" for the students. It also often identifies the various roles the learners will undertake during the course of the quest. Kassing (2007:276)reported that task means to determine a central question to answer or a task that is a achievable within the time frame allotted for the project. The task should be interesting, most important and relevant to the course. Watzel (2005:11)revealed that the task informs students about what they will need to accomplish,and Turville (2008:6-37)described the task as doable, interesting and can solve problems such as:

> *My grandfather is my role model. He has taught me a lot about life, especially a strong work ethic, unwavering honesty and a love of family.*

What will be your two main points of your essay?

_____

_____

_____

_____

Different types of tasks to be carried out by the students in the WebQuest learning strategies are worth noting. Dodge (2002:2) proved that there are many types and forms of the tasks which can be performed by the student to achieve the objectives of the WebQuest. Dodge (2001:9) stated that there different types of the tasks such as formulating the material, collection of information, verification and tracking, dialogue and negotiation, persuasion, self-awareness, creative production and analysis.

The diversity of the tasks performed by the students through WebQuests play an important role in creating an exciting and stimulating environment for learning writing and increase interaction. Moreover, these tasks improve the students' positive attitudes and promote independent learning.

It is established that the task and the resources are the most importantcomponent because if the teacher succeeds in choosing them carefully, the outcome of the WebQuesttreatment can be positive. Therefore, careful arrangement of task and the resources is of utmost importance.

4. Process

Dodge (2001:58) stated that process means acts as a step by step guide for completing the WebQuest process includes hints or tips to complete the task, such as printed instruction, brainstorming with team member or creating presentation materials. The Process block in a WebQuest is where the teacher suggests steps learners should go through in completing the task. It may include strategies for dividing the task into subtasks, descriptions of roles to be played or perspectives to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session.

The process description should be relatively short and clear. Turville (2008:36) &Wetzel (2005:11) described the process as providing specific steps that students should take to accomplish, and complete the intended task.It gives the students specific details on groups, roles, resources, and strategies with tools and resources they will need to gather and organize information.

5. Advice

Schwartz & Willing **(**2001**)** provided practical hints on how to organize information. Present it as a checklist or as a list of questions. It may also be given as instructions to complete timelines, maps, or posters.

6. Resources

Dodge (2001) provided a list of appropriate grade-level resources, including web pages that have been previewed by the teacher, as well as traditional offline materials. They help students complete the WebQuest and do not necessary need to access all of the resources listed. Kassing (2007:276) points out the teacher's role in this component is that he should list all internet sites, books, photos, videos, and music related to his topic, then he selects the most appropriate resources, also Dodge mentions some information resources such as: Web sites, email from experts in the field, video conference, searchable databases on the internet, books, documents and bibliographies. Schweize & Kossow (2007:31**)** stated that the teacher must choose the resources carefully to suit the level of students and their experiences, and also it should be easy for student access to, and its language should be suitable for students' level.

7. Evaluation

Dodge (2001:58)mentioned that the evaluation informs students how they will be evaluated. Teachers may wish to create a rubric collaboratively with students. Turville(2008:37**)** clarified that it is a check sheet and/or rubric for students to review and allows them to determine what is important to accomplish and understand in the WebQuest".

8. Conclusion

Many WebQuests conclude by having students post their findings on a student- created website". Turville (2008:36)added that it is a summary of what students accomplished and its relevancy to their overall learning. Schweizer & Kossow (2007:33)stated that in the conclusion, the teacher states what the student should have learned and accomplished and why this task was completed. A good conclusion will also encourage the learner to reflect upon the task, including ways in which the process could have been completed more smoothly and new ideas the students learned during the course of the WebQuest.

9. Teacher's Page

Turville (2008:7)stated that teacher's page is the only section that is not for the student. It provides as much detail as possible about standards, objectives, and the WebQuest itself so that another teacher can adopt your WebQuest or adapt it to his or her student.

Thepresent study found five components of the WebQuest which include introduction, task, process, evaluation and conclusion relevant. The present study added some features to the WebQuest in order to provide the students with more opportunities to discuss and interact with one another. The students strictly used the website designed for the program and were guided by the researcher.

It is of utmost importance to discuss the attributes of WebQuest. The WebQuest has several additional attributes. One such attribute is that WebQuests are usually a group activity. Individual WebQuests are not unknown, but not common. Additionally, WebQuest usually have motivational elements added to the basic components of the

WebQuest. Motivational elements, such as giving specific roles to the learners or providing a situation or scenario to the learners, enhance WebQuests and make the learning process more interesting (Dodge, 1997:2).

WeQquest as a new modern way of teaching many facets of educational endeavors cannot do without some advantages and disadvantages. Turville, Bonk & Zhang (2008) revealed thatWebQuest can assistthe students to become efficient researchers using the Internet, and provides them with opportunities to use the any modern technological learning tool.It can create a positive attitude towards researching information using the Internet, and can expand critical thinking skills and allow ownership of own learning. WebQuests can increase student motivation and help to address problems or issues that exist in the real world, which makes the task authentic. WebQuest can assist in developing exploration skills and search strategies through important questions, investigation of resources. It makes the students deal with the sources of information efficiently and with high quality. WebQuest encourages readers to interact with information-based Internet resources. It accommodates learners' diverse learning needs (individual and group work). These advantages of WebQuest encouraged the present study.

Despite all the above mentioned advantages, WebQuest has some disadvantages.This is why Turville, Bonk & Zhang (2008)revealedthat most WebQuests are not designed to meet the specific state/provincial educational curriculum. There is an issue of access (slow web connectivity and inadequate number of computers). Creating own WebQuest requires time upgrading technical skills and information literacy skills. Broken Links

(WebQuests are taken off the internet). All these disadvantages were considered in the present study.

Another relevant area worthy of discussion is the length of and the depth of the WebQuest. Either the student or the instructor would determine the length and the depth of the WebQuest. It can be either a short or a long – term project. A WebQuest can be used as an individual assignment or a group learning project. Kassing (2007:.276**)** mentioned some determining such as teachers' technology capabilities, size of the teacher's class and expectations of the project within the class structure.
Short-TermWebQuests usually last one to three class periods (Chatel & Nodell:2002:3).

The instructional goals of a short-term WebQuest typically include knowledge acquisition and integration. Learners ideally will deal with a large amount of information and to be able to make sense of the information (Dodge,1995:1997). Also Solis (2006:141**)** points out that "at the end of short-term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it". The Long-Term WebQuests can last from one week to a month (Chatel & Nodell: 2002:3). Instructional goals of long-term WebQuests include knowledge acquisition and integration, and then require the learner to extend and refine the knowledge. Upon completion of a long-term WebQuest, learners not only deal with a large amount of information but also make sense of the information by transforming it. Learners create products that others can learn from and that illustrate their understanding of the material (Dodge,1995;1997).

In this study, it is resolved that whether short-term or long-term, WebQuests are mainly designed to enable students to acquire knowledge and then integrate and transform the acquired knowledge into new knowledge. Kassing (2007) clarified that if the WebQuest is a group project, there are specific roles within the group: producer, creator, researcher and reporter. The present study is comfortable with the long-term WebQuest as it gives more time for learning. The study is satisfied with advantages and decided to undergo an experimental research to establish its efficacy. The table below is a summary of areas of similarities and superiorities of online learning strategies.

Table 2.3: Summary of Areas of Similarities and Superiorities of Online Learning

Online Learning	Areas of Similarities with WebQuest	Areas where WebQuest is Superior
Blogging	Blogging is an online learning like WebQuest but it requires an account to be maintained	WebQuest is superior because it is an online learning that does not require any account
e-Learning	e-Learning is also an online learning, but it could be synchronous or asynchronous	WebQuest be both synchronous and asynchronous
E-mail	E-mail is a kind of online learning like WebQuest, but there is no provision for face-face interaction	WebQuest is a kind of online learning but there is provision for face-face interaction
Face-book	This kind of online learning requires an account.	There is no need for any account in WebQuest online learning
MOODLE	MOODLE is also an online learning program like WebQuest which requires the instructor to design the steps of learning	WebQuest is superior because the steps are already designed only for the instructor to provide the content materials
Podcast	This kind of online learning is limited to video or audio recorded teaching materials	WebQuest accommodates video or audio recorded teaching as well other available materials
Skype	This kind of online is only for voice and video calls by sending and receiving instant messages	WebQuest also involved video and voice call and other available materials
Twitter	Twitter is an online	WebQuest is superior because

	learning tool used for teaching and learning just like a WebQuest but there is no privacy in the entire work	only the selected students can see the work and what is designed in the WebQuest could be tweeted
WhatsApp	In this kind of online learning, there is evidence of neglecting the laid down rules of formal and informal writing	In WebQuest online learning, there is provision for resources to be contacted on rules of formal and informal writing

WebQust is adopted in this study because it involves motivation which is a prime factor of success in learning writing. WebQuest is designed with motivation in mind and it offers opportunities for teachers to explore content resources on the net in order to integrate them in classroom. Teachers with few IT skills can make use of WebQuest activities available on the web or adapt existing ones to their purpose. Students with or without IT skills can access the WebQuest and can help them to think, reason and use information and resources to solve problems.

WebQuests seems to be the most effective online learning strategies because when it comes to using the Internet, there is always a concern that if students have free access to the Internet, they may go astray and access inappropriate material. However, WebQuests can effectively address these concerns. WebQuests offer organized resource links for students, and this reduces the chance of the students accessing inappropriate material (Vidoni & Maddux, 2002). WebQuests include links only to the applicable online resources, thus providing an efficient and focused lesson. WebQuests facilitate effective learning by providing structured resources so that learners do not waste time on fruitless searching. The table below is a summary for the review of online approaches.

Table 2.4: Summary Table for the Review of Approaches to Online Learning

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Prior knowledge and Writing in the College **Almosa (2005)**	Teaching the techniques of writing using modern technology	Techniques of writing were treated in the content WebQuest online learning
Development and Philosophy of the Field of Asynchronous Learning Network **Hiltz et al (2005)**	Asynchronous learning as modern strategies of teaching writing	Subjects were involved in asynchronous learning through the WebQuest online learning strategies
Social network **Avstrong (2009)**	Blogging as a social network demands adequate preparation and updated resources	Producing text in the present study relied on the preparation and the resources in the website.
Usage of Twitter for learning **Palmer (2013) & Reuben (2008)**	Implementing twitter as online learning in EFL classes	The present study were exposed the subjects to WebQuest as online program
Integrating Face-book into language learning settings, especially in the EFL context **Erdem & Kibar, (2014)**	Integration of Face-book for effect teaching	The subjects were involved in learning using WebQuest
The study of e-mail program **D'Souza (1992:22)**	How to process text as a communication tools	The present study encouraged sending and receiving messages online
The effects of MOODLE as an open Sourcesoftware project **Brandl (2005)**	MOODLE learning tool for academic growth	Content materials are arranged for learners consumption

Effectiveness of E-learning Course Materials for Learning Database Management Systems **Douglass & Dervyner (2004)**	E-learning is a new method of teaching outside the class that seemed to have advantages over traditional learning	As a new tool, the present would follow the internet content based learning to treat the subjects through the WebQuest online learning

Table 2.4: Summary Table for the Review of Approaches to Online Learning Continues

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Writing, Technology and Teens **Lenheart (2007)**	Email as an online learning tool, tends to creates new generation of teenage writers .	Just like the email, the objectives of the present study was to produce writers through WebQuest
The Perceptions of K-12 Administrators' Self-efficacy on the Usage of Skype as an Online Communication Software **Kirakadis (2006)**	Learning through the skype based communication software to create new ideas	The present study insisted on developing new ideas through WebQuest online learning
Writing in English **Chiu (2005)**	Confidence and commitment of students is required in e-Learning class.	The WebQuest online learning provided confidence and commitment for the students
Learning with Technology: Using Computers as Cognitive Tools **Jonassen &Reevers (1996)**	New knowledge through interaction with computers and other modern technologies	The experimental group were allowed to interact with one another through the WebQuest online tool
The importance of Synchronous **Smith (1999)**	Planning and brainstorming are necessary in synchronous learning	The present study involved in planning and brainstorming both synchronous and asynchronous through the WebQuest

Using Facebook to Enhance Students Writing Skills **Alhazeej (2013**)	Face-book activities enhance writing skills only if handled properly	The activities involved in this study were handled properly

2.5Online Learning Strategies and Teaching of Writing Skills

Writing skill which is an important aspect of language learning refers to the process of encoding the words (Floyd *et al.,* 2007).Learning to write online in English as a second language allows learners to type their thought, see ideas in print and share them with others. Heaton (1947) posited that writing skills are sometime difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and agreeable elements. It requires the use of specific knowledge the writer has, the ability to discover and construct meanings and the ability to put down ideas in writing using clear language (Olinghouse & Santangelo 2010). This entails using available resources such as online or off-line.

There is a paradigm shift from the teacher being the sole source of knowledge to the teacher as a facilitator in an online environment. In an online learning setting, solution is not given to the students as straightforward as it used to be in teacher centred classrooms. However, students cannot be completely left on their own lest they do not perceive prior instructions correctly, or sway from the objectives of the lesson, just as discussed previously how collaborative writing can become parts of the essay delegated separately to different members. The strategy proposed in the present study is unlike the

traditional approach, the teacher has a role to play as a facilitator to monitor students' progress in the online collaborative activity.

The teacher as the facilitator online can also remain in the three common practices of orchestrating classroom discourse like asking questions or posing problems to begin a discussion, monitoring student participation during discussion, and responding to student ideas (Grossman *et al*., 2009). In an online setting, a teacher can monitor writing activities by asking the students to allow them or add them into the discussion groups. Having access to their groups, the teacher is then aware of their progress, the speed of their progress and their participation (Grossman *et al*., 2009). If an online discussion is taking place during class time in the classroom itself, teachers are then able to monitor the students in person. They could walk around or sit behind the class to make sure the students are viewing task orientated material (Grossman *et al.*, 2009).

The issue of monitoring is an important process in conveying instruction and making sure the students are on the right track. However, often in a traditional face-to-face classroom, teachers are incapable of following 6 or 7 groups of discussion at the same time. Therefore, an online scaffold allows the teacher to access the chatroom and follow the discussion threads at a more effective, faster way than walking around the classroom and eavesdropping. Macfayden & Dawson (2010) claimed that by just monitoring the students' online network activities, educators can access a "comprehensive representation of how the student learning community is progressing, even in very large classes." Teachers can correct a certain misconception or even applaud someone's efforts in contributing to the group.

Tomlinson (1983),inattempt to improve on some of the inadequacies associated with the traditional approaches to the teaching of writing, several writing strategies emerged. A number of studies have advocated for reviewing the techniques of teaching writing relevant to the purpose, topic and intended readers (Frakenberg-Gracia, 1999: Flowerdew, 2000: Graham & Penn, 2006: Booth, 2009). Martyna (1980) advocated the issue of students to be made to use writing as a means of online interaction activity. The online interactive activity is a component of' the present study, which is necessitated by the inability of secondary students to write effectively. Through online interaction as one the activities capable of enhancing writing, learning to write could be made a developmental process.

Yancey (2009) suggested that study of writing should be in three steps. First of all, teachers should use newer technologies to increase writing skills. Secondly, teachers are expected to design a new model for a writing curriculum. Lastly, teachers are also expected to create new models for teaching that can allow the students to communicate using all available technologies both inside and outside the traditional classroom. These are all relevant and are going to be considered in the present study.

Siemens (2004) proposed the need for a new theory to address the change in how people think and handle knowledge as a result of the increased uses of technology in all aspects of daily living. He explored the theories of chaos, network, and self-organization. He argued that the "know-how and know-what is being supplemented with know-where (the understanding of where to find knowledge needed)" (Siemens 2004:1).In an online environment, students can be required to interact with one another, with the teacher, with the text, with the Internet, with the entire class, in small groups or teams or one-on-one with

a partner. In addition to discussing the course content, students can interact regarding assignments or problems to solve. This is highly relevant in the present study because the study is out to use technology to teach writing skills.

Four types of writing teaching techniques within the purview of EAP situations are obviously recognized by Paltridge (2001) and are important in WebQuest online learning. These teaching writing techniques include controlled composition, rhetorical functions, process approach and genre approach. Controlled writing is restricted to using substitution tables, written expressions and frame completion. Rhetorical functions involve not only rhetorical patterns such as diction, punctuation and spelling, but also grammatical correctness. Process approach, on its own part, places emphases on learner autonomy dealing with both the writer and the writing process. This last approach, therefore, involves brainstorming, organization, drafting, re-drafting, revising and proofreading. All of these are sub-components and are used during online writing.

Vonderwell&Zachariah (2005) claimed that in a collaborative online writing setting, monitoring students'participation and patterns of participation closely can help instructors identify student needs and facilitate learning accordingly". Affirming is a positive action as it gives the student a morale boost and encourages other members to contribute as well. Yunus *et al*. (2013) have brought up issues regarding students using online for writing classes. They claim that the use of online language and abbreviations is more prevalent in online discussions. Educators can then monitor the language use by observing their discussions. However, abbreviations in the process of discussing the content of writing should not be a problem. The final product should present itself free from online language and abbreviations. Besides being a window for the teacher to

facilitate writing groups, ICT also functions as a documentation tool (Jermann *et al*., 2004; Wang, 2010). Even when the teacher is not closely monitoring a group's development and progress, because the discussions are documented, there is a form of self-monitoring going on.

According to Akyol & Garrison (2011) online meta-cognitive monitoring involves students' judgments of their own learning and online products. It is something like self-censorship due to the awareness of audience. This documentation also enables the teacher to evaluate students' contributions more objectively. On the other hand, the ability of teachers monitoring the students using online may not be omnipotent. Although students do not get that much distraction from their peers in the team, they may also get distracted by other websites found in the web, online games or even social media which they naturally gravitate to.

Plagiarism is also another issue which can be controlled by applying the online task to local issues and environment that are not represented directly online. Tan *et al*. (2010) suggests that plagiarism can be avoided if teachers educate students about the dangers of plagiarism and how to use online information in an honest manner.

However, as pointed out in West (2008), educators move from traditional written responses to literature into online forums, they find that students still use the literary discourse from the classroom, along with asserting their own personalities in their posts. This is because students understand that there is an online social context for their work and they often comply with certain expectations without teacher prompting to impress their peers (West, 2008).

In short, the literature suggests different problem management procedures which depend very much on the problems encountered by the teachers. Some of the problem management skills elaborated above are to organize the curriculum, provide clear explanation to students prior to the tasks given, lead brainstorming sessions, model certain expected behaviors, help students by providing suggestions and research strategies through the writing process, give proper scaffolding along the activities planned and set rules about teacher expectations and the form of acceptable language within online environments.

Various writing activities which involve the use of online could be adopted to assist the instruction of writing. These activities or programmes should not be restricted to in-school written activities only. Lawrence, McNeal & Yildiz (2009) claimed that adolescents get involve in different literacy practices outside the school because they interact with different types of non-traditional texts and sources of information, access the mass media, different cultures, interact with people from diverse backgrounds and perspectives using the computer technologies.The use of new technologies enables learners to communicate with different people using multiple forms of non-traditional texts and sources of information. Holiday literacy programs which cover lessons on writing skills involving the use of online could be planned to facilitate students' learning process. Teachers can also use the social networking tools such as Face-book and create a group to encourage academic sharing and discussion among the learners (Lawrence, 2009).

Melor & Md-Yunus (2007) affirmed that although ICT can be regarded as an important tool to enhance the teaching of writing skills, there are some disadvantages in terms of using this tool. Moreover, teachers have to take note of the matters in planning the activities involving the use of ICT and managing problems arising from the activities planned.

Similarly, Holder (2006) claimed that online blogs let bloggers get feedback from more than one person, and this kind of peer feedback is more effective than traditional self-correction. Moreover, Lenhart et al. (2008) concluded that blogs are common platforms for teenagers to express their viewpoints. There is sufficient evidence to support that students with personal blogs tend to be prolific writers in the school. In fact, by using blogs in the teaching of writing, the positive interactivity for the teaching and learning of sentence grammar will be increased.

Research on the use of ICT tools in ESL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity (Lam & Pennington, 1995; Bialo & Sivin-Kachala, 1996; Goldberg, Russell & Cook, 2003; Fidaoui, Bahous & Bacha, 2010).

Lawrence, McNeal & Yildiz (2009) claimed that teachers need to consider several matters in managing problems which could arise from the online writing activities planned. Firstly, teachers need to explain to students how to do tasks on the computer (e.g., cutting and pasting, drawing tables, resizing the fonts, and changing the colors in their manuscripts). Secondly, when it comes to the brainstorming session, the teacher has to lead the process of brainstorming options for presenting the students' work to the

audience based on the type of text the students wanted to share. Thirdly, the teacher cannot take for granted little things which the students might know. The teacher should make an effort to model certain expected behaviors, for instance, how to search the web for specific information, and how to save it in a specific drive. The fourth suggestion is to provide students with research strategies to assist them progress in their writing process. Lastly, teachers should constantly ask the students some questions to understand their needs and then guide them while doing their projects. Proper guidance and scaffolding along the written activities planned using ICT are needed so that all learners are able to follow and benefit from the tasks planned (Lawrence, McNeal & Yildiz, 2009).

Feedback is very vital in teaching/learning. It is a process of improvement as Hedge (1991) pointed out. There are different ways of assessing essay writing butin Nigeria, a period of fifty minutes is allocated to SSCE or NECO essay composition of not less than 350 word lengths. The evaluation of essay is therefore, based on timed/pressured production.

The feedback in onlineis in two ways: from peers or from teacher. Hedge (1991) emphasizes on teachers assessment while White and Arndts (1991) emphasized on students assessment. All the two types of assessment are found in WebQuest online learning. This brought the issue and importance of scoring or type of rating scale to be used. There has been acontention for decades on single score should be given to each script, or each script be scored on several different features. It is established that in any composition, three main types of rating scales are discussed: primary trait scales, holistic scales, and analytic scales (Ngo, 2012).

Analytic scales in English as a Second Language (ESL) was created by Jacobs *et* al (1981). The scripts are rated in this scale on five aspects of writing: content, organization, vocabulary, language use and mechanics. The five aspects are differentially weighted as: content (30 points) and next, language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics (5 points).

For the purpose of the present study, analytic scoring scale was adapted in scoring the students' written essays. This is because it is in conformity with the Senior School Certificate examinations' marking guide. In this scale, scripts were rated on several aspects of writing or criteria rather than given a single score. Scripts were rated on featuressuch as content, organization, expression (cohesion, register, style, sentence variety, vocabulary etc) and mechanics (Jacobs *et al*,1981).

In line with the analytic rating scale used in this study, the scores were provided with a marking guide such as high, middle and low.High students were those who scored 10-8, middle were those who scored7-4, and low were those who scored 3-0in content, organization and mechanics, and high students were those scored 20-16, middle were those who scored15-7 and low were those who scored 6-0 in expression. The complete essay graded 50-35as high,34-19as middle and 18-0 as low.For the overall scores, high students were those who scored 150-105, 104-57 middle and 56-0 low. The high scorers were those with clear idea, well organized, properly punctuated and logically presented. Those categorized as middle were those with limited knowledge of subjects, ideas not well arranged with some punctuation problems and those with low grade were those

with confused ideas, no organization, spelling errors, illegible hand writing and difficult to comprehend.

The content refers to the development of relevant ideas and points. The candidates' ideas must be relevant to the question chosen. Organization means general outline of the essay; topic, introduction, body and conclusion. The flow of thought from the beginning through the middle to the conclusion is considered. Expression refers to use of appropriate style, choice of words and expressions that clearly present the issue at handand use of proper arrangements of sentence types. Mechanical accuracy covers all the grammatical errors such as punctuation mistakes, wrong syllabication of words at the end of the line, spelling mistakes, wrong tenses and wrong concord. All these are the areas of concern of the present study.

The advantages of Analytic scoring scales are enormous. It is believed that the scoring pattern is more useful in rater training, as inexperienced raters can more easily understand and apply the criteria in separate scales (Francis, 1977 &Adams, 1981). Analytic scoring is also useful for second-language learners, who are more likely to show a marked or uneven profile across different aspects of writing. Finally, analytic scoring can be more reliable than holistic scoring: just as reliability tends to increase when additional items are added to a discrete-point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability (Hamp-Lyons, 1991;Huot, 1961 & Weigle,2002).

Despite the effectiveness of analytic scale, it is found to be deficient in one way or the other. The major disadvantage of analytic scoring is taking longer than holistic scoring,

since readers are required to make more than one decision for every script. An additional problem with some analytic scoring schemes is that, if scores on the different scales are combined to make a composition score, a good deal of the information provided by the analytic score is lost. It may also be the case that raters who are experienced at using a particular analytic scoring system may actually rate more holistically than analytically if scores are combined into a single score: experienced raters may target their ratings towards what they expect the total score to come out to be, and revise their analytic scores accordingly (Charlene, 1998&Weighle, 2002).

Previous researches proved that there are some disadvantages in terms of using online in the teaching of writing skills (Salehi & Salehi, 2011; Yunus & Salehi, 2012). The use of computer technology could cause the lackadaisical attitude among students whereby they will not take their work seriously. Moreover, online tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks (Yunus *et al,* 2013). The presence of online tools in the classroom makes the students negatively involved during the class time and makes the class control difficult for the teachers (Yunus *et al,* 2013). Vidoni & Maddux (2002) reiterated that when it comes to using the Internet, there is a concern that if students have free access to the Internet, they may stray and access inappropriate material.

However, serious commitment can effectively address these concerns. Linking the students to organized resources can reduce the chance of accessing inappropriate material. This distinguishes other online learning strategies and also led to the selection of WebQuest for the present study. WebQuests include links only to the applicable online resources, thus providing an efficient and focused lesson. The study agreed with

the view of Milson & Downey(2001) who said that WebQuests facilitate effective learning by providing structured resources so that learners do not waste time in fruitless searching; and enable teachers to efficiently use computer resources in classrooms.The present study sees wisdom and agrees that using computer to teach online can cause lackadaisical attitude among students if not well managed (Salehi & Salehi 2011; Yunus & Salehi, 2011).The table below presents summary of related literature under online Learning Strategies and Teaching of Writing Skills.

Table 2.5: Summary Table for the Review on Online Learning Strategies and Teaching of Writing Skills

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Malaysian ESL Teachers' use of ICT in their Classrooms: Expectations and Realities **Melor & Md-Yunus (2007)**	ICT, proper management and self control in writing activities	Proper management of the resourceswas used through online learning
Approach to Teaching Continuous Writing **Tomlinson (1983)**	Departure from traditional approaches to writing and assessment	Students were linked to process writing online to cover the existing gap
Factors that Influence Participation in Online Learning **Voderwel & Zachariah (2005**)	Collaboration and participation in online learning activities	There was also a collaboration and participation in WebQuest online learning
Assessing Writing **Weighle (2002)**	Relevance of assessment in online writing activities	The essays of the treatment and control group were rated accordingly
New Media and New Literacies **Holder (2006)**	Feedback from more than one person is more effective than traditional self-correction	Peer feedback enhances writing skills and was used during WebQuest online learning

E-Lectures for Flexible Learning: a Study on their Learning Efficiency**Demetriadis & Pombortsis (2007)**	Online learning can be used very flexibly. Students can easily access learning material and reuse it at any time	The subjects accessed the material at any time in WebQuest online learning

Table 2.5: Summary Table for the Review on Online Learning Strategies and Teaching of Writing Skills Continues

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Summer Program Helps Adolescents Merge Technology Popular Culture, Reading, and Writing for Academic Purposes **Lawrence, McNeal & Yildiz (2009)**	Proper guidance and scaffolding along the activities planned using ICT are needed so that all learners are able to follow and benefit from the tasks planned	Guidance and scaffolding were applied in the present study
Redefining Teaching, Re-imagining Teacher Education **Grossman et al (2009)**	Teachers' attention is required in online learning. There may be question or problems to solve .	The teachers' attention was available during the WebQuest program
WebQuests: Past, Present and Future **Dodge (2001**)	Teachers to explain to the students how to do the asks on online in all the steps such as introduction, task, presentation, evaluation and conclusion	The subjects were made to know the tasks involve in WebQuest online learning

2.6WebQuest and Writing Skills

The written English is one important aspect of language and communication skills and it is the most complex of the four language skills. Consequently, students have been encountering series of problems with writing. Despite the fact that they are motivated to learn writing, they write with much difficulty and, as a result, the achievement is critically low (Brent, 2001). The level of difficulties of learning writing made educators to be looking for inventive ways to teach writing skills (Hoewisch, 2001).

Alshumaimeri, (2008) showed that WQWI enables the incorporation of the "reading to writing" approach and also enhances writing skills. The study of Cozens & Knowling (2008) showed that the (L2) writing of foundation students revealed weak skills. They also revealed that production capacity of writing texts in elementary school writing (L2) was quite weak(Cozens &Knowling, 2008). This could be due to their limited knowledge of expressing their ideas through writing. In other words, they have difficulty in producing written works.

Al-Issa & Dahan (2008) provided reasons beyond the weakness of writing of students as due to their prior limited knowledge in many areas and the text-books published for English class are not known to the region. To address the problem, the scholars found three factors that can be built into the educational material design. These includedesigning the learning materials using modern technology onissues known in the region; giving students authentic and task-based learning opportunities and using processing approaches in developing the writing skills.Using WebQuests on elementary school writing could be the best way of learning how to write and to get a complete rich input data ready (Krashen, 1984).

Swales (1987) also expressed the view that emphasis should not be on what is happening to the writer, but should be focused on the interaction between the writer and targeted audience. This might lead to language tasks progress. The students need to learn how to become acquainted with and survive in the academic societies through specific writing instructions using WebQuest (Dyer, 1996:313).

To providesolutions, Gagne (1985) proposed nine events of instruction for the purpose of utilizing WebQuest materials effectively. The outcome of the WebQuest tool used on the written Englishaddressed the students' weakness of writing skills in English. It indicatedthat they performed eight (L2) pieces of writing through their electronicjournals. Even though, these were simple texts, yet the tasks showed an improvement inthe students writing skills.

The research of Chuo (2007) integrated web-resources with language learning for the purpose of evaluating its effectiveness.Six writing instructions are designed corresponding to six WebQuest based activities for each lesson for writing purposes. Prior to writing, a description of each lesson is givento the students before starting to search for the information from the Internet sources.This enables the students to write, analyze and synthesize the data they discover duringtheir Internet search.They could combine and incorporate all these within the assignmentsthey write. After the writing, students share and discuss with others their written worksfor reviewing and revising through the WebQuest online.It was revealed that the WebQuest writing instructions (WQWI) encouraged the learnersand enables them to interact, receive input and produce output (Chapelle, 1997). The process of interaction goes through differentchannels such

as the interaction that occurs between the technological tool and students,between the instructor and the students, or within the students themselves.

Torres (2007) stated that an improvement in the development of language skills wasobserved among students who engage with WebQuest technology, as they tend to usereading, writing, listening and speaking when giving a presentation or performing a task.A number of WebQuests on the web talk about various topics that save time for teachersand integrate the use of all of the students' language skills. Students read the material,collect information, increase their vocabulary, discuss in groups, write their reports, andthen present orally. Listening can be integrated into the lessons throughthe use of short videos. Teachers can improve classroom education by embracing differentteaching methods that make their classes interesting and beneficial, as technology isproliferating rapidly.

WebQuests can facilitate the integration of productive and receptive skills; the developmentof the productive skills of speaking and writing can be achieved through discussionamong groups and written work (Laborda, 2009). Students receive many benefits by using WebQuests: They develop the skills of usingthe computer, Internet, and oral communication. Moreover, their fluency and vocabularyincrease, and they are motivated to use the target language (Laborda, 2009).

The study by Swales (1987) appeared reasonable but on deeper observation, it was found to be faulty because of its inability to provide adequate points to buttress the claim that emphasis should not be on the writer. Thestudies by Chapelle (1997); Pica, Holliday, Lewis, & Morgenthaler, 1989) are pertinently relevant to the present study.

The study also agreed with Al-Issa & Dahan (2008:17) that poor writing performance is due to limited knowledge in many areas but the text-books published for English class in other regions could not be a factor.The table below is a summary of review of related literature under WebQuest and writing.

Table 2.6: Summary Table for the Review on WebQuest and Writing

Topics and Authors Reviewed	**Summary of Aspects Reviewed**	**Areas Relevant to the Present Study**
Do I have to have a Princess in my Story**Hoewisch (2001)**	Integrating the Process Approach in WebQuest online learning	The present studyexposed the subjects to Process Approach through WebQuest online
Learning and Teaching English: a Course for Teachers Lindsay & knight **(2006)**	Learning to write is a continuous process for teachers and students	The subjects made use of the content material in the WebQuest to learn writing skills
Using Webquests for Oral Communication in English as a Foreign Language for Tourism Studies **Laborda (2009)**	Reading and writing are related and a good writer is a reader based	The subjects were guided to read the available resources using WebQuest online
Independent vs Integrated Writing Task **Plakans (2010)**	Writing task as a yardstick for assessment of writing performance	The present study exposed the subjects to different writing task through WebQuest online
Self-regulation in Online Learning **Chuo (2007)**	WebQuest promotes self-learning, self – regulation and self-assessment .	The subjects in the present study were exposed to self-learning and self-assessment in the WebQuest online
WebQuest **Torres (2007)**	WebQuest involved receptive skills for	The experimental group was made to read widely following the links.

2.7WebQuest and Teaching of Narrative Essay

Written essay is also known as composition especially at the Primary and Secondary school. It is a putting down one's thought in graphic symbol and pedagogical writing under the guidance of a teacher or through WebQuest (Chukuma & Otagbura, 2002; Aliyu, 2006; Aremo,2003& Torres, 2007).It could be inform of narrative, descriptive, argumentative or expository. Narrative essay tells a story about a memorable event that happened at a particular time in an online or off-line environment. It generally tells a story McCrimmon, 2000; Nunan, 1999 & Merriwether, 1997.As cited in Trosbar (1997), owing to Aristotle's Rhetoric, essay can be broadly classified according to purpose (in terms of communicative function, e.g., to inform, to persuade and to express attitude) and according to type or mode (such as descriptive and expository) which is also considered in WebQuest online learning strategies. In fact, no single essay type (or even a genre) is in a total isolation of at least a few features of another type. For instance, a descriptive essay islikely to exhibitsome elements of a narrative and vice-verse.

The language use in narrative essay tends to containpast tense, sequence connectors, action verbs, adverbs to give clear picture of events, precise tone and figurative language may be used. Narrative essay is written using first person singular (I). However, the third person singular (he/she) can also be used (Catherine, 2012).

To narrate a story in a WebQuest online learning strategies, the students need to tell a story usually about something that happened in such a way that the audience understands and benefits something (Cohen, 1994). Narrative essay relies on concrete,

sensory details to convey the points. These details should create a unified, force full effect, dominant impression and they should include the story convention of plot, including setting and characters, a climax and an ending (Goddard, 2002).The story is presented following a particular structure to ensure that the plot is clear. Just like in the traditional approach, WebQuest online learning strategy follows the three most frequent structures which include Chronological order, Flash back order and Reflective order to teach narrative essay.

In teaching narrative essay through WebQuest online learning strategies, the essay is broken into three main parts which include introduction, body and conclusion by following the links to study the techniques.The subjects are to study the processes carefully and search all the rules of narrative essay using the selected web sites (Goddard, 2002). Young (2000) provided three principles of writing narrative essay: involvement of reader of the story being told, finding a generalization which the story supports and giving carefully selected details to support and explain the story. All these are also found in the WebQuest online learningas arranged in the websites selected.

For teaching the setting, Reynolds (op cit) suggests the narrative in a specific time and place at the beginning of the story and for characterization. Amztis (1995) & Langan (2001) suggested using three dimensional characters for the protagonist and/or antagonist with introduction containing the setting, characters and opening situation. All of these conventions can be best taught through interaction and exchange of ideas offered by conferencing where students would deliberate until consensus is reached. Interaction and conferencing are among the strategiesproposed in the present study.

Moody (1970) explained that inability of students to manipulate the grammatical structures of English language with confidence and accuracy affects their narrative skills because they do not have sufficient control patterns of English to be able to write what they want accurately. This encourages abnormalities in the narrative skills and the WebQuest learning strategies take cognizance of it. Many relevant websites are provided for consulting the grammatical structures of English language.

According to Olaofe (2010), sector analysis is designed for writing of English, since second language learners are more concerned with the written system of the language. It provides different mechanisms for generating different kinds of operations on the positions in a sentence layer. Some of these operations include: leaving some positions filled and unfilled to produce varieties, shifting some fillers of a particular positions to different positions that can accommodate such fillers, and postponing some positions by pushing such positions forward for emphatic purposes. These are also some of the components of WebQuest online learning strategies.

The body of literature reviewed above did not particularly address the issue of WebQuest online learning strategies on the written English in the area of narrative essay. This encourages the researcher to carry out thisresearch work by using WebQuest online learning. The students are expected to utilize the materials and resources to produce a draft after series of online consultation. Students would be linked to rubric areasto re-order words in sentences and also re-arrange given sentences in paragraph. They would be linked to areas of punctuation marks in order to write good narrative essay.

Organisation is as process of arranging writing materials properly (Ibe, 2008). The qualities of organization are suitable opening, adequate development, good paragraphing, coherence, unity and conclusion. This is one of the areas of concern of present study using WebQuest Online.

The point raised by Moody (1970) that inability of students to manipulate the grammatical structures of English language with confidence and accuracy affects their narrative skills is convincing because writing requires mastery of the basic grammatical rules. The WebQuest online learning strategies make provision for learning grammatical accuracy and collaborative work asdesigned in the study which can boost the students' morale. The present study appreciates the view of Goddard (2002) thatlearning narrative essay through WebQuest is three stages which include introduction, body and conclusion. The table below is a summary of review of related literature under WebQuest and teaching of narrative essay.

Table 2.7: Summary Table for the Review on WebQuest and Teaching of Narrative Essay

Topics and AuthorsReviewed	**Summary of Aspects Reviewed**	**Areas Relevant to the Present Study**
Learner Centre Styles of Writing **Trosbar (1997)**	Self-directing writing styles in WebQuest online environment	The present study considered all the self-directed writing stylesin WebQuest online environment
The Narrative Essay **Catherine (2012)**	Accuracy of language used in narrative essay	The language used was an important aspects seeking for attention in WebQuest online learning strategies
Error Analysis of Difficulties in Written Composition **Moody (1970)**	Organization of point in WebQuest Online learning	The subjects were exposed to organization of points

Theories of Grammar **Olaofe (2010)**	Mastering the basic grammar of writing and speaking	The subjects were exposed to many sites to master the grammatical structures of English in order to write effectively
Developing Narrative Interpretation: Developing and Content Analyses **Mckeougha & Genereux (2007)**	Online interaction and conferencing through WebQuest	Online interaction and conferencing were emphasized in the present study

2.8 WebQuest and Teaching of Descriptive Essay

Descriptive essay is one of the types of essays in English language. To write this kind of essay in a WebQuest online learning strategies, one is required to describe a person, object or event as vividly as possible so that the reader feels like he/she could reach out or touch it www.roanastate.edu/owl/describehtml. The description should be so clear to enable the reader to capture the picture of the item. Descriptive essay has features that distinguish it from other types of essays. It is a kind of essay that you are expected to write about something as you see it or hear about it. This type of essay calls for actual description of items. Available materials are provided in the resource section of WebQuest online learning to effectively describe objects of the study.

Descriptive essay requires lots of imagination; the description does not need to be factual but only believable. The clarity of the description determines the readers' conviction. Description plays a vital role in educating the readers.

It is a fact that description using sensible impressions presents a clearer picture to readers. This encourages the researcher to adopt method of teaching spatial order

andsense impressions in the present study. Jamieson (2009) suggested pre-writing task that requires student to fill in gaps with correct usage of impression and spatial order words that best complete each blank space afterwards an in-class correction would help the students to self-asses their performance. This is also considered in a WebQuest online learning strategies. As the students develop the correct habit of describing an object in a spatial and sensory terms then the paragraphs should be introduced. All these are provided in the WebQuest online learning strategies.

Description is far beyond providing a mixture of unrelated details, every point in a descriptive essay should be elaborated. The topic sentence should be followed by supporting sentences as proposed in the study. Spatial order words such as (bottom to top, left to right, backward to forward, outside to inside, ahead, next, above, beyond) and sense impression words should be self-assessed by students their essays.

Writing descriptive essay through WebQuest indirectly creates a concrete experience for the students. In general, the students are expected to be able to write about what they see or hear in the form of descriptive text (Marwa, 2012). In addition, it will make the writing process easier, especially for finding the sources of materials and pave ways to express ideas adequately. Ibe (2005) considered expression as how materials are presented. The good describer is one whose expression is so captivating that the reader wishes to go on reading. This includes a properly articulated language style, a choice of appropriate words and the use of words than are necessary to convey the intended meaning. These are also some of the areas of concern of the present study.

The present study is comfortable with the design and treatment used by (Marwa, 2012).The finding and suggestions of the study are relevant in the present study. Only that Marwa's study did not treat all the four types of essay but essay writing in general. Marwa's study was designed for thefirst year preparatory stage students' English writing but the present study consideredsenior secondary schools.The table below is a summary of review of related literature under WebQuest and teaching of descriptive essay.

Table 2.8: Summary Table for the Review on WebQuest and Teaching of Descriptive Essay

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Spanish Communication **Jamaison (2009)**	Writing is one of the important skills is always in stages	The subjects were exposed to all the stages of writing through the WebQuest online learning
The Effects of WebQuest Program on Developing the First Year Preparatory Stage Students' English Writing **Marwa (2012)**	The application of WebQest in the preparatory stage of writing	The study considered the preparatory stagein writing through WebQuest learning strategies
Expression and Writing skills **Ibe (2005)**	The process of expressing ideas in essay writing	The subjects were exposed to learning expression.

2.9 WebQuest and Teaching of Expository Essay

Expository writing in English is a challenge for many students in English-medium schools and universities, particularly for those whose first language is not English. It is defined as a genre through which writers present and support a point of view with reasons and evidence (Martin, 1989; Schleppegrell, 2004).

Writing expository essay through the WebQuest online learning, the writer attempts to inform audience about a particular object. The writer presents the topic without assuming that the reader posses any prior knowledge about it. The author must be focused to present the information in a very clear and organized manner. The expository essay should be written with main topic, logical supporting facts, providing details, clarity, smooth transition, coherence and cohesion and sequential order. The content must be relevant devoid of mechanical errors. Asanya (2013) opined that students' engaging in irrelevant topic to the question set will lead to being awarded zero marks.Ogwuche (2005) described mechanical accuracy as correctness. Correctness refers to conventions for writing like, punctuations and form. NECO (2012) suggested the ringing aspect of this component to include poor punctuation, random capitalization and spelling, 10 percent is agreed to be always deducted from the ringed mistakes of the students' written essays (Setzler,2000-2001).

Crowhurst (1990) observed some problems associated withteaching expository essay. One common problem noted is inadequacy of support manifested as absence of elaborated reasons for justifying a position. Another problem is recount of topic knowledge without deploying it to serve a rhetorical purpose in advancing the writer's position. The present study has taken note of the identified problems and provided adequate materials in WebQuest learning strategies.

Tan-obi & Tan (2013) explored WebQLM to enhance performance in expository writing among year 12 ESL students. The study established the importance of using WebQLM in writing. But, Boxie & Maring (2002) recommended more research work to

be carried out in this area. Sun (2009) recommended that process approach to teaching expository essay should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, assessing ideas); drafting; seeking feedback from peers or the instructor; revising on the whole text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and publishing the final text.

The study by Sun (2009) has a direct bearing with the present study and all the recommendations were adopted.The present study is satisfied with Boxie & Maring's (2002) recommendation that requires more research work to be carried out in the area expository essay and disagreed with the work of Tan-obi & Tan because of lack of sufficient details and methods applied in the study. The table below presents summary of literature reviewed under WebQuest and Expository Essay.

Table 2.9: Summary Table for the Review on WebQuest and Teaching of Expository Essay

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Duress in English **Martin (1989)**	Power of language in WebQuest learning strategies is important	The subjects were exposed to different styles of writing
Writing Skills **Sun (2009)**	Process approach in expository essay through WebQuest online learning	All the steps in process approach were followed in the study
Teaching and Learning the Writing of Persuasive Essay **Crowhurst (1990)**	Teaching of essay writing through WebQuest online learning strategies	All the WebQuest online learning strategieswereconsidered in the present study
Teaching and Learning the Writing of Essay **Tan-obi & Tan (2013)**	Collaboration as WebQLM strategies in teaching writing skills	Collaboration as WebQLM strategies was involved in the present study

2.10Gender and Writing Using WebQuest

In general sense, it is pertinent to bear in mind the fact that gender matters a lot in language teaching-learning process. A number of concerned scholars have attested to this view (Redfern, 1987; Lyn & Sherr, 2005; Sax, 2005).

There is evidence that males and females write qualitatively quite differentlyand prefer different modes of writing. In fact, Herring (1994) claims that "men and women have recognizably different styles in writing on the Internet" and that "women and men have different communicative ethics"; in contrast to the understanding that the Internet provides a gender-less, age-less, race-less and any-other-bias - less opportunity for interaction (Shea: 1994, 40). Alfadda (2011) revealed how WebQuest, an internet based tool, promotes female students writing skills. The issues of grammar, vocabulary, organization and content differed significantly.

Rubin & Green (1992) found differences inthe composing of college students' expository and narrative writings using WebQuest: women usedthree times as many exclamation points as men, were twice as likely to acknowledgethe value of an opposing view and wrote more quantitatively, although theirsentence constructions were less complex. One of their most interesting findingswas that expressive mode encouraged much more subjective and emotional writingthan informational writing for both males and females. In terms of writing ability, thereis some evidence that proficient and less proficient female writers in college usemore first person insights in reflective personal narrative than expository writing,although the better writers were apt to be more impersonal in their use of pronoun references (Hunter & Pearce, 1988).

Li (2002) revealed gender differences where females wrote longer messages, and were more initiating than males.Additional studies that were conducted by Hakkarainen and Palonen (2000) on patterns of peer interaction show thatfemales were sharing intuitive conceptions,while males used authoritative statements.

Elwood (1994) proposed gender writing using online learning and found remarkable difference in favour of males. He also revealed that some academic activities could be gender specific; a lot do cut across gender.Kamler's (1993) agreed the fact that males and females perform differently in an online learning. He found that while boys talk, girls write. Each of the girls in his study wrote more and wrote better than any of the boys

Kann (2001) mainly promoted on-line writing instruction in her study and investigated the gender differences on computer literacy, attitudes toward writing instruction, and their on-line writing performance. In terms of writing quantity, the results showed that female students wrote more than male students in all four writing tests. The finding corresponded with Lee's (1996) study in which he found that each girl consistently wrote more than any of the boys on writing assignments.

Chuo-yao (2008) showed that female students wrote narrative and descriptive more than male students in all four writing tests. In particular, there were significant gender difference in the amount of writing for the descriptive and narrative paragraph and the total amount of writing for four writing tests through online learning. Therefore, this

study tried another way which is WebQuest online learning in order to find out the difference between the written English of male and female.

Browne (1994) suggested that male become less committed to online writing as they get older and perceive writing as a passive, quiet, reflective activity and therefore a female activity. One outcome of this focusing of attention on the under-performance of male has been the strongly held belief within the teaching profession (Jones & Myhill, 2004) not only that boys are naturally weaker at language than girls but also that boys do not like English, and especially that boys do not like writing.

Kanaris (1999) argued that girls write longer more complex texts that contain more subordinate clauses and a wider range of adjectives through the online learning. Shealso highlights a tendency for boys to use Iand girls to use weasindicative of boys' positioning themselves as the agents in their ownnarratives, while girls position themselves as participants and observers. She describes male writers as"event-oriented" and egocentric, whilegirls are presented as more skilled both at word and text level.

Regarding the online writing quality, female students wrote better than male students in both the total scores and the analytic scores of English writing. However, the results showed that the difference was not statistically significant. Nevertheless, the results do not supportGoldberg and Roswell's study. Goldberg and Roswell (2002) indicated that female students performed significantly better than male students in terms of content, organization, grammar, and diction. This finding formed part of the aim of the present study using WebQuest online learning strategies.

Kanaris (1999)maintained that the children reveal deeply embedded gender identitiesthrough written language, and that the pictures they present of powerand powerlessness in relation to boys and girls respectively will be moreinfluential on future outcomes than the observation that girls are betterwriters. In exploring why more male graduates at Oxfordand Cambridge have achieved first-class degrees than female, Clarke(1994) argues that in adopting an assertive, argumentative, bold, andself-confident writing style, male graduates write with a voice that isperceived as intrinsic to the first-class academic brain, a perception notmade for the more conciliatory female voice.

The present study is not comfortable with the finding ofBrown (1994) who claimed boys become less committed to writing as they get older because of inadequate points. The study is of the opinion that male are becoming less busy and become addicted to writing when they grow older because they become less committed. The present study agreed with view of Rubin & Green (1992) who found differences in the composing of college students' expository and narrative writings: women used three times as many exclamation points as men. It could be accepted that females are easier to be shocked than males. The finding is convincing based on the steps followed in the study.Moreover, females are eager regarding using e-mail and other technologies to communicate with others than males (Debrand & Johnson, 2008). The current study is set toexamine the writing performance of male and female students using WebQuest online learning strategies.The table below summarizes literature reviewed under gender and WebQuest Writing**.**

Table 2.10: Summary Table for the Review on Gender and Writing

Topicsand Authors Reviewed	**Summary of Aspects Reviewed**	**Areas Relevant to the Present Study**

Gender-typical Style in Written Language **Rubin & Green (1992)**	WebQuest and Gender Writing Style and performance in schools	writing performance of male and female students were examined in the present study
Gender and Power in an Online Learning **Herring (1994)**	Power of gender in writing using WebQuest online learning strategies	The study exposed the subjects to writing in order to establish the areas of differences
The Content of Writing in the Early Years: Issues of Gender **Broune (1994)**	Gender and commitment in writing through WebQuest online strategies	The experimental group was linked to online content-based materials

Table 2.10: Summary Table for the Review on Gender and Writing Continues

Topics and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
An Investigation of Gender Differences in EFL College Writing **Chuo-Yao (2008)**	Writing is gender specific both in online and off-line	The study investigated among other things, a significance difference of male and female writing performance using WebQuest
Webquest in Elementary Classes **Fadda, Almasri, & Al-Shumaimeri, (2011)**	Webquest is not for boys only in elementary classes	The present study involved male and female in the treatment activities through WebQuest

2.11 Previous Studies on WebQuest Learning Strategies

This section discusses studies previously undertaken that relate to the present study. Results and conclusions of the studies would be highlighted and critiqued accordingly. Several studies have been conducted on WebQuest learning strategies.Al-Jarf (2004) conducted a research to find out whether there were significant differences between EFL freshman students exposed to traditional in-class writing instruction depending on the textbook only, and those exposed to a combination of traditional in-class writing

instruction and web-based instruction in their writing achievement. Results showed that students in the experimental group who were taught using a combination of web-based writing instruction and traditional in-class writing instruction scored significantly higher than the control group that was taught using traditional in-class writing instruction depending on the textbook only. Use of web-based instruction as a supplement to traditional in-class writing instruction was significantly more effective than writing instruction depending on the textbook alone. The study applied both traditional and web-based instruction unlike the present study which provides selected websites. The WebQuest strategies used in this study were online interaction and role play which are important in the present study.

Barros & Carvalho (2007) carried out a study on "From a WebQuest to a ReadingQuest: Learners' Reactions in an EFL Extensive Reading Class". The study tools were a pre-test and a post-testreading comprehension assessment were administered for both groups. After thepost-test the experimental group received an attitudinal questionnaire about their opinionof the ReadingQuest. The results showed that the ReadingQuest was a valuableenvironment for teaching extensive reading, in contrast to traditional reading classes, asit can enhance motivation and promote constructivist learning. On the other hand, theresults of the questionnaire, answered in the end of the study, showed that studentsliked the Reading Quest, recognizing that it enhanced learning and that was fun. The study differs from the present study because it was designed to identify the perception of students regarding the approach while the present study is to examine the effect of WebQuest. The study is related to the present study in the areas of gender sensitivity and the independent variables.

Chuan Kung's (2002) study on Students' Perceptions of English Learning through ESL/EFL Websites and investigated how teachers could effectivelyhelp students learn English through WebQuest. The tool of thestudy was anonymous questionnaire in their native language inquiring about theircomputer usage habits. The WebQuest strategies used in this study include online scaffolding and motivation which was adopted in the present study. The findings revealed that despite some difficulties encountered,students had an overall positive attitude to using the teacher-selected websites in theirlearning of English. The study is different from the present study because it was a descriptive study seeking students' perception on WebQuest while the present study is an experimental study. The study differs in subject selection, but related in the area of independent variables.

Chuo & Shem (2007) conducted a study titled "The Effects of the WebQuest Writing InstructionProgram on EFL Learners' Writing Performance, "Writing Apprehension, and Perception". Three instruments were utilized in the study: a Writing Performance, a Writing Apprehension, and a Post Questionnaire. The findings indicated that integrating web resources into EFL writing instruction, using the WebQuest Model, was effective for enhancing students' writing performance. The study differs from the present study because the subjects were drawn from junior colleges while the present study would be senior secondary schools. The study is not related to the present study in the areas of gender but related in the areas of independent variables. The WebQuest Model used in this study will be adopted in the treatment session.

Fang Li & Yang (2007) investigated the effectiveness of WebQuest on elementary school students' higher-order thinking (HOT), learning motivation, and English learning achievement. The result of the study indicated the experimental group scored

highermarks than the traditional group in the problem solving test and the Englishachievement test. The independent variable in the study was instructional strategy withthree levels: traditional instruction (the comparison group), WebQuest with resources(the treatment I), WebQuest with the resources and then without resources (thetreatment II). The dependant variables were the critical thinking skills, the problem solvingskills, learning motivation, and English learning achievement. The controlvariables were the teacher's characteristic, the time of the class, and the learningcontent. It also indicated thatWebQuest increased Students' Higher-Order Thinking, Learning Motivation, andEnglish Learning Achievement. The study was carried in an elementary school and that differentiates it with the present study. The study did not consider gender differences as proposed in the present study.

Kocoglu (2010) conducted a study titled as"WebQuests in EFL reading/ writing classroom". The aim of the experimental study was to explore whether or not usingWebQuests was effective in enhancing writing and reading performance of EFLstudents. The variables WebQuest use, reading performance and writingperformance were analyzed via descriptive statistics and independent sample t-test. The study used strategies such as digital storytelling, case discussions and multimedia which are useful in the present study except digital story telling. The writing followed Chronological order, Flash back order and Reflective order. Thefindings indicated that the experimental group scored higher on reading scores than didthe control group. On the other hand, both groups scored equally on writing scores. The two studies are related in finding effects of WebQuest on writing as well as using male and female but differ in the inclusion of reading. The subjects of the study were drawn from universities while the present study is limited to secondary schools.

Leite, *et al*. (2004) conducted a study titled as: "Learning from WebQuests" Two WebQuest experiments were conducted in a rural highschool with very well supported technology. The WebQuest strategies used in this study include questions between student-students and students-teachers, digital storytelling, multimedia, cooperation and collaboration which are useful in the present study except digital story telling. The results indicated that there were statistical differences between the experimental groups and the traditional groups in learning. The interviews indicated that that both the teachers and students were quite satisfied with the WebQuests. The study is clearly different from the present study because it was about learning in general using WebQuest while the present study is on written English. The studies are not related in the issue of gender differences. The study only used pre-test and pos –test and questionnaire while the present study would use pre-test, test1, test2, test3 and post.

Marwa (2012) carried out a study on WebQuest program on developing the first year preparatory stage students writing skills and their attitudes towards writing. The WebQuest strategies used in the study includes pre-writing, writing, post-writing, elaboration, organization, collaboration and discussion which will be adopted in this study while strategies such as encouraging and rewarding students to report substantive errors will not be used. The findings proved the efficacy of the WebQuest program. The study recommended that the WebQuest activities such as interaction and brainstorming should be integrated within the learning curriculum. One of the weaknesses of the study is its inability to carry out more than one test before the post test. The study was also unable to treat types of essays separately in order to know the areas of weaknesses of the students. The study differed from the present study because it was limited to

preparatory stage of junior secondary school students while the present study is going to use senior secondary school students.

Mohn, *et al.* (2004) examined and described theeffectiveness of the WebQuest model on gifted fifth grade in students in EFL. Fourquestions were posed. The study took place in a large, sub-urban intermediate school. The WebQuest strategies used in this study include observation, consultation and motivation and will be adopted in the present study except observation. The results indicated that students acquired content, were engaged andchallenged by the activity, and demonstrated use of higher order thinking skills.Difference exists in the areas of selection of subjects because the study considered gifted and primary school students while the present study will consider normal and senior secondary school students.

Mostafa (2009) examined the use of WebQuest Model to enhance graduate students' reading and writing skills. The purpose of the experimental study was to investigate the effectiveness ofintegrating internet resources into EFL curricula, using the WebQuest model, toenhance graduate students' reading and writing skills for research purposes in theFaculty of Education. It adopted an eclecticapproach to enhance reading and writing for research purposes through traininggraduate students to design EFL instructional materials for teaching English at differentlevels. The research design used were pre and post-test to measurestudents' research reading and writing skills; a rubric to evaluate theappropriateness of the tasks used in the pre-and posttest; teacher logs to evaluatethe different activities of the program and a teacher's observations. Curry (1984) recommendation was used in selecting the sample population of students unlike the

present study which adopted thirty subjects as recommended by Frankael and Wallen (2000).

The findings indicated thatintegrating web resources into EFL curricular was effectivein enhancing students' reading and writing skills for research purposes and provided apositive learning experience. The subjects of the study were drawn from universities,this brought a distinction with the present study which used senior secondary school students. The study also differs in the selection of subjects by ignoring gender sensitivity.WebQuest online strategies used in this study such as proof-reading, silent reading and online conversationare useful while aspect such as reading aloud is irrelevant in the present study.

Murray (2006) investigated strong effects of Webquest use on higher-level thinking skills, as measured through 34 students' writings. The study used WebQuest strategies such as searching, online discussion, cooperation and participation. The results indicated 18 of 21 students were able to demonstrate higher-level thinking skills in the course of writing their essays. Despite 3 students‟ inability to demonstrate higher-level thinking skills in the course of writing their essays, higher-level thinking skills were evident in their ability to locate and evaluate relevant information to complete their final projects. The study differs from the present student because the target was beyond the effects but to what extent.

Oliver (2010) carried out a study on Effect and Value of a WebQuest Activity on Weather in a 5th Grade Classroom. The goals of the experimental study were to determine the effect of WebQuests on elementary students' content area knowledge in EFL.; to investigateteacher perceptions of students' higher order thinking skills while

engaged in aWebQuest activity and the value the of the WebQuest, as perceived by teacher. Toaccomplish the above research goals, a quasi-experimental design was used in thestudy. WebQuest strategies used in the study included motivation, critical thinking and cooperating with teammates. The results ofthe study showed that the WebQuest increased content knowledge in fifth gradestudents more than the traditional group. Teachers responded positively to the value ofthe WebQuest in their daily teaching. The study differs from present study because the research was carried out to determine not only the effects but also to know the perception of both teachers and students on WebQuest. Both the two studies see potentialities in quasi-experimental design.

In another related development Prapinwong (2008) conducted a study on Constructivist Language Learning through WebQuests in the EFL context: An Exploratory Study. Based on the framework of constructivism, the study employedboth qualitative and quantitative techniques in order to answer four research questionsthat involve the documentation and analysis of instructional methods, learningoutcomes, and teacher‘s and students‘ experiences and perceptions with the WebQuestsfor EFL learning. The instruments were a pre- and post-vocabularytest, class observations, interviews, the teacher‘s self reflections, and field notes. The Webquest online learning strategies applied in the study were critical thinking, provision of a weekly summary of discussion topics to demonstrate participation and assessing messages by both quantity and quality. The results of the learning outcomes showed that the learners made a statistically significant gain in the vocabulary tests in both units and that the type of tasks influenced different learning outcomes. Finally, the study makes pedagogical recommendations for adopting WebQuests in the EFL classrooms and for future research on WebQuests.The

study differs from the present study because all the language skills were involved and it also differs in the areas of subject selection and gender.

Puthikanon & Nunthika (2009) evaluated critical thinking and language use through the use of WebQuests in an EFL reading class". The study employed a case study approach withmixed methods research design. A Critical Thinking Rubric adaptedfrom the Washington State University was used to evaluatehow students used critical thinking skills during the activity through classroomobservations, interviews, and questionnaires.The WebQuest strategies used in the study include support for student learning by engaging them to reflect on their online learning experiences andencourage students to take responsibility for their own learning as well as their peers' by completing readings and posting meaningful course-related discussions The results indicated that students usedcritical thinking during the WebQuest activity at a relatively high level. Both the two studies used mixed instrument. The studies differ in method, purpose and direction.

Şen & Neufeld (2006) conducted a study on "In Pursuit Of Al-Ternatives in ELT Methodology: WebQuests". The WebQuest learning procedures followed in this study such as introduction of the website link, studying the sections of the WebQuest and the process of doing the task will be adopted. The results indicated that there are positive attitudes in usingWebQuest in teaching English as a new methodology, and it affected positively thestudents' English language learning. This study is clearly different from the present study. The study is aimed at opening up a vast of new source ofinformation for university students to use and explore while the present study is aiming at using the WebQuest as instructional materials. The study is not related to the present study in the

selection of subjects but related in the areas of independent variables. The WebQuest resources used in this study such as online dictionary, online essay tips and Grammar Rock will be adopted in the present study.

Siko (2008) investigated students' perception on using WebQuests in theEnglish classroom. The subjects represent only the ninth grade English students enrolled at a public high school in the Southeastern United States. The research used both qualitative and quantitative data to answer research questions focused on student learning and WebQuests. Several things were observed. Field notes were taken during the observations and then typed up following the data collection. The results of the study indicated that WebQuests affected student learning, and increased their understanding of the contents. The interviews and the observations showed that the WebQuest increased the students' motivation toward the material. The study used field notes as one of the strategies while the present study will rely on the treatment. Other relevant WebQuest strategies used by this study that are relevant to the present one are motivation, cooperation and scaffolding. The study used pre-test, post–test, observation and questionnaire while the present study will use pre-test, test1, test2, test3 and post test.

Spiliotopoulos (2003) evaluated whether WebQuest interactive writing and electronic bulletin board help students improve their academic writing skill , increase student confidence and motivation, as well as a greater awareness to identity issues, cross-cultural understanding, and improve peer relations through collaborative tasks and introspective narrative and critical inquiry. The quantitative results gathered from test and essay scores revealed significant differences between the two groups, and this did

not support interactive writing for improving academic writing. However, the qualitative results, gathered from guided online journal interviews, questionnaires, and the researcher's observations, suggested that writing improved academic writing. Interactive writing on the electronic bulletin provided opportunities for authentic communication, negotiation of meaning review, and self-correction. The study is aimed at establishing the possibilities of using WebQuest in academic while the present is aiming at the effect of the WebQuest on writing.

Termsinsawadi (2009) undertook a study on WebQuest Module Development for Enhancing EFL Reading and Writing Abilities of Thai Undergraduate Engineering Students. TheWebQuest online pattern followed during data collection in the study include course announcement prior to the first WebQuest online discussion, the instructions for the program, provision of additional important resources for further study, provision of timely feedback to comment, confirm, evaluate, or to question, use of gentle reminders to carry the discussion for further or redirect discussions, encouraging the students to use examples, real cases, or literature to support their views and rubrics for discussion. Thefindings revealed that the students' scores of the reading comprehension skills and writing post tests significantly increased. The findings from the questionnaires and interview showed that most students had positive attitudes towards the implementation of the WebQuest modules as a whole. The study used Webquest online strategies such as collaboration, motivation and online scaffolding which the present study adopted. Other strategies such as skimming and scanning are not relevant. Only male subjects were used and they were drawn from universities as against the present study.

Tsai (2006) integrated WebQuest into EFL Instruction.The researcher used a mix-format test as a pre-and post-test for both the experimental treatment and the control group. The results of this study indicated that using a WebQuest learning module as an enhancement to traditional instruction was more effective for teaching EFL reading, especially for vocabulary acquisition and story reading.The study recommended the integration of WebQuest tool into EFL instruction. The two studies differ because the present study is targeting the possibilities of integrating WebQuest while the present study is aimed at the effect of WebQuest. There is a relationship in the areas of subject selection and the independent variables. The WebQuest learning procedure followed in this study was introduction of the website link of the WebQuest

Tsai (2006)investigated students' Perceptions of English Learning throughEFL WebQuest. The study examined the four-point Likert-type attitudinal scores of a researcher-developed attitudinal survey for students who completed the WebQuest learning activities. The results revealed that students had an overall positive attitude and perception on their performance on both the vocabulary acquisition and reading comprehension toward learning English through WebQuest module. Also, a significantly positive correlation was found between student motivation and their perception on learning vocabulary and on learning reading skills. However, a low correlation was found between student motivation and student perception on grammar learning. The study is a descriptive study seeking for students' perception on WebQuest while the present study is an experimental study. The study did not consider gender differences which is part of the present study.

Again, Tsai (2005) studied the effect of EFL reading instruction by using a WebQuest learning module as a CAI enhancement on college students reading performance in Taiwan. The study aimed at determining the effects of utilizing the WebQuest as aCAI on the traditional EFL reading instruction in a target university in Taiwan. The study reported the relationship between student attitudes and the studentperceptions towards the use of WebQuest module. A quasi- experimental design wasemployed for the study since random selection and assignment are not possible. The WebQuest learning module involves tips on essay writing, online dictionary, and samples of essays. The results indicated that thestudents in the treatment group outperformed the students in the control group. This study is different from the present study because it was on reading and the present one is on writing.Theyare also not related in the area of the selection of subjects.

Tuan (2011) undertook a study on teaching Reading through WebQuest. The purpose of the experimental study was to examine if the implementation ofWebQuest helped enhance reading skill, and to explore the students' attitude towardsWebQuest-based teaching of reading. The instruments included pretest, posttest, and questionnaire thathelped to collate quantitative data. The findings displayed that the students who received the WebQuest-based program made considerable improvement in their reading comprehension skills. The findings were also enhanced by the positive feedback of the students towards the use of WebQuest through the online survey carried out after the course. WebQuest strategies used in this study such as peer assistance, small group discussions and buzz group discussion will be adopted for the experimental group. The study differs from present one because in Tuan's study only pre-test and post–test were used whereas the present study would use pre-test, test1, test2, test3, and post. The

study was on reading skill while the present study is on writing skill. Tuan's study shares something with the present study by using female and male as subjects.

Zlatkovska's (2010)WebQuests as a Constructivist Tool in the EFL Teaching Methodology Class in a University in Macedonia is an exploratory case study that investigates whether introducing WebQuests as part of the Teacher Training Curriculum at the universitylevel could facilitate the integration of English language teaching and technology whilesimultaneously promoting a more student centered, constructivist WebQuest approach to teaching.The instruments were interviews, observation, and note taking. The results indicated that WebQuest had a positive tool in the EFL teaching methods course. The study is clearly different from present one in method, purpose and directions. The study used university students whereas the present study would use secondary school students.

It has been observed by scholars such as Abbitt & Ophus (2008) that despite the popularity of WebQuest among K-12 teachers, little research has been conducted on the effects of this technology-based activity on learning. Even the studies conducted mostly focused on the design of WebQuest rather than curricular aspects of the design (Sox & Rubinstein-Avila, 2009). Most previous studies focused on students in first language (L1) settings while research on the second language (L2) learning context is limited. Some previous studies were more theoretical than empirical (Laborda, 2009; Luzon, 2007). Other studies focused on the perceptions of WebQuest users (Noordin, Samed, & Razali, 2008; Prapinwong & Puthikanon, 2007) and few on English language learning (Chuo, 2007; Tsai, 2006a).

Very little researches have been conducted on WebQuest use in the EFL classroom to investigate its potential in promoting four language skills. Only a few use WebQuest to teach writing but at different levels and possibly no study treated writing skills at senior secondary school level asproposed in the present study. This clearly indicates the importance of thepresent study particularly in dealing with new research questions and hypotheses. Most of the recommendations of the previous studies highlighted the importance of considering WebQuest strategies in improving the students' learning skills.Below is a summaryof literature reviewed under previous studies on WebQuest learning strategies**.**

Table 2.11: **Summary Table for the Review on Previous Studies on WebQuest Learning Strategies**

Topics and Authors Reviewed	**Aspects Reviewed on WebQuest Strategies**	**Areas of WebQuest Strategies Adopted in the Study**
Reading through WebQuest. **Tuan (2011)**	WebQuest employs strategies such as peer assistance, small group discussions buzz group discussion and reading aloud	All the WebQuest strategies such peer assistance, small group discussions and buzz group discussion were adopted
WebQuests in EFL reading/ writing classroom **Kocoglu (2010)**	The writing process in WebQuerst strategies is in stages	The stages of pre-writing, writing, editing and post-writing are relevant in the present study
Effect and Value of a WebQuest Activity on Weather in a 5th Grade Classroom **Oliver (2010)**	WebQuest online learning strategies involve activities like, critical thinking, and cooperation	In the course of this program, the subjects were made to exhibit high sense of critical thinking and cooperative work
WebQuests as a Constructivist Tool in the EFL Teaching Methodology Class	WebQuest strategies such as review and brainstorming assist in reorganizing the major layouts of the	The experimental subjects were exposed to review, brainstorming, reflection and consultation

Zlatkovska's (2010)	document	
Effects of WebQuest Model to enhance graduate students' reading and writing skills	Webquest strategies involves proof-reading, silent reading and online conversation	The study adopted proof-reading, and online conversation
Mostafa (2009)		
Effects of WebQuest program on developing the first year preparatory stage students writing skills and their attitudes towards writing.	WebQest strategies includesorganization, collaboration, discussion and interaction	In treating the subject, the present study were exposed the subject to elaboration, organization, collaboration and discussion
Marwa (2012)		
Evaluation of critical thinking and language use through the use of WebQuests in an EFL reading class	WebQuest writing process requires support, engagement and encouragement	The subjects were supported,engaged and encouraged
Puthikanon & Nunthika (2009)		

Table 2.11: **Summary Table for the Review on Previous Studies on WebQuest Learning Strategies Continues**

Topics and Authors Reviewed	**Aspects Reviewed on WebQuest Strategies**	**Areas of WebQuest Strategies Adopted in the Study**
Students' perception on using WebQuests in theEnglish classroom **Siko (2009)**	WebQuest online strategies include cooperation, motivation and scaffolding online	The motivation, cooperation and scaffolding strategies are useful in the present study
Impact of WebQuest Module Development for Enhancing EFL Reading and Writing **Termsinsawadi (2009)**	WebQuest learning involves feedback from peers and teachers using rubric and assessment result	Online discussion, instructions and timely feedback were adopted

A study on Constructivist Language Learning through WebQuests in the EFL context: An Exploratory Study **Prapinwong (2008)**	Conferencing in pairs, small group discussion, critical thinking and assessment in WebQuest online learning	Conferencing, small group discussion, critical thinking and assessment are useful in the present study
Effects of Webquest use on higher-level thinking skills **Murray's (2006)**	Rubrics in an online environment	Feedback using marking scheme was involved in the present study
Effects of WebQuest interactive writing on electronic bulletin board **Spiliotopoulos (2003)**	WebQuest involves digital story telling searching and listening for useful formation	The subjects were made to search for relevant information by following the selected websites
The effectiveness of WebQuest on elementary school students' **Fang Li & Yang (2007)**	WebQuest and improvement of higher-order thinking, learning motivation, andEnglish learning achievement.	All these are useful in the present study

Table 2.11: **Summary Table for the Review on Previous Studies on WebQuest Learning Strategies Continues**

Topics and Authors Reviewed	**Aspects Reviewed on WebQuest Strategies**	**Areas of WebQuest Strategies Adopted in the Study**
In Pursuit of Alternatives in ELT Methodology: WebQuests **Şen & Neufeld (2006)**	WebQuest as another alternative for teaching writing	Getting feedback from peers is essential in the present study
Investigation of students' Perceptions of English Learning throughWebQuest **Tsai (2006)**	Effectiveness of WebQuest as a learning materials for students	The subjects were exposed to use the catalysts to stimulate thougt and ideas

Learning from WebQuests **Leite, et al. (2004**)	The WebQuest strategies used in this study include questions between student-students and students-teachers, digital storytelling, analogy, cooperation and collaboration	Analogy, collaboration and cooperation are important in the present study
Effectiveness of the WebQuest model on gifted fifth grade in students in EFL**Mohn, et al. (2004)**	Usability of WebQuest learning strategies for gifted students in a classroom environment	All the treatment group in the present study used mind mapping, clustering and t-charts
Students' Perceptions of English Learning through ESL/EFL Websites **Chuan Kung's (2002)**	Establishing the viability of WebQuest learning strategies for ESL/EFL students	Reading other writers for inspiration and modeling of style was adopted for the study

2.12 Theoretical Framework

Osasona (1996) opined that every aspect of teaching/learning can be said to be arranged in a professional manner when it revolves around a sound theoretical framework. Thus, the theoretical framework for this study is based on Vygostky's constructivist theory (1978), Bruner's cognitive theory (1960) and Siemen's connectivist theory (2004) as fashioned out by way of eclecticism.

The choice of Vygostky's (1962) theory of learning is based on the submission that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. The constructive paradigm is linked with the communicative approach to second-language acquisition, like Zonal of Proximal Development (ZPD) theory that emphasizes the social dimension of learning and the scaffolding which grows out of cooperative or interactive learning with teachers and peers (Shrum & Glisan 2000). WebQuest online strategies are rooted in constructivism, as an inquiry-based activity. WebQuest applies a constructivism

learning approach that allows learners to engage in higher order thinking skills and to build meaningful learning experiences in meaning making and achieving writing proficiency (Lahaie, 2008).In this case, tools such as discussion forum, blog, twitter or WebQuest can enable learners to actively construct knowledge. Things such as content, organization, expression and mechanical accuracy as components of' written English can be developed (Su, 2001; Trudy 2012; Rosetta, 1998 and Bolaji, 2004).

As Bennett (2001:9) asserted, "With the inclusion of technology into learning environments, the role of the teacher changes from instructor to guide. The learning process has become inquiry based. The instruction is student centered and the learner is actively engaged". WebQuest online learning strategies promotes inquiry-based learning by assisting learners to organize ideas, explore and evaluate information, analyze and synthesize data, and communicate findings and conclusions (Lamb & Teclehaimanot, 2005). A major emphasis of constructivists is situated learning, which sees learning as contextual. Learning activities that allow learners to contextualize information could be used in WebQuest online learning strategies.

Socio-cultural constructivism uses this relationship and continuesby stating that through this social interaction, a new level of knowledge is acquired. Emphasis is on dialogue that participants engage in as a means of collaboration and negotiation of meaning to reach a new understanding. This process allows the learner to internalize what is being taught, and thus, they become an active part in shaping the learning environment and provide narrative, descriptive and expository essay (Nahme, 2000). Socio-cultural constructivism defines learning as a socio-cultural dialogic activity (Bonk, 1998: 26). Therefore

instruction needs to provide opportunities for participation in a community of learners that learn through authentic tasks.

Zeina (2000) described how a socio-cultural learning environment would work in online learning as proposed in the present study. The use of WebQuest online learning strategies brings with them the availability of an extremely complex network of information that enriches the learning environment. Other principles of socio-cultural constructivist theory that can be enhanced through WebQuest learning are the need for a mediation tool and distributed intelligence (Bonk, 1998).

Cognitive Theory by Bruner (1960) is also essential in this research work. This is because cognitive theoryencourages learners to discover facts and relationships for themselves. Ehimusenma & Usiobaifo (2007) state that cognitive theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. Duncan (1996) claims that written performance is acquired best when the principle of cognitive learning are applied. Cognitive psychology looks at learning from an information processing point of view, where the learner uses different types of memory during learning. Sensations are received through the senses into the sensory store before processing occurs. The information persists in the sensory store for less than one second (Kalat, 2002); if it is not transferred to working memory immediately, it is lost. To develop writing skills, cognitive activities need to be implemented through WebQuest online.

WebQuest online learning strategies allow learners to attend to the learning materials so that they can be transferred from the senses to the sensory store and then to working memory. The amount of information transferred to working memory depends on the amount of attention that was paid to the incoming information, and on whether cognitive structures are in place to make sense of the information. So, designers must check to see if the appropriate existing cognitive structure is present to enable the learner process the information. If the relevant cognitive structure is not present, pre-instructional strategies, such as advance organizers, should be included as part of the learning process (Ausubel, 1960).

The Cognitive Theory of Multimedia Learning (CTML) is mainly on researched-based principles that explain how people learn from words and pictures in multimedia learning environments. It is based on the assumptions that people process audio and visual input differently, that people only process limited elements at one time, and that learning occurs when learners are presented with the right kind of cognitive processing (Meyer in Veronika, 2005)

Five cognitive processes are presented in CTML that examines how people learn from words and pictures. Selecting words when verbal material enters through the ears, selecting images when visual materials enter through the eyes, organizing the words and the images, and integrating and building the connections between the visual, audio, and prior knowledge (Veronika, 2005). WebQuest Online learning strategies is designed with these principles in mind. It is easy to present large amounts of material in an online learning environment since so much knowledge is accessible in a digital format and easily uploaded to present to learners. According to the CTML theory, learners can only

process limited amount of information and therefore online learning should limit the amount of information that a learner is asked to process as proposed in the present study. The information is going to be simplified, focused and presented in a format that is easily understood and clearly delivered. Simplified and precise information is the focus of CTML. This focus extended into a deeper reflective understanding of the content (Meyer in Veronikas & Shaughnessey, 2005).

Connectivist Theory by Siemen (2004)is also relevant in this study. Siemens proposed connectivism as a learning theory for the digital age. The theory is to address the change in how people think and handle knowledge as a result of the increased uses of technology in all aspects of daily living. The concept of network is prominent in the theory of connectivism that characterizes knowledge as a flow through a network of humans and non-humans.

The theory states that due to the fact that information has now become digital, its flow has increased to a point of becoming too complex for an individual to keep up with it all. The learner thus finds a need to create an external network of valid sources such as people or content of information called nodes. These nodes create places for the individual learner to organize up-to-date knowledge that can be accessed when needed. Thus putting the value on the external environment in which knowledge is filtered and transferred as opposed to how it is internalized by the learner (Siemens, 2005).

Epistemological principles of connectivism are unique in that learning may occur outside the individual. In this view, knowledge is made up of connections that emerge and adapt based on the context by giving the connectivism its epistemological framework its grounds

as a learning theory (Kop & Hill, 2008). The act of learning is offloaded onto the network itself i.e. the network is the learning" (Siemens, 2005).

Unlike constructivist which states that learners attempt to foster understanding by meaning making tasks, chaos states that meaning exists…the learners challenge is to recognize the pattern which appear to be hidden. Therefore, WebQuest online learning has a structure consisting of networks where information is gathered. This information is then retrieved by the individual participant and studied and sorted (Dodge 1995). Connectivism provides the needed shift in learning skills and activities to provide a successful and up-to-date learning environment through the use of t online and resources (Siemens, 2005).

The figure represents a theoretical framework which covers theories that are related to writing. Both the narrative, descriptive and expository essay underwent the stages required for teaching/learning. Thus, it is obvious that WebQuest online learning provides opportunities for teachers to use internet to transfer, store and receive information for the purpose of supporting the teaching process of writing. The internet is meant to support the teaching process with the teacher scaffolding and guiding the learners. In order to meet the set target of supporting teaching/learning process online WebQuest is designed with section including resource section for searching restricted materials and there is room for questions and answers between students-students and students-teachers.Below is the graphic representation of the theoretical framework

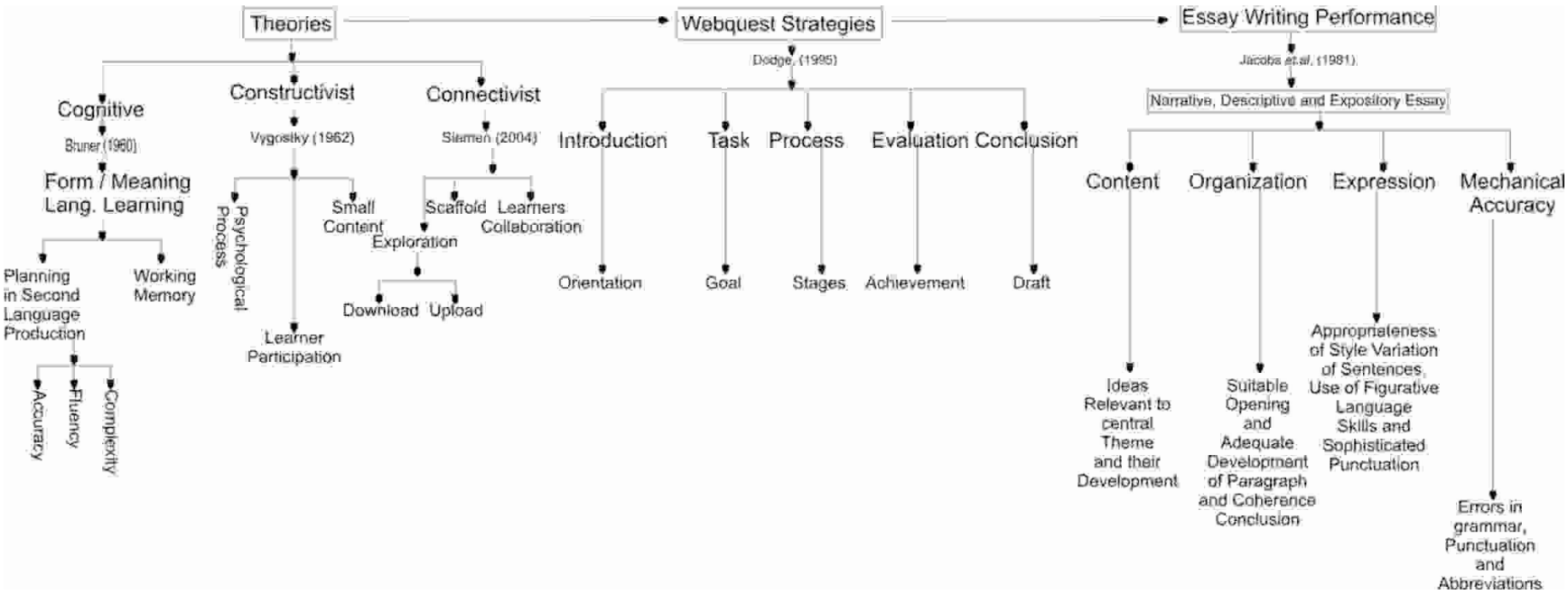


Figure I: Graphic Representation of the Theoretical Framework

This figure represents theoretical framework of the present study. As can be seen from the figure, the components and sub-components of the theory are linked to interactive learner participation with WebQuest and teacher-scaffolding. The treatment concentrated mainly on the teaching of essay writing using WebQuest online learning strategies so that flawless essay is developed.

2.13 Gains from the Review of Literature

The related literature reviewed in respect of this study is very wide; it covered all areas relevant to the study which include definitions, characteristics, advantages and disadvantages of online learning, types of online learning strategies, online learning and teaching of written English, WebQuest and writing, gender and writing using WebQuest.WebQuest and teaching of narrative essay, WeQuest andteaching of descriptive essay, and WebQuest and teaching of expository essay. It is from the review that the writing conditions associated with the strategies proposed for the research are achievable through activities involved in WebQuest learning strategies. WebQuest has five components such as introduction, task, process, evaluation and conclusion. In the process of accomplishing the task, the subjects are to utilize thelinks to the web-based resources and apply discussion, collaboration, interaction, conferencing strategies etc. There is also an issue of brainstorming, drafting, editing and monitoring which are all part of the WebQuest online strategies.The literature reviewed is, therefore, a basis for the research design adopted for the study. It also shows that integrating the WebQuests in learning has positive impact on students' achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents an outline of the research design and procedure followed in this study. It contains the population, sample size and sampling procedure, research instruments validation of research instruments and procedure for data collection. The chapter ends with procedure for data analysis.

3.2 Research Design

The research adopted quasi-experimental design. Amin (2005) claimed that quasi-experimental design is the most appropriate for study that involves treatment. The choice of the design is because the research is in the field of humanities. The study examined the effects of WebQuest online learning strategies on the written English performance of selected senior secondary school students in Giwa Zone.The study involved determination of cause and effect relationship between a dependent variable which is the written English means performance score and the independent variable which is the treatment. The pretest, test1, test2 test3 and post-test design were strictly followed. The design was appropriate because the study involved subjects in a natural setting and a homogenous population. Below is a structure for the design:

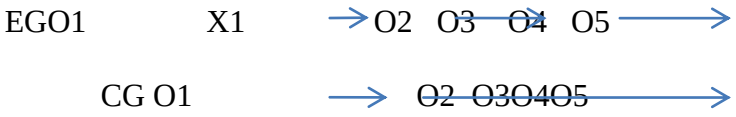


Figure II: The Design Structure

Key:

EG Experimental Group

CG Control Group

XI ⟶ Treatment

O1 ⟶ Pre-test

O2 ⟶ Test One

O3 ⟶ Test Two

O4 ⟶ Test Three

O5 ⟶ Final Post Test

3.3 Population for the Study

The population of this study comprised all the 2015/2016 registeredSSII students of the seven (7) public seniorsecondary schools with ICT facilities in Giwa Zone. The schools registered one thousand six hundred and sixty (1660) students with two hundred and forty two (242) computers and online facilities. The choice of these schools was further informed by the fact that the research was basically designed for ICT-driven schools. The table below is the distribution of the population of the study.

Table 3.1: Distribution of the Population of the Study

School	Male	Female	Total	Number of Computers
Government Senior Secondary School, Hunkuyi (GSSSH)	191	109	300	35
Government Senior Secondary School, Bomo (GSSSB)	148	32	180	31
Government Senior Secondary School, Kudan (GSSSK)	144	96	240	32
Government Senior Secondary School, Yakawada (GSSSY)	55	17	72	34
Government Girls' Senior Secondary School, Samaru (GGSSSS)	Nil	280	280	36
Dr Shehu Lawal Giwa Senior Secondary School (DSLGSSS)	Nil	378	378	40
Yusuf Aboki Senior Secondary School, Shika (YASSSS)	110	100	210	34

Source: Giwa Zonal Office (March, 2015)

3.4 Sample Size and Sampling Procedure

In this study, one groupwith thirty (30) SSII students out of tengroups with three hundred (300) students of GSSSHand one group with thirty (30) SSII students out of seven groups with two hundred and ten (210) students of YASSSS formed the experimental group. One group with thirty (30) students out of sixgroups with one hundred and eighty (180) students of GSSSB and one group with thirty (30) students out of nine groups with two hundred and forty (240) students of GSSSKserved as the control group. One hundred and twenty (120) students formed the experimental and the control groups, out of one thousand six hundred and sixty (1660) students. The random sampling procedure was used in selecting the groups of sampled students.The sampling was, therefore, considered sufficient because Frankael and Wallen (2000) recommended at least thirty (30) subjects per group in experimental study. The schools were purposively selected because of the availability of solar energy, extra modem for Internet connectivity, and standby generators. The table below illustrates the sampling procedureused in the present study.

Table 3.2 Distribution of Samples According to Schools

School	Total Number of Students	Total Number of Male Students	%	Total Number of Female Students	%	Total Number of Sampled Students	%
YASSSS	210	110	52.3	100	47.7	30	14.6
GDSSSH	300	191	63.7	109	36.3	30	10.0
GSSSB	180	148	82.2	32	17.8	30	16.7
GSSSK	240	144	60.0	96	40.0	30	12.5

3.5 Research Instrument

The instrument used for treatment wasessay question. The essay questions were: A day I will never forget, a fire incident in my street, managing population explosion in

Nigeria.The experimental subjects werestudents from GSSSH and YASSSSwhilestudents from GSSSB, and GSSSKwere usedas the control group. Treatment involvedbrainstorming, pre-writing, writing, editing, proof-reading, online interaction, conferencing using network, online scaffoldingand online collaborative work. The aspects rated were content, organization, expression and mechanical accuracy (COEMA). The criteria for the rating were based on high, middle and low (HML). Below is the analytic rating scale adapted for measuring the quality and the average performance of the students' written essay:

Table 3.3: Analytic Rating Scale

Aspect	Score	Criteria	Total Score
CONTENT	10-8	**High**: knowledgeable, substantive through development of ideas, relevant to assigned topic.	10 marks
	7-4	**Middle**: some knowledge of subject, adequate range but limited development and mostly relevant to the topic but lacks detail.	
	3-0	**Low:** limited knowledge of subject, inadequate range of ideas, limited development of the essay and mostly irrelevant to the topic and lack details.	
ORGANIZATION	10-8	**High**: fluent expression of ideas clearly stated and supported. Succinct well organized logical sequencing and cohesive.	
	7-4	**Middle:** somewhat choppy, loosely organized but main ideas stand out, limited support, illogical and incomplete sequencing.	
	3-0	**Low:** non fluent, ideas confused or disconnected, lacks logical sequencing and development, does not communicate, no organization or not enough to evaluate.	10 marks

Table 3.3: Analytic Rating Scale Continues

Aspect	Score	Criteria	Total Score
EXPRESSION	20-16	**High**: Effective word/idiom choice and usage of appropriate register, effective complex constructions, proper arrangement of tense, number, articles, pronouns and prepositions.	
	15-7	**Middle:** occasional errors of word/idiom from choice usage but meaning not obscured, effective but simple constructions and minor problems in context.	
	6-0	**Low:** frequent errors of word/idiom form, choice, usage meaning confused or obscured major problems,little knowledge of English vocabulary, idioms, word form or not enough to evaluate.	20 marks
MECHANICS	10-8	**High:** demonstrate mastery of spelling, punctuation, capitalization and paragraphing.	
	7-4	**Middle:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	
	3-0	**Low:** sequent errors of spelling, punctuation, capitalization, poor paragraphing, poor handwriting and confused or obscured meaning,	10 marks

Jacobs et al., (1981)

3.6 Validityand Reliability of the Instrument

In order to ascertain the validity and effectiveness of the instrument, essay questions, along with the corresponding marking scheme guide were given to experts in Teaching English as Second Language Section and Institute of Computing and Information and Communication Technology,Ahmadu Bello University, Zaria for validation. The experts were required to examine the instrument in order to find out whether the table specification reflected the essay questions and the essay questions are clear, precise, and standard.

After critical observation of the research instrument, the experts made necessary corrections and suggested more tests before post-test. The researcher effected the corrections as suggested and provided standard instrument for the research work.The

Inter-rater reliability calculated for the scores obtained during the pilot study was 0.70. This shows that there is strong co-efficient correlation.

3.7 Procedures for Data Collection

The following procedure followed in collecting data for this study:

1. Each thirty (30) sampled students from GSSSH, YASSSS and GSSSB, GSSSKwere given a pre-testin order to ensure homogeneity in their ability level andto find out if they are compatible and comparable.

2. Each thirty (30) sampled students from GSSSB and GSSSK as the control group were given opportunity to continue the conventional class. The control group was restricted to normal academic activities and tests only.

3. The entire sixty (60) experimental students receivedthree weeks preparatory practice of Internet browsing activities which involved searching for information using Google, linking the students to treatment site and exposing them to procedures of using WebQuest before the proper WebQuest treatment.

4. After the preparatory practice, all the sixty experimental students were registered in the programme by the teacher to study narrative essay, descriptive essay and expository essay.

5. The students were given usernames and passwords to login. After login, they were taken to select the courses and clickto enroll. They clicked and were taken to start learning pageas follows:

Introduction

The introduction section provides background information and motivational scenarios such as giving students roles to play. It also provides an overview of the learning goals for students. The goal of the introduction is to make the activity desirable and fun for students. When projects are related to students' interests, ideas, past experiences, or future goals, they are inherently more interesting. The goal of the motivational component is to engage and excite students at the beginning of each WebQuest.Set the stage for the WebQuest and stimulates student curiosity. This section leads the students to brainstorm and gather ideas. The section provides the students with the opportunity tolist, map, spray chart or cluster pointsbearing in mind the topic and the purpose of writing.

Task

This section involves an interesting activity that allows students to learn and enhance their current knowledge by gathering information through the WebQuest. Students are exposed to an inquiry-oriented activity.

Process

The process section consists of many guiding steps showing the students what they should do to perform different task using online hyperlinked resources and two online dictionaries. Here are the steps of the process section:

Step one: The students were advised to listen to audio-visual materials before proceeding to the selected websites.

Step two: The students were allowed to reviewprevious writings so as to link them the incidents witnessed before.At this level, the students were allowed to choose different incidentsfrom the others.

Step three: The students clicked on the links related to their selected topics in the right resources pane. They were allowed to use the online dictionaries provided if they come across some difficult words to understand. The students were asked to return to Home Page using the navigation bar when they finish. They were given key websites to find out the required information.

Step four: The students were asked to click on the website links in the right resources pane to study narrative, descriptive and expository essay. They were given key websites to find out the required information. The websites selected covered sentence combining using linking devices to form complex sentences.

Step five: The students wereallowed to collaborate and discuss their findings. In this step, each student in each group should compare its findings and that of the other two partners in light of relevant ideas.

During-Writing Stage: Drafting:

Step six: Each student in each group was directed to write a draft of paragraph with complete sentences after consulting the relevant links. Students were also allowed to develop the overall text structure.

Revision and Writing the Final Product:

Step seven: Each student in each group was allowed to edit his/her paragraph and the paragraphs of the other two partners. The students were provided with some

websites for the editorial work before the final draft. The students were allowed to interact and edit the work of one another.

Step eight: The students were allowed to re-structure and write their final project. The students were as well allowed to include drawings of their own and use colors.

Post-Writing Stage: Publishing:

Step nine: The students were allowed to nominate one person as a speaker of the group to present their work to the class.

Evaluation

This section provides marking guide both for teachers and students to follow and evaluate their work and then allow them to write a score according to the criterion checked in light of their work. At the end, they got the total score of their group work. The researcher gave the students another question and marked the students' written projects to correct them in order to know their errors.

Conclusion

This section provided the students with two further activities to complete outside the classroom as follows:

Activity one: The students were given another opportunity to do the WebQuest written task again after the teacher has already evaluated their written work.

Activity Two: The students were directed to read samples of essay and take notes and then asked the students to write a short paragraph essay. The students were asked to edit their paragraphs and add a picture that goes with their paragraphs.

4. At the end of each unit of narrative, descriptive and expository essay, there was test I, test II, test IIIand final test. The treatment for each unit lasted for twelve (12) weeks

with two (2) periods contact per week. After the treatment, both the experimental and the control groups were given one and same essay question. The answer scripts of both the control and treatment groups were marked using analytic scoring scales.

5. The researcher employed and trained two research assistants on the WebQuest online learning strategies before the commencement of the study. The research assistants were fully involved in the treatment and the marking of the scripts. All the answer scripts were collected and evaluated for data analysis. Below is a table for steps and topics used for data collection:

Table 3.4 Presents Steps and Topics Used for Data Collection

Exposure	Topics	Resources	Expected Outcome
Step1	Parts of speech	Websites	Pre-writing
Step2	Cohesive devices	Websites	Sentences/Paragraphs
Step3	Use of Dictionary	Websites	Revision/Editing
Step4	Punctuation	Websites	Paragraphs/Essays
Test One			
Step1	Cohesive devices	Websites	Pre-writing
Step2	Tenses sequence	Websites	Sentences/Paragraphs
Step3	Vocabulary development	Websites	Revision/Editing
Step4	Definite/Indefinite article	Websites	Paragraphs and essays
Test Two			
Step1	Synonyms and antonyms	Websites	Pre-writing
Step2	Concord rules	Websites	Sentences/Paragraphs
Step3	Capitalization	Websites	Revision/Editing
Step4	Style/Language clarity	Websites	Paragraphs/Essays
Test Three			
Step1	Tenses sequence	Websites	Pre-writing
Step2	Vocabulary development	Websites	Sentences/Paragraphs
Step3	Style/Language clarity	Websites	Revision/Editing
Step4	Use of Dictionary	Websites	Paragraphs/Essays
Final Test			

3.8 Pilot Study

A pilot study was conducted in GovernmentDay Secondary SchoolFuntua in order to test the reliability and validity of the research instrument of the study. The researcher selected (10) students after the pretest and treated them using WebQuest for two weeks. After the treatment, an essay question was answered. The t-test independent

was used to calculate the impact of WOLS on the written English. The pilot study revealed that most of the respondents did the work effectively. This proved the reliability of the instrument.

3.9 Procedures for Data Analysis

The t-test statistical technique was employedfor data analysis. The first null hypothesis was tested using the t-test. The analysis in respect of hypothesis one was to ascertain the difference performance between the students exposed to WOLS and those not exposed. The t-test was also employed to analyze the null hypothesis two which reflected the significant difference performance in narrative of those exposed to WOLS and those not exposed. Null hypothesis threewas tested which revealed the significant difference performance in descriptive essay of those exposed to WOLS and those not exposed. The significant difference performance in expository essay of those exposed to WOLS and those not exposed was equally tested using the same technique. The fifth hypothesis was tested using t-test in order to seek for the significance performance of male and female students exposed to WOLS and those not exposed. The analysis was based on the scores obtained at the pre-test, test I, test II, test III and final test.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, bothquantitative and qualitative data gathered for this study wereanalyzed, interpreted andpresented.The results presented were based on the five research questions raised and five hypotheses formulated. The chapter comprised sub-sections such as solution to the research questions, test of hypotheses, overall findings, discussion of the overall findings and summary.

4.2 Solution to the Research Questions

The specific objective of this study is to determine the effects of WOLS on the written English performance of selected senior secondary school students in Giwa Zone. Consequently, five research questions were raised, investigated and presented as follows:

Research Question I: What is difference between the written English mean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment?

The performances of the students in the two groups were graded into high, middle and low level to find out the difference existed between the written English mean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment. The grading was used to enable the classification of the effect and comparison between the levels (L) of the two groups. Table 4.1 presents

the total numberof scores of the overall essays for theexperimental (E) and control (C) groups.

Table 4.1: Total Number and Percentages of the Overall Essays for the Experimental and the Control Groups

	Pretest			**Test I**			**Test II**			**Test III**			**Final Test**		
E	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	23	38.3	60	26	43.3	60	30	50	60	42	70	60	50	83.3
L	60	37	61.7	60	34	56.7	60	30	50	60	28	30	60	10	16.7
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	35	58.3	60	39	65	60	42	70	60	47	78.3	60	51	85
L	60	25	41.7	60	21	45	60	18	30	60	13	21.7	60	9	15
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	20	33.3	60	21	35	60	31	51.7	60	49	81.7	60	53	88.3
L	60	40	66.7	60	39	65	60	29	48.3	60	11	18.3	60	7	11.7
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100
C	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	25	41.7	60	26	43.3	60	30	50	60	33	55	60	39	65
L	60	35	58.3	60	34	56.7	60	30	50	60	27	45	60	21	45
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	34	56.7	60	31	51.7	60	42	70	60	45	75	60	46	76.7
L	60	26	43.3	60	29	48.3	60	18	30	60	15	25	60	14	23.3
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	32	53.3	60	32	53.3	60	35	58.3	60	37	61.7	60	40	66.7
L	60	28	46.7	60	28	46.7	60	25	41.7	60	23	38.3	60	20	33.3
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100

Table 4.1 shows that before exposing the experimental group to WOLS, their performances were almost the same with their counterparts in the control group.At the pretest, the number of experimental group in the low performance level was 37 or

61.7% in content, 25 or 41.7% in organization, 40 or 66.7% in expression and mechanics remained 60 or 100%. At the test I, the number of experimental groupin the low performancelevel reduced to34or 56 % in content, 21 or 45 % in organization, 39or 65 % in expression and mechanics remained 60 or 100%.At the test II, the number of experimental groupin the low performance level dropped to 30 or 50 % in content, 18 or 30% in organization, 29 or 48.3% in expression and mechanics remained 60 or 100%. At the test III,the number of the experimental group in the low performance level dropped to 18 or 30%in content, 13 or 21.7% in organization, 11 or 18.5% in expression and mechanics remained 60 or 100%. At the final post test, the number of the experimental group in the low performance level reduced to 10 or 16.7% in content, 9 or 15% in organization, 7or 11.7% in expression and mechanics remained 60 or 100%.

At the pretest, the number of control group in the low performance level was 34 or 58.3% in content, 26 or 43.3% in organization, 28 or 46.7% in expression and mechanics remained 60 or 100%. At the test I, the number of control group in the low performance level reduced to 34 or 56.3% in content and also reduced to 29 or 48.3% in organization and 28 or 46.7% in expression while mechanics remained 60 or 100%. At the test II, the number of control group in the low performance level dropped to 30 or 50% in content, 18 or 30% in organization, 25 or 41.7% in expression and mechanics remained 60 or 100%. At the test III, the number of control group in the low performance level dropped to 27 or 45% in content, 15 or 25% in organization, increased to 23 or 38.3% in expression and mechanics remained 60 or 100%. At the final post test, the number of control group in the low performance level reduced to 21 or 45% in content, 14 or 23.3% in organization, 20 or 33.3% in expression and mechanics remained 60 or 100%.

The total scores of narrative essay, descriptive essay and expository essay of the experimental and the control groups were added in order to find out if there is any improvement. Based on the results obtained, it obvious that there is an element of improvement.

The improvement recorded in the experimental group could not be found in the control group except in the area of mechanics where both the experimental and groups persistently remained at low level. There was consistent improvement in the experimental group in the content, organization and expression which could not establish in the control group. It was clearly seen where the low performance dropped in test I and increased in test II.

The above analysis has obviously shown a gap between the performance of experimental and control groups after the treatment activities such as online interaction, online scaffolding, brainstorming, grouping, planning, writing, rewriting, drafting and redrafting. Also, other supportive elements provided in the WebQuest like links to online dictionaries, textbooks, and visual aids, played a vital role in facilitating students' vocabulary development and effective writing skills. The effectiveness of the exposure to WOLS is clearly demonstrated by the scores of the final post test. The table below presents the number of errors committed in essay writing.

Table 4.2: Overall Errors Committed By the Students in Essay Writing

Experimental Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	572	487	395	266
	Concords	181	158	105	83
	Determiners	126	103	80	58
	Capitalization	122	123	83	61
	Wrong syllabication	164	143	114	75
	Incomplete thought	125	101	96	70
	Tenses	281	242	212	130
	Repetitions	67	60	58	31
	Pluralism	69	62	43	35
	Comma	105	92	70	45
	Full-stop	98	81	73	30
	Total	1910	1652	1329	879
Control Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	614	577	561	519
	Concords	160	166	162	158
	Determiners	125	112	114	90
	Capitalization	142	140	140	129
	Wrong syllabication	139	134	126	117
	Incomplete thought	75	74	71	72
	Tenses	289	280	267	233
	Repetitions	72	75	72	74
	Comma	109	111	99	95
	Full-stop	101	108	84	80
	Total	1902	1841	1767	1625

Table 4.2 indicates that at the test1, the experimental group had 1910 as the total errors committed and 1902 as the total errors committed by the control group. At the test2, the total errors of the experimental group reduced to 1652 and the total errors of the control group reduced to 1841. At the test3, the total errors of the experimental group reduced to 1329 while the total errors of the control group reduced to 1767. At the final test, the total errors of the experimental control drastically reduced to 879 but the total errors of the control group reduced to 1625.

Research Question II:What is the difference between the narrative essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed.

Table 4.3: Total Number and Percentages for the Experimental and the Controlin Narrative Essay

E	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	22	46.7	60	24	40	60	31	51.7	60	52	86.7	60	57	95
L	60	38	63.3	60	36	60	60	29	48.3	60	8	13.3	60	3	5
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	30	50	60	31	51.7	60	37	61.7	60	51	85	60	59	98.3
L	60	30	50	60	29	48.3	60	23	38.3	60	9	15	60	1	1.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	30	50	60	30	50	60	36	60	60	52	86.7	60	55	91.7
L	60	30	50	60	30	50	60	24	40	60	8	13.3	60	5	8.3
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100
C	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	25	41.7	60	24	40	60	28	53.3	60	29	48.3	60	33	55
L	60	35	58.3	60	36	60	60	32	46.7	60	31	51.7	60	27	45
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	35	58.3	60	31	51.7	60	43	71.7	60	37	61.7	60	38	63.3
L	60	25	41.7	60	29	48.3	60	17	28.3	60	23	38.3	60	22	36.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	31	51.7	60	24	40	60	19	51.7	60	25	41.7	60	19	48.3
L	60	29	48.3	60	36	60	60	31	48.3	60	35	58.3	60	31	51.7
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100

Table 4.3indicates that the performance of the control and experimental groups were at the same level before the treatment. At the pretest, the number of experimental group in the low performance level was 38 or 63.3% in content, 30 or 50% in organization, 30 or 50% in expression and mechanics remained 60 or 100%. At the test I, the number of

experimental group in the low performance level reduced to 36 or 60% in content, 29 or 38.3% in organization, 30 or 50% in expression and mechanics remained 60 or 100%. At the test II, the number of experimental group in the low performance level dropped to 29 or 48.3% in content, 23 or 38.3% in organization, 24 or 40% in expression and mechanics remained 60 or 100%. At the test III, the number of the experimental group in the low performance level dropped to 8 or 13.3% in content, 9 or 15% in organization, 52 or 86.7% in expression and mechanics remained 60 or 100%. At the final post test, the number of experimental group in the low performance level reduced to 3 or 5% in content, 1 or 1.7% in organization, 8 or 13.3% in expression and mechanics remained 60 or 100%.

At the pretest, the number of control group in the low performance level was 35 or 58.3% in content, 25 or 41.7% in organization, 29 or 48.3% in expression and mechanics remained 600 or 100%. At the test I, the number of control group in the low performance level reduced to 36 or 60% in content, 29 or 48.3% in organization and 36 or 60% in expression while mechanics remained 60 or 100%. At the test II, the number of control group in the low performance level dropped to 32 or 46.7% in content, 17 or 28.3% in organization, 31 or 48.3% in expression and mechanics remained 60 or 100%. At the test III, the number of control group in the low performance level dropped to 31 or 51.7% in content, 25 or 38.3% in organization but increased 35 or 58.3% in expression and mechanics remained 60 or 100%. At the final post test, the number of control group in the low performance level reduced to 27 or 45% in content, 22 or 36.7% in organization, 31 or 51.7% in expression and mechanics remained 60 or 100%.

This happened after exposure to activities such as vocabulary development, spelling, idiomatic expressions and use of punctuation marks. There was no such improvement among the students that were not exposed to the treatment in all the stages. This clearly revealed the efficacy of the WOLS on the narrative essayof SSII students.Table 4.4 presents thenumber of errorscommitted in narrative essay:

Table 4.4: Overall Errors Committed By the Students in Narrative Essay

Experimental Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	202	156	135	75
	Concords	59	54	40	31
	Determiners	41	39	30	20
	Capitalization	42	41	30	21
	Wrong syllabication	50	40	42	20
	Incomplete thought	54	41	40	30
	Tenses	112	80	72	40
	Repetitions	25	20	19	10
	Comma	35	31	25	12
	Full-stop	31	20	26	09
	Total	675	503	474	279
Control Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	210	200	201	180
	Concords	58	57	56	56
	Determiners	43	37	38	30
	Capitalization	51	50	50	50
	Wrong syllabication	41	40	39	39
	Incomplete thought	15	16	17	16
	Tenses	111	111	98	81
	Repetitions	28	27	27	27
	Comma	39	40	40	40
	Full-stop	40	39	30	30
	Total	661	638	605	569

Table 4.4 clearly shows that at the test1, the experimental group had 675 as total errors committed and 661as total errors committed by the control group. At the test2, the total errors of the experimental group reduced to 503 and the total errors of the control group reduced to638. At the test3, the total errors of the experimental group reduced to 474 while the total errors of the control group reduced to 605. At the final test, the total

errors of the experimental control drastically reduced to 279 but the total errors of the control group reduced to569.

Research Question III: What is the difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment?

Table 4.5Total Number and Percentages for the Experimental and Control Groups in Descriptive Essay

	Pretest			**Test I**			**Test II**			**Test III**			**Final Test**		
E	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	21	35	60	27	45	60	34	56.7	60	35	58.3	60	57	95
L	60	39	65	60	33	55	60	26	43.3	60	25	41.7	60	3	5
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	36	60	60	43	71.7	60	45	75	60	36	60	60	59	98
L	60	24	40	60	17	28.3	60	15	25	60	24	40	60	1	1.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	21	35	60	23	38.3	60	29	48.3	60	51	85	60	54	90
L	60	39	65	60	37	61.7	60	31	51.7	60	9	15	60	6	10
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100
C	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	27	45	60	24	40	60	32	46.7	60	37	61.7	60	43	71.7
L	60	33	65	60	36	60	60	28	53.3	60	23	38.3	60	17	28.3
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	33	55	60	30	50	60	48	80	60	50	83.3	60	44	73.3
L	60	27	45	60	30	50	60	12	20	60	10	16.7	60	16	26.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	26	43.3	60	23	38.3	60	20	33.3	60	28	46.7	60	11	18.3
L	60	34	56.7	60	37	61.7	60	40	66.7	60	32	53.3	60	49	81.7
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100

Table 4.5 shows that the performance of the control and experimental groups were at the same level before the treatment. At the pretest, the number of experimental group in

the low performance level was 39 or 65% in content, 24 or 40% in organization, 39 or 65% in expression and mechanics remained 60 or 100%. At the test I, the number of experimental group in the low performance level reduced to 33 or 55% in content, 17 or 28.3% in organization, 37 or 61.7% in expression and mechanics remained 60 or 100%. At the test II, the number of experimental group in the low performance level dropped to 26 or 43.3% in content, 15 or 25% in organization, 31 or 51.7 % in expression and mechanics remained 60 or 100%. At the test III, the number of the experimental group in the low performance level dropped to 25 or 41.7% in content, 20 or 40 % in organization, 9 or 15% in expression and mechanics remained 60 or 100%. At the final post test, the number of experimental group in the low performance level reduced to 3 or 5% in content, 1 or 1.7% in organization, 6 or 10% in expression and mechanics remained 60 or 100%.

At the pretest, the number of control group in the low performance level was 33 or 65% in content, 27 or 45% in organization, 34 or 56.7% in expression and mechanics remained 60 or 100%. At the test I, the number of control group in the low performance level increased to 36 or 50% in content, 30 or 50% in organization and 37 or 61% in expression while mechanics remained 60 or 100%. At the test II, the number of control group in the low performance level dropped to 28 or 53.3% in content, 12 or 20% in organization, 40 or 66.7% in expression and mechanics remained 60 or 100%. At the test III, the number of control group in the low performance level dropped to 23 or 38.3% in content, 10 or 16.7% in organization, 32 or 53.3% in expression and mechanics remained 60 or 100%. At the final post test, the number of control group in the low performance level reduced to 17 or 28.3% in content, 16 or 26.7% in

organization, but increased to 49 or 81.7% in expression and mechanics remained 60 or 100%.

This was achieved because the students were exposed to a variety of web resources that allowed them to practice a range of English grammar structures through different linguistic resources related to the topic as well as to relevant and authentic information. The students migrated to other WebQuest and learnt the grammatical rules.The significant improvement of the experimental group could be attributed to the treatment administered in the experiment. In other words, it could be adjudged that WOLS greatly improved the performance of the students exposed to the treatment. Below is a table of number of errors committed in descriptive essay:

Table 4.6: Overall Errors Committed By the Students in Descriptive Essay

Experimental Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	220	210	170	135
	Concords	60	54	45	32
	Determiners	45	34	30	21
	Capitalization	40	41	23	19
	Wrong syllabication	47	57	40	35
	Incomplete thought	45	45	41	30
	Tenses	90	96	80	60
	Repetitions	22	18	15	11
	Comma	36	30	20	11
	Full-stop	35	31	21	11
	Total	664	637	500	368
Control Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	219	211	201	180
	Concords	50	57	56	56
	Determiners	41	37	38	30
	Capitalization	51	50	50	49
	Wrong syllabication	41	40	39	39
	Incomplete thought	20	16	17	16
	Tenses	98	90	91	81
	Repetitions	23	27	27	27
	Comma	39	40	35	30
	Full-stop	30	39	30	30
	Total	647	628	609	558

Table 4.6 reveals that at the test1, the experimental group had 667 as the total errors committed and 647 as the total errors committed by the control group. At the test2, the total errors of the experimental group reduced to 637 and the control group had 628 errors. At the test3, the total errors of the experimental group reduced to 500 while the total errors of the control group reduced to 609. At the final test, the total errors of the experimental control reduced to 368 while the control group reduced to 558.

Research Question IV: What is the difference between the expository essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment?

Table 4.7: Total Number and Percentages for the Experimental and Control Groups in Expository Essay

	Pretest			**Test I**			**Test II**			**Test III**			**Final Test**		
E	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	42	70	60	33	55	60	37	61.7	60	37	61.7	60	57	95
L	60	18	30	60	27	45	60	23	38.3	60	23	38.3	60	3	5
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	31	51.7	60	35	58.3	60	39	65	60	49	81.7	60	59	98.3
L	60	29	48.3	60	25	41.7	60	21	35	60	11	18.3	60	1	1.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	26	43.3	60	29	48.3	60	48	96	60	30	50	60	58	96.7
L	60	34	56.7	60	31	51.7	60	12	4	60	30	50	60	2	3.3
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100
C	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	22	36.7	60	35	58.3	60	35	58.3	60	39	65	60	45	75
L	60	38	63.3	60	25	41.7	60	25	41.7	60	21	35	60	15	25
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	32	53.3	60	34	56.7	60	42	70	60	49	81.7	60	47	78.3
L	60	28	46.7	60	26	43.3	60	18	30	60	11	18.3	60	13	21.7
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	22	36.7	60	26	43.3	60	15	25	60	17	28.3	60	24	40
L	60	38	63.3	60	34	56.7	60	45	75	60	53	71.7	60	36	60

	M	E	C	H	A	N	I	C	S						
H	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
M	60	00	00	60	00	00	60	00	00	60	00	00	60	00	00
L	60	60	100	60	60	100	60	60	100	60	60	100	60	60	100

Table 4.7 indicates that both the experimental and control group started poorly at the pretest before thetreatment. At the pretest, the number of experimental group in the low performance level was 32 or 53.3% in content, 29 or 48.3% in organization, 34 or 56.7% in expression and mechanics remained 60 or 100%. At the test I, the number of experimental group in the low performance level reduced to 27 or 45% in content, 25 or 41.7% in organization, 31 or 51.7% in expression and mechanics remained 60 or 100%. At the test II, the number of experimental group in the low performance level dropped to 23 or 38.3% in content, 21 or 35% in organization, 12 or 20 % in expression and mechanics remained 60 or 100%. At the test III, the number of the experimental group in the low performance level dropped to 23 or 38.3% in content, 11 or 18.3 % in organization, 30 or 50% in expression and mechanics remained 60 or 100%. At the final post test, the number of experimental group in the low performance level reduced to 3 or 5% in content, 1 or 1.7% in organization, 2 or 3.3% in expression and mechanics remained 60 or 100%.

At the pretest, the number of control group in the low performance level was 38 or 63.3 % in content, 28 or 46.7 % in organization, 38 or 63.3% in expression and mechanics remained 600 or 100%. At the test I, the number of control group in the low performance level increased to 25 or 41.7% in content, 26 or 43.3% in organization and 34 or 56.7% in expression while mechanics remained 60 or 100%. At the test II, the number of control group in the low performance level dropped to 25 or 41.7% in content, 18 or 30% in organization, 45 or 75% in expression and mechanics remained 60 or 100%. At the test III, the number of control group in the low performance level

dropped to 21 or 35% in content, 13 or 30% in organization, 53 or 71.1% in expression and mechanics remained 60 or 100%. At the final post test, the number of control group in the low performance level reduced to 15 or 25% in content, 13 or 21.7% in organization, 36 or 60% in expression and mechanics remained 60 or 100%.

The above analysis has shown a gap between the performance of experimental and control groups after the treatment activities such as brainstorming, grouping, planning, writing, rewriting, drafting and redrafting. Also, other supportive elements provided in the WebQuest like links to pictures, online dictionaries, videos, and visual aids, played a vital role in facilitating students'vocabulary development and effective writing skills.Below is a table of number of errors committed in expository essay:

Table 4.8: Overall Errors Committed By the Students in Expository Essay

Experimental Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	150	121	90	56
	Concords	62	50	20	20
	Determiners	40	30	20	17
	Capitalization	40	41	30	21
	Wrong syllabication	67	47	32	20
	Incomplete thought	25	15	15	10
	Tenses	79	66	60	30
	Repetitions	20	22	19	10
	Comma	34	31	25	12
	Full-stop	32	30	26	10
	Total	570	473	350	217
Control Group	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	185	166	159	150
	Concords	52	50	50	46
	Determiners	41	37	38	30
	Capitalization	40	40	40	30
	Wrong syllabication	57	55	48	39
	Incomplete thought	40	38	37	30
	Tenses	80	79	78	71
	Repetitions	21	20	18	20
	Comma	32	31	30	25
	Full-stop	31	30	24	20
	Total	575	568	553	479

Table 4.8 shows that the experimental group had 570 and the control had 575 as the total errorsat the test1. The experimental group had 473 and the control group had 568 errors at the test2. The experimental group had 350 and the control group had 553 at the tset3. Finally, the experimental group had 217 and the control group had 479 errors.

Research Question V: What is the difference between the written English mean performance score of male and female students exposed to WebQuest online learning?

Table 4.9: Total Number and Percentages for Control and Experimental students Based on Gender

	Pretest			**Test I**			**Test II**			**Test III**			**Final Test**		
M	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	35	00	00	35	00	00	35	00	00	35	00	00	35	00	00
M	35	22	62.7	35	12	34.6	35	15	42.7	35	29	82.7	35	29	82.7
L	35	13	37.3	35	23	65.4	35	20	57.3	35	6	17.3	35	6	17.3
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	35	00	00	35	00	00	35	00	00	35	00	00	35	00	00
M	35	19	54.6	35	21	60	35	23	65.4	35	29	82.7	35	29	82.7
L	35	16	45.4	35	14	40	35	12	34.6	35	6	17.3	35	6	17
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	35	00	00	35	00	00	35	00	00	35	00	00	35	00	00
M	35	19	54.6	35	22	62.7	35	25	74.9	35	29	82.7	35	29	82.7
L	35	16	45.4	35	13	37.3	35	10	25.1	35	6	17.3	35	6	17.3
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	35	00	00	35	00	00	35	00	00	35	00	00	35	00	00
M	35	00	00	35	00	00	35	00	00	35	00	00	35	00	00
L	35	35	100	35	35	100	35	35	100	35	35	100	35	35	100
F	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**	**No**	**L**	**%**
	C	**O**	**N**	**T**	**E**	**N**	**T**								
H	25	00	00	25	00	00	25	00	00	25	00	00	25	00	00
M	25	9	36	25	12	58	25	11	47	25	2	8	25	24	96
L	25	16	64	25	13	52	25	14	56	25	23	92	25	1	4
	O	**R**	**G**	**A**	**N**	**I**	**Z**	**A**	**T**	**I**	**O**	**N**			
H	25	00	00	25	00	00	25	00	00	25	00	00	25	00	00
M	25	11	44	25	11	44	25	14	56	25	22	88	25	25	100
L	25	14	56	25	14	56	25	11	44	25	3	12	25	0	
	E	**X**	**P**	**R**	**E**	**S**	**S**	**I**	**O**	**N**					
H	25	00	00	25	00	00	25	00	00	25	00	00	25	00	00
M	25	3	12	25	15	60	25	14	56	25	23	92	25	23	92
L	25	22	88	25	10	40	25	11	44	25	2	8	25	2	8
	M	**E**	**C**	**H**	**A**	**N**	**I**	**C**	**S**						
H	25	00	00	25	00	00	25	00	00	25	00	00	25	00	00

M	25	00	00	25	00	00	25	00	00	25	00	00	25	00	00
L	25	25	100	25	25	100	25	25	100	25	25	100	25	25	100

Table 4.9 shows that both the male and female students did not perform impressively in the pretest before treatment. At the pretest the number of male students in the low performance level was 13 or 37.3 in content, 16 or 45.4 in organization, 16 or 45.4 in expression and 35 or 100% in mechanics. At the test I, the number of male students in the low performance level was increased to 23 or 65.4 in content, and reduced to 14 or 40 in organization, 13 or 37.3 in expression and 35 or 100% in mechanics. At the test II, the number of male students in the low performance level reduced to 20 or 57.3 in content, 12 or 34.6 in organization, 10 or 25.1 in expression and 35 or 100% in mechanics. At the test III, the number of male students in the low performance level reduced to 6 or 17.3% in content, 6 or 17.3% in organization, 6 or 17.3% in expression and 35 or 100% in mechanics. At the final post test, the number of male students in the low performance level remained as 6 or 17.3% in content, 6 or 17.3% in organization, 6 or 17.3 % in expression and 35 or 100% in mechanics.

At the pretest, 16 or 64% female students fell within the range of low performers in content, 14 or 56% in organization, 22 or 88% in expression and 25 or 100 in mechanics. Atthe test I,13 or 52 %femalestudentsfell within the range of low performers in content, 14 or 56% in organization, 10 or 40% in expression and 25 or 100 in mechanics. At the test II, 14 or 56 % female students fell within the range of low performers in content, 11 or 44% in organization, 11 or 44% in expression and 25 or 100 in mechanics. At the test III, 23 or 92 % female students fell within the range of low performers in content, 3 or 12% in organization, 2 or 8 % in expression and 25 or 100 in mechanics. . At the final post test, 1 or 4 % female students fell within the range

of low performers in content, 0 or 00% in organization, 2 or 8% in expression and 25 or 100 in mechanics.

This is a clear indication that WOLS had impact on both male and female students' writing performance. The improvement was due to encouragement given to the students in order to actively engage in developing cognitive strategies such as understand and infer information from the texts, analyze, and classify the information provided, and transform it in new knowledge to produce authentic output. The result presented above is a clear indication that difference in performance on the basis of gender was not pronounced.There was no wide gap between the performance of male and female students. The table below presents number of errors committed by male and female students in essay writing.

Table 4.10: Errors Committed By by Male and Female Students in Essay Writing

Male	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	155	120	95	55
	Concords	62	51	25	21
	Determiners	39	31	20	17
	Capitalization	41	40	30	21
	Wrong syllabication	62	46	32	20
	Incomplete thought	30	16	15	10
	Tenses	75	66	60	32
	Repetitions	22	22	19	10
	Comma	35	31	25	12
	Full-stop	31	30	26	10
	Total	575	473	360	219
Male	**Errors Committed**	**Test I**	**Test II**	**Test III**	**Final Test**
	Spellings	160	120	100	50
	Concords	62	51	19	25
	Determiners	35	30	21	18
	Capitalization	45	41	30	20
	Wrong syllabication	65	45	31	20
	Incomplete thought	27	17	16	11
	Tenses	70	60	50	39
	Repetitions	29	22	29	11
	Comma	35	31	20	11
	Full-stop	31	35	25	11
	Total	580	478	359	217

Table 4.10 shows that at the test1, the female students had 575 as the total errors committed and the male students committed 580 errors.At the test2, the total errors of the female students reduced to 473 and the male students had 478 errors. At the test3, the total errors of the female students reduced to 360 while the total errors of the male students reduced to 359. At the final test, the total errors of the female students reduced to 219 while the total errors of the male students reduced to 217.

Test of Hypotheses

The hypotheses formulated to establish statistically the efficacy of WOLS on the written English performance of students were tested and presented as follows:

Hypothesis I: There is no significant difference between the written English mean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment.

In order to test for the significant differences between the experimental group and the control group after the treatment, t-test was used to establish the significance between the two variables. The result of the test is summarized in the Table 4.11:

Table 4.11: Two Sample T-Test on Mean Written English Performance Score of the Control and the Experimental Groups

Status	Group	N	Mean	Std. Dev	Std. Err	t-value	Df	P-value
Content	Control	60	13.69	0.861	.064	-12.864	118	.000
	Experimental	60	14.89	0.909	.068			
Organization	Control	60	13.86	0.785	.058	-12.967	118	.000
	Experimental	60	14.93	0.784	.058			
Expression	Control	60	16.10	1.278	.095	-19.652	118	.000
	Experimental	60	18.66	1.188	.089			
Mechanics	Control	60	0.61	0.500	.037	-2.904	118	.004
	Experimental	60	0.78	0.619	.046			
Total	Control	60	24.32	1.758	.131	-26.194	118	.000
	Experimental	60	29.23	1.800	.134			

The result shows that the students exposed to WOLSperformed better than those that were exposed not to the treatment. This is indicated by the mean score of13.69 for control group and14.89for experimental group in content. The mean score of organization of the written English stood as 13.86 for control group and 14.93 for experimental group. The mean score of expression remained as16.10 for control group and 18.66 for experimental group. In mechanics, the mean score was .61 for the control group and .78 for the experimental group. The total mean score stood as 24.32 for control group and 29.23 for experimental group. The observed levels of significance for the two variables (control and experimental) were lower than the fixed level of 0.05 (P>0.05). Therefore, the null hypothesis that there is no significant difference between the written English mean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment is rejected.

To buttress the fact that the treatment was indeed responsible for the students' improvement, the sample students were subjected to different test before the final test. Samples of texts written by the students exposed to treatment were compared with those not exposed to the treatment and presented as follow:

Sample 1 (Control group)
It was early in the morning when my brother, Musa, asked me to wake off and get prepared for the journey to our Village. I was so escited because I thought they will not travel together with me because I failed end of the term examinations. I have tookmy bath and wear expensive cloth and wait for them.

When our father comeback we started the journey to Abuja, where we arrived at exactly 10:0 clock in the nait. Our uncle welcome us and gave us room we packed our load. We were taken to a big parlour and serv with rice and stew.

We spend three days with our father and left us and come back to Zaria. Our sister took us for special outing where we visited Aso Rock. We passed two gates before we enter

the main gate. I was shocked with the kind of buildings. Infact I thought I was in paris not nigeria.

Honestly I will never forget that day in my life. I hope to go back any time and after graduation as aengineer. I will go back so as to help my people.

Sample 2 (Experiment group)

The long awaited day has finally arrived. I can also proud that my dream has come true. I woke up excitedly at exactly 4.30 am and went for the family's general morning devotion. It was actually the first time I was leaving my parent to be left alone as a border. I did not border about breakfast on that very day.

I was inside my bedroom, when I heard the holing of the Toyota Camry car at the balcony and next i heard was my mother calling on me. Our driver had already packed my luggage into the car and all my family members were outside to bid me farewell. I could not help crying because I knew I was going to miss everyone including the pussy cat my favourite, and the thought of being alone with strangers for months kept ringing in my head.

It was my first time in Citadel International College. It was obvious that the environment looked good and quiet friendly, it seemed to me I was in another world entirely. I was accompanied to school by both daddy and mummy being my first time and the first border in the house. We were welcomed by some staff and we were immediately told to move towards the administrative, block to start our registration process.

At the administrative block, we were given accommodation; all my text books were given to me as well as my school uniform. Thereafter, we left to the hostel, and chose a suitable accommodation and arranged my things. All these, my Dad and Mum were by my side. At exactly 2:15pm, mummy offered me a prayer and daddy gave me a piece of advice, then I realised they were prepared to go.

Sample 1 clearly indicated students' inefficiency to write the required number of words. There was an issue of run-on sentence which happened as a result of inability to separate two independent clauses or join them together with a semi-colon.The student exhibited indiscriminate capitalization of common nouns. Sample 1 was full of wrongspelling of words, and the students used present tense where past tense should be used.There was also a problem of using small letters instead of capital letters.

Sample 2 exhibited some degree of competency owing to the exposure of WebQuest as well as proper monitoring of students activities online. This is because sample 2 demonstrated ability to make use of vocabulary adequately. The student was able to write more than the required number of words,and the problem of wrong spelling reduced drastically.

From the samples of essays, it could be said that there is a clear difference between the experimental and control group. One of the achievements was number of paragraphs in the experimental group that could not be found in the control group. There was also a difference in spelling of words, and also the use of punctuations.. Below is a table of strategies that led to the improvement.

Table 4.12: WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Essay Writing

Essay Writing	WebQuest Online Strategies	**Effects on Essay Writing**
	WebQuesting	Searching for relevant materials from the selected websites
	Collaboration	Collaboration with teacher and pairs online
	Group editing	Checking for accuracy, and redrafting of ideas to avoid unnecessary errors
	Interaction	Interaction between teacher and students
	Self-editing	Individual checking of spellings, punctuations and grammatical errors
	Brainstorming	Outlining, thinking and organization of ideas
	Crafting	Intra-sentential flow of ideas
	Reviewing	Final revision before posting
	Re-structuring	Logical presentation of sentence and ordering of document based on central idea and sentence
	Planning	Logical manipulation of ideas through insertion, deletion and organization
	Sentence combining	Logical transition of ideas and development of paragraphs

Hypothesis II: There is no significant difference between the narrative essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment.

To test this hypothesis, t-tests was administered to analyze the performance of students in narrative essay between the experimental and control group. The result of the test is summarized in the Table 4.13 below:

Table 4.13: Two Sample T-Test on Mean Written English Performance Score in Narrative Essay

Status	Group	N	Mean	Std. Dev	Std. Err	t-Value	Df	P-Value
Content	Control	60	3.50	0.701	.091	-9.376	118	.000
	Experimental	60	4.93	0.954	.123			
Organization	Control	60	3.75	0.751	.097	-8.408	118	.000
	Experimental	60	4.95	0.811	.105			
Expression	Control	60	6.23	1.609	.208	-9.728	118	.000
	Experimental	60	8.92	1.406	.181			
Mechanics	Control	60	0.67	0.510	.066	-2.824	118	.006
	Experimental	60	1.00	0.759	.098			
Total	Control	60	14.28	1.795	.232	-14.706	118	.000
	Experimental	60	19.82	2.296	.296			

This result reveals that the students exposed to WOLS were significantly better in their performance than those not exposed to the treatment. The content of the written English of the experimental students significantly increased after the exposure to the treatment. This is indicated by4.93 mean score of the experimental group and 3.50 for thecontrol group. In organization of the written English, the mean score of the experimental remained as 4.95 while the control group had 3.75. The mean score of expression of the written English of the experimental group was 8.92 and 6.23 for control group. In the aspect of mechanics of the written English, the mean score of the experimental group was 1.00 and the control group was .67. The total mean score of the experimental group stood as 19.82 and the control remained as 14.28. The observed levels of significance

for the two variables (control and experimental) were lower than the fixed level of 0.05 (P>0.05). By these observations, the null hypothesis that there is no significant difference between the narrative essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment is therefore rejected. To prove beyond reasonable doubt that this remarkable improvement was as a result of the exposure to WOLS, different tests were conducted for both the control and experimental groups.The samples of narrative essay of the experimental and control group are presented below:

Sample 3 (Control group)

Difficultness is not easy to forget but it is always easy to forget good things. My encounter with Sergeant Mugus remained indelabe in my memory after ten years.
Early morning on Monday as senior students, we washed our uniforms, ironed and wore neatly. We left house early but arrived school late because we were walking majestically. On reaching their, we caugt and aske to knil down rubbish.

Oh! He caned us with koboko to the bastad level. We cried badly and came back home. I will never forget in my life that day.

Sample 4 (Experimental group)

It was on sunny Saturday morning Saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a new sunny day began which was Sunday 26th April, 2016. We were all redy to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way because it's wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was an interesting one which every normal being would love to experience. Our father called his younger brother when it was about ten kilometers journey to the village.

On getting to my village we were welcomed by the people I knew during my last visitation. We were invited to the palace by the Emir of Zuba and, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which is scheduled to hold on 30th April, 2016. Our uncle, the Emir of Zuma, introduced us to his family and we spent the night discussing with them about different issues. His eldest son, Ibrahim bought fura for us and we really enjoyed it.

Sample 3 was seriously under developed with high number of spelling errors. The problem of punctuation was also noticed.Moreover, the student exhibited high level of ignorance of tenses**.**There was no proper use of conjuncts. Sample 4 exhibited adequate use of vocabulary. The student was able to write the required number of 450 words. The essay satisfies all requirements for a score of 29 marks out of maximum number of 50 marks.Despite all the progressive increase in performance, there was problem of wrong spelling at the final test.

The samples of the control and the experimental were compared at the final test where experimental sample essay proved to be better. It is glaring that a marked improvement can be noticed in the final test of the experimental group. The two groups answered the same question after rigorous training and exposure to WOLS such as online browsing, searching, organizing, brainstorming, planning, writing, redrafting, and editing. Below is a table showing the strategies that led to the achievement in narrative essay:

Table 4.14: WebQuest Online Strategies and Activities That Led to the Improvementof the Experimental Group in Narrative Essay

Narrative Essay	WebQuest Online Strategies	Effects on Narrative Essay
	WebQuesting	Searching for relevant materials from the selected websites
	Sequencing	Arrangement of events as occurred
	Collaboration	Collaboration with teacher and pairs
	Group editing	Checking for accuracy, and redrafting of ideas to avoid unnecessary errors
	Interaction	Interaction between teacher and students
	Self-editing	Individual checking of spellings, punctuations and grammatical errors
	Brainstorming	Outlining, thinking and organization of ideas
	Crafting	Intra-sentential flow of ideas
	Reviewing	Final revision before posting
	Re-structuring	Logical presentation of sentence and ordering of document based on central idea and sentence
	Planning	Logical manipulation of ideas through

insertion, deletion and organization

Hypothesis III: There is no significant difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment.

In order to test the hypothesis, t-test was used to compare the scores of the descriptive essay of SS II students that were exposed to WOLS and those not exposed to the treatment. The result is summarized in the Table 4.11.

Table 4.15:Two Sample T-Test on Mean Written English Performance Score in Descriptive Essay

Status	Group	N	Mean	Std. Dev	Std. Err	t-Value	Df	P-Value
Content	Control	60	3.75	0.876	.113	-6.920	118	.000
	Experimental	60	4.87	0.892	.115			
Organization	Control	60	3.83	0.785	.101	-7.710	118	.000
	Experimental	60	4.93	0.778	.100			
Expression	Control	60	6.02	1.049	.135	-13.321	118	.000
	Experimental	60	8.57	1.047	.135			
Mechanics	Control	60	0.57	0.500	.065	-1.273	118	.205
	Experimental	60	0.68	.504	.065			
Total	Control	60	14.17	1.719	.222	-16.510	118	.000
	Experimental	60	18.98	1.467	.189			

This result reveals that the students exposed to WOLS were significantly better in their performance than those not exposed to the treatment. The content of the written English of the experimental students significantly increased after the exposure to the treatment. This is proved by 4.87 mean score of experimental group and 3.75 for control group. In organization of the written English, the mean score of the experimental remained as 4.93while the control group had 3.83. The mean score of expression of the written English of the experimental group was 8.57 and 6.02 for control group. In the aspect of

mechanics of the written English, the mean score of the experimental group was .68 and the control group was .57. The total mean score of the experimental group stood as 18.98 and the control remained as 14.17. The observed levels of significance for the two variables (control and experimental) were lower than the fixed level of 0.05 (P>0.05). By these observations, the null hypothesis that there is no significant difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment is therefore rejected. The progressive improvement became evidently clear in the samples of the experimental and control group written English below:

Sample 5 (Control group)
On the first day of January 2016 something terrible happened. The terrible incidence occurred when our children were jubilation for winning World cup.The fire got out of control and the street and area started burning which caused a lot of damages such as lost of properties, lost of lives.

Many people from the other neighbouring areas came to our street rendered assistance. On the part of government there was no response throughout the time. They only send their people after two days. I hope this will not happen again.

Sample 6 (Experimental group)
Experience they said is the best teacher. As a young man I live to debunk the popular believe of our people that when there is a huge fire outbreak the presence of water increases the fire. What a surprise! I never believed it because, I have never experienced it.

On Friday 2016 morning when I and my siblings were preparing to go to school we over heard the voice of neighbour, Maryam, who came in and was complaining about her gas cylinder and my mother decided to go and check it for her but, on reaching there they found out that the house was having a bad smell; which most likely was the gas cylinder that was leaking. My mother advised her to call someone to come and seal the cylinder.

Later in the afternoon when people had gone to the Masjid and the children were back from school. Her notorious kids took their father's lighter because he smokes and they lighted it then we heard her screaming for help. When we went out , we saw a huge fire using and black smoke. Few hours later, the fire service came as we all know in Nigeria the fire service ambulance always came late. The people in the area were fetching water and pouring into the house but it kept increasing, so a wise man came and said they should use their fire extinguisher before the arrival of the fire service, that was when the people remembered that they had fire extinguishers.

Fortunately, no one in the house died but the child who ignited the fire was a bit hurt on his stomach, but, the house was burnt down to ashes. It was such a sad incident for <u>any one</u> to witness and please parents should be cautions of where they keep harmful objects. Smoking is injurious to health. If the father was not a smoker then the son wouldn't have seen the lighter which caused the fire. The ambulance came and took the son to the hospital with his mother who fell unconscious during the chaos because of her asthmatic condition.

The people of the area exhibited high level of solidarity and proved to be brothers' keepers. I hope their positive attitude will be emulated by all and sundry.

There was an issue of run on sentence in sample 5 which could be attributed to lack of exposure to WOLS. The student exhibited serious weakness of inability to use cohesive ties. There was also a problem of wrong spelling. This essay was scored 18 out of 50.

The progressive increase in performance became obvious in sample 6 at the final test. After the treatment, the written English performance of the students showed a considerable improvement. Sample 6 demonstrated a sustained control of meaning where two independent clauses where presented properly in single sentence. The success was due to exposure to WOLS to learn the basic rules. In sample 6, the problem of wrong spelling was minor.

Sample 5 was from a control group while sample 6 was from an experimental group. The samples of the above essays clearly show that the students exposed to WOLS are better than those not exposed to the treatment.All the achievements were as a result of exposure to WebQuest online strategies. Below is a table showing the strategies and activities that led to the achievement in descriptive essay:

Table 4.16: WebQuest Online Strategies and Activities That Led to the Improvement of the Experimental Group in Descriptive Essay

Descriptive Essay	WebQuest Online Strategies	Effects on Descriptive Essay
	WebQuesting	Searching for relevant materials from the selected websites
	Group editing	Checking for accuracy, and redrafting of ideas to avoid unnecessary errors
	Interaction	Interaction between teacher and students
	Self-editing	Individual checking of spellings, punctuations and grammatical errors
	Brainstorming	Outlining, thinking and organization of ideas
	Crafting	Intra-sentential flow of ideas
	Reviewing	Final revision before posting
	Re-structuring	Logical presentation of sentence and ordering of document based on central idea and sentence
	Planning	Logical manipulation of ideas through insertion, deletion and organization
	Scaffolding	Provide guide to the students and feed back
	Outlining	The points to be outlined before writing the descriptive essay

Hypothesis IV: There is no significant difference between the expository essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment.

T-test was used to test the students' performance as indicated in Table 4.17.

Table 4.17: Two Sample T-Test on Mean Written English Performance Score in Expository

Status	Group	N	Mean	Std. Dev	Std. Err	t-Value	Df	P-Value
Content	Control	60	3.82	0.965	.125	-6.188	118	.000
	Experimental	60	4.87	0.892	.115			
Organization	Control	60	3.98	0.813	.105	-6.324	118	.000
	Experimental	60	4.90	0.775	.100			
Expression	Control	60	6.05	1.111	.143	-12.332	118	.000
	Experimental	60	8.48	1.049	.135			

Mechanics	Control	60	0.60	0.494	.064	-.727	118	.468
	Experimental	60	0.67	0.510	.066			
Total	Control	60	14.50	1.771	.229	-15.180	118	.000
	Experimental	60	18.88	1.367	.176			

The result shows that the students exposed to WOLS performed better than those not exposed to the treatment. This is indicated by the mean score of 3.82 for control group and 4.87 for experimental group in content. The mean score of organization of the written English stood as 3.98 for control group and 4.90 for experimental group. The mean score of expression remained as 6.05 for control group and 8.48for experimental group. In mechanics, the mean score was .60 for the control group and .67 for the experimental group. The total mean score stood as 14.50 for control group and 18.88 for experimental group. The observed levels of significance for the two variables (control and experimental) were lower than the fixed level of 0.05 (P>0.05). Therefore, the null hypothesis that there is no significant difference between the written English mean performance score of the students exposed to WebQuest online learning strategies and those not exposed to the treatment is rejected.

Thisclearly shows that the performance of the experimental group in expository essay is better than the control group. It is evidently clear that the performance of the treatment group improved after exposure to WOLS as presented below:

Sample 7 (Control group)
The issue of high population in Nigeria has dominated the cover of National Dailies. It is clear that Nigeri is over crowded with people. In Lagos, there is high population and the issue of managing it has become a mirage. Most of the people staying there have nowhere to sleep.

People are really suffering from population explosion in Nigeria, although many are victims and they were to stay, not like the northern part of the country, and the reason of the managing population in Nigeria is because our death rate is increasing and even our birthrate is more than the death rate that why we are managing population explosion in Nigeria.

Sample 8 (Experimental group)

It is indeed a blessing to be a Nigerian. This is because of the vast mineral resources available and the position of our population. Nigeria is indeed the most populated country in africa and also among the most populated in the world in general. Nigeria as a country is made up of people with many tribes which exhibit different culture and tradition among which include Hausa, Igbo and Yoruba etc. The available resources and the population suppose to be a blessing but reverse is the case.

Nigerian have been battling to overcome the problems of over population. Some of the factors that contribute to the high population of Nigeria include polygamous marriage, and lack of infrastructural development. Most Nigerians believe in polygamous marriage to the extent that a man who does not even owns a house will marry more than a wife and have many children, which he cannot take them to school. Nigeria government should try and enlighten its citizen on how to manage their population.

Illiteracy is another disease that is affecting the country becouse most Nigerians are not educated. I am sorry to say that most of our parents cannot even read a Newspaper. This is why many of them get married to many wives and produce children just to take them to farm. Nigeria government should try and create an agency which will go ahead independently and enlighten people.

Nigeria is far left behind in terms of good governance. It is obvious that Nigerians have no standard power supply, no shelter, no good roads, no hospital and no schools. We failed to utilize our resources to compete China that is that most populated country in the world and they are leaving comfortably.

In conclusion, the federal government should introduce birth control and ensure strict adherence to it. If this is done, there is no iota of doubt that population will be properly managed. I hope the government will take this issue seriously. Thank you.

The introduction of the sample 7 was not properlywritten. There was an evidence of poor mastery of language to express deeper ideas through use of appropriate language functions such as those involving introduction, definition and supporting. Sample 7 persistently made wrong choice of words and full of wrong spellings.

Sample 8 proved to be better in his choice of words, and was able to express more points after different exposure.In this study, the students were exposed to different strategies that contribute to the improvement. The table below presents the strategies that led to the achievement in expository essay:

Table 4.18: WebQuest Online Strategies That Led to the Improvement of the Experimental Group in Expository Essay

Expository Essay	WebQuest Online Strategies	Effects on Expository Essay
	WebQuesting	Searching for relevant materials from the selected websites
	Group editing	Checking for accuracy, and redrafting of ideas to avoid unnecessary errors
	Interaction	Interaction between teacher and students
	Self-editing	Individual checking of spellings, punctuations and grammatical errors
	Brainstorming	Outlining, thinking and organization of ideas
	Crafting	Intra-sentential flow of ideas
	Reviewing	Final revision before posting
	Re-structuring	Logical presentation of sentence and ordering of document based on central idea and sentence
	Planning	Logical manipulation of ideas through insertion, deletion and organization
	Proof reading	Checking for spellings, punctuation marks and grammatical errors

Hypothesis V: There is no significant difference between written English mean performance score of male and female students exposed to WebQuest online learning strategies and those not exposed to the treatment.

To provide solution to this hypothesis, t-test was used to analyze the scores of female and male students in Table 4.19.

Table 4.19: Two Sample T-Test on Mean Written English Performance Score of the Experimental Group Based on Gender

Status	Sex	N	Mean	Std. Dev	Std. Err	t-Value	Df	P-Value
Content	Male	35	4.13	1.083	.130	-.998	58	.321
	Female	25	4.33	1.125	.158			
Organization	Male	35	4.38	1.001	.121	.346	58	.730
	Female	25	4.31	0.969	.136			
Expression	Male	35	7.70	1.857	.224	.760	58	.449
	Female	25	7.41	2.229	.312			

Mechanics	Male	35	0.86	0.670	.081	.415	58	.679
	Female	25	0.80	0.664	.093			
Total	Male	35	17.09	3.198	.385	.136	58	.892
	Female	25	17.00	3.805	.533			

The performance of the male students did not differ significantly from male who received the treatment. Consequently, the null hypothesis that there is no significant difference between the performance of the written English of male and female studentsafter exposure to WOLS is retained. The implication here is that the treatment could be said to be very effective irrespective of gender differences. Samples of the essays written by male and femalestudents after the treatment are presentedbelow:

Sample 9 (Female)

In 2016, when we closed school for long vocation, I spent my last holiday in Kano together with my parents. Such holiday was very terrible one that I never experience in my life.

The very first day I went back home, that was the day that we experienced heavy rainfall that claimed the lives of many innocent people. On that day nobody was able to sleep comfortably.

People were seen busy packing clothes and other reasonable items from one place to another. Some people from other areas assisted immensely. There was no response from fire service at all. That incidence dominated my heart and still emerging the kind of country we are.

To utmost dismay, there was no any issue of going for night shopping because of heavy rainfall and over flooded area. We stay their till morning and came back home. We went straight to our father and collected money for breakfast.

Sample 10 (Male)

On 21st August 2016 when we vacated for the end of the third term or the end of the session I packed all my belongings. All the schools and colleges closed and all the students went for holiday. As a student or as an obedient child to his parents, I stayed at home for two weeks helping them on their daily activities.

I became a complete farmer clearing my fathers' farm. I also invited my brothers and cleared the grasses around our house. We cleared and washed all the walls of our house in two weeks.

I later prepare to visit the town of my grandparents, were I spent three days on the journey. I reached Basawa, the town of my grandparent by 6.00 p.m. I stayed there for one week with them. During my stay, I learned so many things from friends. One of the things I learned was how to make a hand gun, which I learned from one of my friends.

I also realize so many facts like living in village is sweeter than living in the city. At the end I madenew friends there and experienced some new way of life.

Sample 9 has exhibited sufficient evidence of achievement of WOLS treatment. This is evident in the way the students arranged the points. The sample was able to display some improvement in the use of punctuation marks. Sample 9 showed errors committed such as wrong capitalization, wrongly spelling, incomplete sentences, frequent use of small letters and incomprehensible sentences.

In sample 10, the writer's ability to successfully use appropriate articles testifies the effectiveness of use of cohesive devices. The student was able to display some improvement in the use of punctuation marks, and the points were logically stated.All the achievements of both female and male and female samples were recorded as a result of exposure to WebQuest online strategies**.** The table below presents the strategies that led to the achievement of male and female essay:

Table 4.20: WebQuest Online Strategies That Led to the Improvement of Male and Female Essay writing

Essay Writing	WebQuest Online Strategies	Effects on Gender
	WebQuesting	Males
	Clustering	Females
	Interaction	Males
	Self-editing	Females
	Conferencing	Males
	Brainstorming	Males
	Re-structuring	Females
	Group editing	Males
	Clustering	Females
	Planning	Males
	Revising	Males

The written English performance of male studentscompared to female students did not reveal significant differences. Most of the sentences written by male students and female students after the treatment were found to be comprehensible. Only a few sentences were found totally incomprehensible. Both male and the female students spelt some words wrongly. It is observed that there was no gap between the performance of male students and female students.

4.3: The Overall Findings

The overall findings of the study are presented in this section. These reflected the research questions raised and hypotheses developed in section 1.4 and 1.5 respectively. The following findings were obtained:

1. There was a significant difference between the written English mean performance score of the students exposed to WOLS and those not exposed (see Tables 4.1, 4.2 and 4.11). The considerable increase in the mean performancescore was as result of planning, interaction, revising, editing, consultation, brainstorming and peer collaboration that immensely enhanced the students' ability to develop words to sentences and paragraphs to complete essays.
2. A significant difference existed in the written English mean performance scorein narrative essayof the students exposed to the treatment and those not exposed (see Tables 4.3, 4.4 and 4.13).Although, the essay of the students before the treatments was full of errors such as non fluency of ideas, lack of logical sequencing, inconsistency of tenses and no mastery of sentence construction. The students' performance remarkably improved as a result of

the treatment such as conferencing, clustering, role play, drafting, editing, and sequential arrangement of events.

3. A significant difference existed in the written English mean performance score indescriptive essayof the students exposed to the treatment and those not exposed (see Tables 4.5, 4.6 and 4.15). The essay of the students before the treatment was full of run-on sentences, confused description, spelling errors, poor punctuation and lack organization. All these were achieved as a result of exposure to treatment such as outlining, crafting, brainstorming, interaction and editing.
4. There was a significant difference between thewritten English meanperformance scorein expository essay of the students exposed to the treatment and those not exposed (see Tables 4.7, 4.8 and 4.17). The considerable increase in the mean performance was as result of planning, interaction, revising, editing, consultation, brainstorming and peer collaboration that immensely enhanced the students' ability to describe vividly.
5. A significant difference did not exist between the written English mean performance score of male and female students (see table 4.9, 4.10 and 4.19).The number of errors committed by the malestudents at test I was 575. The number reduced to 473 at test II, 360 at test III, and 219 at the final test. The performance was not different from their female counterparts, the errors committed at test I was 580 at test I, and reduced to 478 at test II, 359 at test III and 217 at the final test.

4.4: Discussion of the Overall Findings

The present study investigated the effect of WOLS on the written English of students of senior secondary school in Kaduna state. The study did not only establish the effect of WebQuest but also established the level of the effectiveness of WebQuest. This WebQuest online learning strategies involved scaffolding, brainstorming, team work, independent learning, autonomy and support which can be an important issue for explaining the significant results of the improvement of writing skills. Theoretically, the design of scaffolding is the heart of the WebQuest (March, 2004). This scaffolding was represented in the guidance provided by theWebQuest. For example,WebQuest provided students with modeled writing activities to show or demonstrate what students were expected to do in their written tasks.

Also, through the process component in WebQuest, students were guided through steps and guidelines that helped them to perform their written projects. Also, the WebQuest contained several links and online resources; mainly reading texts, which direct learners to find information about the topic they would write about. In other words, students read several relevant materials about a topic and then write about it. To buttress this point, Krashen (1985), claims that the best way to learn to write is to obtain rich and comprehensive reading input. Researches on second language reading and writing connections established that learners improve their writing ability if they are exposed to reading texts in a process of communication (Abu Rass, 2001; Elley, 1991; Ghawi, 1996; Leki, 1992).

WebQuest provided students with an editing checklist and self-evaluation rubrics that helped them to evaluate themselves and their peers, become more autonomous and gain insights of their strengths and weaknesses in writing skills. As students reflect on what

they learn and on how they learn, they develop the tools to become learners that are more effective (Delmonte, 1997). WebQuest provided students with more practice and more time to engage in writing through many further activities. Those further activities aimed to extend students' learning beyond the classroom setting and give them more practice of the targeted writing skills outside the classroom. Moreover, those further activities provided students with the opportunity to perform together their assigned written tasks again after the evaluation stage. This helped them a lot to learn from their mistakes and improve their written production. This repeated performance helped students to become more fluent in writing and avoid the mistakes they made before.

The finding from thefirst hypothesis revealed that the students exposed to the treatment of WOLS performed significantly higher in their written English mean performance than those not exposed to the treatment. This is shown in Tables 4.1, 4.2 and 4.11. The finding here agreed with the views of Torres (2007) who claimed that there was significant improvement in the development of language skills for the students engaged in WebQuest technology.The finding differed from thework of Chuan Kung (2002), Fang Li (2007), Barros and Calvalho (2007) who establishedthe effectiveness of WebQuest instructional technologies onreading, motivation, critical thinking and perception on EFL students' performance in language. This study is unlike the previous work of Chuo & Shem (2007), Marwa (2012) and Mostafa (2009) who established the efficacy of WebQuest on writing using pretest and post test. This study considered test I, test II, test, III and final test in order to establishconsistency. The strength of the finding of the present study is that, it revealed the weakness of WebQuest in the aspect of mechanical accuracy in test I, test II, test III and the final test of narrative, descriptive and expository essay.The finding has broken new ground because it established that

WebQuest strategies are consistently instrumental to writing efficiency hence they involve planning, monitoring, interaction, editing and drafting.The interaction and cooperation among students themselves throughout the program helped students in many terms. They had opportunities to share and learn with their peers.

The second hypothesispredictedthat there is no significant difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment.The finding from the second hypothesis revealed significant difference in the mean performance score of the control and experimental group in narrative essay.The result showed that the experimental group did better than the control group. This is shown in Tables 4.3, 4.4 and 4.12. Improvement in narrative essay was achieved by the studentsthat used of WebQuest. The effect of the WebQuest strategies was observed to be successive because the subjects' performance in narrative keeps increasing from test I, test II, and test III, to final test. The finding proved that accessing materials through WebQuest online gave students a better chance of getting vocabulary items and language use quickly and easily. In addition, students came across different structures in writing that are designed to convey more diverse types of information. Hence, the program allowed students to explore how the target language is used and then spontaneously use it correctly.

This study is unlike the work of Marwa (2012) who treated essay writing in general. The present study treated narrative essay in particular and established that WebQuest enhanced the performance of narrative essay. The present study established that students encountered problems with the aspect of mechanical accuracy in test I, test II, test III and final test. The major line of distinction between previous investigations and the

findings in the present studyon the same subject could be attributable to the fact that, this study focused on narrative essay and also subjected experimental to different tests to ensure consistency of the outcome of the result. New ground broken by the second finding of the present study relates to the fact that WebQuest online learning strategies enhanced narrative essay.

The finding from the third hypothesis discovered that there was a significant difference between the control and experimental groups in the descriptive essay.This is shown in Tables 4.5, 4.6 and 4.13. The reason for this finding was that the treatment given to the experimental group equipped the students with expansive understanding tool such as ideas formulations and thesis development followed by student-student and teacher-students conferencing. The comfortable and non-stressful environment helped the students to have more fun, be more motivated and interested in doing their tasks and to gain more confidence. Being student-centered, webQuests allow students to work together and collaborate on their work without the strong presence of the teacher. Also, when working together, each student could see how much effort the members made in sharing the various roles. The present study is different from the work of Jamaison (2009) who used fill in the blanks with correct usage of information to write descriptive essay. The present study selected different websites with adequate samples of descriptive essay for the students to learn.

Hypothesis four which predicted that there was no significant difference between the written English mean performance score of experimental and control groups in expository essaywas rejected. This is proved in Tables 4.7, 4.8 and 4.14. Cooperation among the students helped them to realize their own errors when writing. This helped a lot since students became aware of the fact that a group’s performance depended on

each individual contributing. So, most students displayed very good behavior in cooperating in their tasks. The finding of the fourth hypothesis is consistent with those reached by Alshumaimeri, Almasri & Alfadda (2011), Chuo (2007) and Termsinsawadi &Wasanasomsithi (2011) who claimed that the WebQuest model can improve students' writing performance. The finding is also, in agreement with Torres (2007), Laborda (2009), Murray &McPherson (2009) that Web-based language instruction can produce better writing quality and more writing quantity than traditional classroom instruction.

The fifth hypothesis which predicted that there was no significant difference between the written English mean performance score of male and female students was accepted. This is because there was no different in the mean performance score between male and female experimental students. This is shown in Tables 4.9, 4.10 and 4.15. WebQuest treatment enlarged the amount of vocabulary in the process of reading and provides ideas and background knowledge for writing. After the students had sufficient information, they learned how to plan their writing, how to use the gathered information to support their ideas, how to write the first draft, and how to come up with the revised and edited version with appropriate coherence in their writing. There is a discrepancy between the findingof the present study and the findings of Kamler (1993) who claimed that male and females performed differently in a WebQuest online learning. The finding disagreed with Rubin & Green (1992) who found that women college students wrote more quantitatively than men in expository and narrative essay. For these reasons, the finding of the present study is not in harmony with those of the previous studies, which say that gender difference influences the writing of male and female experimental students. The surprise in the finding is that both male and female experimental students benefitted immensely from the WebQuest treatment. The new ground broken is that WebQuest proved to be effective for both male and female experimental students.

4.5 Summary

This chapter presents the analyses of the results based on the statistical modes described in chapter three. All the formulated five hypotheses were tested and the results proved that there is a significant between the subject exposed to WOLS and those not exposed. The study also found that there was no significant difference between the male and the female students' exposed to the treatment

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapterpresents the summary of the investigation on the effects of WOLS on the written English performance of selected senior secondary school students in Giwa Zone. The chapter also contains conclusion and recommendations. In addition, the chapter presents suggestions for further studies.

5.2 Summary

The study investigated the effects of WOLS on the written English performance of students of senior secondary school studentsin Kaduna State through an experimental approach. The following research questions were developed as basis for the investigation:

1. What is the difference between the written English mean performance of the students exposed to WebQuest online learning strategies and those not exposed to the treatment?

2. What is the difference between the narrative essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment?
3. What is the difference between the descriptive essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the?
4. What is the difference between the expository essay mean performance score of those exposed to WebQuest online learning strategies and those not exposed to the treatment?
5. What is the difference between the written English mean performance score of male and female students exposed to WebQuest online learning strategies and those not exposed to the treatment?

The following are the summary of the findings emanating from the analyses undertaken in chapter four:

1. WebQuest online learning strategies played a significant role for those exposed to the treatment.
2. WebQuest online learning strategies had a significant effect on narrative essay of SSII students' written English.
3. WebQuest online learning strategies had a significant effect on descriptive essay of SSII students' written English.
4. WebQuest online learning strategies had a significant effect on expository essay of SSII students' written English.

5. WebQuest online learning strategies had a significant role for both male and female students

5.3 Conclusion

In the light of the findings obtained from this study, WOLS proved to be effective on the written English performance of senior secondary school students. The treatment was effective for both male and female students as proved by the qualitative and quantitative data analyzed in the study. The study found that the experimental group performed better than the control group in narrative, descriptive and expository essay. It was concluded therefore, that WOLS enhanced both teaching and learning of writing.

5.4Implications

The findings of the study have far-reaching implications for students, teachers, policy makers, curriculum planners and other stakeholders. Teachers and students are great beneficiaries of WebQuest online learning.

Without iota of doubt, technology is changing the world we live in, so it is necessary for language teachers to be aware of this reality and find new ways to prepare learners for a more competent world. By combining computers and internet with language instruction, teachers would have the opportunity to encourage students to learn about the target language using real and varied materials.

The new methodologies for teaching and learning English via the information and communication technologies emerged as supporting tools that help to optimize and stimulate the educational process, breaking paradigms and displacing many traditional

methods, where students were considered as passive containers that could be filled with information.

Adoption of WOLS for teaching secondary school students is therefore considered to be advantageous over the conventional approach. Teachers of English language will find the use of WOLS to teach English language very useful. Adoption of WOLS will not only improve components of written English language but improve constructive writing of test in other subjects and thus improve performance in examinations.

At the same time, computers give the teachers the opportunity to offer something tangible to students, through the use of specialized applications and computer-based activities. Use of computer technology in the language classroom fosters student motivation, promotes autonomous learning and stimulates students to take responsibility for their own learning. One of the great strengths of the Web is the potential to engage students in creative activities and real experiential learning in the form of meaningful, process-oriented projects in authentic settings.

The English language teachers should prepare to be competent not only in the domain of a language, but also in the area ICT. Theimplementation ICT for teaching and learning is not an easy task, but it requires serious commitment if meaningful achievement is targeted in educational sector and the society in general. Nowadays, Teachers need to be prepared to offer students learning opportunities supported by ICT. Teachers should be in the capacity of using new technologies as computer and internet to discover how they can contribute to the teaching and learning process. Websites should be selected for reading, and learners must be able to read. For example, in an online lesson, headings should be used to organize the details, and formatted to allow

learners to attend to and process the information they contain. Learners should be told why they should take the lesson so that they can attend to the information throughout the lesson.

The difficulty level of the material must match the cognitive level of the learner so that the learner can both attend to and relate to the material. Links to both simpler and more complicated materials can be used to accommodate learners at different knowledge levels.Online learning materials should include activities for the different learning styles so that learners can select appropriate activities based on their preferred style. Learning materials must be sequenced appropriately to promote learning. The sequencing could take the form of simple to complex, known to unknown, and knowledge to application. Learners must be provided with feedback so that they can monitor how they are doing and take corrective action if required.

Curriculum planners need to be prepared to empower students with the advantages that ICTs provide. ICT should be given special consideration and teachers must possess ICT skills and can effectively integrate this knowledge in the teaching of English. WOLS should henceforth be included in any material selection and adoption. This could be done by ensuring that all learning materials are well covered to be posted online. Teaching and learning of writing skills should be based on the employment of WOLS. Therefore, materials that would help learners explore their writing skills should be selected and endorsed by the Educational Administrators and Curriculum Developers. Administrators should be exposed to the gains of developing WOLS for learning writing skills.

5.5 Recommendations

Based on the findings from the analyzed data, the following recommendations are made:

1. There is indeed a need to embrace the WOLS in the educational process in the Nigerian secondary schools.
2. In a modern world today, teachers are expected to be provided with relevant materials and special training to explore the usefulness of WebQuest, and also to master its integration in their classrooms.
3. Teachers need to adjust to the modern way of teaching. The emphasis today is always self-centeredness and the role of teacher is majorly a facilitator or mentor as required by the WebQuest design.
4. The students should be engaged in collaborative writing, pair work and group work to promote interaction, creation, discussion, negotiation, coordination, integration, communication, planning, composition and revision through WebQuest.
5. Teachers should design WebQuest activitieswith which students do not feel overwhelmed by the difficulty of the task and provide all the necessary support. Teachers should also guide students to hunt for information on the Internet and do the writing activities. Teachers should encourage the students for more writing practice inside and outside the classroom which leads to the command of writing
6. Students should be offered enough opportunities to practice writing on a daily basis using authentic tasks in EFL classes, paying attention to the fact that writing is a developmental skill that improves gradually. It is believed that the more students write the more their linguistic proficiency level develops.

7. WebQuest activities should be integrated within the learning curriculum, relating them to the goals and objectives of the course.
8. Students should be provided with frequent feedback. Self-evaluation and peer evaluation using evaluation rubrics based on certain criteria arouse students' self-confidence, enhance their motivation to learn, help them to feel more responsible for their writing.
9. Government should provide adequate materials such as computers, laptops, ipads, projectors and internet connectivity in the secondary schools for the students to use in order to ensure the survival of WOLS.

5.6 Contribution to Knowledge

The discovery of WebQuestas an effective tool for teaching narrative, descriptive and expository essay is not the only contribution of the present study.The study after establishing the efficacy of WebQuest at all the four levels of the tests; designed a manual for teachers to follow, and use the website. To the best of the researcher's knowledge, there was no previous research work that treated narrative, descriptive and expository using WebQuest like the present one. The study proved that WebQuet can boost students' morale to learn English writing skills independently in senior secondary schools, even when the teacher is no longer there.

Another contribution of the study is that WebQuestcould bea solution to the disturbing low performance of the students in the external examinations ie SSCE, WAEC or NECO. Othercontribution of the study is that WebQuestcould be used tominimize the disturbing trend of examination malpractice. The study established that WebQuest can assist immensely in the area of teaching and learning of other subjects because English

language is the medium of instruction in Kaduna state. Another contribution is the fact that the study clearly showed that both male and female benefitted from the treatment.

5.7 Suggestions for Further Studies

This investigation does not include all the four types of essay writing; therefore, it is suggested that further research should be geared towards WebQuest Online Learning Strategies on Argumentative Essay.A similar study may also be carried out on the effects of WebQuest Online Learning Strategies on Spoken English or Listening Skills of Senior Secondary School Students. The study of WebQuest Online Learning Strategies could be extended to Universities, Colleges of Educations and Polytechnics.

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APPENDIX A

ESSAY WRITING TASK

INSTRUCTION: Below are topics which require you to write an essay of not less than four hundred (450) words.

1. A day I will never forget in my life.
2. A fire incident in my street.
3. Managing population explosion in Nigeria.
4. Write a story that appropriately illustrates the saying: “A good name is better than riches”
5. How I spent the last holiday.

APPENDIX B

MARKING SCHEME FOR PRE-TEST AND POST-TEST

To assess the pre-test, test1, test2, test3 and post-test,the study used analytical scales.The scores were also graded as high, middle and low. High students were those who scored 10-8, middle were those who scored 7-4, and low were those who scored 3-0 in content, organization and mechanics, and high students were those scored 20-16, middle were those who scored 15-7 and low were those who scored 6-0 in expression. The complete essay graded 50-35 as high, 34-19 as middle and 18-0 as low. For the overall scores, high students were those who scored 150-105, 104-57 middle and 56-0 low.

Distributions of Marks:

Content: 10 points, Organization: 10 points, Expression 20 points, and Mechanics: 10 points

Below is the summary of the adapted analytic scoring table:

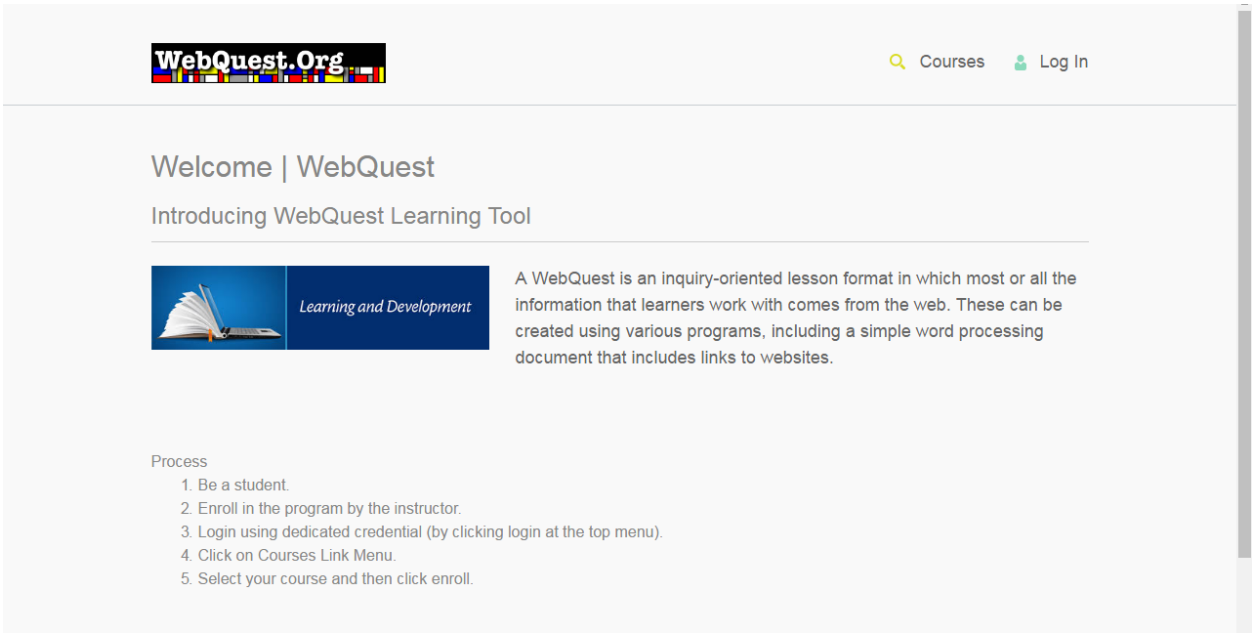
Aspect	**Score**	**Criteria**	**Total score**

CONTENT	10-8	**High**: knowledgeable, substantive through development of ideas, relevant to assigned topic.	10 marks
	7-4	**Middle**: some knowledge of subject, adequate range but limited development and mostly relevant to the topic but lacks detail.	
	3-0	**Low:** limited knowledge of subject, inadequate range of ideas, limited development of the essay and mostly irrelevant to the topic and lack details.	
ORGANIZATION	10-8	**High**: fluent expression of ideas clearly stated and supported. Succinct well organized logical sequencing and cohesive.	
	7-4	**Middle:** somewhat choppy, loosely organized but main ideas stand out, limited support, illogical and incomplete sequencing.	
	3-0	**Low:** non fluent, ideas confused or disconnected, lacks logical sequencing and development, does not communicate, no organization or not enough to evaluate.	10 marks
EXPRESSION	20-16	**High**: Effective word/idiom choice and usage of appropriate register, effective complex constructions, proper arrangement of tense, number, articles, pronouns and prepositions.	
	15-7	**Middle:** occasional errors of word/idiom from choice usage but meaning not obscured, effective but simple constructions and minor problems in context.	
	6-0	**Low:** frequent errors of word/idiom form, choice, usage meaning confused or obscured major problems,little knowledge of English vocabulary, idioms, word form or not enough to evaluate.	20 marks

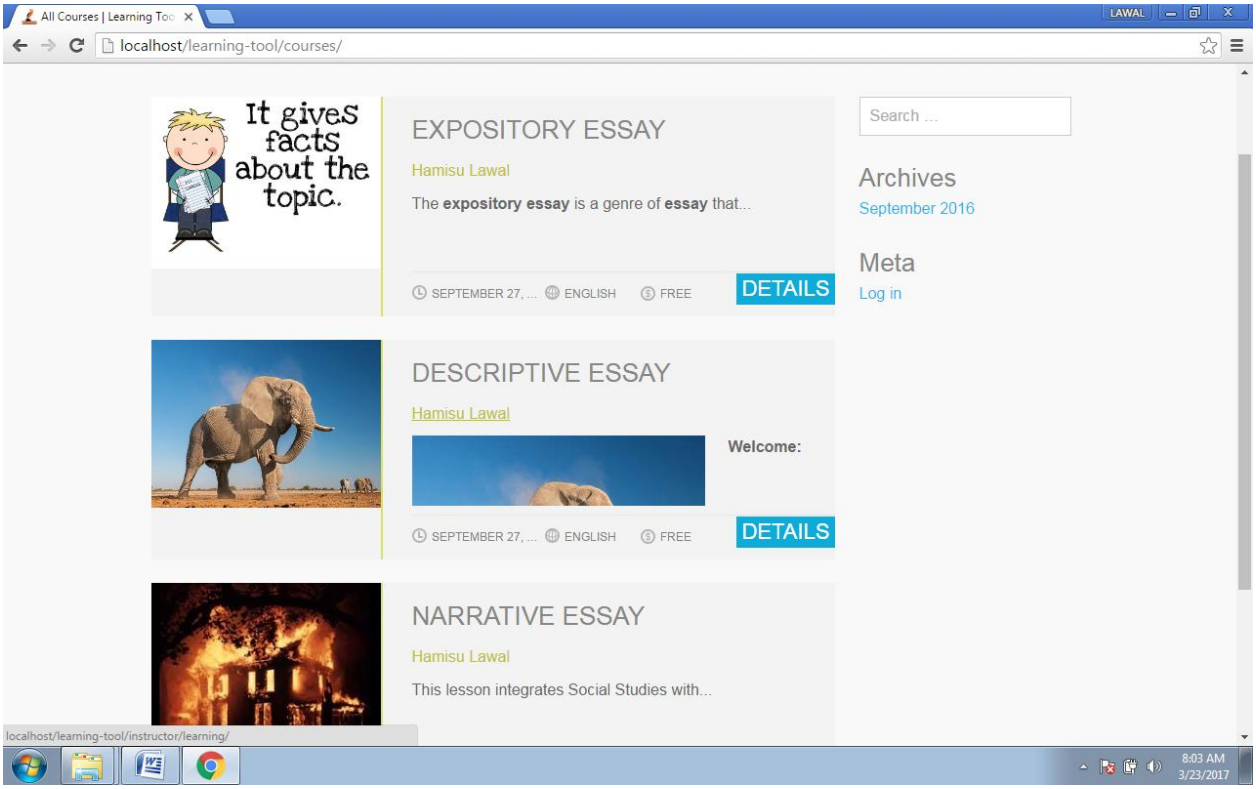
MECHANICS	10-8 7-4 3-0	**High:** demonstrate mastery of spelling, punctuation, capitalization and paragraphing. **Middle:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. **Low:** sequent errors of spelling, punctuation, capitalization, poor paragraphing, poor handwriting and confused or obscured meaning,	10 marks

Jacobs et al., (1981)
STUP(2010)WAEC/SSCE/NECO (2010)

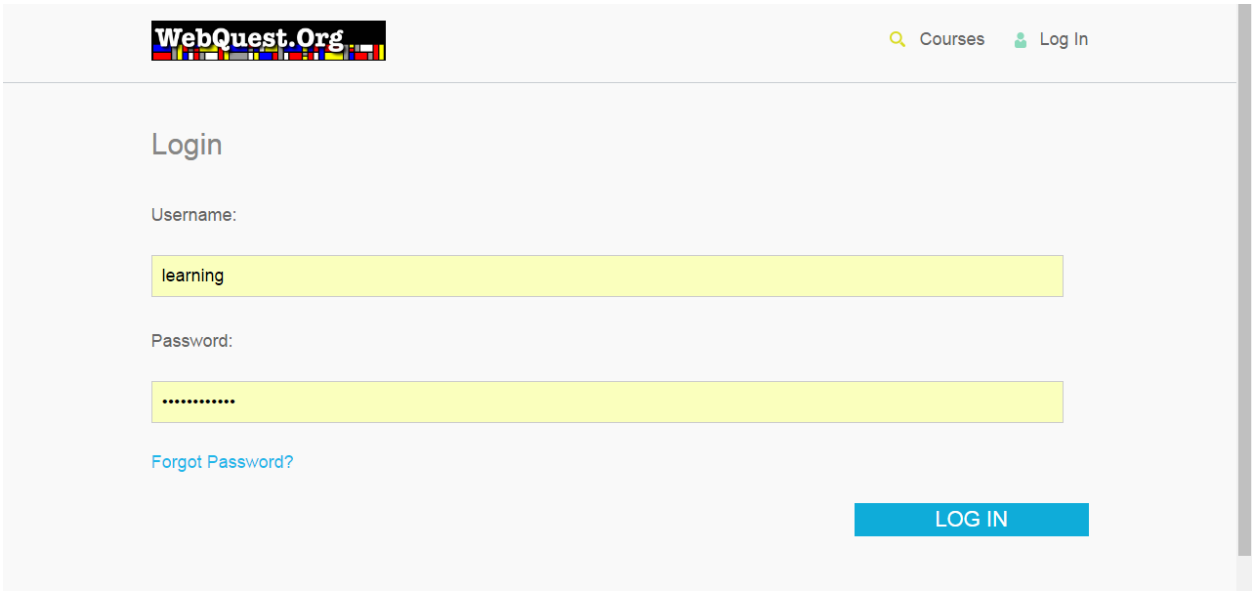
APPENDIX C
MANUAL FOR EXPERIMENTAL TREATMENT



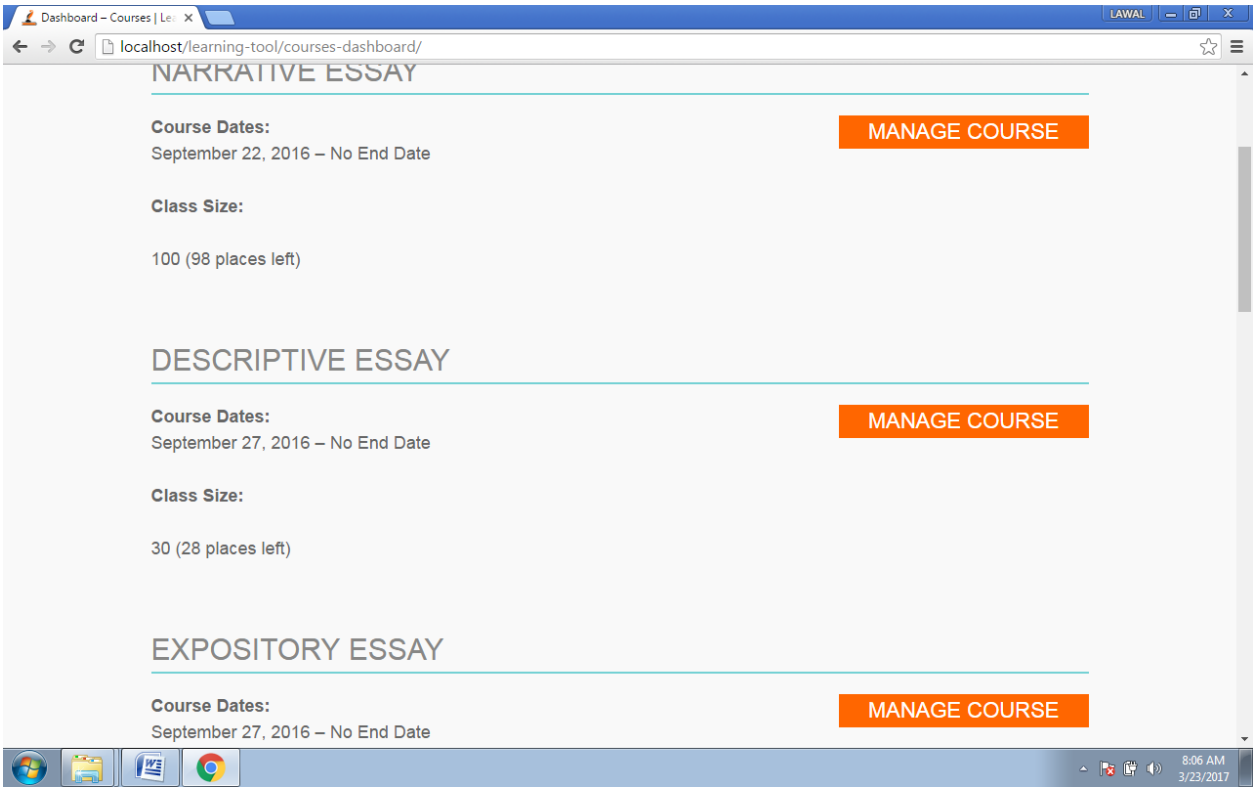
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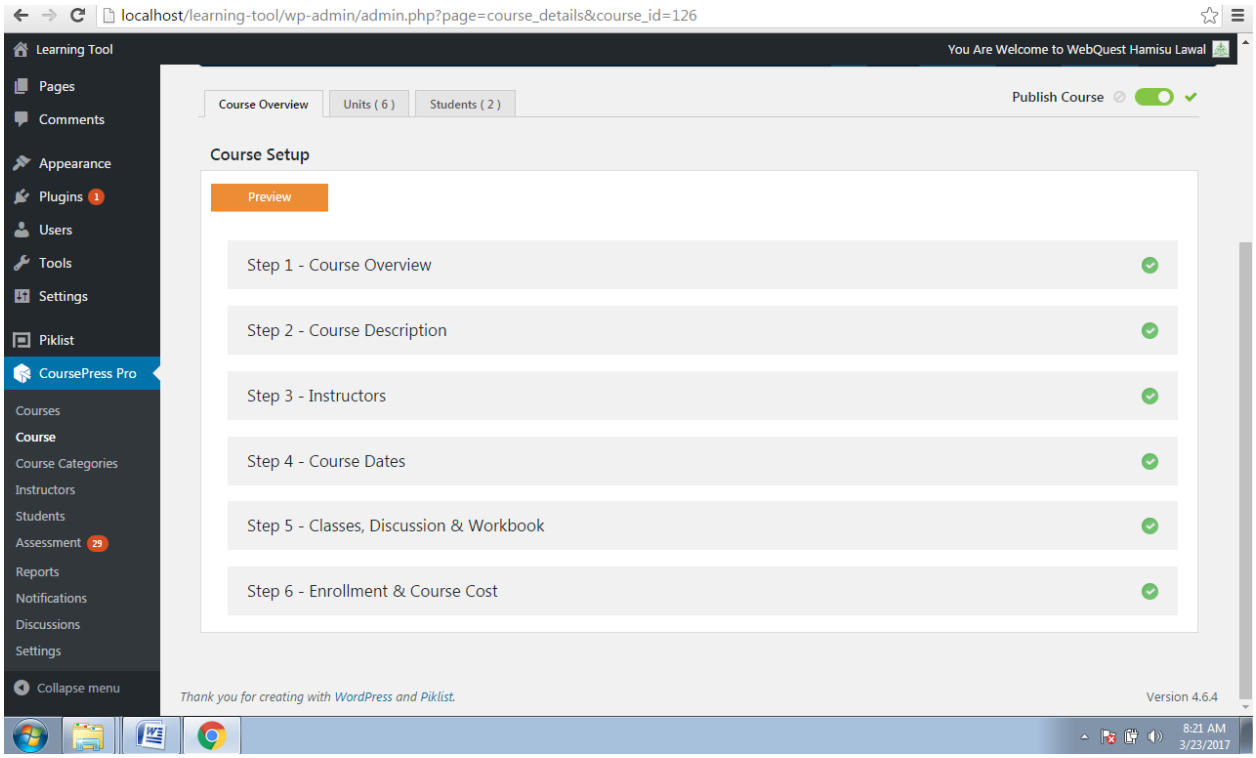
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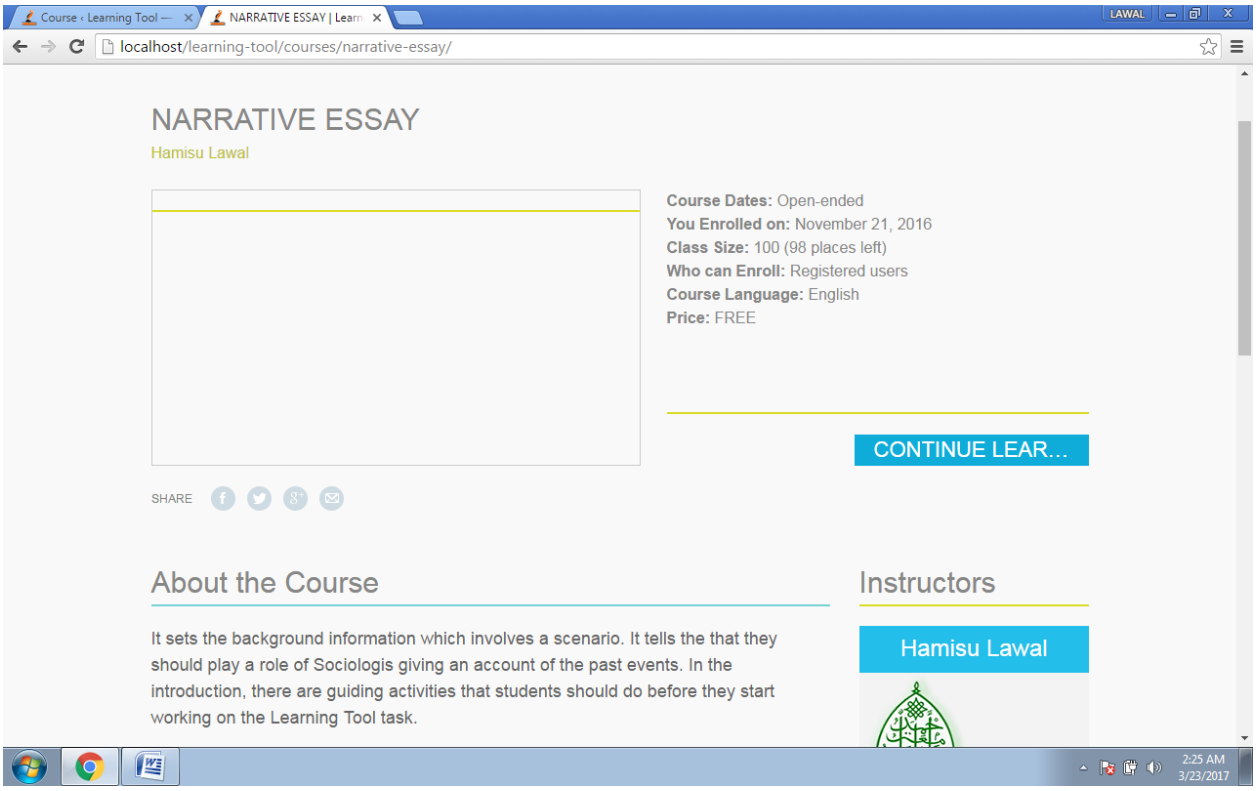
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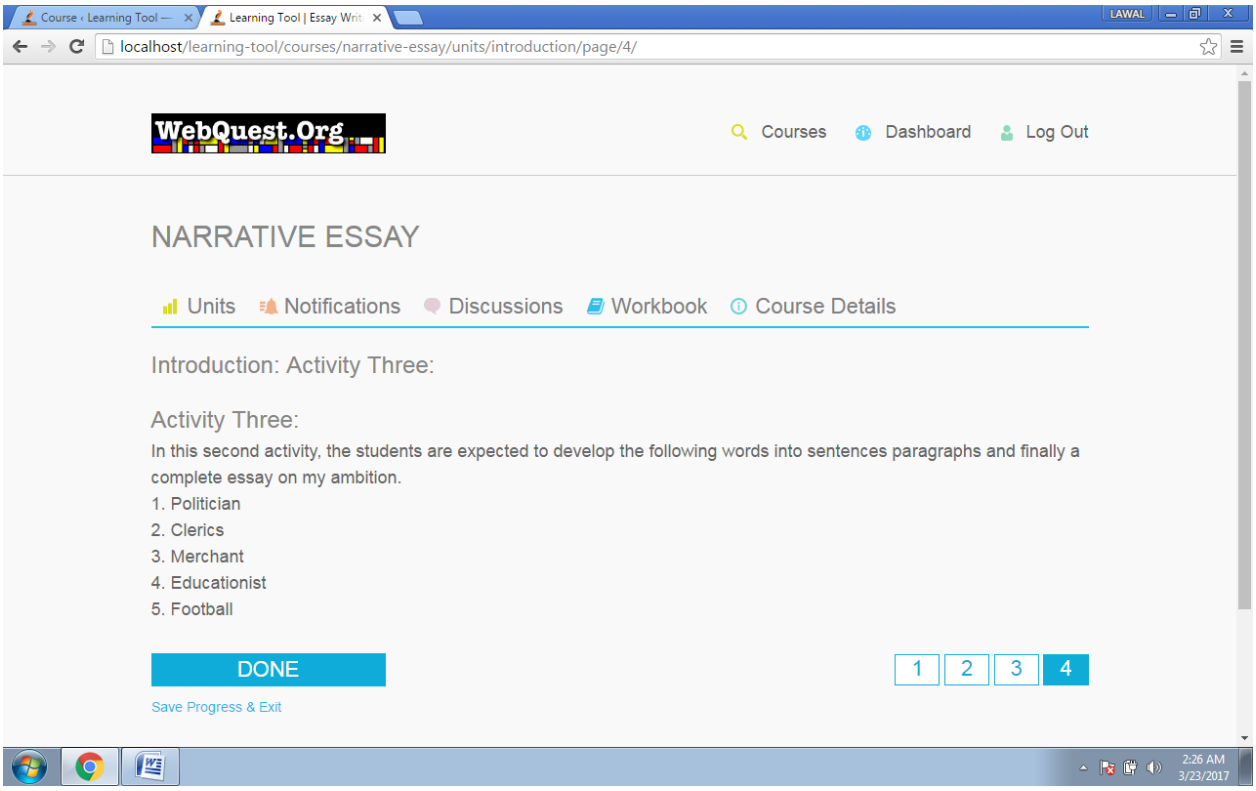
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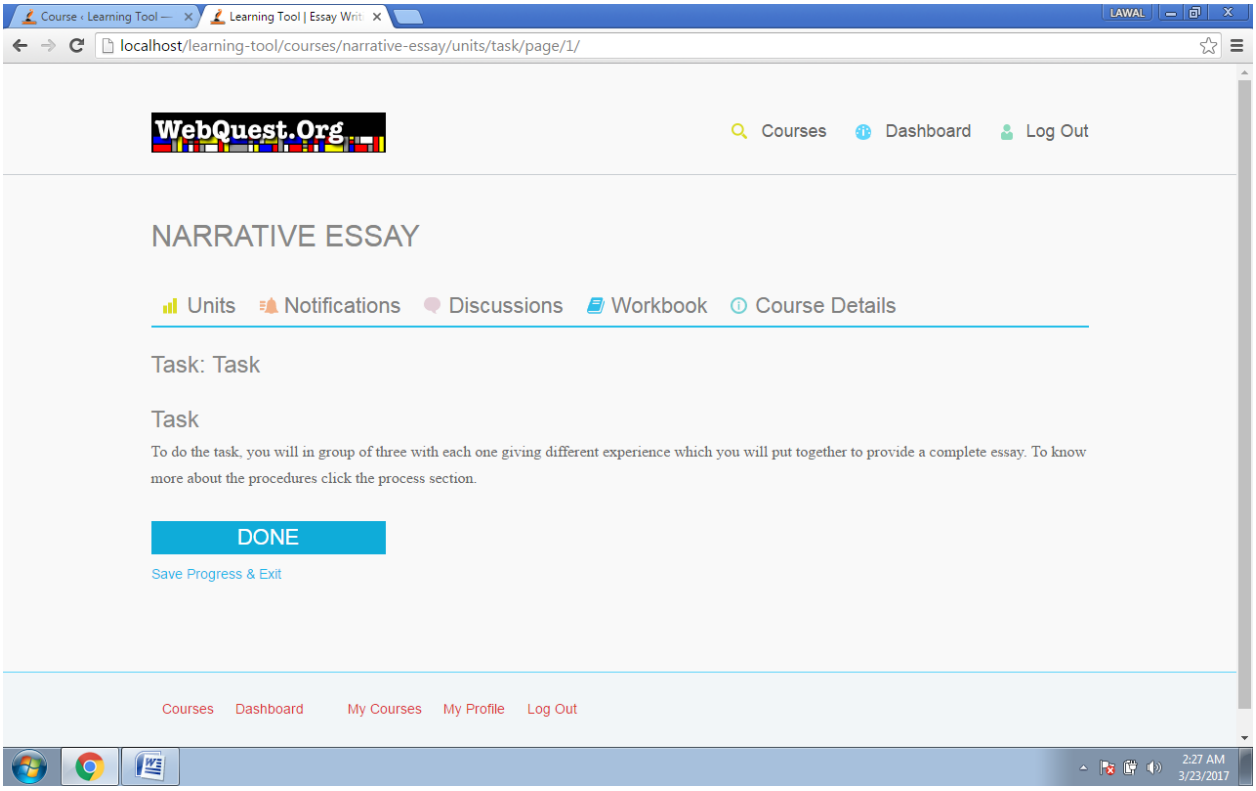
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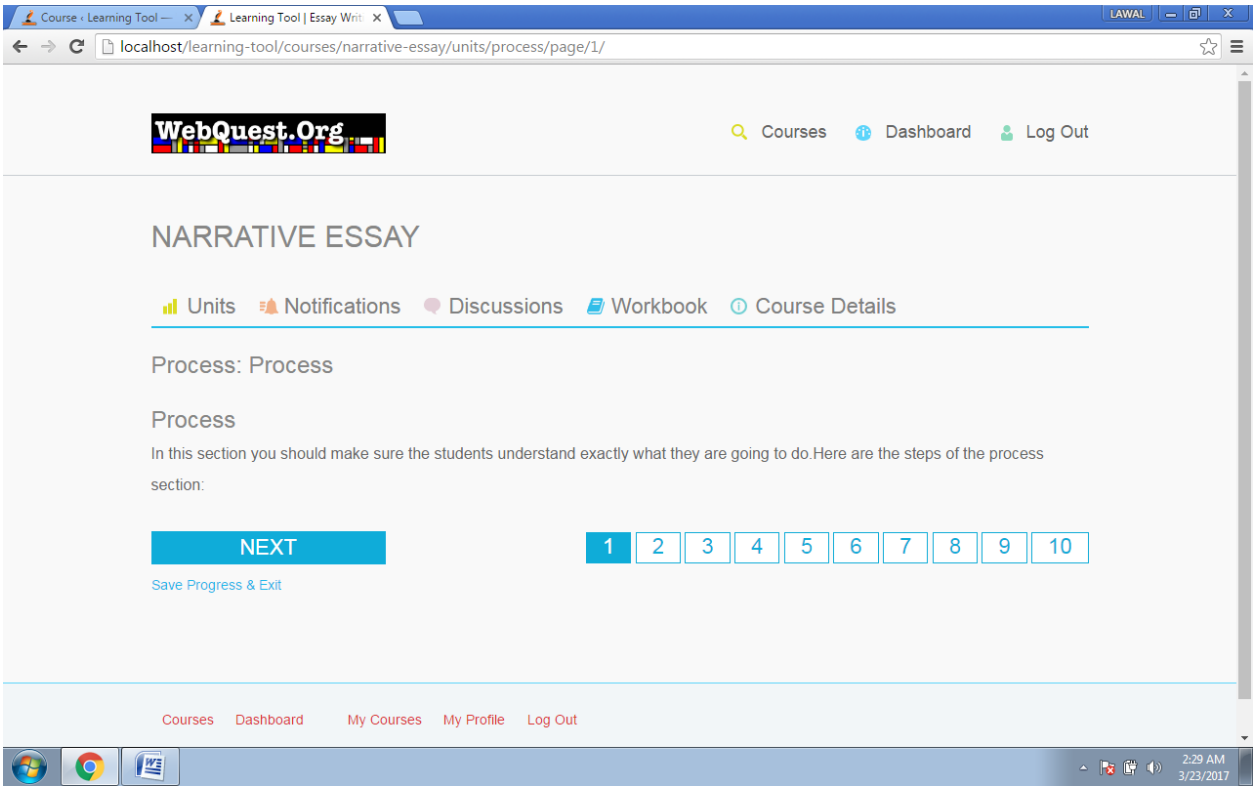
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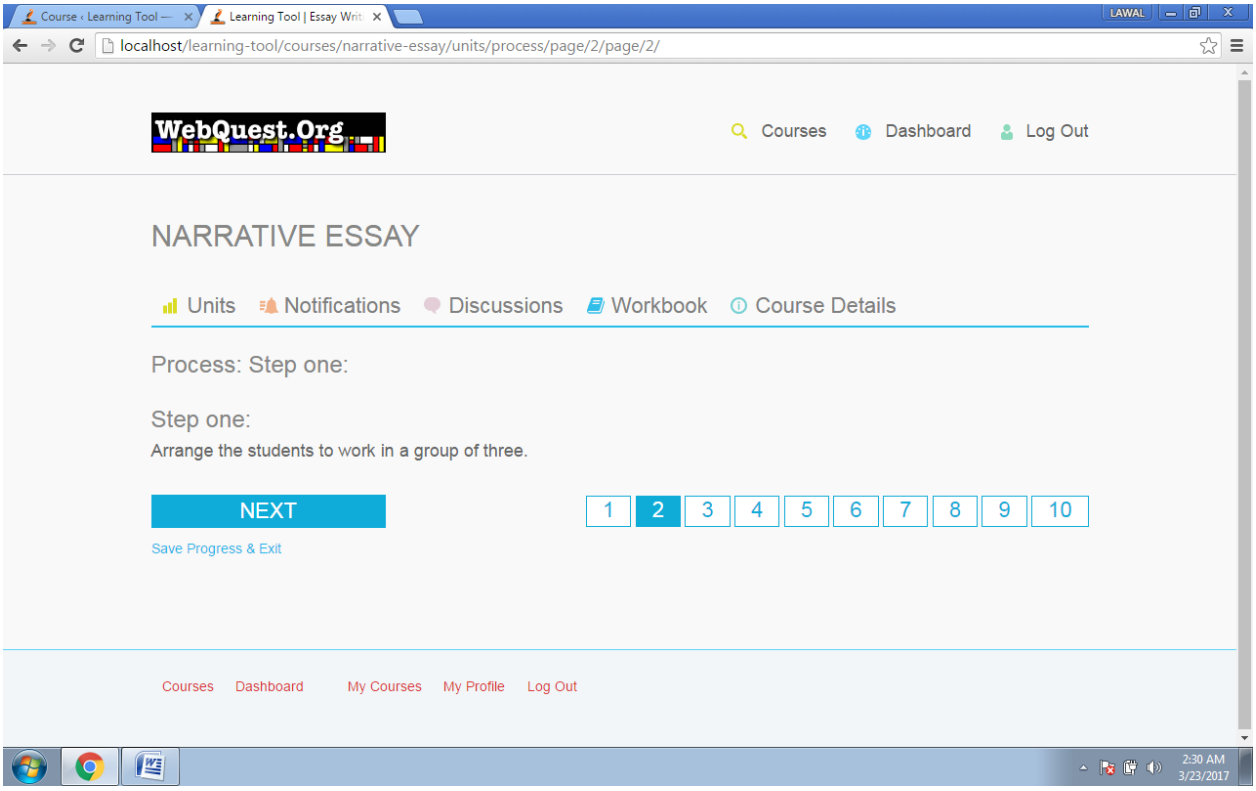
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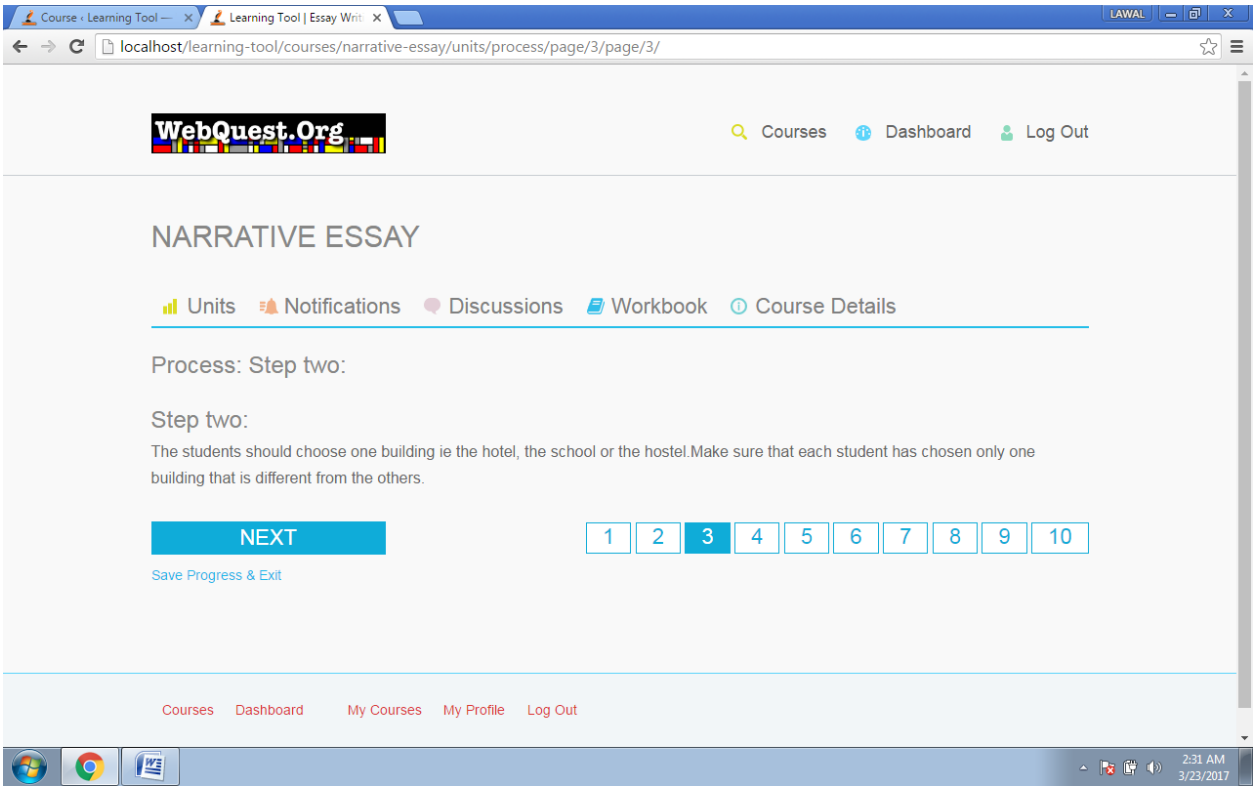
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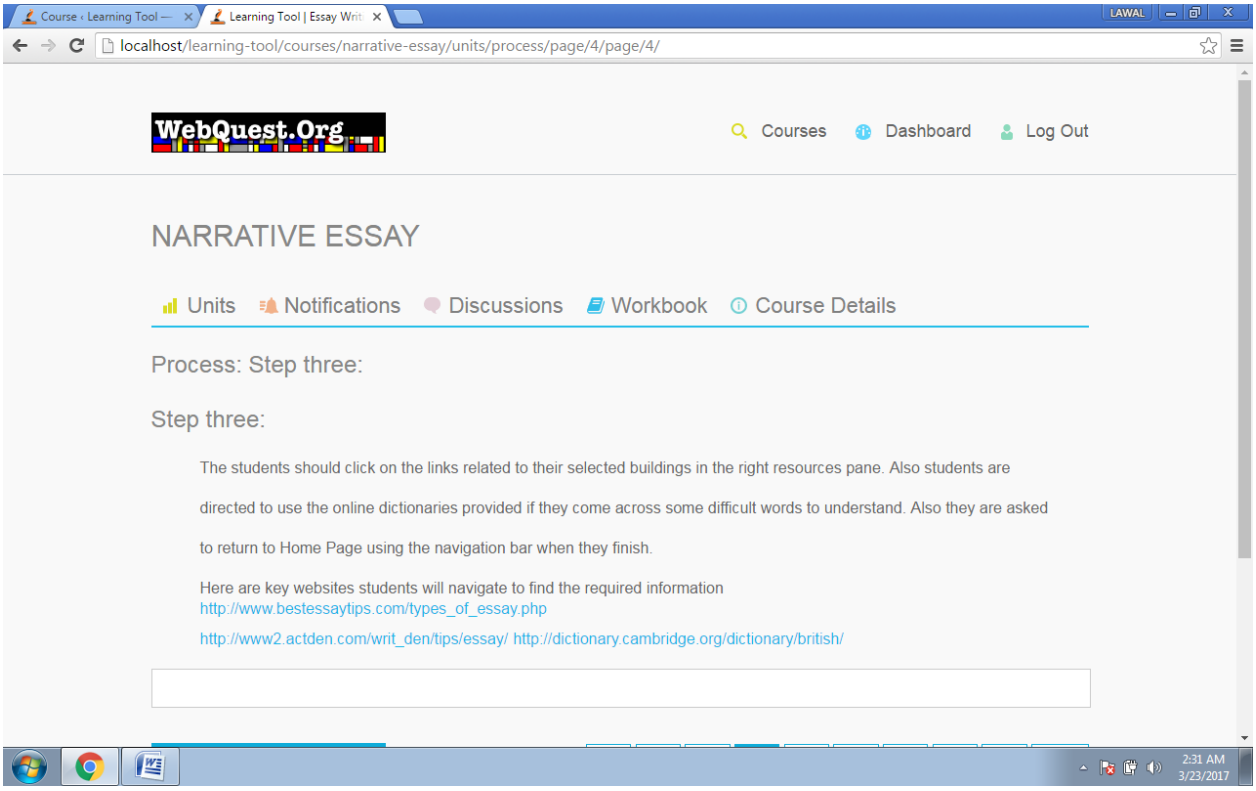
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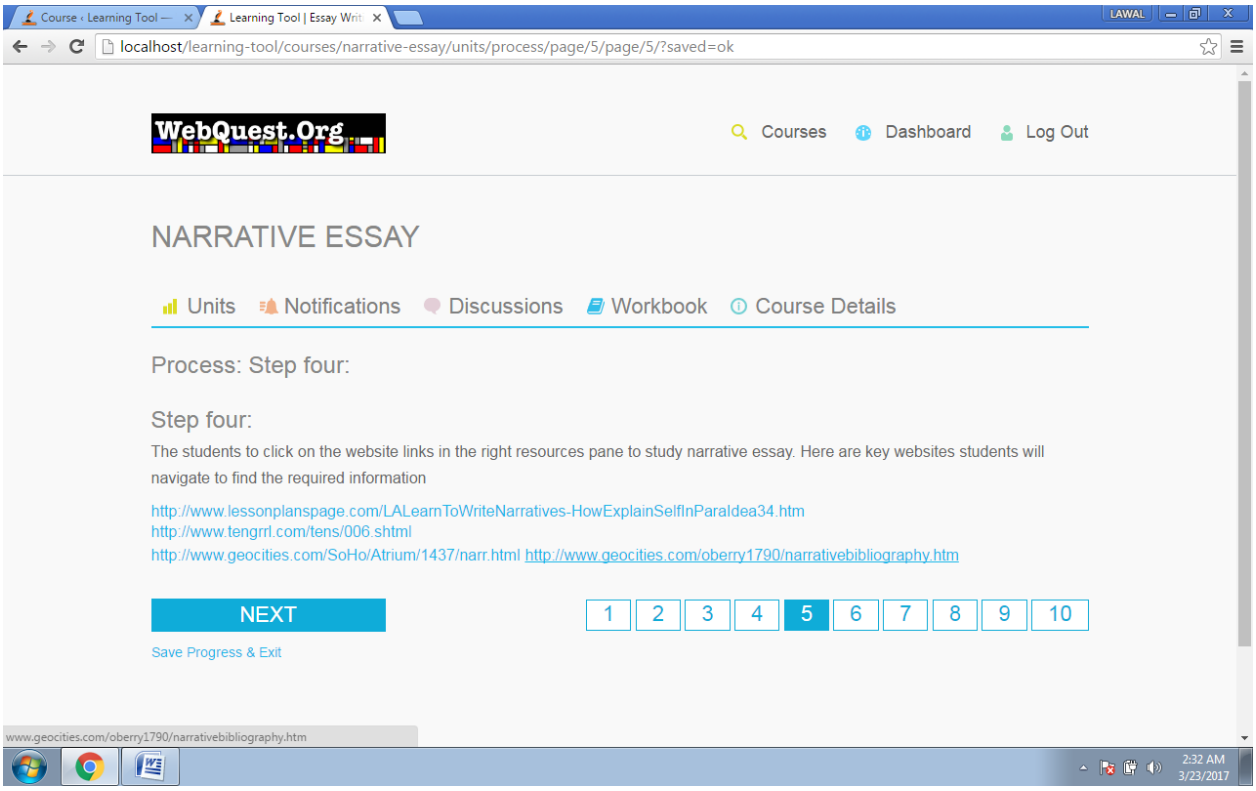
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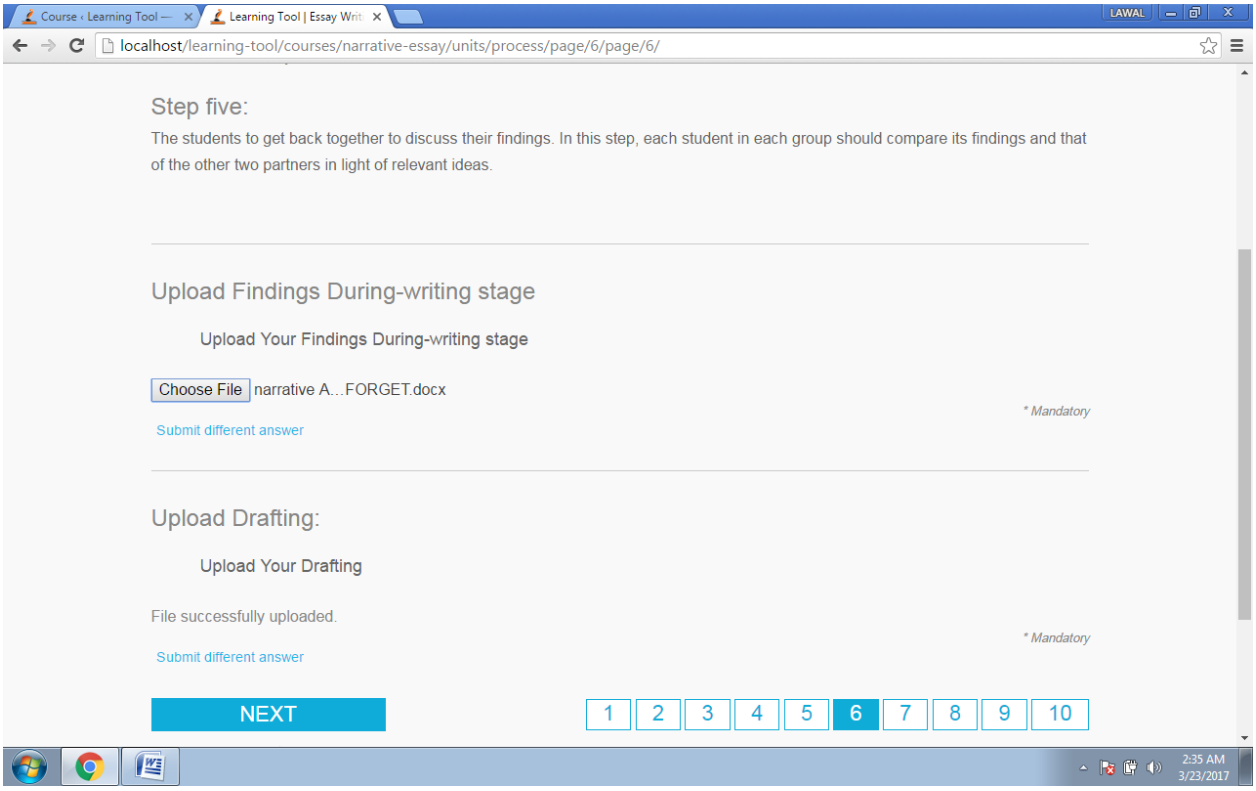
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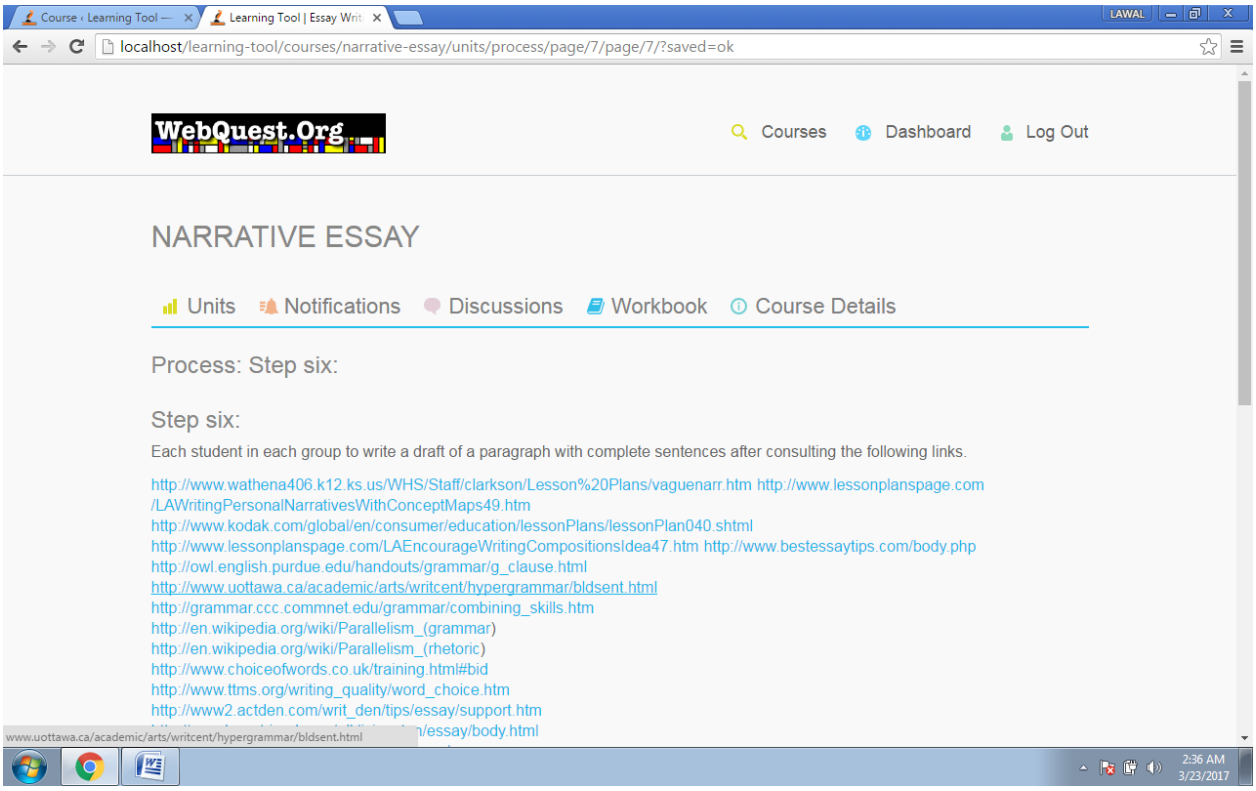
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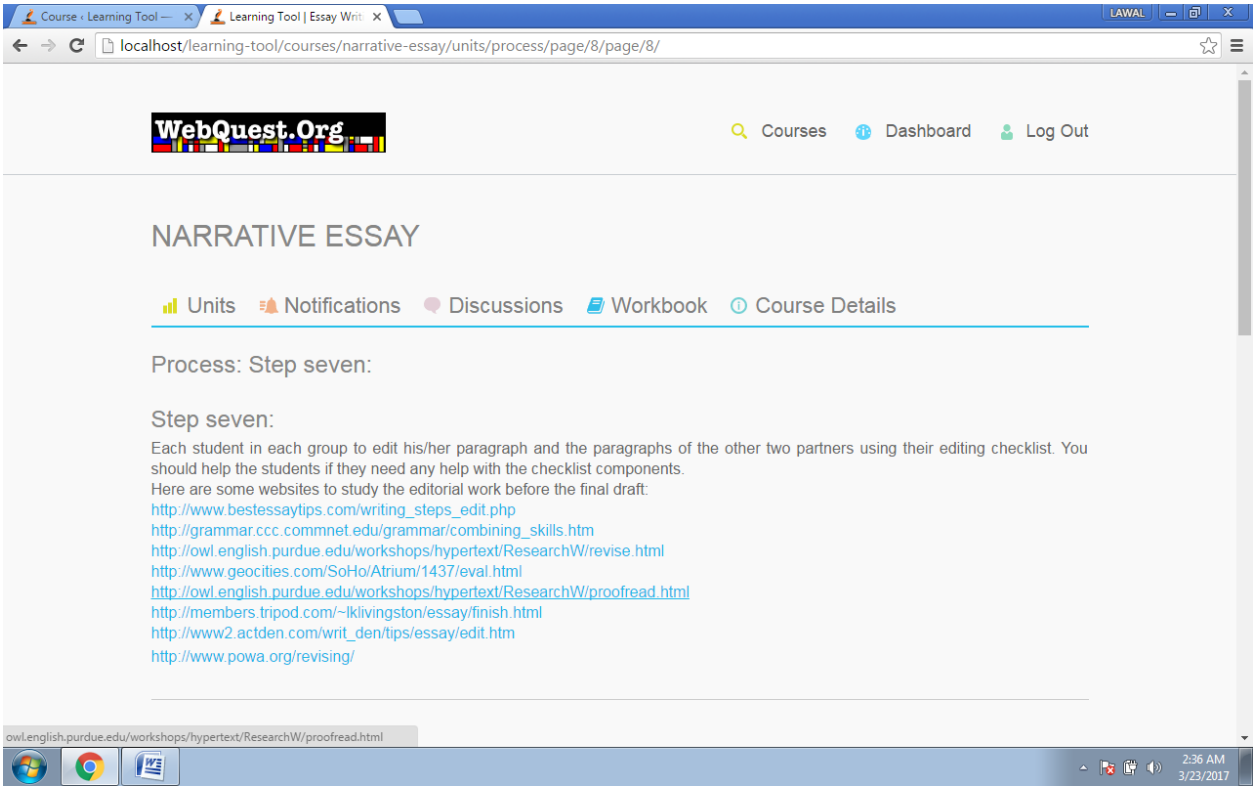
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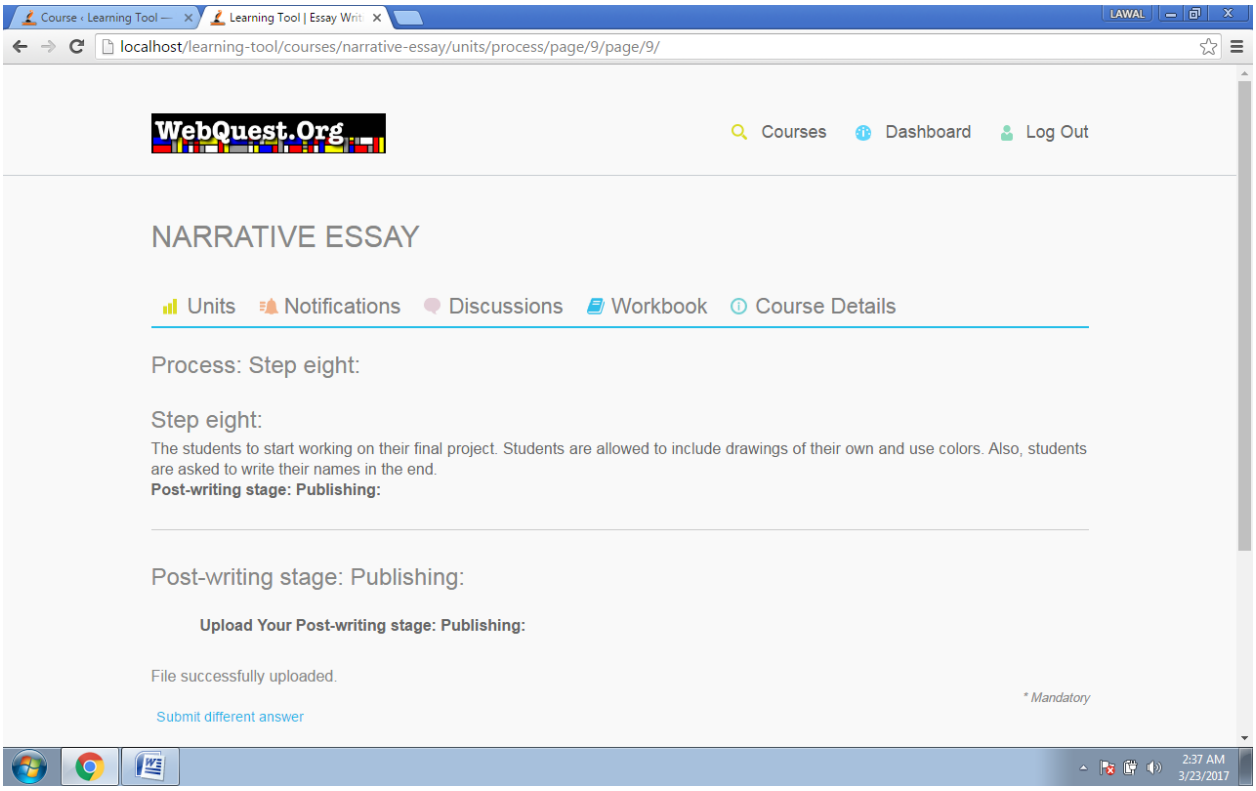
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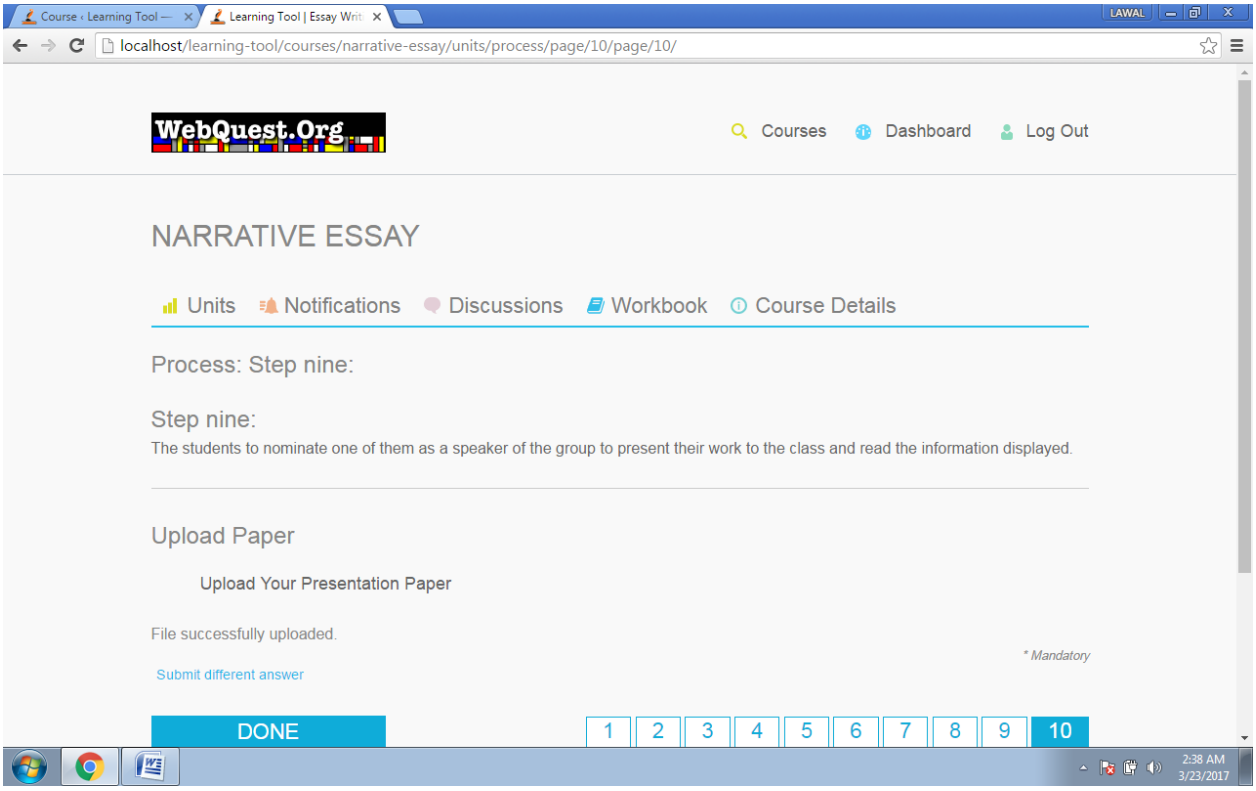
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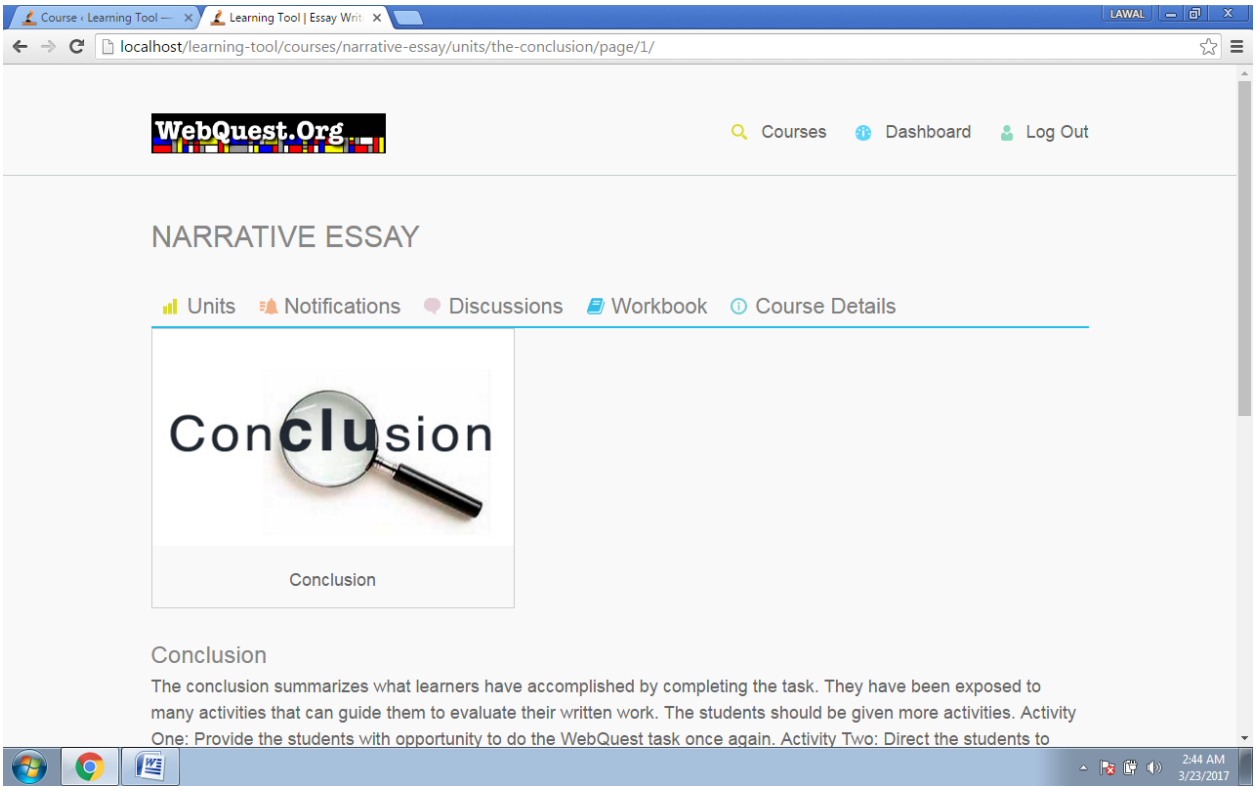


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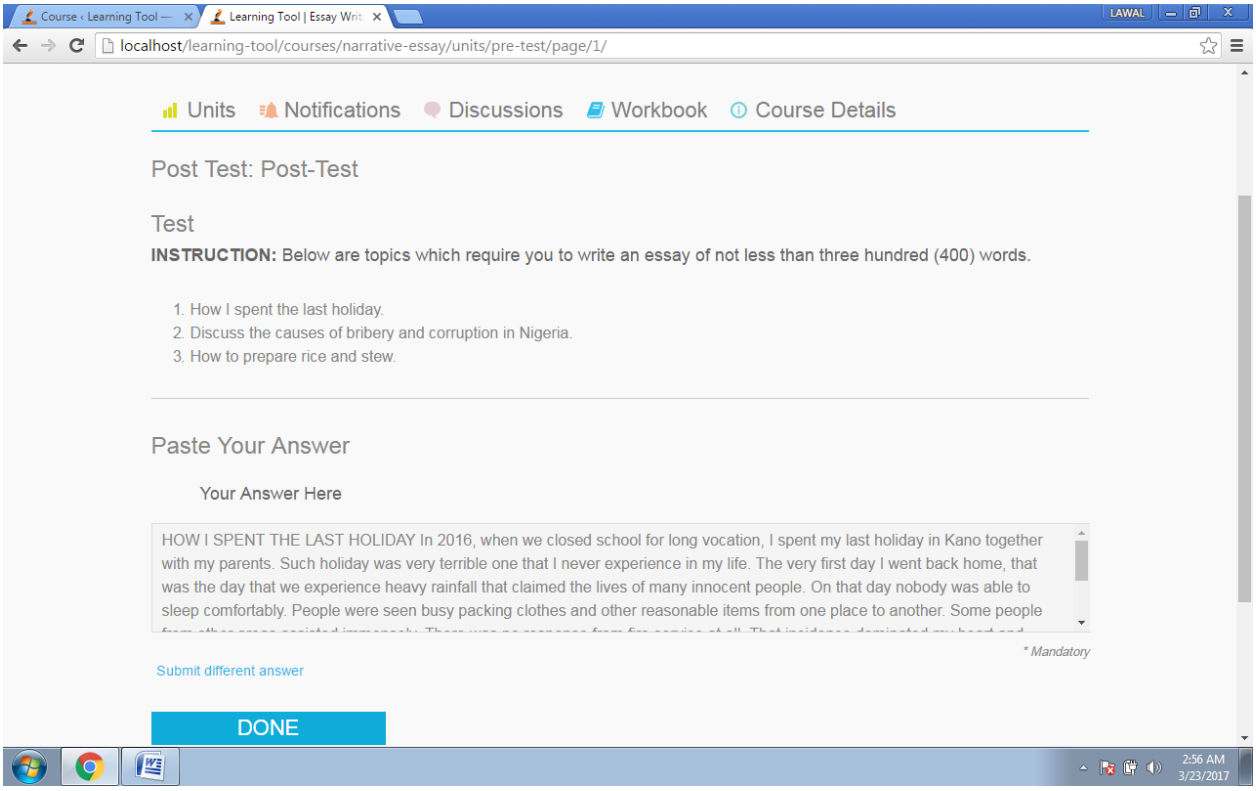


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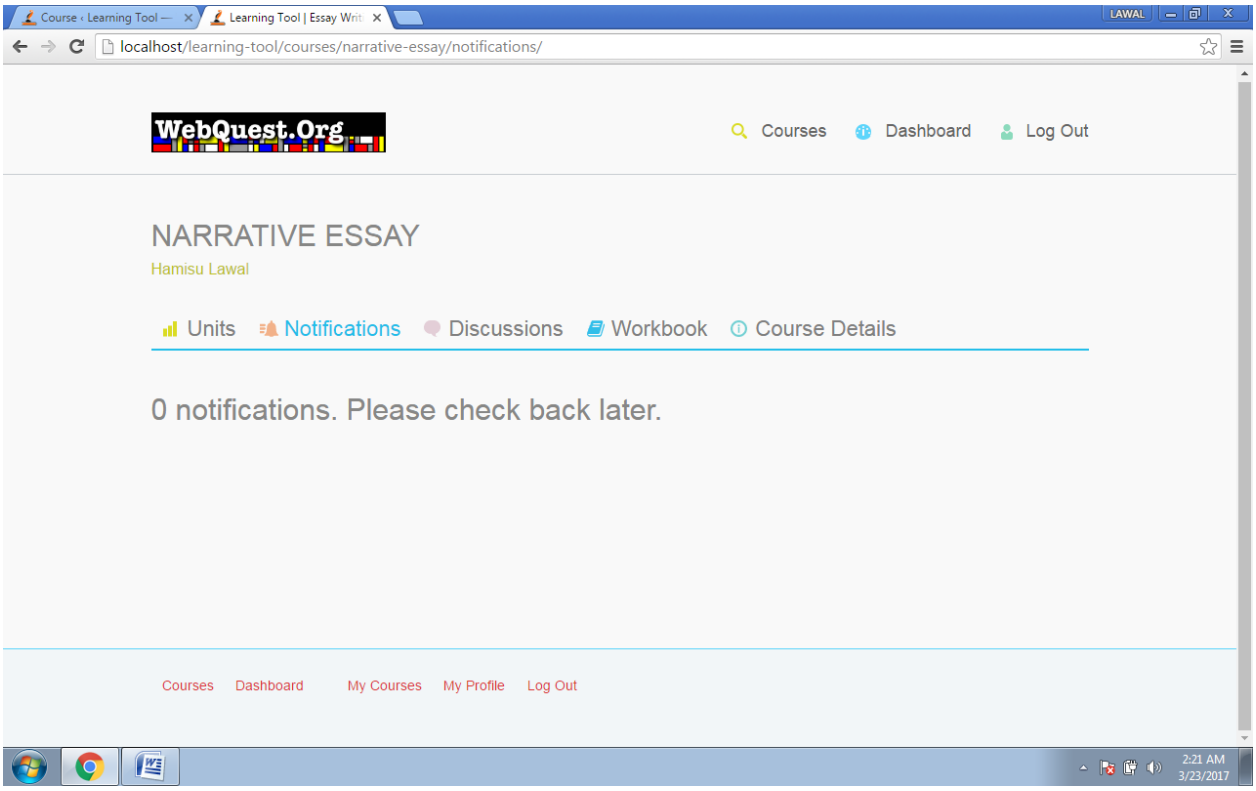
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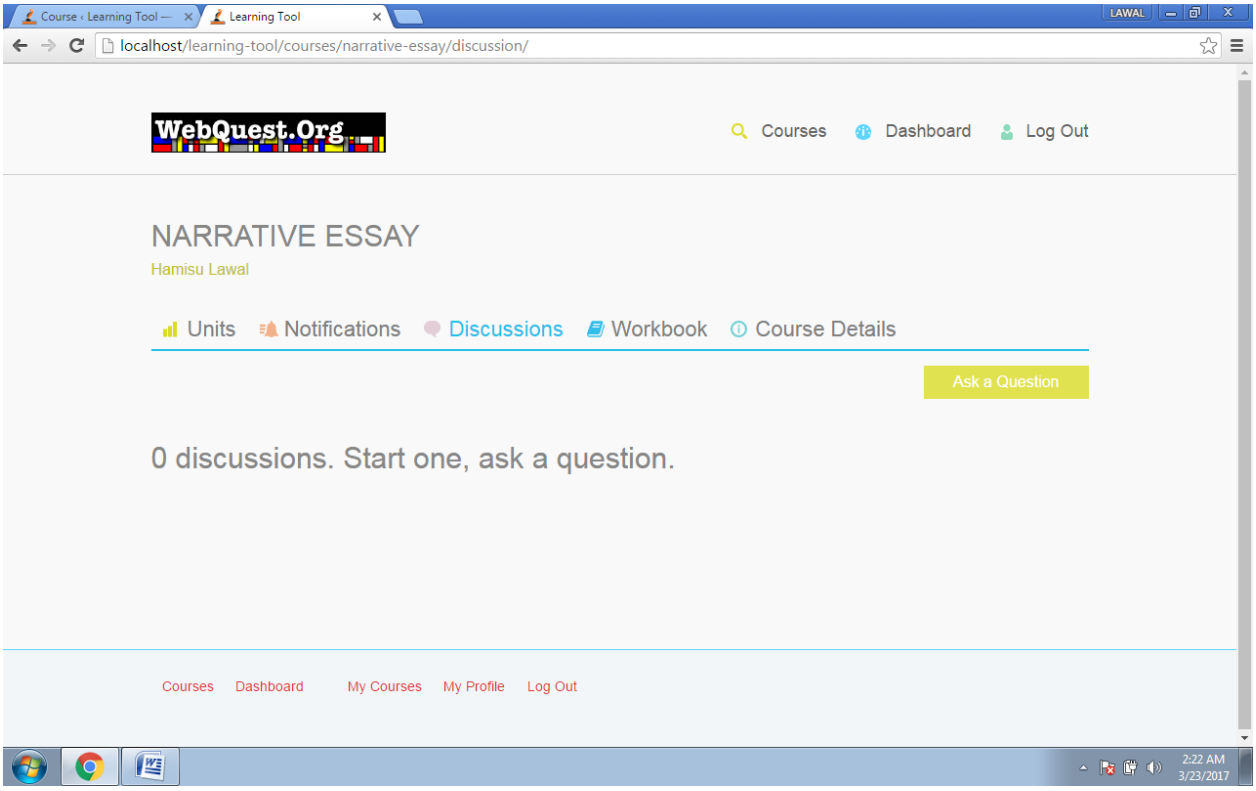
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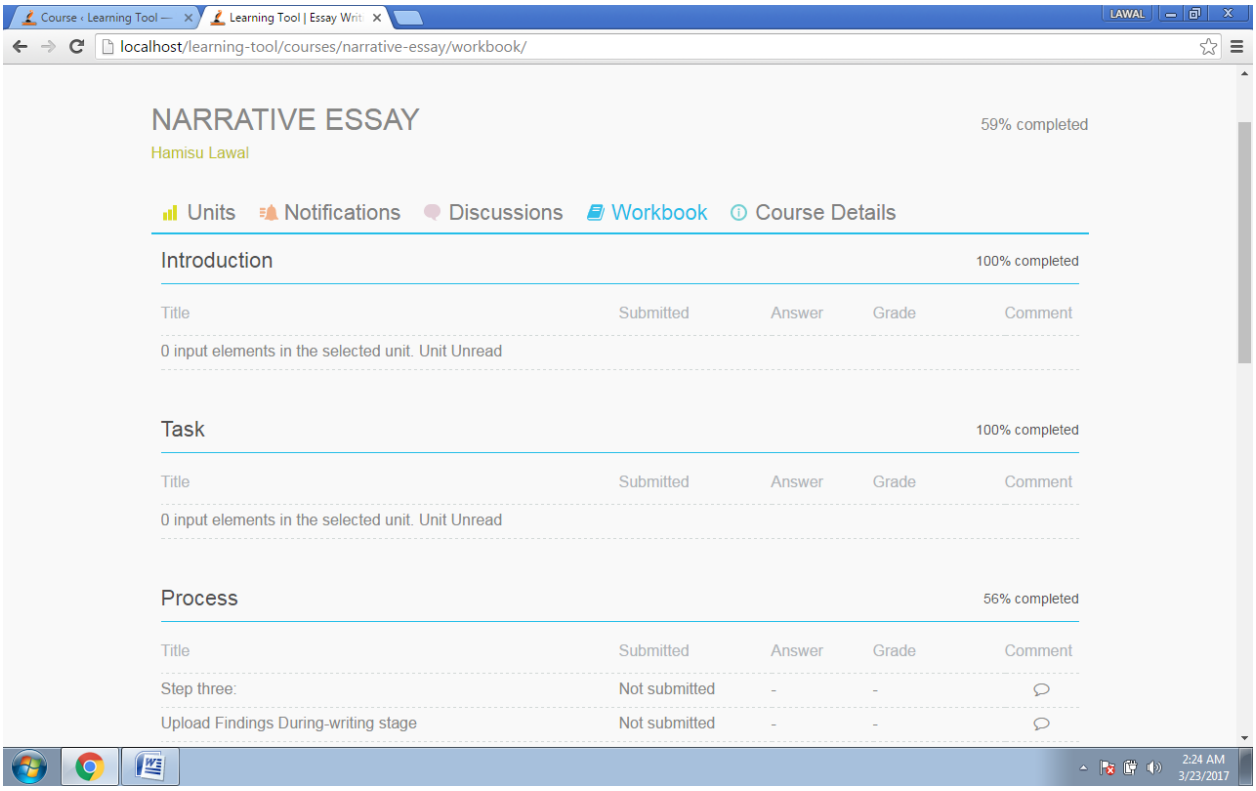
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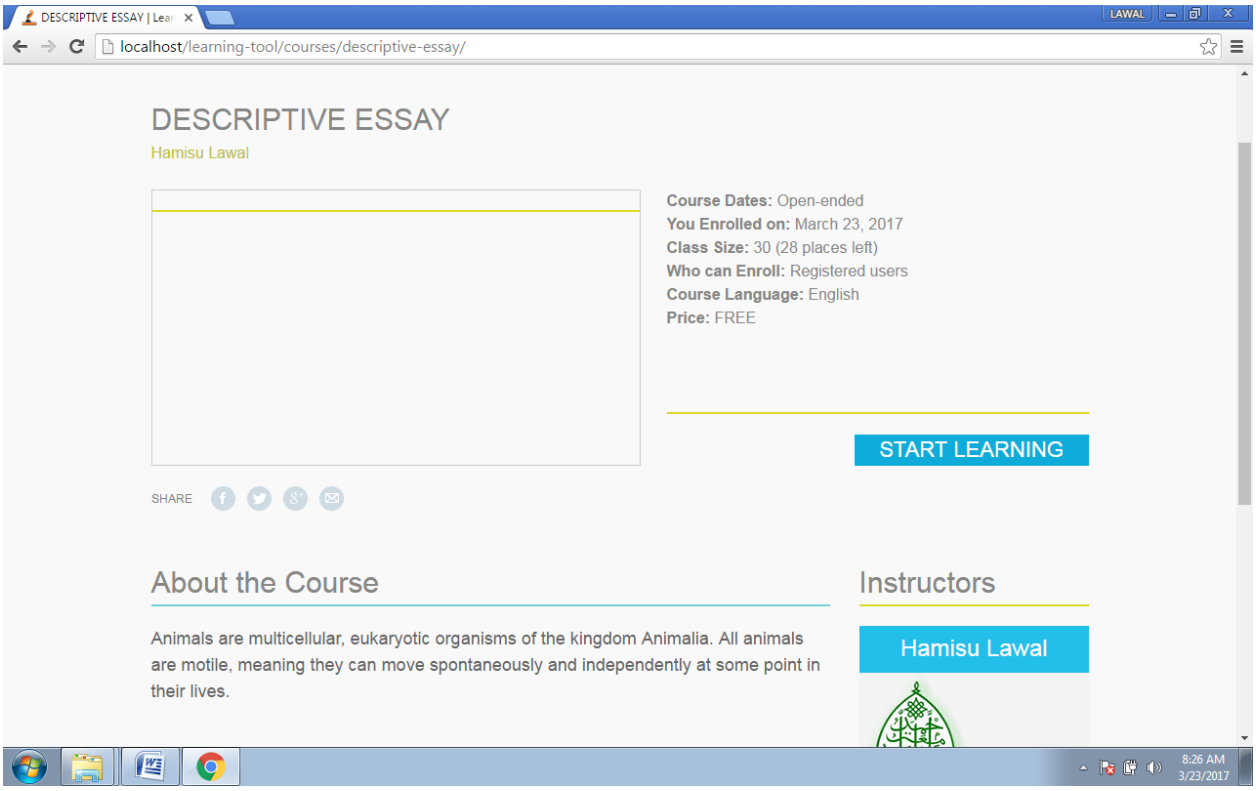
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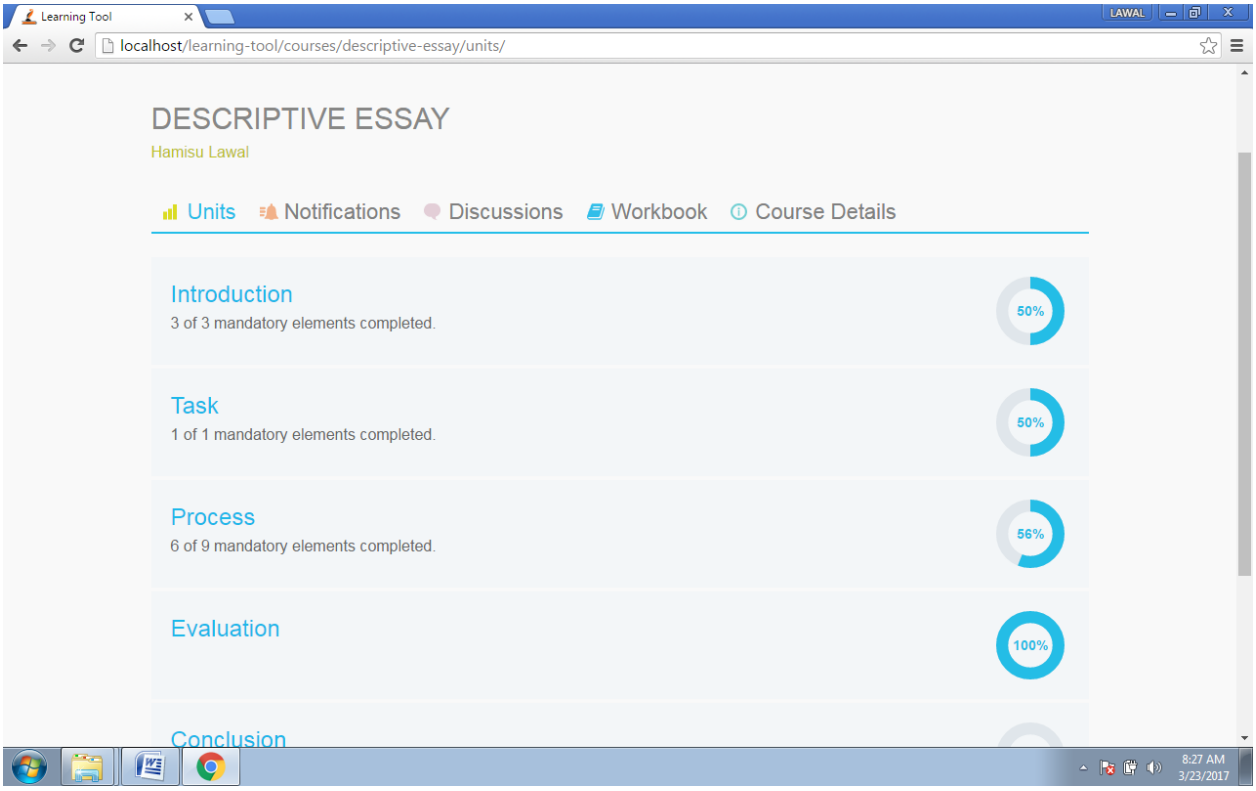
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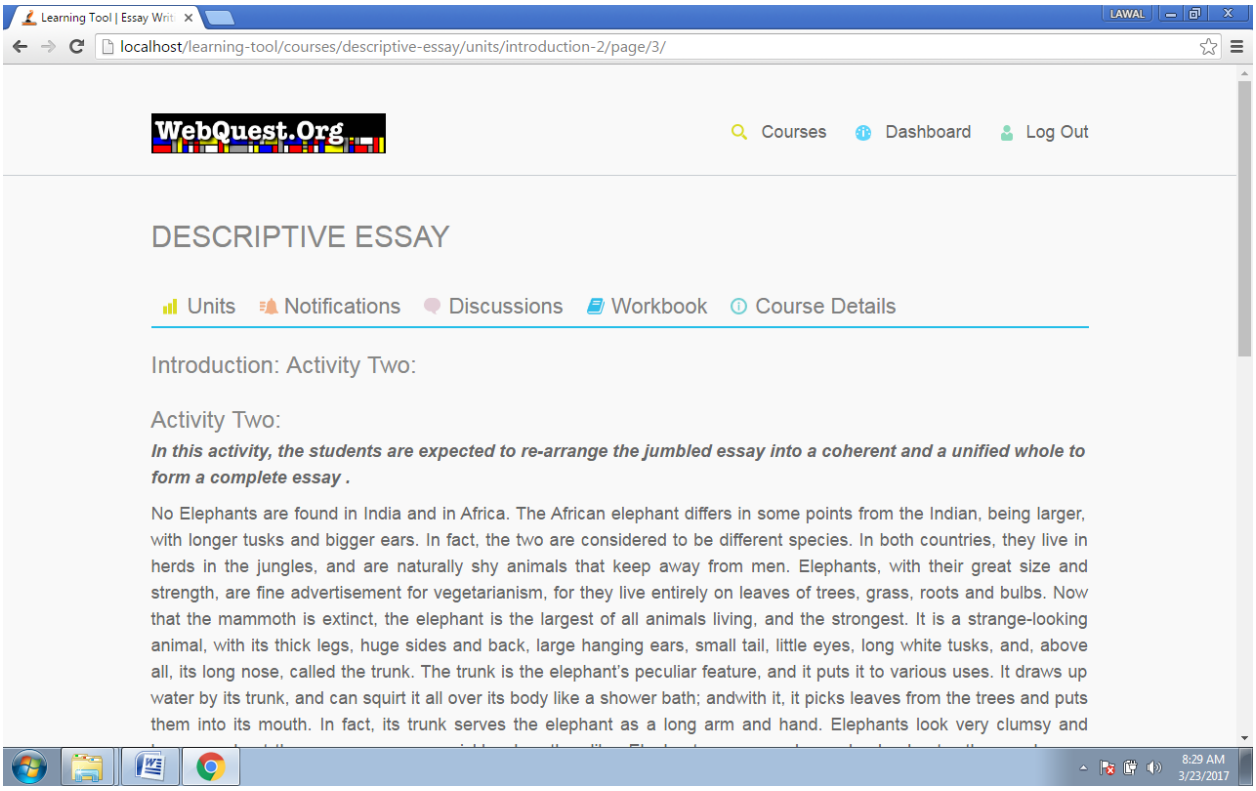
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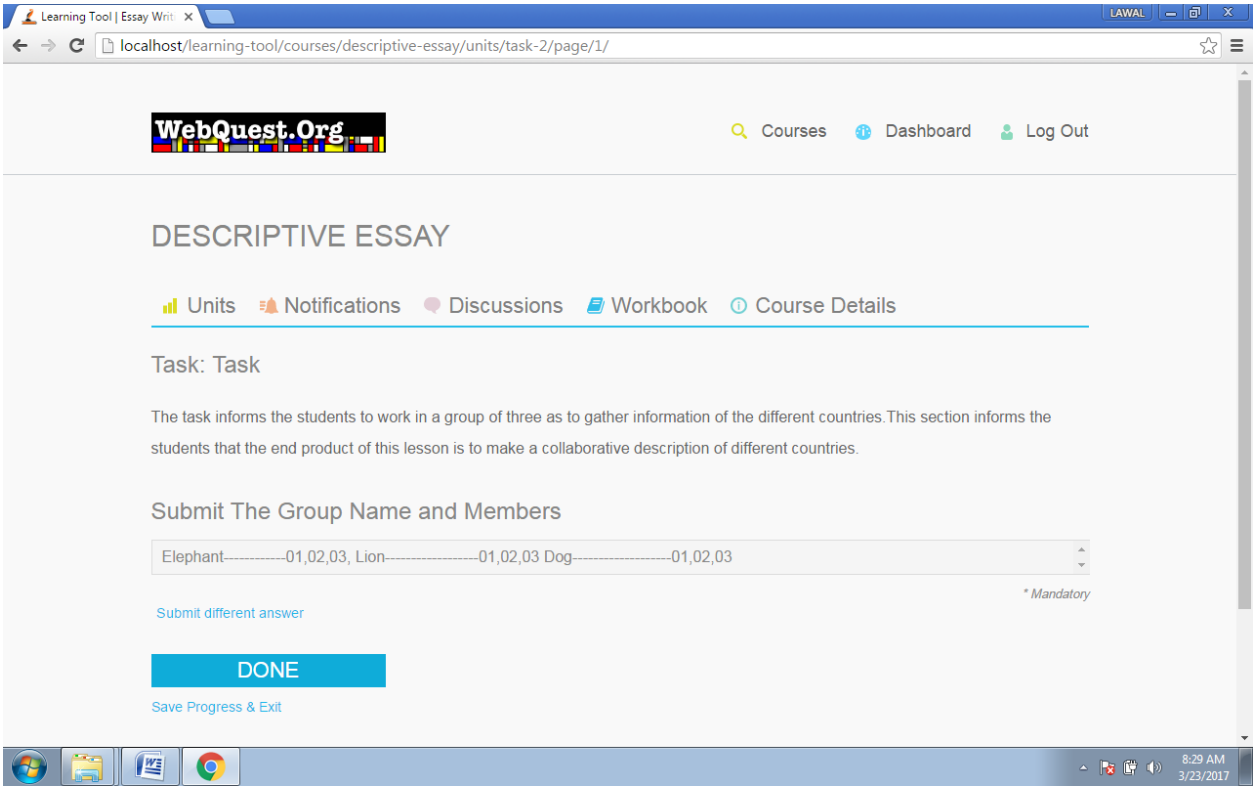
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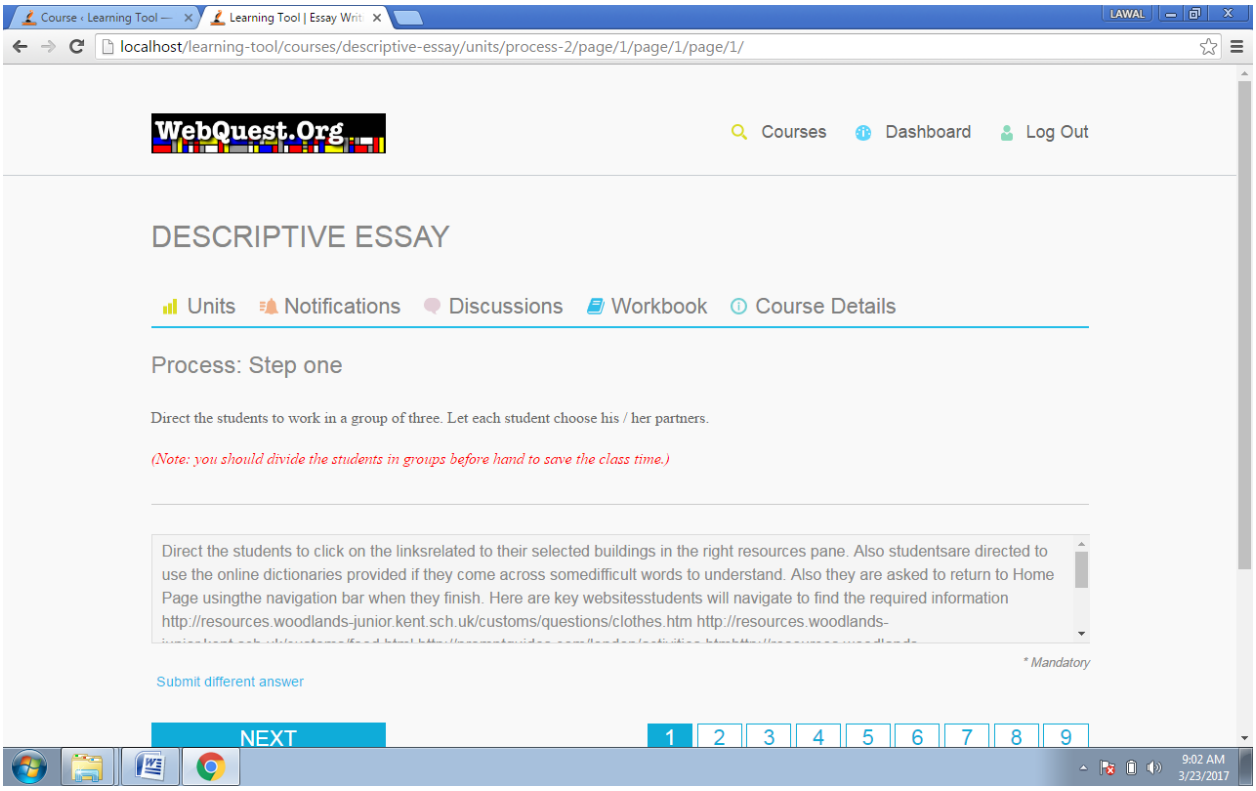
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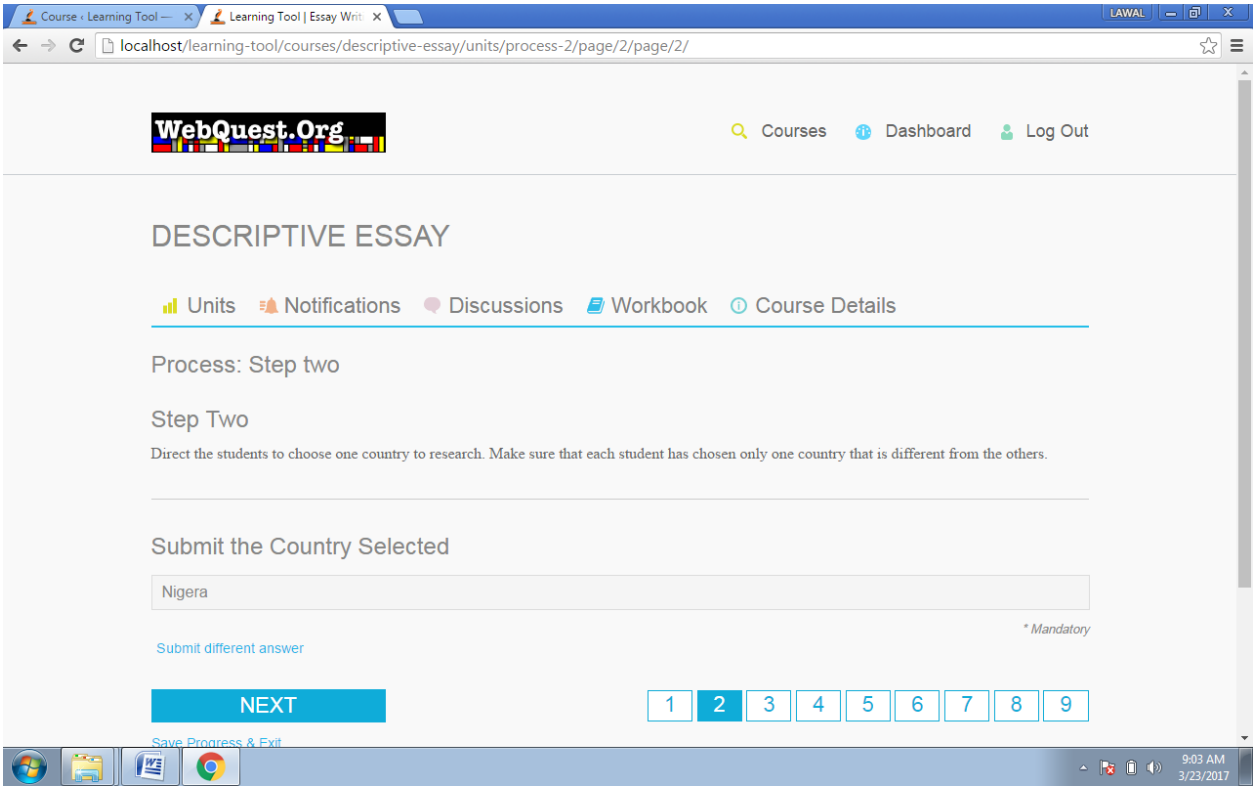
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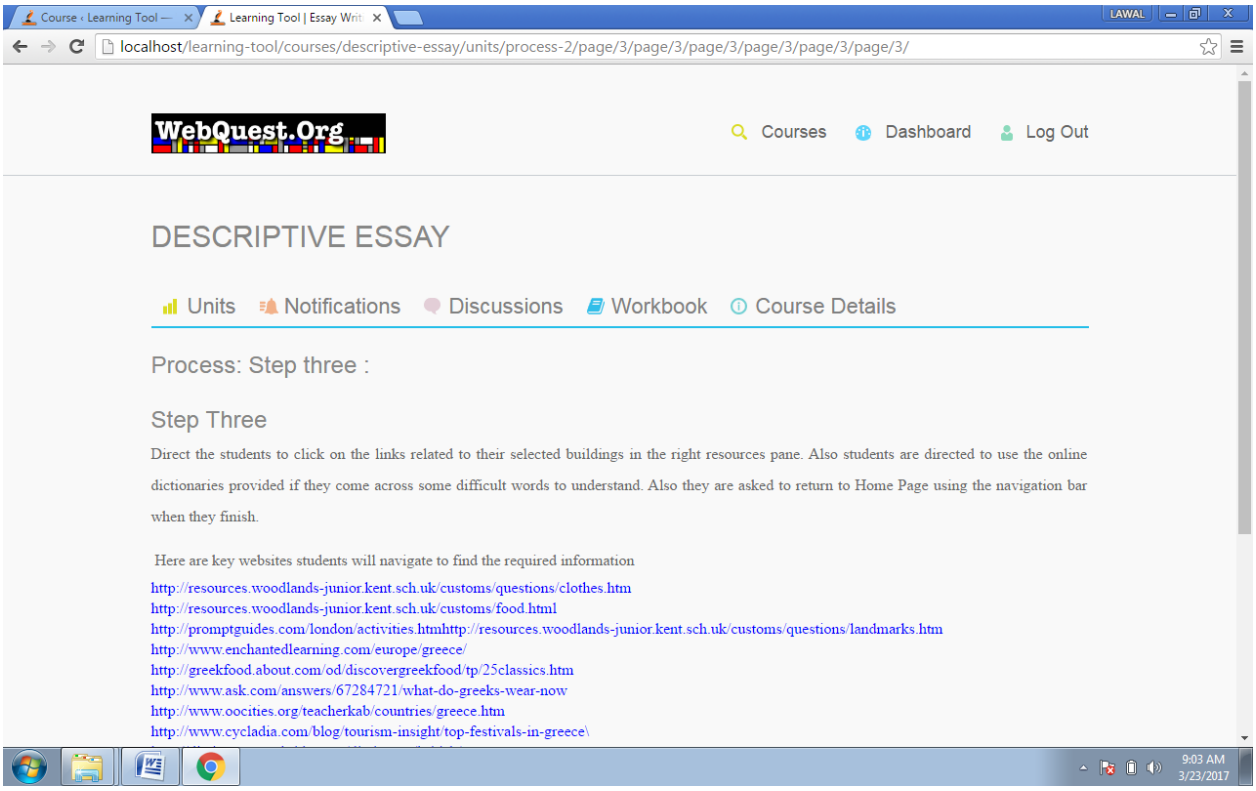
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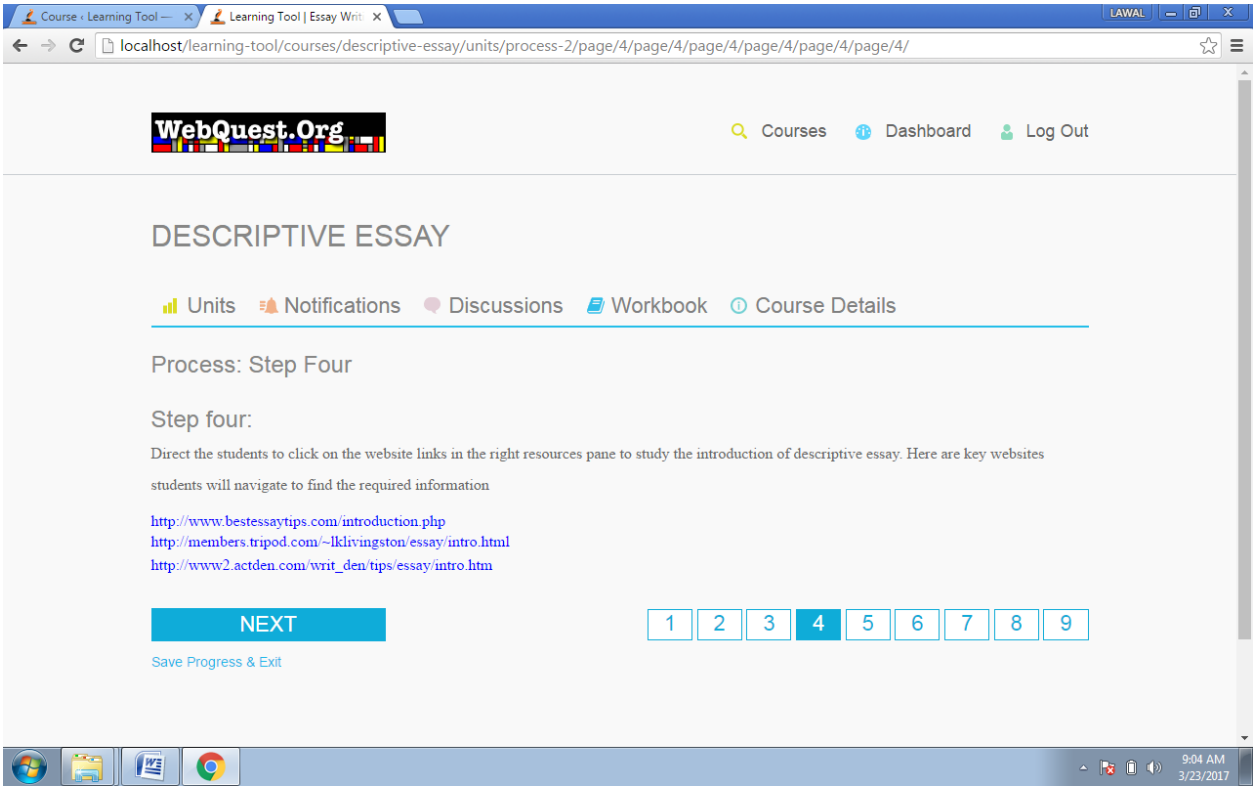
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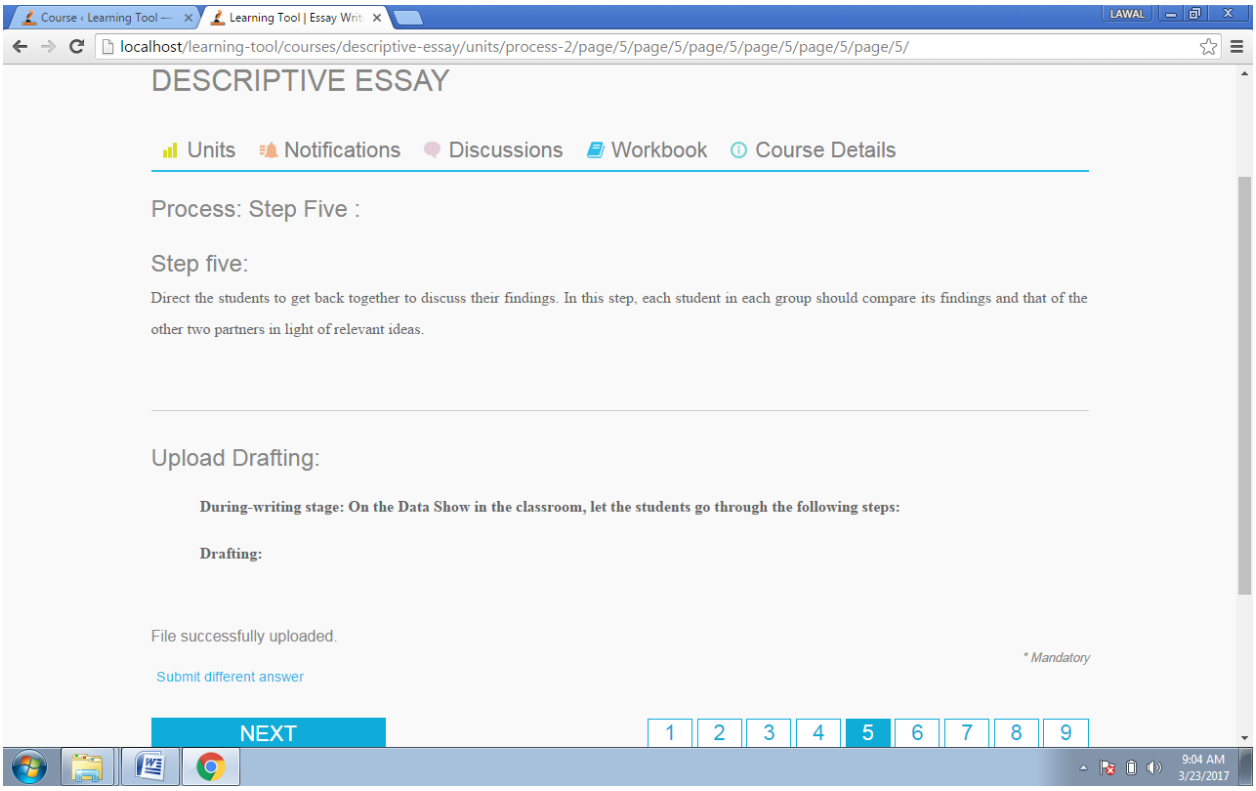
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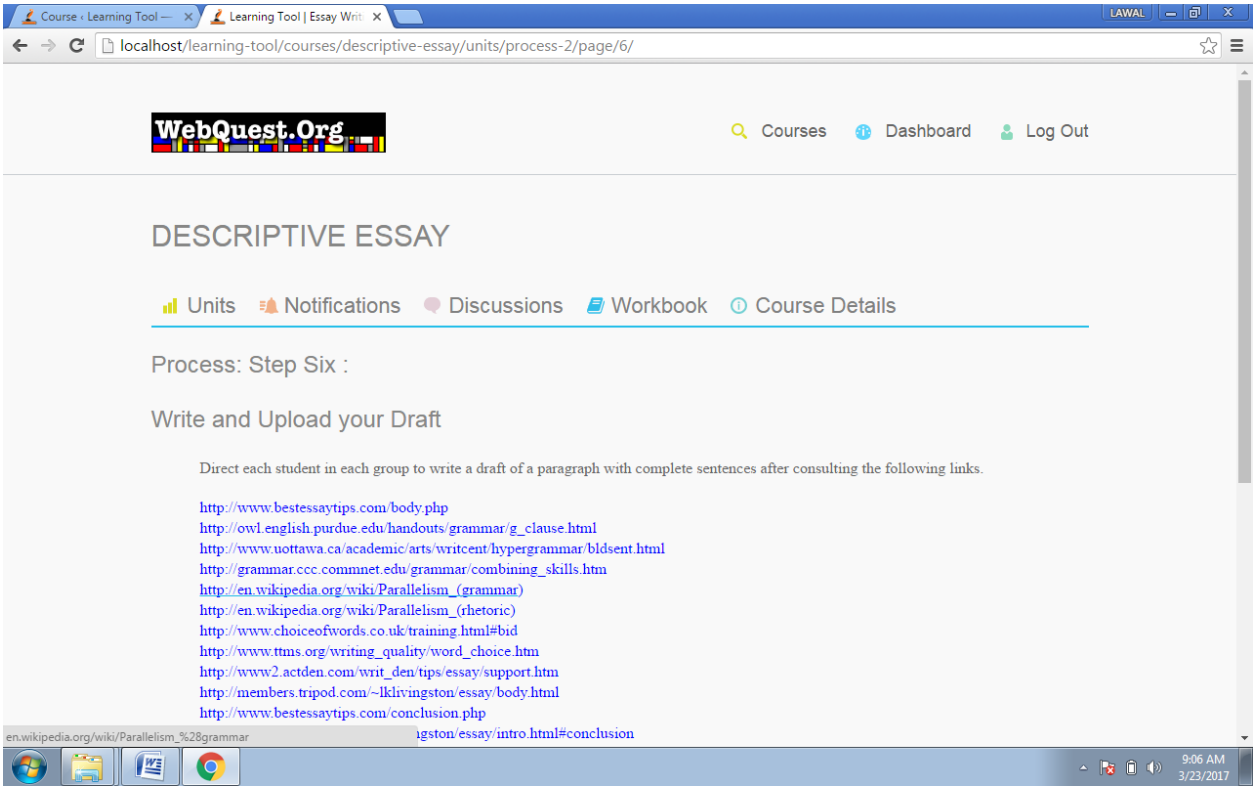
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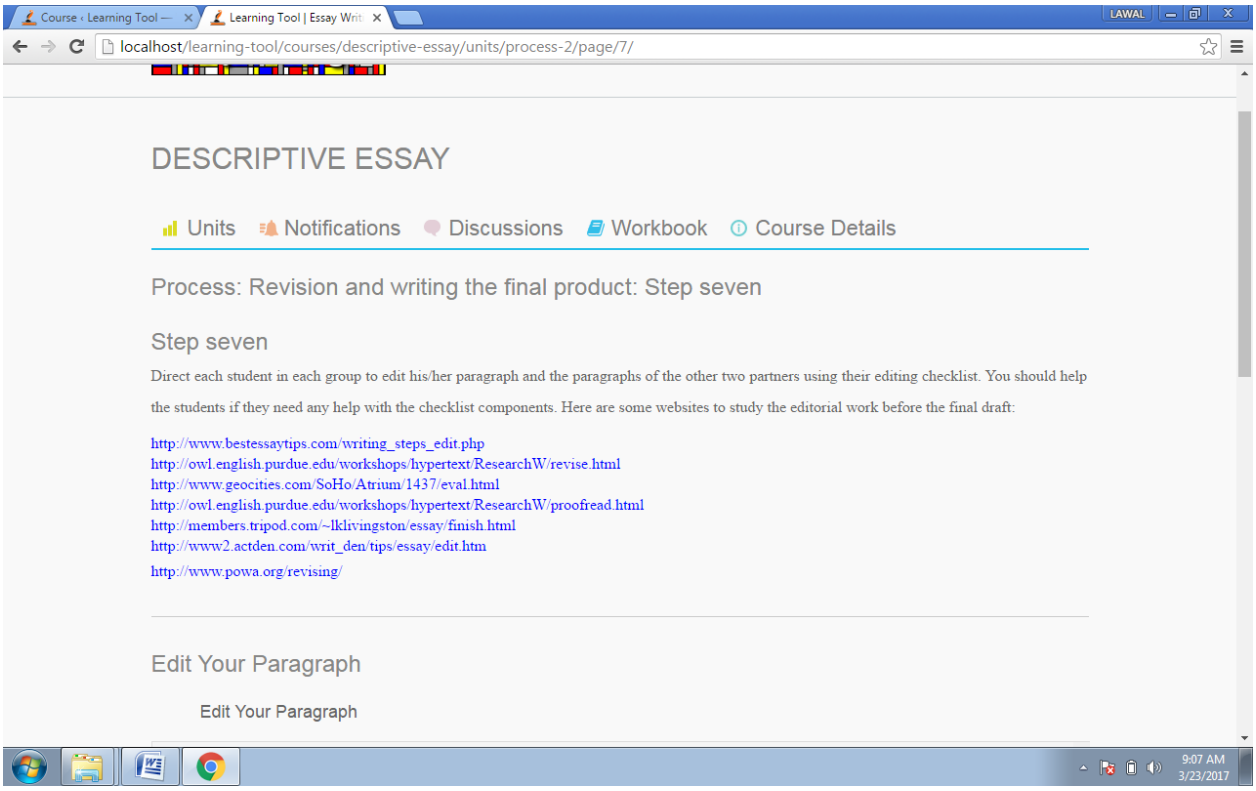
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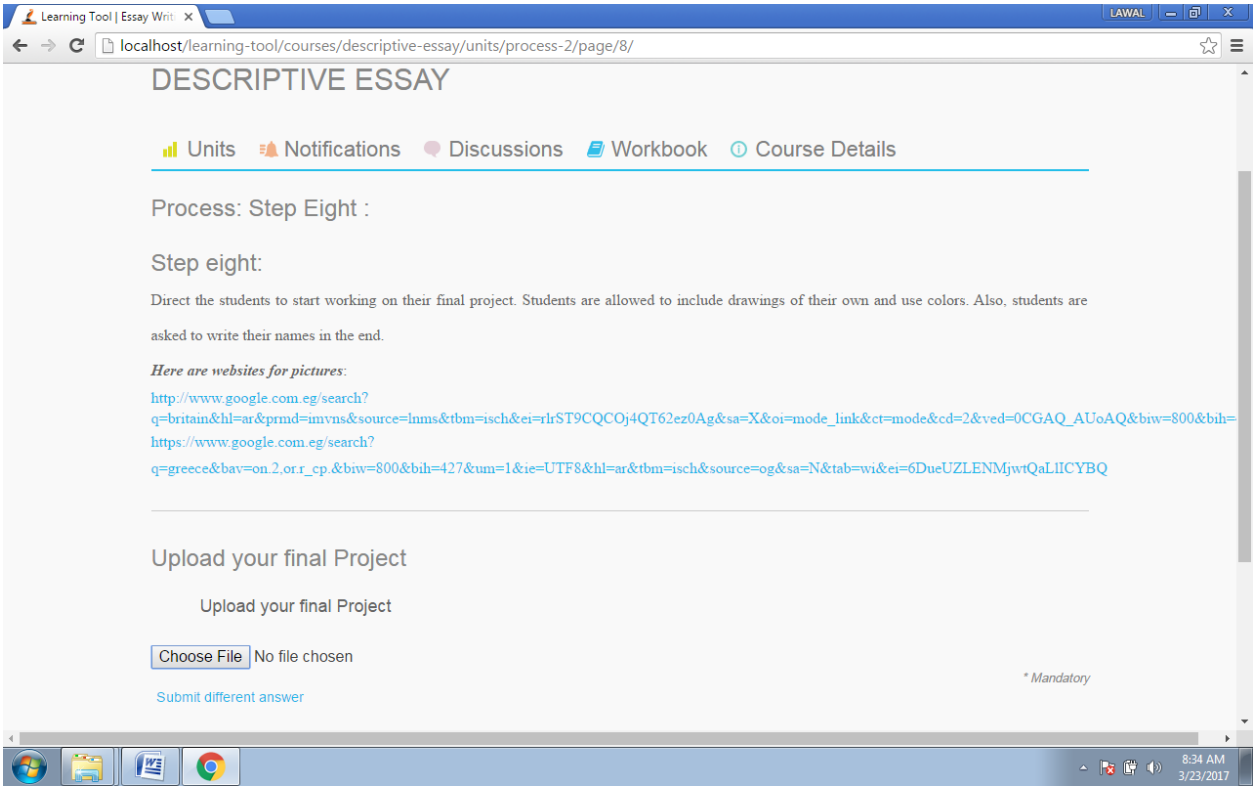
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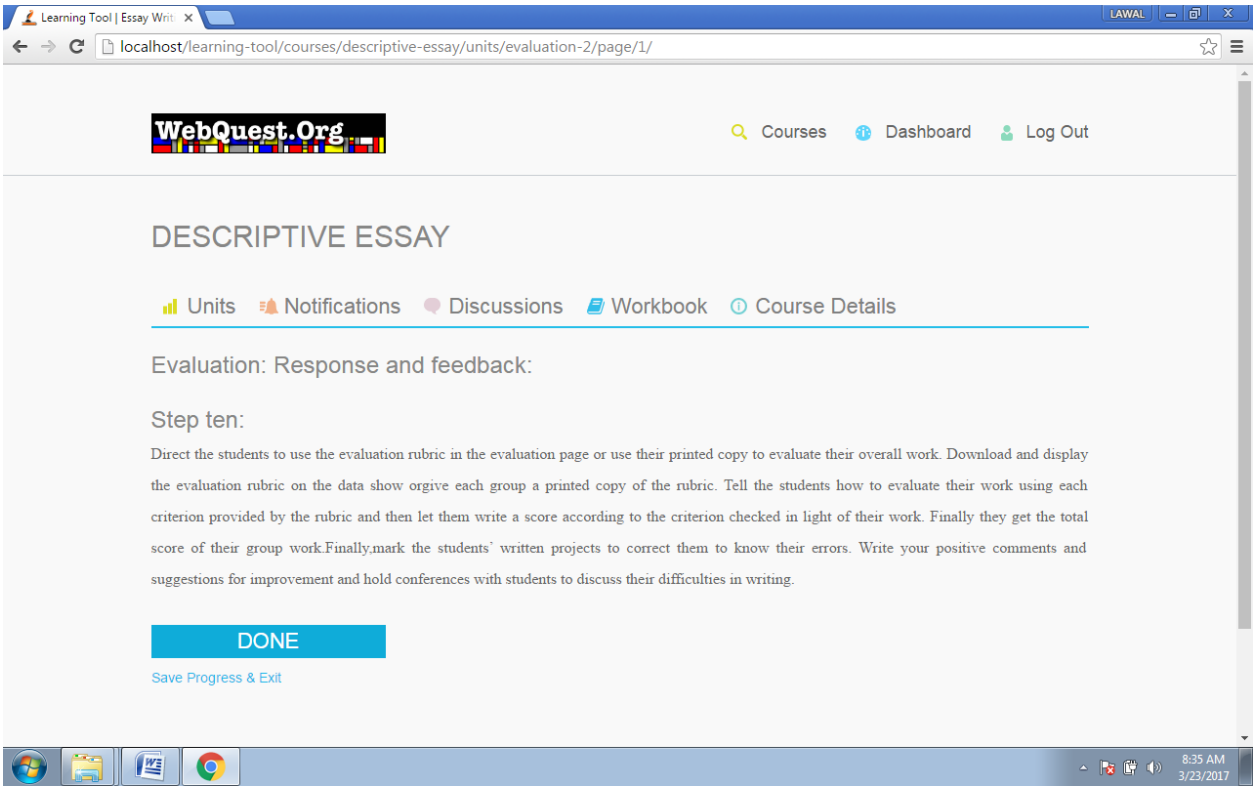
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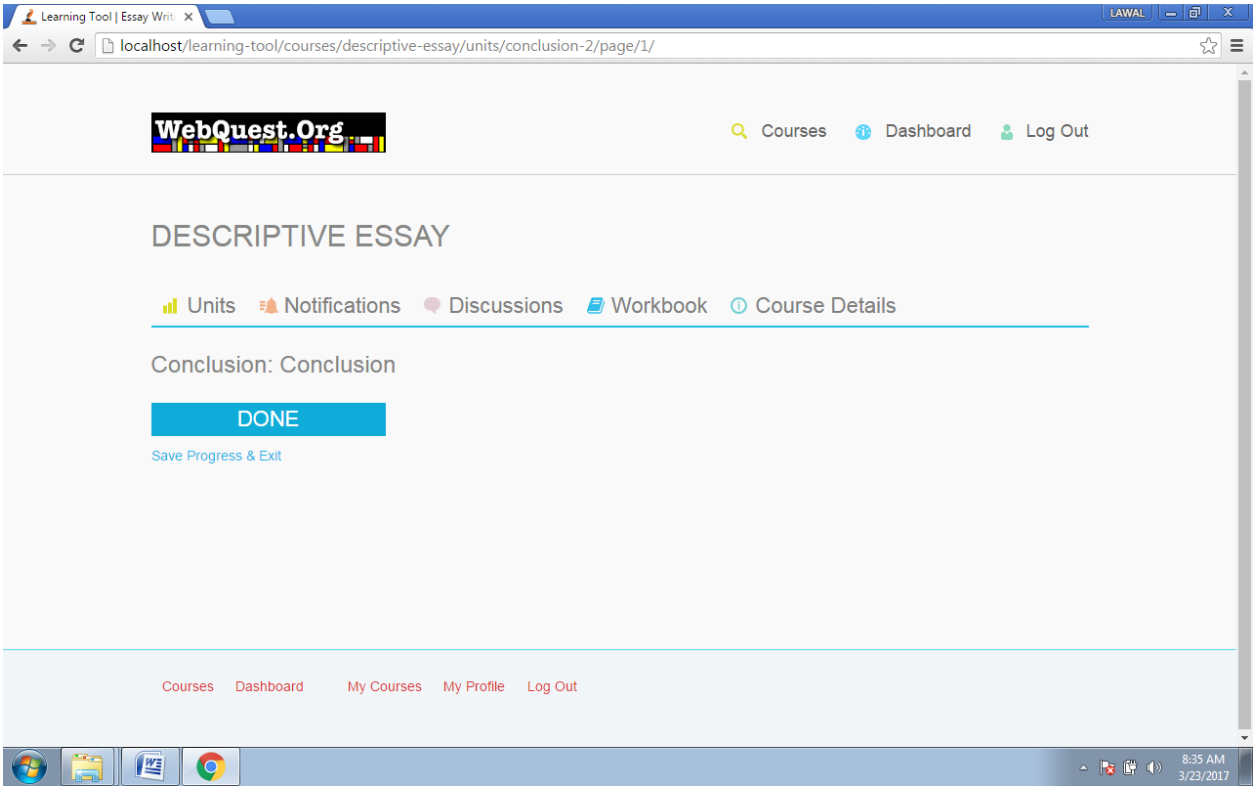
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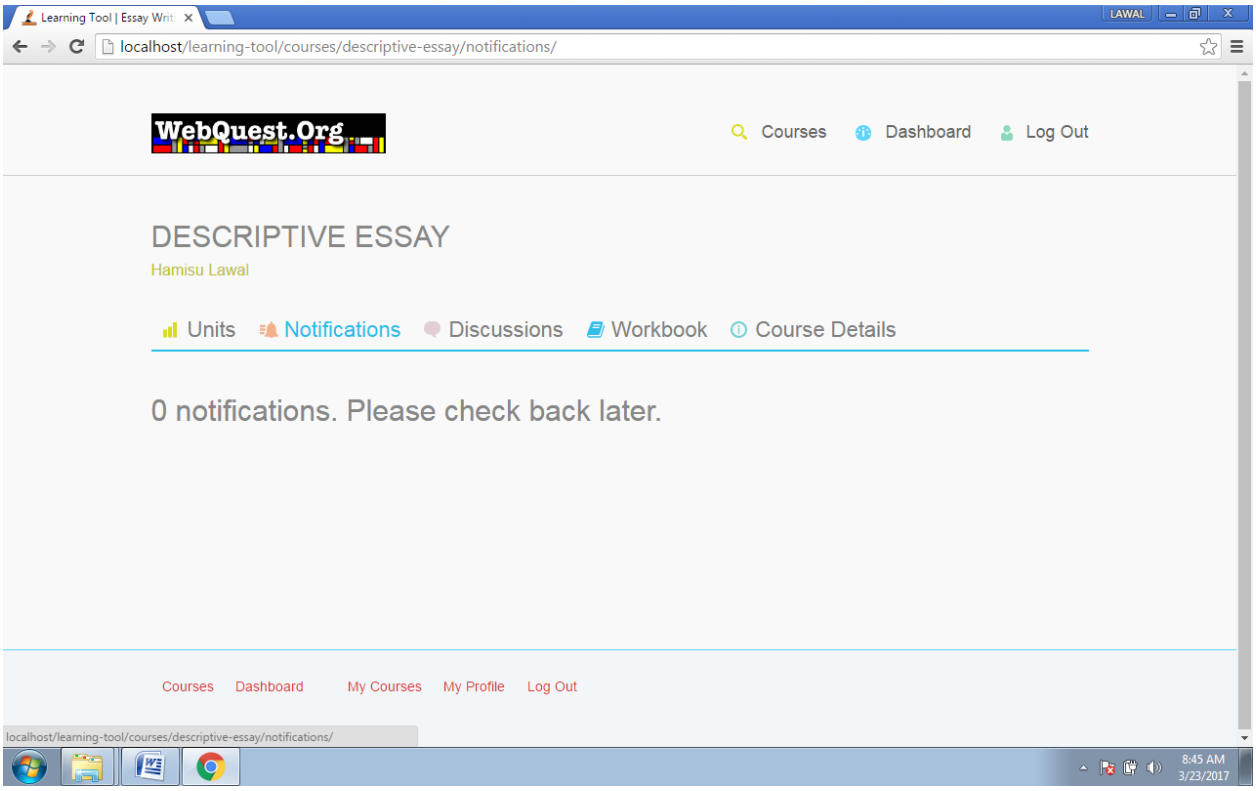
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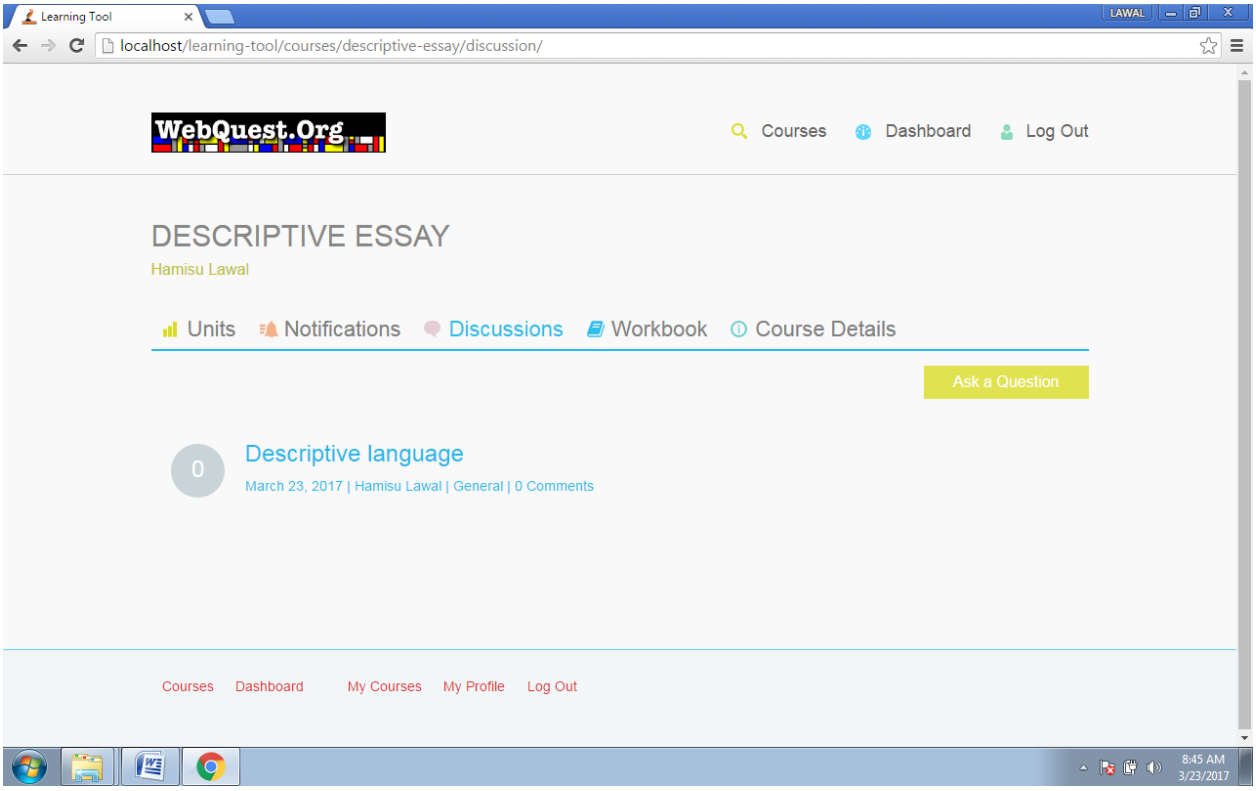
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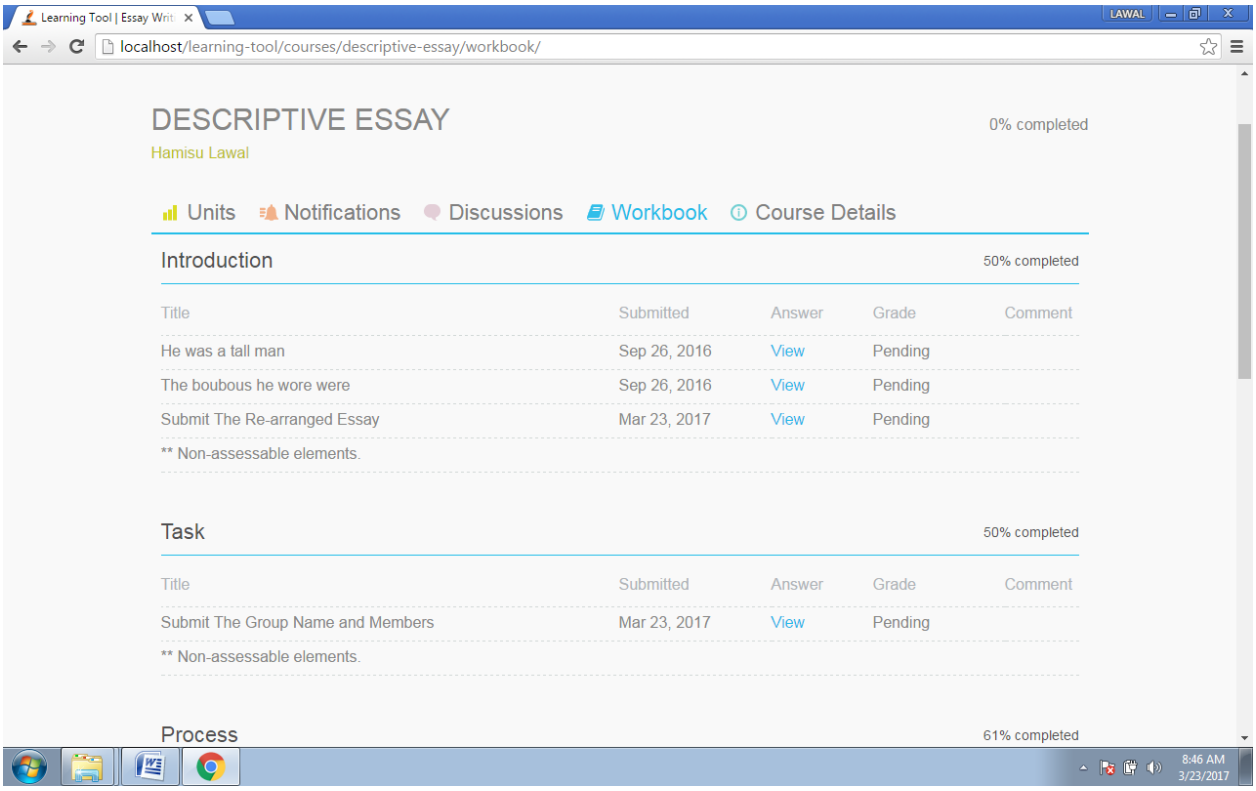
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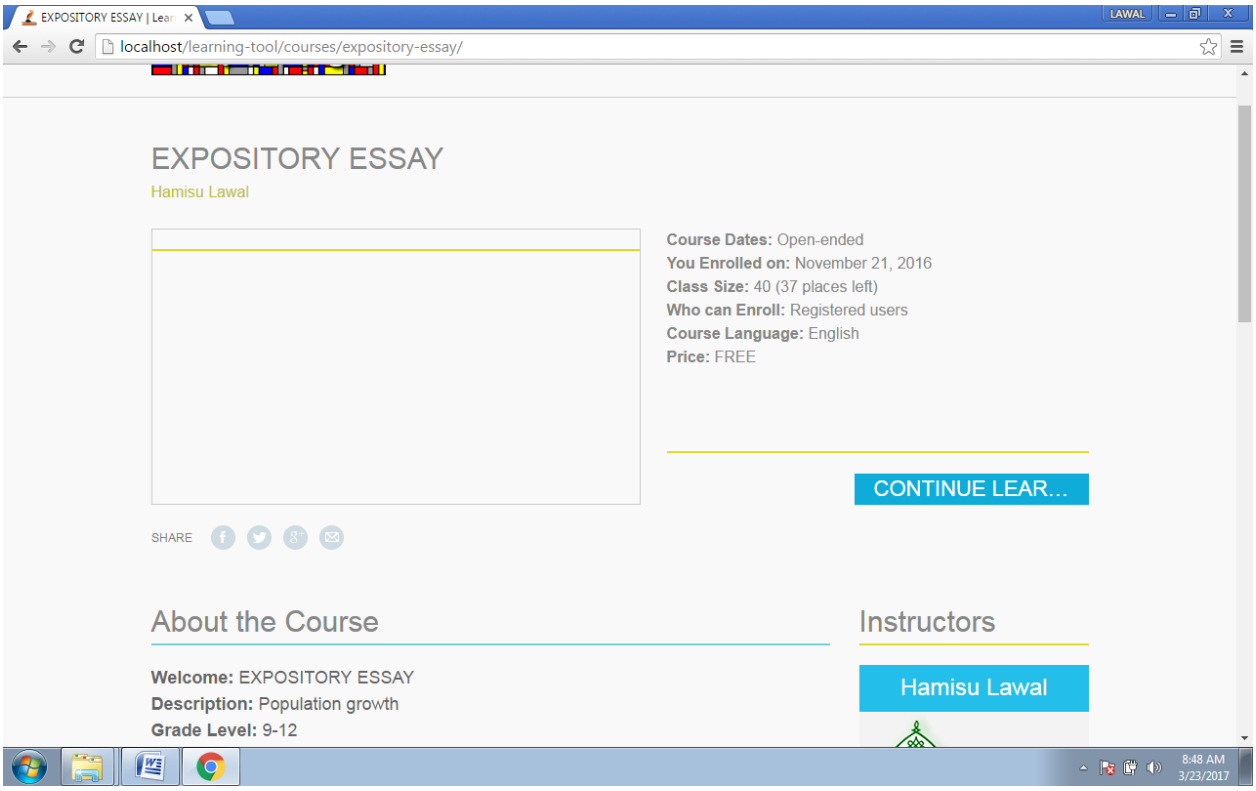
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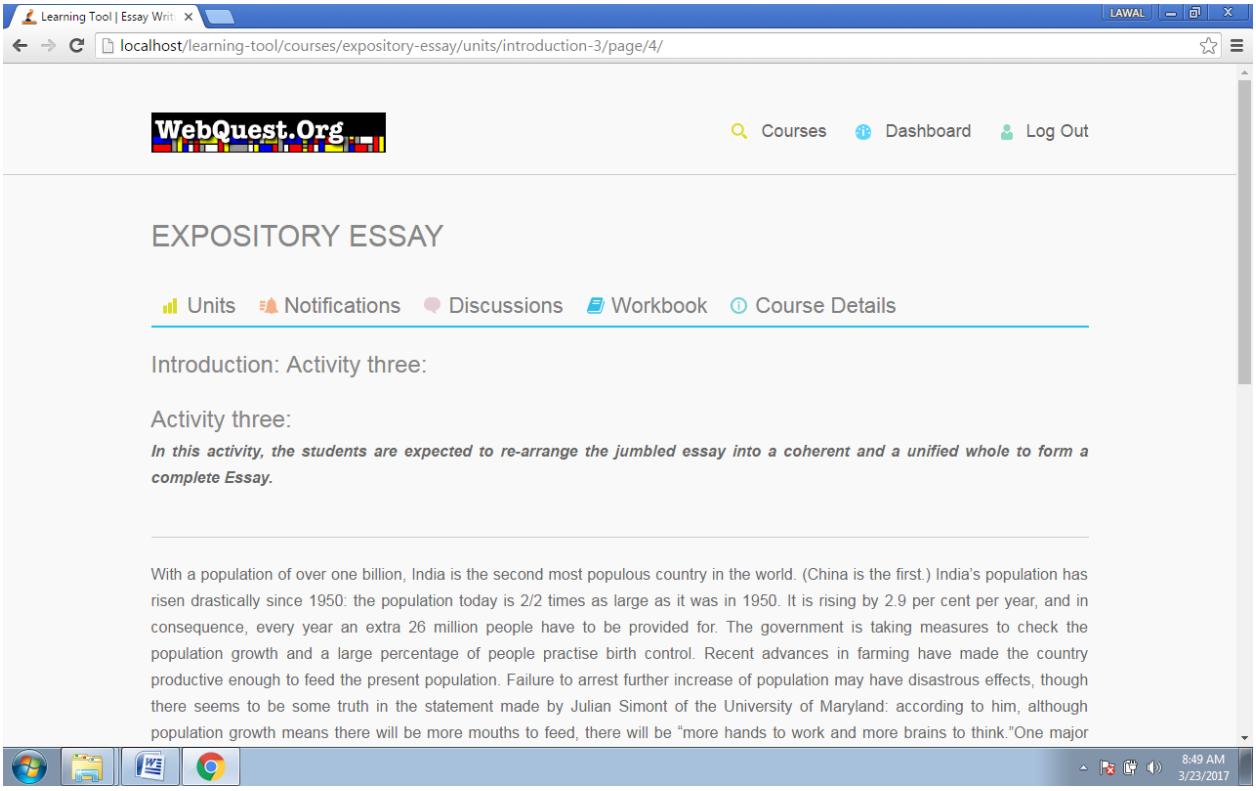
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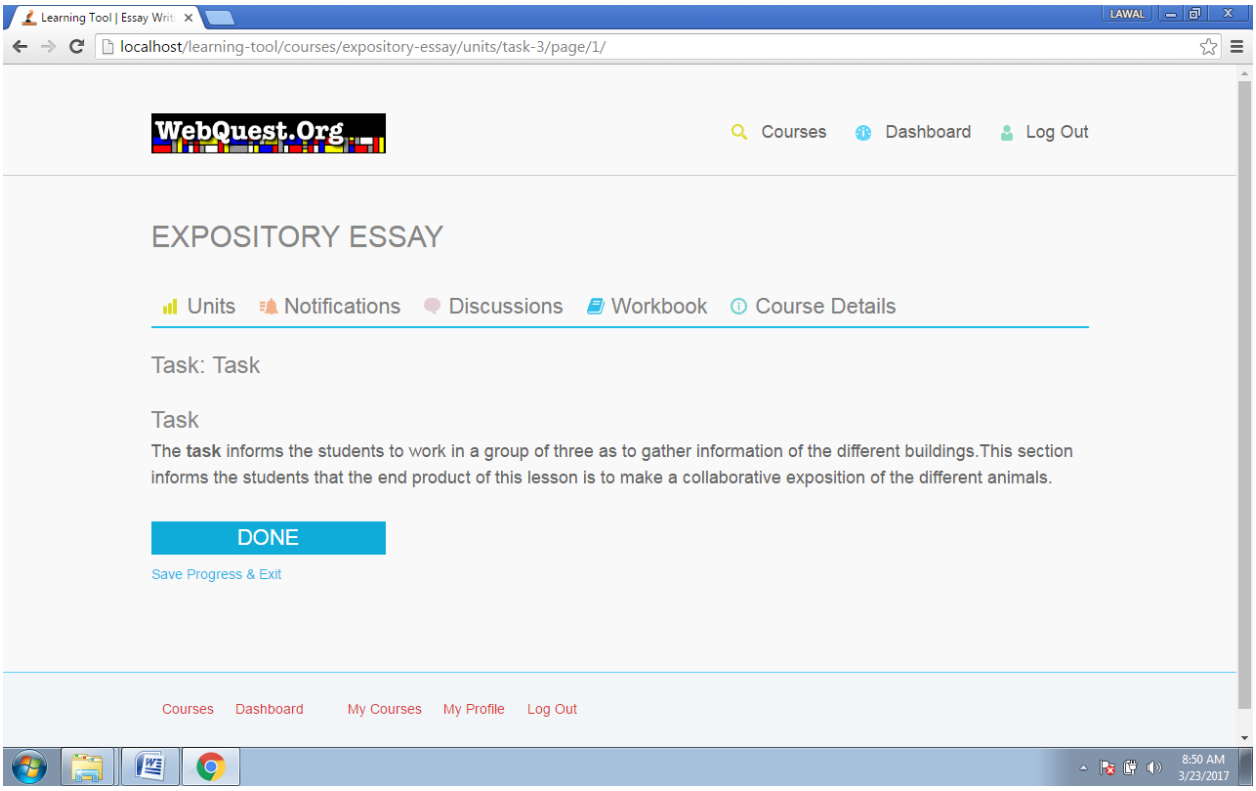
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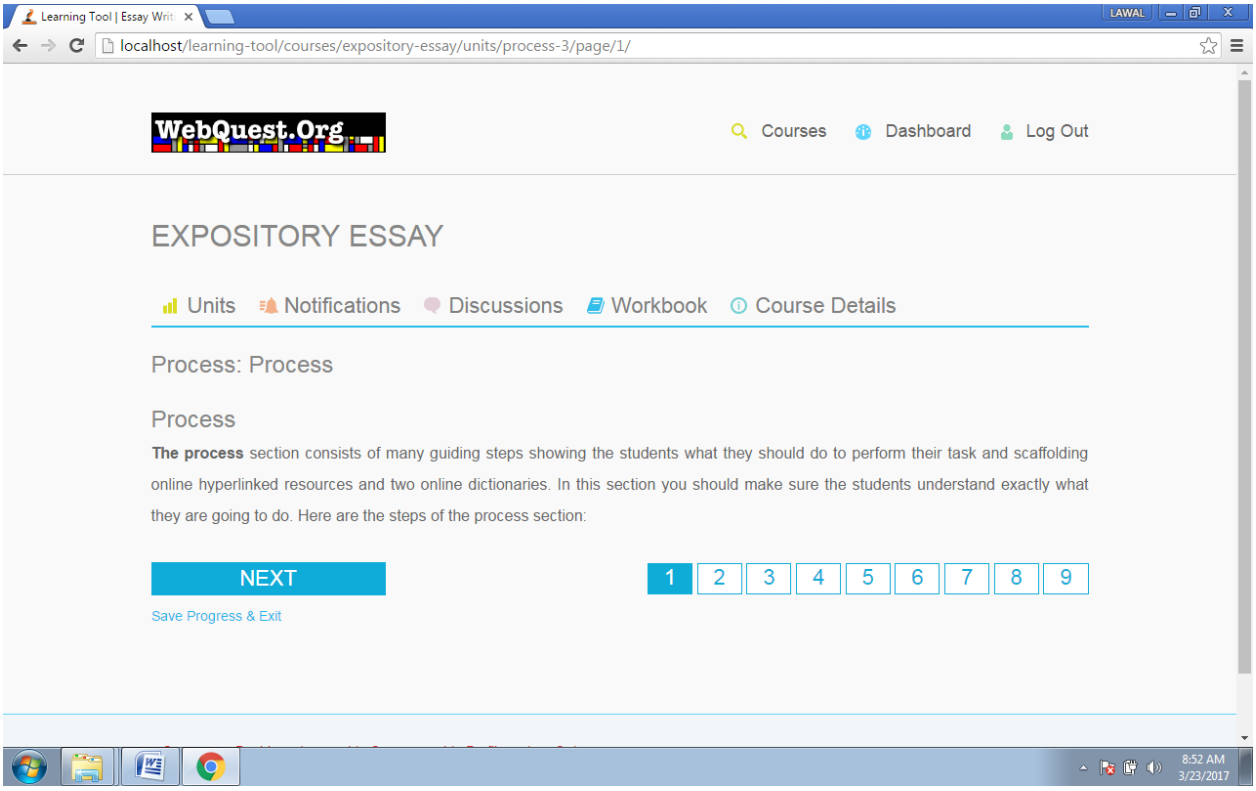
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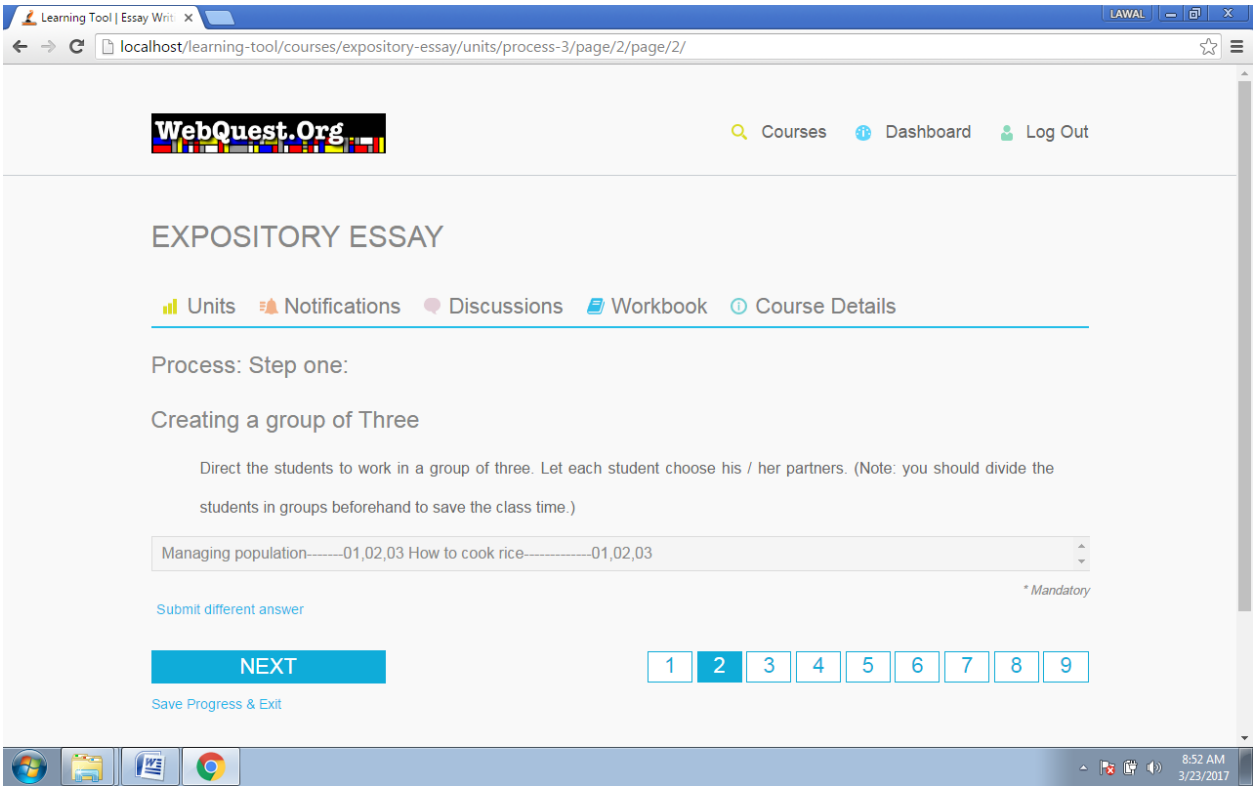
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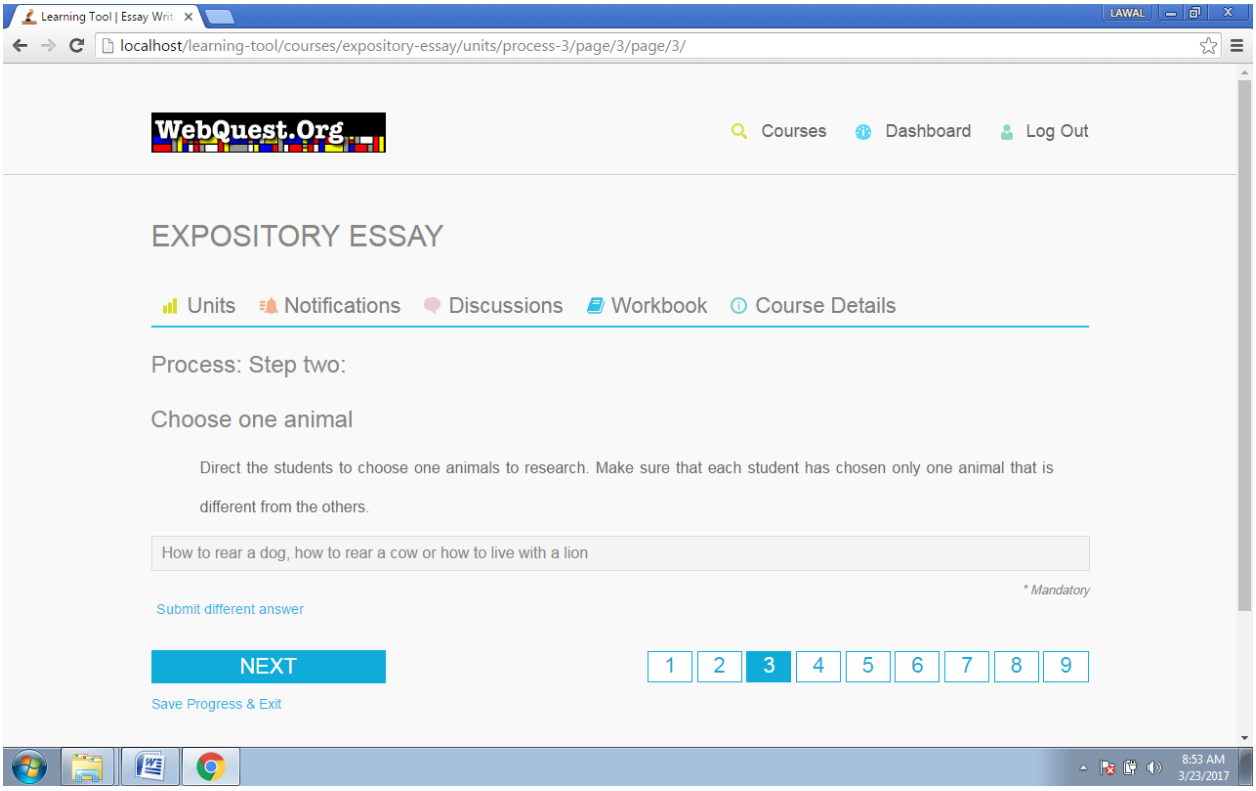
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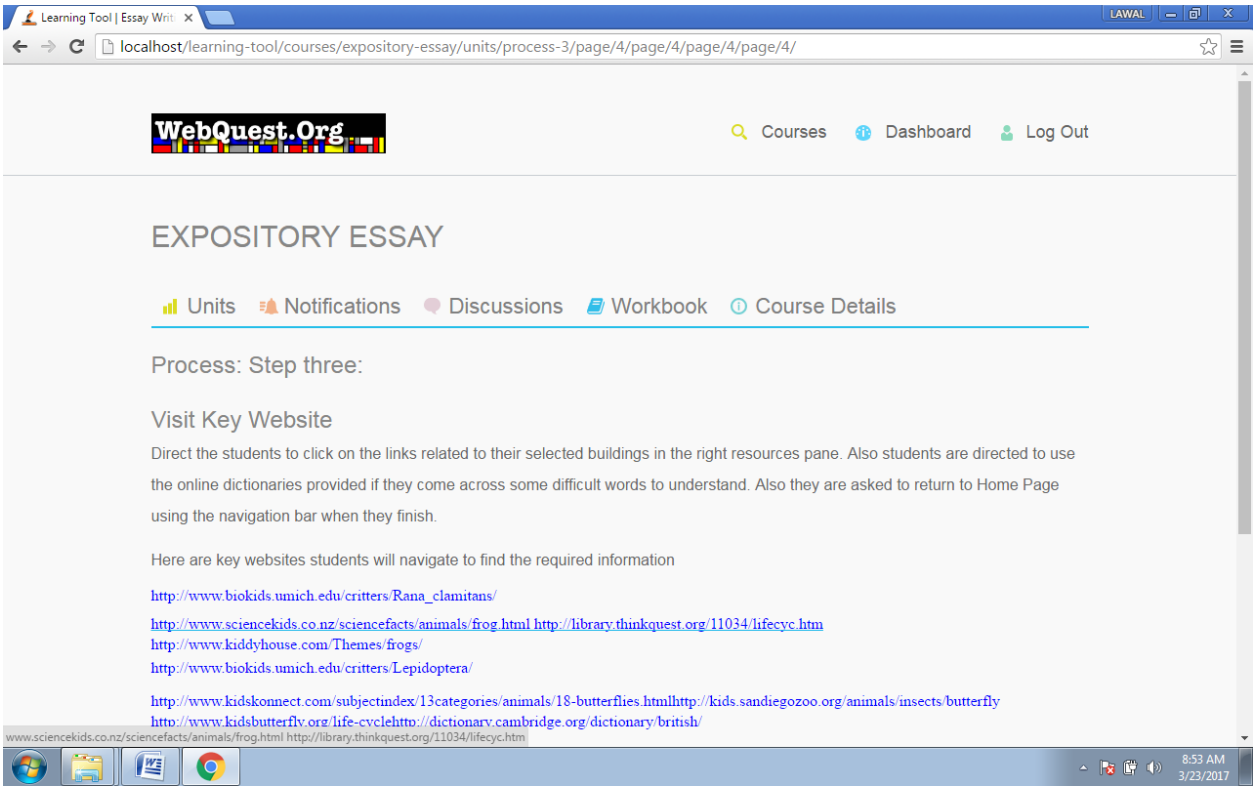
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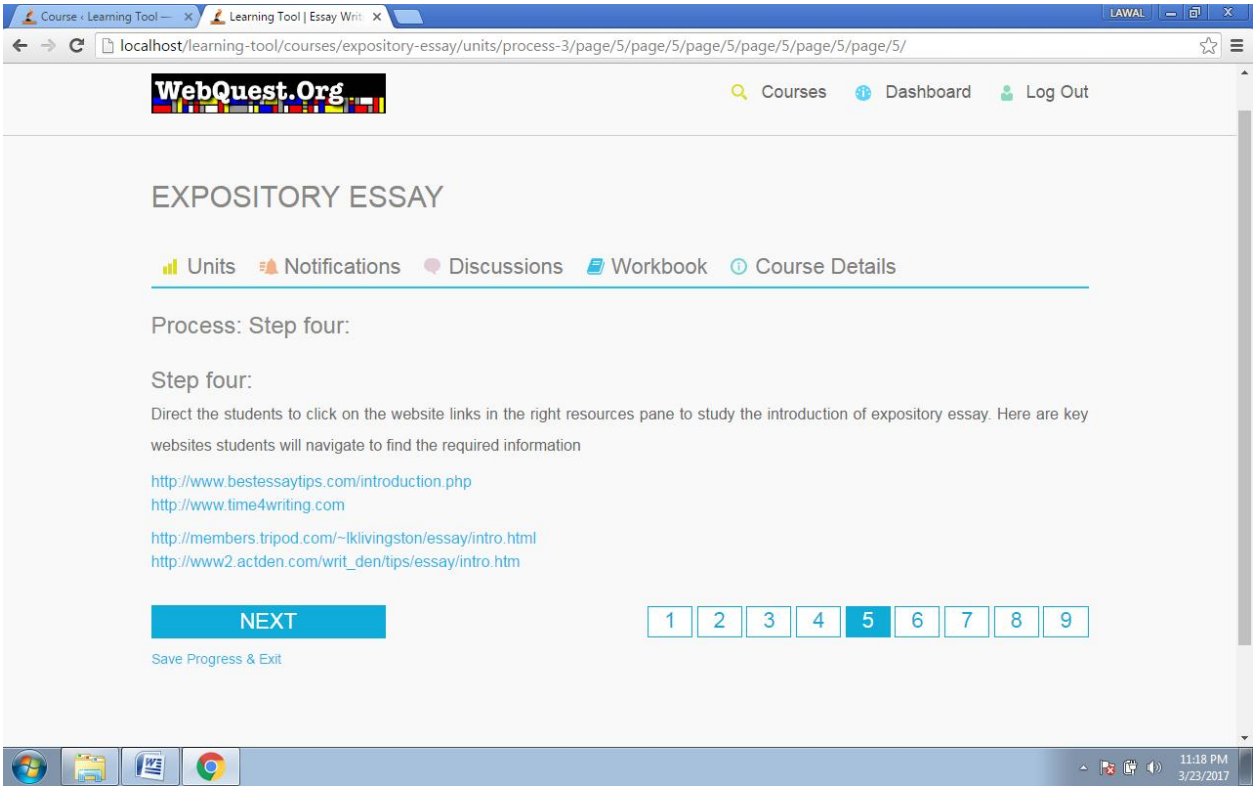
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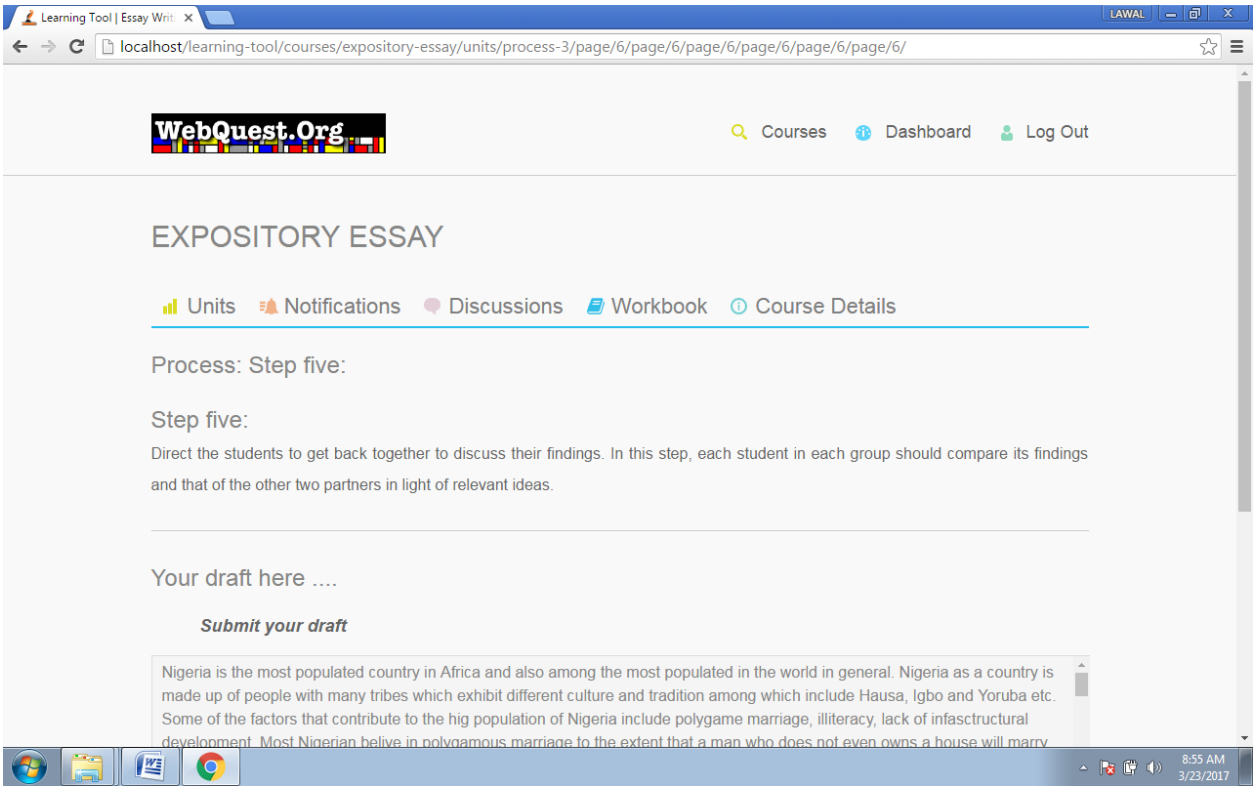
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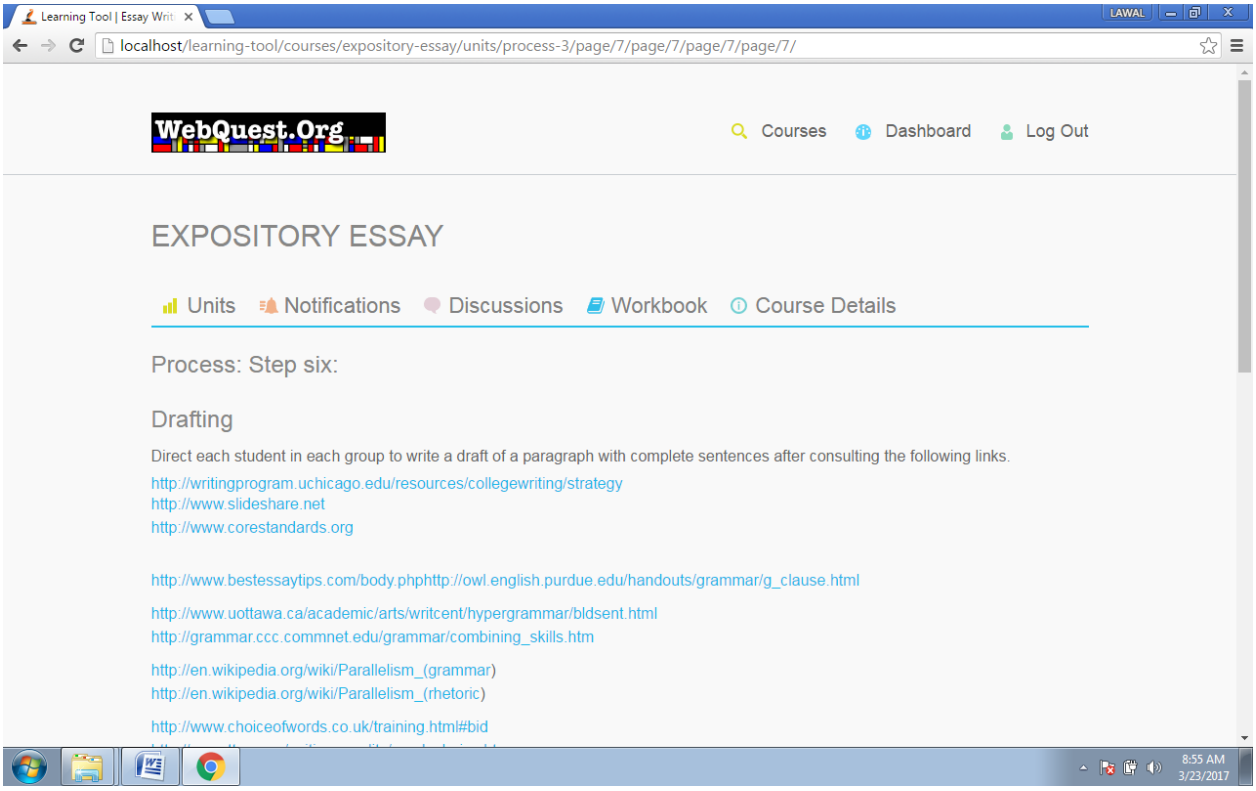
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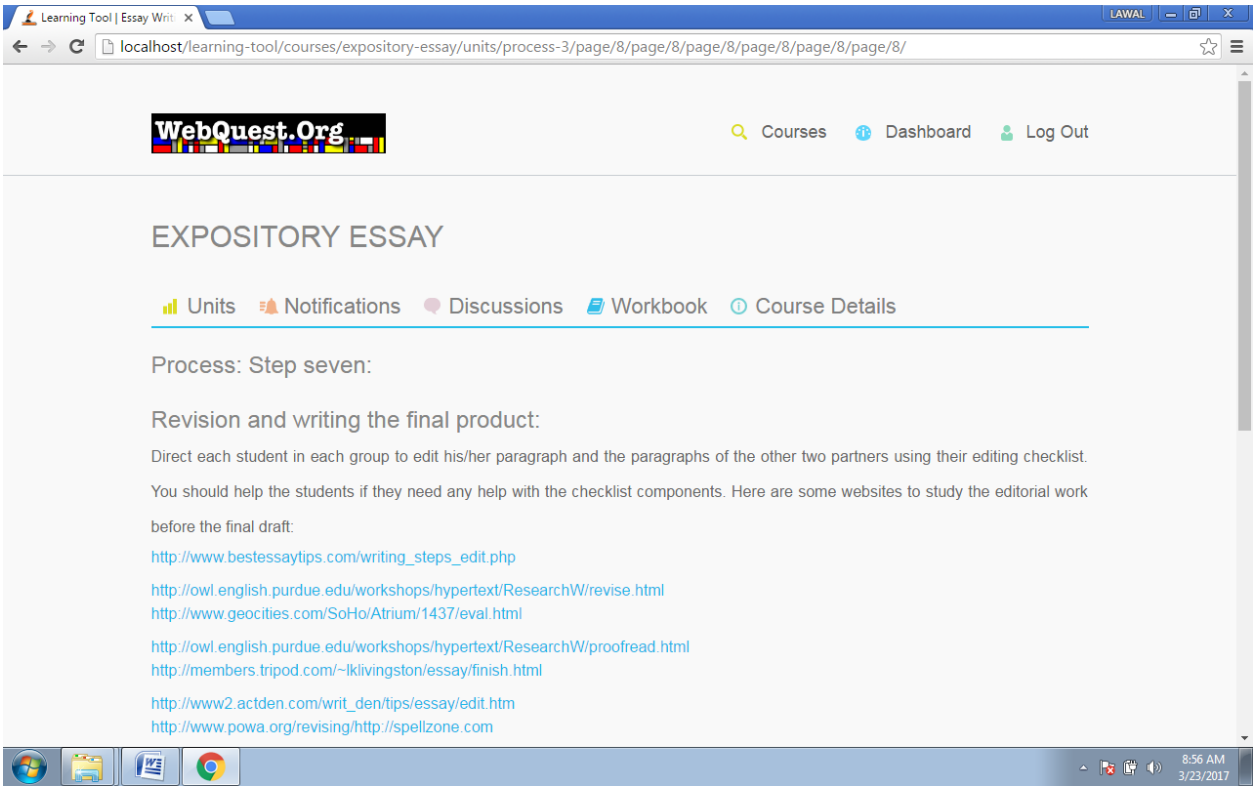
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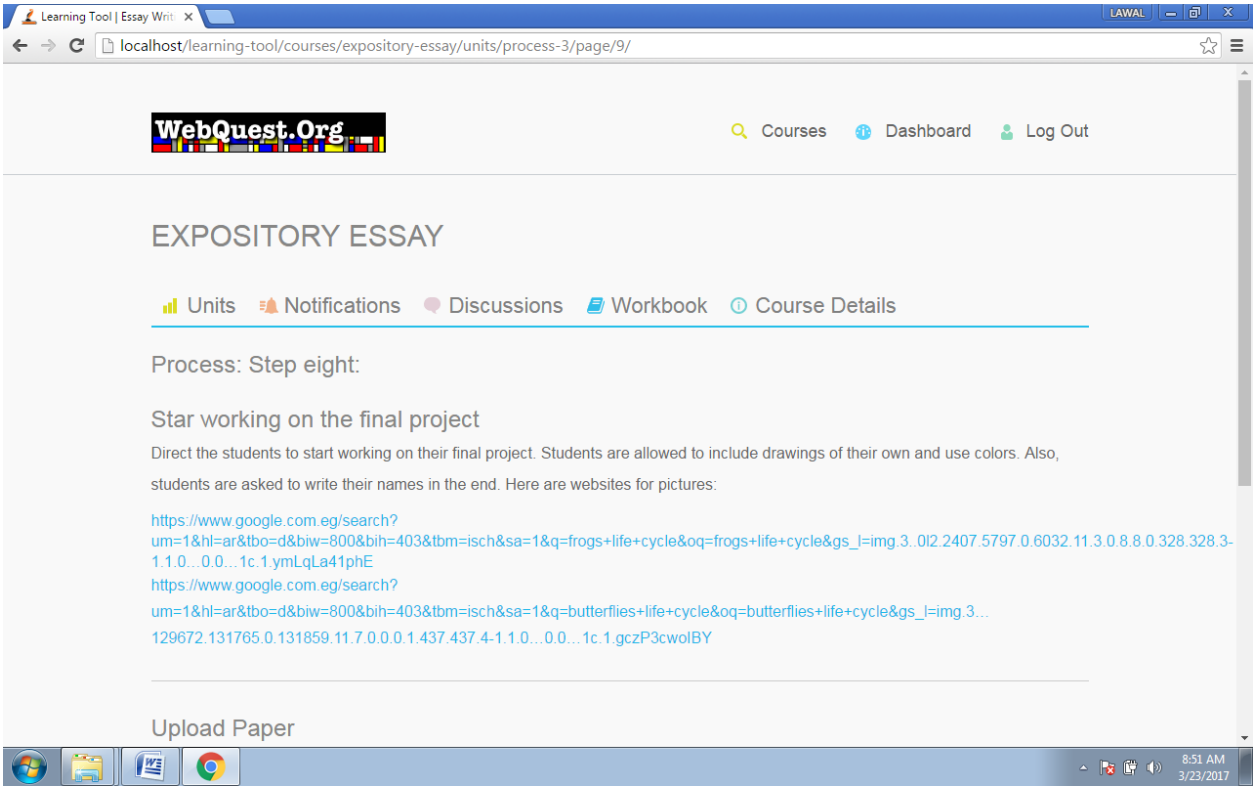
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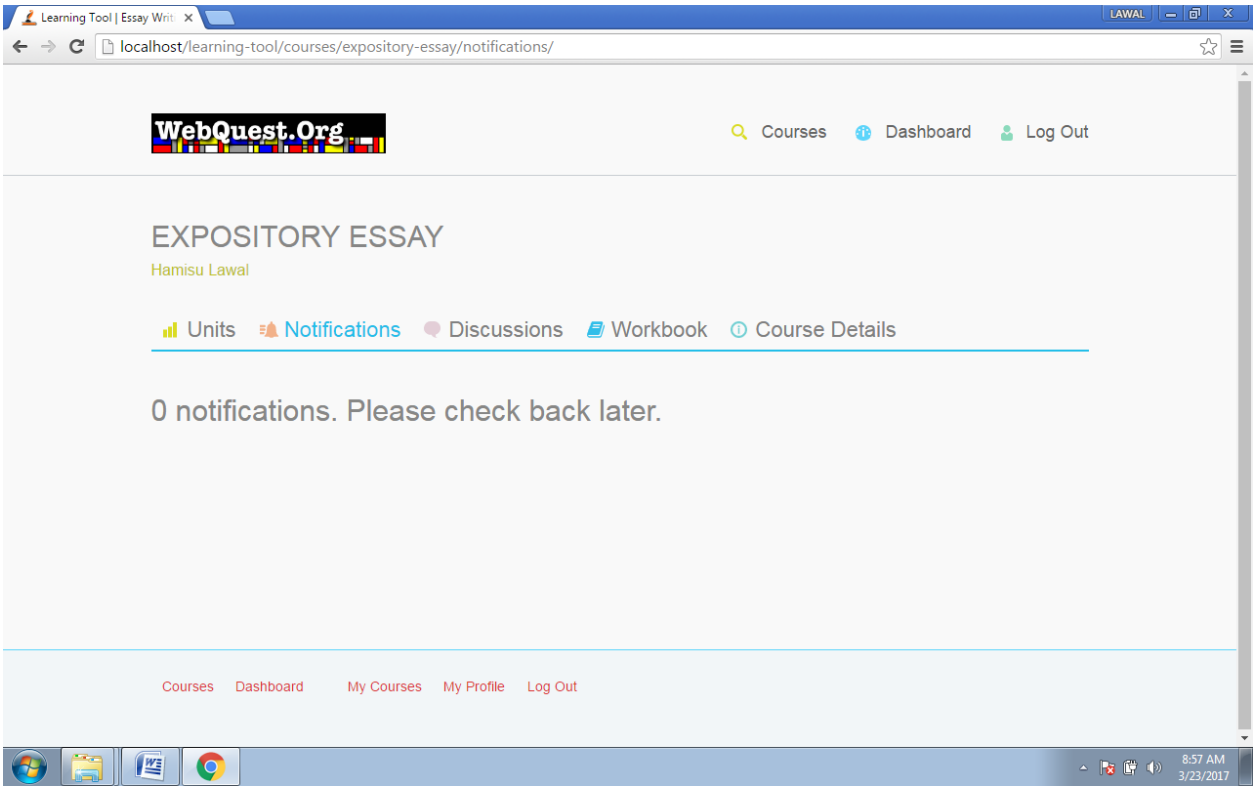
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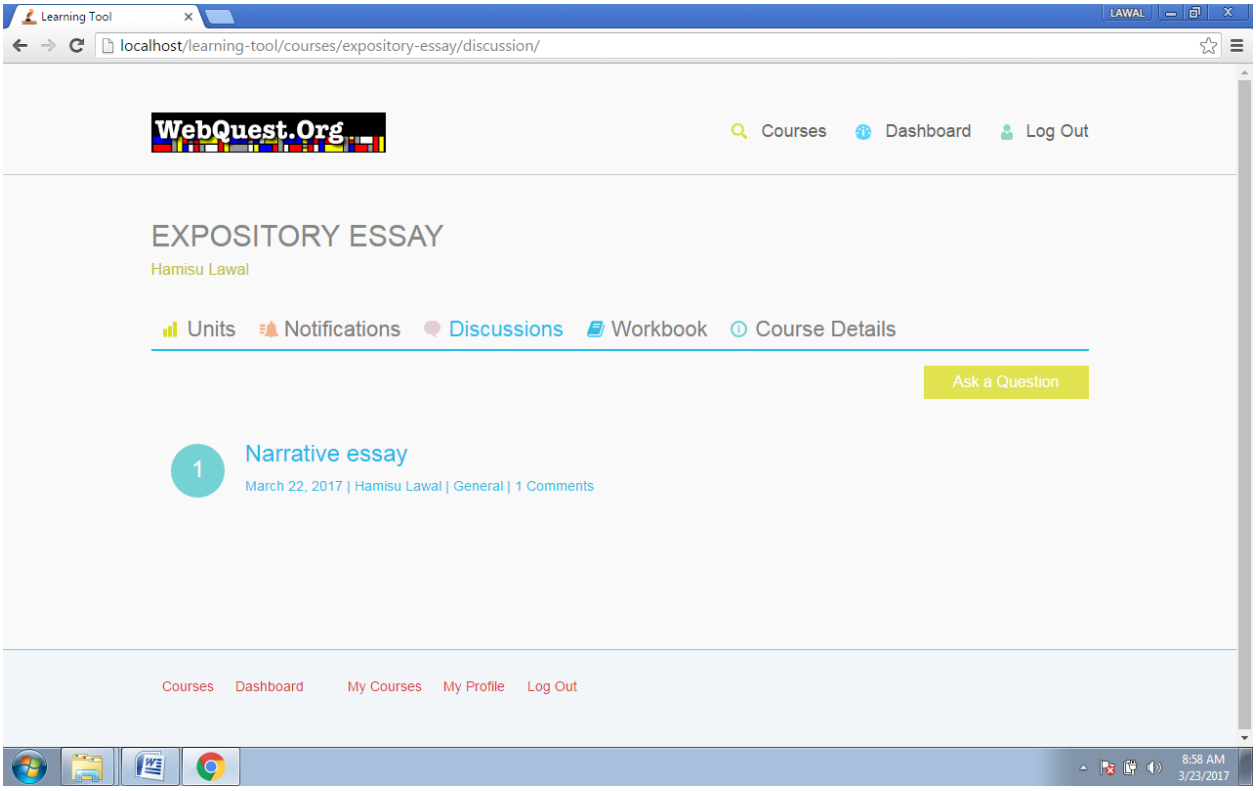
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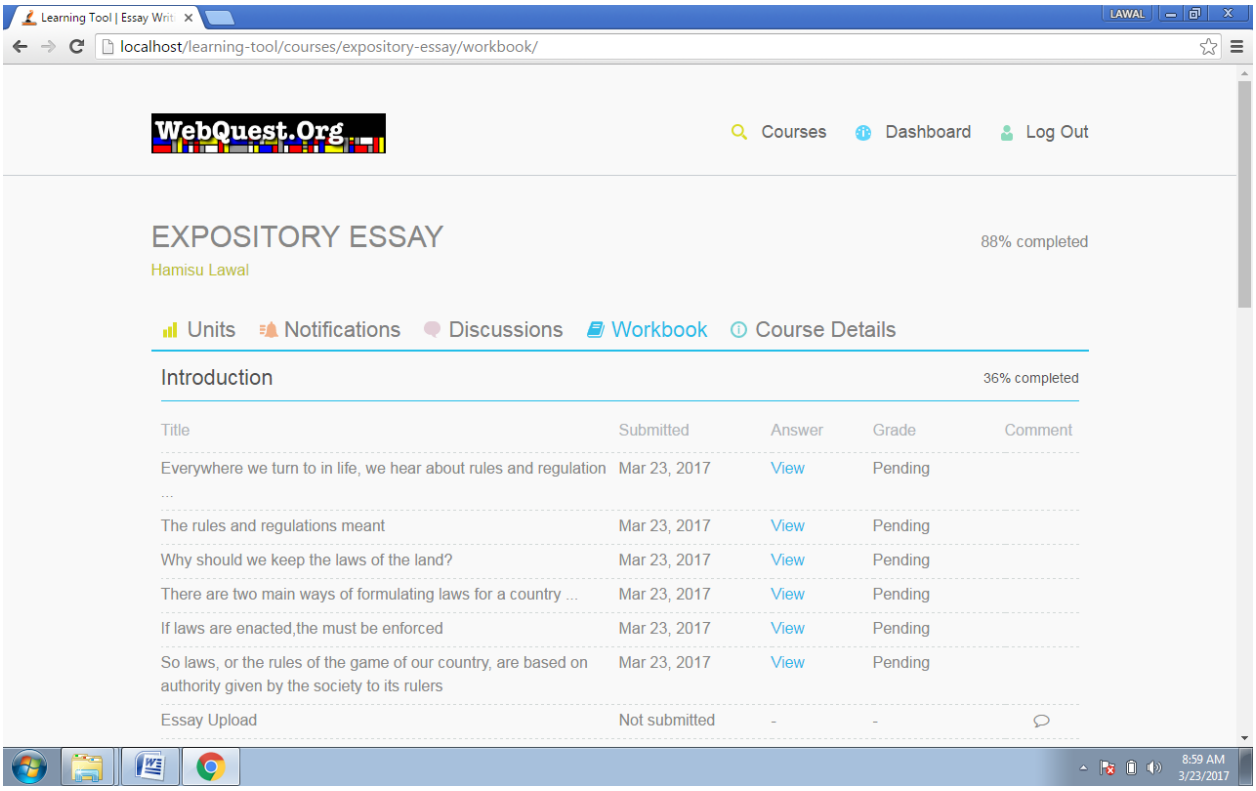
Step Eight



Notification



Discussion


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Grade
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Everywhere we turn to in life, we hear about rules and regulation ...
Mar 23, 2017
View
Pending
The rules and regulations meant
Mar 23, 2017
View
Pending
Why should we keep the laws of the land?
Mar 23, 2017
View
Pending
There are two main ways of formulating laws for a country ...
Mar 23, 2017
View
Pending
If laws are enacted,the must be enforced
Mar 23, 2017
View
Pending
So laws, or the rules of the game of our country, are based on authority given by the society to its rulers
Mar 23, 2017
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Workbook

APPENDIX D (1)
STUDENTS' WRITTEN ENGLISH RAW SCORES
NARRATIVE PRE-TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	3	9	0	14
2	2	4	8	0	13
3	3	3	4	0	11
4	2	5	5	0	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	0	13
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	8	0	14
2	4	4	5	0	13
3	4	2	6	0	12
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	14
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	3	3	4	1	11
12	3	4	4	0	11
13	3	3	7	0	13
14	4	3	3	0	10

APPENDIX D (2)
NARRATIVE
TEST ONE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL,SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	1	16
2	2	5	8	0	14
3	3	3	6	1	14
4	3	5	5	1	14
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	1	14
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	8	1	15
2	4	4	6	0	14
3	4	2	6	0	12
4	4	4	6	0	14
5	4	4	7	1	16
6	3	4	6	1	14
7	2	3	6	2	13
8	3	3	6	0	12
9	3	3	5	1	12
10	3	4	7	1	15
11	3	3	4	1	11
12	4	3	4	0	11
13	3	3	7	0	13
14	4	3	4	1	12

APPENDIX D (3)
NARRARTIVE
TEST TWO SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	14
2	2	4	8	0	13
3	3	3	4	0	11
4	2	4	6	0	12
5	3	5	4	2	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	0	13
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	5	7	0	14
2	4	4	5	0	13
3	4	2	6	0	12
4	4	4	5	0	13
5	4	4	6	1	15
6	3	3	6	1	14
7	2	3	7	1	13
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	3	5	4	1	11
12	3	4	3	0	11
13	3	2	6	0	13
14	4	3	3	0	10

APPENDIX D (4)
NARRATIVE
TEST THREE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	7	1	17
2	4	6	8	0	18
3	6	4	9	0	19
4	6	3	8	0	17
5	5	5	8	0	18
6	5	6	8	0	19
7	6	4	9	0	19
8	4	6	8	1	19
9	4	5	4	0	13
10	4	4	9	0	17
11	4	5	7	1	17
12	5	4	7	1	17
13	4	4	5	1	14
14	4	4	6	1	15
15	5	5	9	0	19
16	5	4	8	0	17
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	5	5	9	0	19
2	5	5	8	0	18
3	5	4	7	0	16
4	5	4	9	1	19
5	4	6	8	0	18
6	4	5	4	0	13
7	6	4	9	0	19
8	4	5	8	1	18
9	4	4	9	0	17
10	5	6	7	0	18
11	6	4	9	0	19
12	4	5	6	0	15
13	5	4	7	0	16
14	5	5	9	0	19

APPENDIX D (5)
NARRATIVE
FINAL POST TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	6	6	9	2	23
2	6	6	9	2	23
3	6	4	9	0	19
4	6	5	9	0	20
5	4	4	10	0	18
6	5	6	9	2	22
7	6	4	11	2	23
8	6	6	10	2	24
9	4	5	4	2	15
10	6	6	11	1	24
11	4	5	10	1	20
12	5	4	7	2	18
13	4	4	5	2	15
14	4	4	6	2	16
15	6	5	9	0	20
16	4	4	10	0	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	6	5	9	0	20
2	4	4	10	0	18
3	5	6	9	2	22
4	6	4	11	2	23
5	6	6	10	2	24
6	4	5	4	2	15
7	6	6	11	1	24
8	4	5	10	1	20
9	6	6	9	2	23
10	6	6	9	2	23
11	6	4	9	0	19
12	6	5	9	0	20
13	4	4	10	0	18
14	5	6	9	2	22

APPENDIX D (6)
DESCRIPTIVE
PRE-TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	3	2	6	0	11
2	2	4	9	1	16
3	3	5	7	0	15
4	4	4	6	0	14
5	4	4	6	0	14
6	4	4	6	1	15
7	3	4	6	1	14
8	2	3	6	2	13
9	3	3	6	0	12
10	3	3	4	0	10
11	3	3	4	0	10
12	3	3	4	1	11
13	3	3	4	0	10
14	3	3	9	0	18

APPENDIX D (7)
DESCRIPTIVE
TEST ONE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	5	9	1	18
2	3	5	9	0	17
3	3	5	5	0	13
4	3	5	5	0	13
5	3	5	9	1	18
6	3	4	5	1	14
7	4	5	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	4	4	6	0	14
11	4	4	6	0	14
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	1	15
15	4	4	6	0	14
16	2	4	6	1	13
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	2	4	6	0	12
3	2	4	8	0	14
4	2	4	6	0	12
5	2	4	6	0	12
6	1	5	8	0	14
7	2	3	6	1	12
8	9	3	6	1	19
9	1	5	6	1	15
10	3	3	6	1	13
11	6	2	6	1	15
12	4	4	6	0	14
13	4	5	6	0	14
14	4	4	6	1	15

APPENDIX D (8)
DESCRIPTIVE
TEST TWO SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	5	8	1	17
2	3	5	9	0	17
3	3	5	5	0	13
4	3	5	5	0	13
5	3	5	9	1	18
6	3	4	5	1	13
7	4	4	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	4	4	6	0	14
11	4	4	6	0	14
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	1	15
15	4	4	6	0	14
16	2	4	6	0	12
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	2	4	6	0	12
3	2	4	6	0	12
4	2	4	6	0	12
5	2	4	6	0	12
6	1	4	6	0	11
7	2	3	6	1	12
8	4	3	6	1	15
9	1	3	6	1	11
10	3	3	6	1	13
11	6	2	6	1	15
12	4	4	6	0	14
13	4	1	6	0	11
14	4	1	6	1	12

APPENDIX D (9)
DESCRIPTIVE
TEST THREE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	1	16
2	2	5	8	1	15
3	3	4	6	0	14
4	3	5	5	1	14
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	9	1	17
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	1	14
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	8	1	15
2	4	4	6	0	14
3	4	2	6	0	12
4	4	4	6	0	14
5	4	4	7	1	16
6	3	4	6	1	14
7	3	3	9	1	16
8	3	3	9	1	16
9	3	3	9	1	16
10	3	4	7	1	15
11	4	3	9	1	17
12	4	4	7	0	15
13	3	3	7	1	14
14	4	3	7	1	16

APPENDIX D (10)
DESCRIPTIVE
FINAL POST TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	6	8	0	18
2	5	5	8	1	19
3	6	4	9	0	19
4	6	5	9	0	20
5	5	5	7	1	18
6	5	6	9	0	20
7	6	4	9	0	19
8	5	4	8	1	18
9	5	5	5	1	16
10	4	6	9	1	20
11	4	5	8	1	18
12	5	4	7	1	17
13	4	4	6	1	15
14	4	4	6	1	15
15	6	5	9	0	20
16	4	4	10	0	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	6	5	9	0	20
2	6	6	9	1	21
3	5	6	6	1	18
4	6	4	9	0	19
5	6	5	9	0	20
6	4	6	7	1	18
7	5	6	8	1	20
8	4	5	9	1	19
9	6	6	9	1	20
10	6	5	9	0	20
11	6	4	9	0	19
12	6	5	9	0	20
13	4	4	8	1	17
14	5	6	9	1	19

APPENDIX D (11)
EXPOSITORY
PRE-TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	3	2	6	0	11
2	2	4	9	1	16
3	3	5	7	0	15
4	4	4	6	0	14
5	4	4	6	0	14
6	4	4	6	1	15
7	3	4	6	1	14
8	2	3	6	2	13
9	3	3	6	0	12
10	3	3	4	0	10
11	3	3	4	0	10
12	3	3	4	1	11
13	3	3	4	0	10
14	3	3	9	0	18

APPENDIX D (12)
EXPOSITORY
TEST ONE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	14
2	2	4	8	0	13
3	3	3	4	0	11
4	2	4	6	0	12
5	4	5	6	0	15
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	0	13
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	5	7	0	14
2	5	5	6	0	16
3	4	2	6	0	12
4	4	4	5	0	13
5	4	4	6	1	15
6	3	3	6	1	14
7	2	3	7	1	13
8	3	3	6	0	12
9	5	5	6	0	16
10	3	5	8	0	16
11	3	5	7	1	16
12	4	4	6	1	15
13	3	2	6	0	13
14	4	3	8	1	16

APPENDIX (D13)
EXPOSITORY
TEST TWO SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	1	16
2	2	5	8	1	15
3	3	4	6	0	14
4	3	5	5	1	14
5	4	4	5	1	14
6	3	5	5	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	9	1	17
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	8	0	16
15	3	2	8	1	14
16	4	2	9	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	8	1	15
2	4	4	6	0	14
3	4	2	6	0	12
4	4	4	6	0	14
5	4	4	7	1	16
6	3	4	6	1	14
7	3	3	9	1	16
8	3	3	9	1	16
9	3	3	9	1	16
10	3	4	7	1	15
11	4	3	9	1	17
12	4	4	7	0	15
13	3	3	7	1	14
14	4	3	7	1	16

APPENDIX (D14)
EXPOSITORY
TEST THREE SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	5	8	1	17
2	3	5	9	0	17
3	3	5	5	0	13
4	3	5	5	0	13
5	3	5	9	1	18
6	3	4	5	1	13
7	4	4	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	4	4	6	0	14
11	5	5	5	0	15
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	1	15
15	4	4	6	0	14
16	2	4	6	0	12
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	2	4	5	1	12
3	2	4	6	0	12
4	2	4	5	1	12
5	2	4	6	0	12
6	2	4	5	1	11
7	2	3	6	1	12
8	4	3	6	1	14
9	2	4	5	1	12
10	3	3	6	1	13
11	6	2	6	1	15
12	4	4	5	1	14
13	4	1	6	0	11
14	4	1	6	1	12

APPENDIX (D15)
EXPOSITORY
FINAL POST TEST SCORES
YUSUF ABOKI SENIOR SECONDARY SCHOOL, SHIKA
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	6	8	0	18
2	5	5	8	1	19
3	6	4	9	0	19
4	6	5	9	0	20
5	5	5	7	1	18
6	5	6	9	0	20
7	6	4	9	0	19
8	5	4	8	1	18
9	5	5	5	1	16
10	4	6	9	1	20
11	4	5	8	1	18
12	5	4	7	1	17
13	4	4	6	1	15
14	4	4	6	1	15
15	6	5	9	0	20
16	4	4	10	0	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	6	5	9	0	20
2	6	6	9	1	21
3	5	6	6	1	18
4	6	4	9	0	19
5	6	5	9	0	20
6	4	6	7	1	18
7	5	6	8	1	20
8	4	5	9	1	19
9	6	6	9	1	20
10	6	5	9	0	20
11	6	4	9	0	19
12	6	5	9	0	20
13	4	4	8	1	17
14	5	6	9	1	19

APPENDIX E (1)
STUDENTS' WRITTEN ENGLISH RAW SCORES
NARRATIVE
PRE-TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	7	0	13
2	2	5	6	0	13
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	4	2	8	0	14
11	2	3	8	1	14
12	4	3	7	0	14
13	4	4	8	0	16
14	4	5	6	0	15
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
18	3	2	6	0	11
19	2	4	9	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	2	3	6	2	13
6	3	3	6	0	12
7	4	3	6	0	13
8	3	3	6	0	12
9	3	4	4	1	12
10	4	3	6	0	13
11	3	3	7	0	13

APPENDIX E (2)
NARRATIVE
TEST ONE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
18	3	4	6	1	14
19	2	4	9	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	4	3	8	1	16
6	4	4	7	0	15
7	5	3	8	0	16
8	3	3	7	0	13
9	3	3	5	1	12
10	3	3	8	0	14
11	3	3	9	0	15

APPENDIX E (3)
NARRATIVE
TEST TWO SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	5	9	0	19
2	4	5	8	1	18
3	3	4	7	1	15
4	2	6	8	1	17
5	4	4	5	1	14
6	5	4	6	0	15
7	5	4	9	0	18
8	3	4	7	0	14
9	5	5	6	1	17
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	2	9	0	15
17	2	3	9	1	15
18	3	5	6	1	15
19	2	4	9	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	5	9	1	19
2	4	4	8	0	16
3	4	4	6	1	15
4	3	4	6	1	14
5	5	3	8	1	17
6	5	4	9	0	18
7	5	4	9	0	18
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	5	5	9	0	19

APPENDIX E (4)
NARRATIVE
TEST THREE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	5	8	1	19
2	4	5	8	1	18
3	4	4	8	1	17
4	2	6	8	1	17
5	4	5	6	1	16
6	5	4	6	0	15
7	5	4	9	0	18
8	5	4	7	0	16
9	5	5	6	1	17
10	3	3	9	1	16
11	3	3	9	1	16
12	4	3	9	1	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	3	9	0	16
17	3	3	9	1	16
18	4	4	8	1	16
19	3	4	9	1	17
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	9	1	18
2	4	4	8	0	16
3	4	4	6	1	15
4	3	5	7	1	16
5	5	3	8	1	17
6	5	4	9	0	18
7	5	4	9	0	18
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	4	4	9	1	18

APPENDIX E (5)
NARRATIVE
FINAL POST TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	6	4	10	1	21
2	4	5	8	1	18
3	5	5	9	1	20
4	2	6	9	1	18
5	4	4	8	1	17
6	5	6	9	0	21
7	5	4	9	0	18
8	5	4	10	1	20
9	5	5	6	1	17
10	5	5	9	1	20
11	4	3	9	1	17
12	4	5	9	2	19
13	6	6	9	1	22
14	4	5	9	0	18
15	3	6	9	0	18
16	5	5	9	1	20
17	5	6	9	1	21
18	4	5	9	1	19
19	5	6	9	1	21
Female	Content	Organization	Expression	Mechanics	Total
1	5	5	9	1	20
2	5	5	10	0	20
3	4	5	9	1	19
4	3	5	9	1	18
5	5	5	9	1	20
6	5	4	9	0	18
7	6	4	9	0	19
8	6	5	9	1	21
9	5	4	9	1	19
10	5	5	9	1	20
11	6	5	9	1	21

APPENDIX E (6)
DESCRIPTIVE
PRE-TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	6	0	12
2	2	5	6	0	13
3	3	3	5	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	5	6	0	14
9	4	3	6	0	13
10	4	2	8	0	14
11	2	3	8	1	14
12	4	3	7	0	14
13	4	4	8	0	16
14	4	5	6	0	15
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
18	3	2	6	0	11
19	2	4	8	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	5	5	1	14
5	2	3	6	2	13
6	3	4	5	0	12
7	4	3	6	0	13
8	3	3	6	0	12
9	3	4	4	1	12
10	4	3	6	0	13
11	3	2	6	0	13

APPENDIX E (7)
DESCRIPTIVE
TEST ONE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	1	15
2	2	5	7	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	6	1	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	9	1	17
13	4	4	7	1	16
14	4	5	8	0	17
15	3	2	9	0	14
16	4	2	9	0	15
17	2	3	9	1	15
18	3	4	6	1	14
19	2	4	9	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	4	3	8	1	16
6	4	4	7	0	15
7	5	3	8	0	16
8	3	3	7	0	13
9	3	3	7	1	14
10	3	3	8	0	14
11	3	3	9	0	15

APPENDIX E (8)
DESCRIPTIVE
TEST TWO SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	5	8	1	19
2	4	5	8	1	18
3	3	4	7	1	15
4	2	7	8	1	18
5	4	4	5	1	14
6	5	4	6	0	15
7	5	4	9	0	18
8	3	4	7	0	14
9	5	5	6	1	17
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	2	9	0	15
17	2	3	9	1	15
18	3	5	6	1	15
19	2	5	8	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	5	9	1	19
2	4	4	8	0	16
3	4	4	6	1	15
4	3	4	6	1	14
5	5	3	8	1	17
6	5	4	9	0	18
7	6	4	9	0	19
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	5	5	9	0	19

APPENDIX E (9)
DESCRIPTIVE
TEST THREE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	5	8	1	19
2	4	5	8	1	18
3	4	4	8	1	17
4	2	6	8	1	17
5	4	5	6	1	16
6	5	4	6	0	15
7	5	4	9	0	18
8	5	4	7	0	16
9	5	5	6	1	17
10	3	3	9	1	16
11	3	3	9	1	16
12	4	3	9	1	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	3	9	1	17
17	3	3	9	1	16
18	4	4	8	1	16
19	3	4	9	1	17
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	9	1	18
2	4	4	8	0	16
3	4	4	6	1	15
4	3	5	7	1	16
5	5	3	8	1	17
6	5	4	9	1	19
7	5	4	8	1	18
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	4	4	9	1	18

APPENDIX E (10)
DESCRIPTIVE
FINAL POST TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	10	1	20
2	4	5	8	1	18
3	5	5	9	1	20
4	2	6	9	1	18
5	4	4	8	1	17
6	5	6	9	0	21
7	5	4	9	0	18
8	5	4	10	1	20
9	5	5	6	1	17
10	5	5	9	1	20
11	4	3	9	1	17
12	4	5	9	2	19
13	6	6	9	1	22
14	4	5	9	0	18
15	3	6	9	0	18
16	5	5	9	1	20
17	5	6	9	1	21
18	4	5	9	1	19
19	5	6	9	1	21
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	5	5	9	1	20
2	5	5	10	0	20
3	4	5	9	1	19
4	3	5	9	1	18
5	5	5	9	1	20
6	5	4	9	0	18
7	6	4	9	0	19
8	6	5	9	1	21
9	5	4	9	1	19
10	5	5	9	1	20
11	5	5	9	1	20

APPENDIX E (11)
EXPOSITORY
PRE-TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
18	3	2	6	0	11
19	2	4	9	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	2	3	6	2	13
6	3	3	6	0	12
7	3	3	4	0	10
8	3	3	4	0	10
9	3	3	4	1	11
10	3	3	4	0	10
11	3	3	9	0	18

APPENDIX E (12)
EXPOSITORY
TEST ONE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	5	8	1	19
2	4	5	8	1	18
3	3	4	7	1	15
4	2	7	8	1	18
5	4	4	5	1	14
6	5	4	6	0	15
7	5	4	9	0	18
8	3	4	7	0	14
9	5	5	6	1	17
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	2	9	0	15
17	2	3	9	1	15
18	3	5	6	1	15
19	2	5	8	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	5	9	1	19
2	4	4	8	0	16
3	4	4	6	1	15
4	4	4	6	1	15
5	5	3	8	1	17
6	5	4	9	0	18
7	6	4	9	0	19
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	5	5	9	0	19

APPENDIX E (13)
EXPOSITORY
TEST TWO SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	8	1	18
2	4	5	9	1	19
3	4	4	7	1	16
4	2	7	8	1	18
5	4	4	7	1	16
6	5	4	6	0	15
7	5	4	9	0	18
8	3	4	7	0	14
9	5	5	7	1	18
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	6	9	0	19
15	3	6	8	0	17
16	4	5	9	0	18
17	2	3	9	1	15
18	5	5	7	1	17
19	4	5	8	1	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	5	9	1	19
2	4	4	8	0	16
3	4	4	6	1	15
4	5	4	6	1	16
5	5	3	8	1	17
6	5	4	9	0	18
7	6	4	9	0	19
8	4	3	9	0	16
9	5	3	8	1	17
10	4	4	9	1	18
11	5	5	8	0	18

APPENDIX E (14)
EXPOSITORY
TEST THREE SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	9	1	19
2	4	5	8	1	18
3	4	4	9	1	18
4	2	6	8	1	17
5	4	5	6	1	16
6	5	4	6	0	15
7	5	4	9	0	18
8	5	4	7	0	16
9	5	5	6	1	17
10	3	5	9	1	18
11	3	3	9	1	16
12	4	3	9	1	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	6	8	0	17
16	4	4	9	1	18
17	4	4	9	1	18
18	5	4	8	1	17
19	3	4	9	1	17
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	9	1	18
2	5	4	8	0	17
3	4	4	6	1	15
4	3	5	8	1	18
5	5	3	8	1	17
6	5	4	9	1	19
7	5	4	8	1	18
8	4	3	9	0	16
9	5	3	8	1	17
10	3	4	9	1	18
11	4	5	8	1	18

APPENDIX E (15)
EXPOSITORY
FINAL POST TEST SCORES
GDSSS HUNKUYI
EXPERIMENTAL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	9	1	20
2	4	5	8	1	18
3	5	5	9	1	20
4	2	6	9	1	18
5	4	4	8	1	17
6	5	6	9	0	21
7	5	4	9	0	18
8	5	4	10	1	20
9	5	5	6	1	17
10	5	5	9	1	20
11	4	3	9	1	17
12	4	5	9	2	19
13	6	4	9	1	20
14	4	5	9	0	18
15	3	6	9	0	18
16	5	5	9	1	20
17	5	6	9	1	21
18	4	5	9	1	19
19	5	6	9	1	21
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	5	5	9	1	20
2	5	5	10	0	20
3	4	5	9	1	19
4	3	5	9	1	18
5	5	5	8	1	19
6	5	4	9	0	18
7	6	4	9	0	19
8	6	5	7	1	19
9	5	4	8	1	20
10	5	5	9	0	19
11	5	5	9	1	20

APPENDIX F (1)
STUDENTS' WRITTEN ENGLISH RAW SCORES
NARRATIVE
PRE-TEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	13
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	4	8	1	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	3	3	6	1	13
8	3	3	6	0	12
9	3	3	7	1	14
10	5	3	7	0	15
11	5	4	5	1	15
12	3	3	7	0	14
13	3	3	8	0	17

APPENDIX F (2)
NARRATIVE
TEST ONE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	14
2	2	4	8	0	14
3	3	3	5	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	7	0	16
15	3	2	8	0	13
16	4	2	9	0	15
17	4	3	7	1	14
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	7	1	13
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	3	3	4	1	11
12	3	3	4	0	10
13	3	3	6	0	15

APPENDIX F (3)
NARRATIVE
TEST TWO SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	6	1	16
2	4	4	6	1	15
3	4	4	6	0	14
4	4	5	6	1	16
5	4	4	6	1	15
6	4	4	6	1	15
7	4	4	7	0	15
8	2	4	6	0	12
9	2	4	6	1	13
10	2	4	6	0	12
11	2	4	6	1	13
12	1	4	7	0	12
13	2	3	6	1	12
14	4	3	6	1	15
15	1	3	6	1	11
16	3	3	6	1	13
17	5	3	5	1	14
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	1	6	0	11
2	4	1	6	1	12
3	4	4	6	0	14
4	4	4	6	0	14
5	4	5	4	0	13
6	4	4	5	1	14
7	3	4	6	1	14
8	3	5	7	1	16
9	3	4	6	0	13
10	3	4	7	0	14
11	4	4	7	0	15
12	3	4	8	0	15
13	3	4	7	0	14

APPENDIX F (4)
NARRATIVE
TEST THREE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	3	6	0	13
2	3	3	9	1	16
3	2	3	9	1	15
4	4	4	8	1	17
5	4	4	8	0	16
6	4	5	9	0	18
7	3	2	8	0	13
8	4	2	9	0	15
9	2	4	9	1	16
10	4	4	5	0	13
11	4	4	6	0	14
12	4	4	6	0	14
13	4	4	6	1	15
14	3	4	6	1	14
15	2	3	6	2	13
16	3	3	6	0	12
17	4	4	7	0	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	7	0	15
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	2	3	7	1	13
6	3	3	6	0	12
7	3	3	4	0	10
8	4	4	4	0	12
9	3	5	7	0	15
10	4	3	4	0	11
11	3	3	7	0	13
12	4	5	5	0	15
13	3	5	3	1	12

APPENDIX F (5)
NARRATIVE
FINAL POST TEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	5	1	15
2	3	5	7	0	15
3	3	5	5	0	13
4	4	4	5	0	13
5	3	5	9	1	18
6	3	4	6	1	14
7	4	4	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	4	4	6	0	14
11	4	4	5	1	14
12	5	4	6	1	16
13	4	4	6	1	15
14	4	4	6	1	15
15	4	4	5	1	14
16	3	3	6	0	12
17	2	4	5	1	12
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	4	4	6	0	14
3	4	4	6	1	15
4	3	4	6	1	14
5	4	3	7	1	15
6	3	3	6	0	12
7	3	3	5	1	12
8	3	3	5	1	12
9	3	3	4	1	11
10	3	3	4	0	10
11	4	3	9	0	19
12	4	5	3	0	12
13	5	5	3	1	14

APPENDIX F (6)
DESCRIPTIVE
PRE-TEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	7	0	13
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	7	0	15
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	4	3	7	1	15
8	5	3	3	0	12
9	5	3	3	0	12
10	5	3	3	0	12
11	3	3	4	1	13
12	3	3	6	0	12
13	5	3	7	0	15

APPENDIX F (7)
DESCRIPTIVE
TEST ONE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	4	7	1	16
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	1	13
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	8	0	17
15	3	2	8	1	14
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	5	6	0	15
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	7	1	13
8	3	3	6	0	12
9	3	4	4	1	12
10	3	3	4	0	10
11	4	3	4	1	12
12	3	3	4	1	11
13	4	3	9	0	16

APPENDIX F (8)
DESCRIPTIVE
TEST TWO SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	6	1	15
2	3	5	9	0	17
3	3	5	5	0	13
4	4	5	6	0	15
5	3	5	9	1	18
6	3	4	5	1	13
7	4	4	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	5	4	6	0	14
11	5	4	6	0	15
12	4	4	7	1	16
13	4	5	5	1	15
14	4	4	6	1	15
15	4	4	6	0	14
16	5	4	7	1	17
17	4	4	6	0	14
Female	Content	Organization	Expression	Mechanics	Total
1	4	5	3	1	13
2	3	5	9	0	17
3	4	5	5	0	14
4	3	5	5	1	14
5	3	5	9	1	18
6	3	4	5	1	13
7	4	4	9	1	18
8	4	4	6	0	14
9	4	4	6	1	15
10	4	4	6	0	14
11	4	4	6	0	14
12	5	4	6	0	15
13	5	4	6	1	16

APPENDIX F (9)
DESCRIPTIVE
TEST THREE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	5	9	0	17
2	3	5	5	0	13
3	3	5	5	0	13
4	3	5	9	1	18
5	3	4	5	1	13
6	4	4	9	1	18
7	4	4	6	0	14
8	4	4	6	1	15
9	4	4	5	1	14
10	4	4	6	0	14
11	4	4	7	1	16
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	0	14
15	2	4	6	1	13
16	2	4	6	1	13
17	4	4	9	1	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	5	4	5	1	15
2	5	4	5	1	15
3	4	4	6	0	14
4	2	4	6	1	13
5	5	5	6	1	17
6	2	3	7	0	12
7	3	3	6	1	13
8	6	2	7	0	15
9	4	4	6	0	14
10	5	4	6	1	16
11	4	4	7	0	15
12	4	4	6	0	14
13	4	4	5	1	14

APPENDIX F (10)
DESCRIPTIVE
FINAL POSTTEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	7	1	17
2	2	4	8	1	15
3	4	4	6	1	15
4	2	3	6	1	12
5	4	5	6	1	16
6	3	4	6	1	14
7	3	3	6	1	13
8	5	3	6	1	15
9	4	4	6	0	14
10	4	3	6	0	13
11	3	3	6	1	13
12	4	4	6	0	14
13	4	4	6	0	14
14	4	4	4	0	12
15	4	4	5	1	14
16	2	4	6	0	12
17	2	4	6	0	12
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	5	4	8	1	18
2	4	4	8	1	17
3	4	5	8	1	18
4	4	3	4	1	12
5	4	5	4	1	14
6	4	3	5	0	12
7	4	4	5	0	13
8	4	4	5	0	13
9	4	4	5	0	13
10	5	3	6	0	14
11	5	4	6	1	16
12	4	4	4	1	13
13	4	3	5	1	13

APPENDIX F (11)
EXPOSITORY
PRE-TEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	7	1	14
11	2	3	9	1	15
12	4	3	6	1	14
13	4	4	4	0	12
14	4	5	5	0	14
15	3	2	8	0	13
16	4	2	8	0	14
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	6	1	13
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	4	1	13
6	3	4	6	1	14
7	3	3	6	1	13
8	3	3	6	0	12
9	4	3	4	0	11
10	3	3	4	0	10
11	4	3	4	1	12
12	3	3	4	0	10
13	3	3	8	0	14

APPENDIX F (12)
EXPOSITORY
TEST ONE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	14
2	3	4	8	0	15
3	4	5	5	0	14
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	8	0	17
15	3	2	8	0	13
16	4	2	9	0	15
17	4	3	8	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	7	1	16
2	4	4	5	0	13
3	4	4	6	1	15
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	7	1	14
9	3	3	5	1	12
10	3	4	4	1	12
11	4	4	4	1	13
12	3	3	6	1	13
13	3	3	7	0	16

APPENDIX F (13)
EXPOSITORY
TEST TWO SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	6	0	15
2	4	4	7	0	16
3	4	4	5	1	14
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	4	4	6	0	14
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	8	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	3	8	0	15
17	3	2	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	4	3	6	1	14
8	3	3	6	0	12
9	4	4	4	1	13
10	4	5	4	0	13
11	3	3	4	1	11
12	4	4	4	1	13
13	3	3	8	1	15

APPENDIX F (14)
EXPOSITORY
TEST THREE SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	7	0	16
2	3	5	5	0	13
3	3	5	5	0	13
4	3	5	9	1	18
5	3	4	5	1	13
6	4	5	7	1	16
7	4	4	6	0	14
8	4	4	6	1	15
9	4	4	6	1	15
10	4	4	6	0	14
11	4	4	6	1	15
12	5	5	5	1	16
13	4	4	6	1	15
14	4	5	5	1	15
15	2	4	6	0	12
16	2	4	6	1	13
17	5	5	7	1	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	6	1	13
2	2	4	6	1	13
3	3	4	6	1	14
4	2	3	6	1	12
5	5	3	6	1	15
6	4	4	6	1	15
7	3	3	6	1	13
8	6	2	6	1	15
9	4	4	6	0	14
10	4	4	6	0	14
11	4	5	6	1	16
12	4	4	6	0	14
13	4	4	6	0	14

APPENDIX F (15)
EXPOSITORY
FINAL POSTTEST SCORES
GDSSS BOMO
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	4	7	1	17
2	2	4	8	1	15
3	1	4	6	0	11
4	2	3	6	1	12
5	4	3	6	1	14
6	5	3	6	1	15
7	3	3	6	1	13
8	6	2	6	1	15
9	4	4	6	0	14
10	5	4	6	1	16
11	4	4	6	1	17
12	5	5	6	0	16
13	4	4	6	0	14
14	4	5	4	0	13
15	4	4	5	1	14
16	5	4	6	0	15
17	3	4	6	0	13
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	5	8	1	18
2	4	4	9	1	18
3	4	5	8	1	18
4	4	6	6	1	17
5	4	4	6	1	15
6	4	5	5	1	15
7	5	4	5	1	15
8	4	4	5	0	13
9	4	4	5	0	13
10	5	3	6	0	14
11	5	4	7	1	17
12	4	6	4	0	14
13	4	3	5	1	13

APPENDIX G (1)
STUDENTS' WRITTEN ENGLISH RAW SCORES
NARRATIVE
PRE-TEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	7	0	13
2	2	4	8	0	14
3	3	4	4	1	12
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	7	0	16
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	3	3	4	0	10
10	4	5	5	1	12
11	3	3	4	1	15
12	4	5	4	0	13
13	3	3	5	1	12

APPENDIX G (2)
NARRATIVE
TEST ONE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	3	4	8	1	16
2	4	4	5	0	13
3	5	3	6	0	14
4	4	4	6	0	14
5	5	5	5	1	16
6	3	4	6	1	14
7	2	3	6	1	12
8	4	3	6	0	12
9	4	3	5	1	13
10	3	4	5	1	13
11	5	3	4	1	13
12	3	3	4	0	10
13	3	3	9	0	15

APPENDIX G (3)
NARRATIVE
TEST TWO SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	3	8	1	16
2	2	4	8	0	14
3	3	4	4	1	12
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	1	16
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	1	15
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	3	3	5	1	13
10	3	3	5	0	12
11	3	3	4	1	11
12	4	3	7	1	15
13	3	4	8	0	15

APPENDIX G (4)
NARRATIVE
TEST THREE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	4	8	1	16
2	3	3	8	1	15
3	4	4	4	1	13
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	4	6	1	14
11	3	3	7	1	14
12	4	3	7	1	15
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	4	5	6	1	16
8	3	5	6	0	14
9	3	3	4	1	13
10	3	3	4	1	13
11	5	3	4	1	13
12	3	5	4	1	13
13	3	4	8	1	16

APPENDIX G (5)
NARRATIVE
FINAL POST TEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	4	8	0	15
2	4	4	6	1	15
3	4	4	4	1	13
4	3	3	5	1	12
5	4	3	5	1	14
6	3	4	6	0	13
7	2	4	6	1	13
8	3	4	7	1	15
9	4	3	6	1	14
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	3	5	1	14
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	7	1	16
6	3	4	6	1	14
7	3	3	6	1	13
8	3	3	6	0	12
9	4	5	4	1	14
10	4	5	4	1	14
11	4	4	5	1	14
12	3	3	7	1	14
13	3	3	8	1	18

APPENDIX G (6)
DESCRIPTIVE
PRE-TEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	4	0	10
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	4	4	4	1	13
12	4	3	4	1	12
13	3	3	7	0	13

APPENDIX G (7)
DESCRIPTIVE
TEST ONE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	5	3	5	1	14
2	2	3	8	1	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	3	6	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	2	3	6	0	11
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	3	3	4	1	11
10	3	3	4	1	11
11	3	3	4	1	11
12	3	3	4	1	11
13	4	4	6	0	14

APPENDIX G (8)
DESCRIPTIVE
TEST TWO SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	4	8	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	6	0	15
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	3	4	7	1	15
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	3	4	5	1	13
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	4	4	4	1	13
10	3	3	6	1	13
11	3	3	4	1	11
12	3	3	4	0	10
13	4	4	8	0	16

APPENDIX G (9)
DESCRIPTIVE
TEST THREE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	6	0	15
2	3	5	5	0	13
3	3	5	5	0	13
4	3	5	9	1	18
5	3	4	5	1	13
6	4	4	5	1	13
7	4	4	6	0	14
8	4	4	6	1	15
9	4	4	6	0	14
10	4	5	5	0	14
11	4	4	6	1	15
12	4	4	6	1	15
13	4	4	6	1	15
14	4	5	5	0	14
15	2	4	6	0	12
16	2	5	5	1	13
17	4	4	7	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	6	0	12
2	2	4	6	0	12
3	3	4	6	0	13
4	2	3	6	1	14
5	4	3	7	0	14
6	3	3	7	0	13
7	3	3	7	0	13
8	6	2	6	1	15
9	4	4	6	0	14
10	4	3	6	0	13
11	4	1	6	1	12
12	4	4	6	0	14
13	4	4	5	1	14

APPENDIX G (10)
DESCRIPTIVE
FINAL POSTTEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	5	8	1	17
2	3	5	5	0	13
3	4	4	5	0	13
4	3	6	8	1	18
5	3	4	5	1	13
6	4	4	9	1	18
7	4	4	6	0	14
8	4	4	6	1	15
9	4	5	5	0	14
10	5	3	6	0	14
11	4	4	6	1	15
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	0	14
15	3	4	6	1	14
16	2	4	6	0	12
17	5	5	7	1	18
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	8	0	14
2	4	4	6	1	15
3	3	4	6	0	13
4	2	3	6	1	12
5	4	4	6	1	15
6	4	3	5	1	13
7	3	3	6	1	13
8	6	2	7	0	15
9	4	4	5	1	14
10	4	3	6	0	13
11	4	1	6	1	12
12	4	4	5	1	14
13	4	4	6	0	14

APPENDIX G (11)
EXPOSITORY
PRE-TEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	8	0	14
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	2	13
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	3	3	4	1	11
12	3	3	4	0	10
13	3	3	9	0	18

APPENDIX G (12)
EXPOSITORY
TEST ONE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	2	4	9	0	15
2	2	4	8	0	14
3	3	4	4	0	11
4	2	4	5	1	12
5	4	4	5	1	14
6	3	4	6	0	13
7	2	4	6	0	12
8	3	4	7	0	14
9	4	3	6	0	13
10	3	3	9	1	16
11	2	3	9	1	15
12	4	3	8	2	17
13	4	4	8	0	16
14	4	5	9	0	18
15	3	2	8	0	13
16	4	2	9	0	15
17	2	3	9	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	9	1	16
2	4	4	5	0	13
3	4	4	6	0	14
4	4	4	6	0	14
5	4	4	6	1	15
6	3	4	6	1	14
7	2	3	6	1	12
8	3	3	6	0	12
9	3	3	4	0	10
10	3	3	4	0	10
11	3	3	6	1	13
12	3	3	4	0	10
13	4	3	5	1	13

APPENDIX G (13)
EXPOSITORY
TEST TWO SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	3	8	1	15
2	3	5	5	0	13
3	3	5	5	0	13
4	3	5	9	1	18
5	3	4	5	1	13
6	4	4	7	1	16
7	4	4	6	0	14
8	4	4	6	1	15
9	3	4	6	0	13
10	4	4	6	0	14
11	4	4	6	1	15
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	0	14
15	2	4	5	1	12
16	2	4	6	0	12
17	4	4	6	1	15
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	5	1	12
2	2	4	6	0	12
3	1	4	6	0	11
4	2	3	6	1	12
5	4	3	7	0	14
6	4	3	6	1	14
7	3	3	6	1	13
8	6	2	6	1	15
9	4	4	6	0	14
10	4	1	6	0	11
11	4	1	6	1	12
12	4	4	6	0	14
13	4	4	5	1	14

APPENDIX G (14)
EXPOSITORY
TEST THREE SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	4	5	6	0	15
2	3	5	5	0	13
3	3	5	5	0	13
4	3	4	8	1	16
5	3	4	5	1	13
6	4	4	8	1	17
7	4	4	6	0	14
8	4	4	6	1	15
9	4	4	6	0	14
10	4	3	6	1	14
11	4	5	5	1	15
12	4	4	6	1	15
13	4	5	5	1	15
14	4	4	6	0	14
15	2	5	6	1	13
16	2	4	6	0	12
17	4	4	7	1	16
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	2	4	6	0	12
2	2	4	6	0	12
3	4	4	6	1	15
4	2	3	6	1	12
5	5	3	6	1	15
6	4	4	5	1	14
7	3	3	5	1	13
8	4	2	6	1	13
9	4	4	6	0	14
10	4	1	6	0	11
11	4	1	6	1	12
12	4	4	6	0	14
13	4	4	6	0	14

APPENDIX G (15)
EXPOSITORY
FINAL POSTTEST SCORES
GDSSS KUDAN
CONTROL GROUP

Male	Content	Organization	Expression	Mechanics	Total
1	3	4	8	0	18
2	4	4	5	0	13
3	3	5	5	0	13
4	3	6	8	1	18
5	3	4	5	1	13
6	4	4	9	0	17
7	4	4	6	0	14
8	4	4	5	1	14
9	4	4	6	0	14
10	4	4	6	0	14
11	4	4	8	1	16
12	4	4	6	1	15
13	4	4	6	1	15
14	4	4	6	0	14
15	2	4	6	0	12
16	2	4	6	0	12
17	4	4	8	1	17
Female	**Content**	**Organization**	**Expression**	**Mechanics**	**Total**
1	4	4	6	0	14
2	2	4	6	1	13
3	3	4	5	1	13
4	2	3	6	1	12
5	4	5	6	1	16
6	4	3	5	1	13
7	3	3	6	1	13
8	6	2	6	1	15
9	4	4	5	1	14
10	4	3	6	0	13
11	4	3	6	1	13
12	4	4	6	0	14
13	4	5	4	1	14

APPENDIX H (1)
CONTROL GROUP
SAMPLES OF STUDENTS' WRITTEN ESSAY

Control Group (Test 1)
A DAY I WILL NEVER FORGET
In the morning my broder asked me to wake off and get redy for the journey. I have tookmy bath wear expensive cloth and wait for them.

we started the journey to Abuja in the moniung, where we arrived at exactly 10:0 clock in the nait. Our uncle welcome us and give us room we packed our load.

After three days our father left us and come back to Zaria. Our sister took us for special outing where we visited Aso Rock. We passed two gates before we enter the main gate. I was shocked with the kind of buildings. Infact I thought I was in paris not nigeria.

Honestly I will never foget that day in my life. I hope to go back any time and after graduation as aengineer.

Control Group (Test 2)
A DAY I WILL NEVER FORGET
It was early in the morning when my brother asked me to wake off and get redy for the journey. I came down with full exitement I took bath and get prepared as early as possible. I selected my best cloth and kept wait for them.

Immediately when our father comeback we started the journey to Abuja, where we arrived at exactly 10:0 clock in the nait. Our uncle welcome us and gave us room we packed our load.

After spending three days, our father left us and come back to Zaria. Our sister took us for special outing where we visited Aso Rock. We passed two gates before we enter the main gate. I was shocked with the kind of buildings. Infact I thought I was in england not nigeria.

Honestly I will never foget that day in my life. I hope to go back any time and after graduation as aengineer.

Control Group (Test 3)
A DAY I WILL NEVER FORGET
I was so escited when my brother asked me to wake off and get ready for journey to our village. I thought they will not travel together with me. I have to tookmy bath wear expensive cloth and wait for them.

When our father comeback we started the journey to Abuja, where we arrived at exactly 10:0 clock in the night. Our uncle welcome us and gave us room we packed our load.

After three days our father left us and come back to Zaria. Our sister took us for special outing where we visited Aso Rock. We passed two gates before we enter the main gate. I was shocked with the kind of buildings. Infact I thought I was in paris not nigeria.

Honestly, I will never foget that day in my life. I hope to go back any time or stay their forever and ever. My father promise to take me back next year.

Control Group (Final Test)

A DAY I WILL NEVER FORGET

It was early in the morning when my brother, Musa, asked me to wake off and get prepared for the journey to our Village. I was so escited I thought they will not travel together with me because I failed end of the term examinations. I have tookmy bath and wear expensive cloth and wait for them.

When our Father comeback we started the journey to Abuja, where we arrived at exactly 10:0 clock in the nait. Our uncle welcome us and gave us room we packed our load. We were taken to a big parlour and serv with rice and stew.

We spend three days with our father and left us and come back to Zaria. Our Sister took us for special outing where we visited Aso Rock. We passed two gates before we enter the main gate. I was shocked with the kind of buildings. Infact I thought I was in saudi notnigeria.

Honestly I will never foget that day in my life. I hope to go back any time and after graduation as aengineer. I will go back so as to help my people.

APPENDIX H (2)
EXPERIMENTAL GROUP

SAMPLES OF STUDENTS' WRITTEN ESSAY

Experimental Group (Test 1)

A DAY I WILL NEVER FORGET

I woke up at exactly 4.30 am and went for the family's general morning devotion with full of joy. Just beccouse it was actually the first time I was leaving my parent. Our driver had already arrives and packed my lugages into the car and all my family members were outside to bade me farewell.

It was my first time in citadel international collegethe environment looked good and quiet friendly, it seemed to me I was in another world entirely. I was accompanied to school by both daddy and mummy being my first time and the first border in the house. we were welcomed by some staffs and we were immediately told to move towards the administrative, block to start our registration process and all that

At the administrative block we were given accommodation , all my text books were given to me as well as my school uniform. there after, we left to the hostel , chose a suitable accommodation and arranged my things . all these which Dad and Mum were by my side. At exactly 2:L15pm, mummy offered me a prayer and daddy gave me a piece of advice, then I realised they were prepared to go.

The thought of being alone ensumed me again an I started crying , this made me my parents to stay a little while longer to calm me down. while they we doing so , I continued to cry the more but my mother kept on saying "sorry dear , with time you would get to know people and then you would make friends". but all these didn't want to be left alone so, I was introduced to one of the female staff in the hostel who was going to be my guardian and after sometime I calmed down knowing she a friendly person and then thought of home came across my mind, I cried bitterly but there was nobody to pet me, it was really horrible that night because I made the mess of myself. And that day I will never forget.

Experimental Group (Test 2)

A DAY I WILL NEVER FORGET

The long awaited day finally came, I woke up excited at exactly 4.30 am and went for the family's general morning devotion. Although it is said that there is no place like home. It was actually the first time I was leaving my parent to be left alone as a border.

I heard my mother calling on me telling to hurry up because it is almost behind schedules. Our driver had already packed my lugages into the car and all my family members were outside to bade me farewell. I could not help crying because I knew I was going to miss everyone including the pussy cat my favourite, and the thought of being alone with strangers for months kept ringing in my head.

It was my first time in Citadel International College the environment looked good and quiet friendly, it seemed to me I was in another world entirely. I was accompanied to school by both daddy and mummy being my first time and the first border in the house. we were welcomed by some staffs and we were immediately told to move towards the administrative, block to start our registration process and all that

At the administrative block we were given accommodation, all my text books were given to me as well as my school uniform. there after, we left to the hostel , chose a suitable accommodation and arranged my things . all these which Dad and Mum were by my side. At exactly 2:L15pm, mummy offered me a prayer and daddy gave me a piece of advice, then I realised they were prepared to go.

I started crying because my parents started bibdig farewlto they have to stay a little longer to calm me down. The says"sorry dear , with time you would get to know people and then you would make friends". but all these didn't want to be left alone so, I was introduced to one of the female staff in the hostel who was going to be my guardian and after sometime I calmed down knowing she a friendly person and then thought of home came across my mind, I cried bitterly but there was nobody to pet me, it was really horrible that night because I made the mess of myself. And that day I will never forget.

Experimental Group (Test 3)

A DAY I WILL NEVER FORGET

The long awaited day has finally come; I woke up excitedly at exactly 4.30 am and went for the family's general morning devotion. Although it is said that there is no place like home. It was actually the first time I was leaving my parent to be left alone as a border.

I heard the voice of my mother calling me. Our driver had already packed my lugages into the car and all my family members were outside to bid me farewell. I could not help crying because I knew I was going to miss everyone including the pussy cat my favourite, and the thought of being alone with strangers for months kept ringing in my head.

It was my first time in Citadel International College. The environment looked good and quiet friendly, it seemed to me I was in another world entirely. I was accompanied to school by both daddy and mummy being my first time and the first border in the house. we were welcomed by some members of staff and we were immediately told to move towards the administrative, block to start our registration process and all that

At the administrative block, we were attended by the teachers on duty and we were given accommodation, text books as well as school uniform. Thereafter, we left to the hostel, chose a suitable accommodation and arranged my things .all these which Dad and Mum were by my side. At exactly 2:L15pm, mummy offered me a prayer and daddy gave me a piece of advice, then I realised they were prepared to go.

The thought of being alone ensumed me again an I started crying , this made me my parents to stay a little while longer to calm me down. while they we doing so , I continued to cry the more but my mother kept on saying "sorry dear , with time you would get to know people and then you would make friends". but all these didn't want to be left alone so, I was introduced to one of the female staff in the hostel who was going to be my guardian and after sometime I calmed down knowing she a friendly person and then thought of home came across my mind, I cried bitterly but there was

nobody to pet me, it was really horrible that night because I made the mess of myself. And that day I will never forget.

Experimental Group (Final Test)

A DAY I WILL NEVER FORGET

The long awaited day has finally arrived. I can also proud that my dream has come true. I woke up excitedly at exactly 4.30 am and went for the family's general morning devotion. It was actually the first time I was leaving my parent to be left alone as a border. I did not border about breakfast on that very day.

I was inside my bedroom, when I heard the holing of the Toyota Camry car at the balcony and next i heard was my mother calling on me. Our driver had already packed my luggage into the car and all my family members were outside to bid me farewell. I could not help crying because I knew I was going to miss everyone including the pussy cat my favourite, and the thought of being alone with strangers for months kept ringing in my head.

It was my first time in Citadel International College. It was obvious that the environment looked good and quiet friendly, it seemed to me I was in another world entirely. I was accompanied to school by both daddy and mummy being my first time and the first border in the house. We were welcomed by some staff and we were immediately told to move towards the administrative, block to start our registration process.

At the administrative block, we were given accommodation; all my text books were given to me as well as my school uniform. Thereafter, we left to the hostel, and chose a suitable accommodation and arranged my things. All these, my Dad and Mum were by my side. At exactly 2:15pm, mummy offered me a prayer and daddy gave me a piece of advice, then I realised they were prepared to go.

The thought of being alone ensured me again and I started crying, this made my parents to stay a little while longer to calm me down. While they were doing so, I continued to cry the more but my mother kept on saying "sorry dear, with time you would get to know people and then you would make friends". But with all these, I didn't want to be left alone. So, I was introduced to one of the female staff in the hostel who was going to be my guardian and after sometime I calmed down. Despite the the introduction and an element of friendliness of my guardian, thought of home came across my mind. I cried bitterly but there was nobody to pet me, it was really horrible that night because I made the mess of myself. In fact, I will never forget that day in my life.

APPENDIX I (1)
CONTROL GROUP
SAMPLES OF STUDENTS' NARRATIVE ESSAY

Control Group (Test 1)
A DAY I WILL NEVER FORGET
It is alweys easy to forget good insidence but difficult to forget bad insidence. My encounter with Sajent mugus remainindelabe in my memory.

On Monday morning as senior students, we washed our uniforms, ironed and wore neatly. We left house early but arrived school late because we were walking magrstically. On reaching their we caugt and aske to knil down rubbish.

Oh he caned us with koboko to the bastad level. We cry badly and came back home. I will never forget in my life that day

Control Group (Test 2)
A DAY I WILL NEVER FORGET
Difficultness is not easy to forget. It is always easy to forget good incidence. My encounter with Sajent Mugus remainindelabe in my memory.

On Monday morning as senior students, we washed our uniforms, ironed and wore neatly. We left house early but arrived school late because we were walking majestically. On reaching their, we caugt and aske to knil down rubbish.

Oh! He caned us with koboko to the bastad level. We cry badly and came back home. I will never forget in my life that day

Control Group (Test 3)
A DAY I WILL NEVER FORGET
Difficultness is not easy to forget. It is always easy to forget good incidence. My encounter with Sergeant Mugus remained indelabe in my memory.

Early morning on Monday as senior students, we washed our uniforms, ironed and wore neatly. We left house early but arrived school late because we were walking majestically. On reaching their, we caugt and aske to knil down rubbish.

Oh! He caned us with koboko to the bastad level. We cry badly and came back home. I will never forget in my life that day

Control Group (Final Test)
A DAY I WILL NEVER FORGET
Difficultness is not easy to forget but it is always easy to forget good things. My encounter with Sergeant Mugus remained indelabe in my memory after ten years.

Early morning on Monday as senior students, we washed our uniforms, ironed and wore neatly. We left house early but arrived school late because we were walking majestically. On reaching their, we caugt and aske to knil down rubbish.

Oh! He caned us with koboko to the bastad level. We cried badly and came back home. I will never forget in my life that day

APPENDIX I (2)
EXPERIMENTAL GROUP
SAMPLES OF STUDENTS' NARRATIVE ESSAY

Experimental Group (Test 1)
A DAY I WILL NEVER FORGET
It was on sunny saturday morning saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a new sunny day began which was sunday26th April, 2016. We are all ready to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way because ts wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was not a weary one rather interesting one which every normal being would love to experience.

On getting to my village were welcomed by people I think I know before during my last visitation. We were invited to the palace by the emir of zuma and, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which said to hold on 30th April, 2016.

We really enjoy the visitation to the extind that I want to remain their. My father had to invite musa to convins me. God help me to finish my studies.

Experimental Group (Test 2)
A DAY I WILL NEVER FORGET
It was on sunny Saturday morning Saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a new sunny day began which was sunday26th April, 2016. We are all ready to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way becouse it's wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was not a weary one rather interesting one which every normal being would love to experience. Jubilation continued even in the car after the journey commenced.

On getting to my village we were welcomed by the people I knew before during my last visitation. We were invited to the palace by the emir of zuma and, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which said to hold on 30th April, 2016. The Emir of Zuma, our uncle introduced us to his family and spent the night discussing with them.

The Journey was indeed an unforgettable one in my life. We really enjoy the visitation to the extent that I wanted to remain their. I even ran to cousin so that I will not follow them back home. My cousin gave me money and promised to come and picked me next year.

Experimental Group (Test 3)
A DAY I WILL NEVER FORGET
It was on sunny Saturday morning Saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a

new sunny day began which was Sunday 26th April, 2016. We are all ready to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way because it's wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was ainteresting one which every normal being would love to experience. Our dad called them when it was about ten kilometers journey to the village

On getting to my village we were welcomed by the people I knew during my last visitation. We were invited to the palace by the Emir of Zuma and, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which is scheduled to hold on 30th April, 2016. Our uncle, the Emir of Zuma introduced us to his family and we spent the night discussing with them about different issues.

The Journey was undoubtedly superb. We really enjoy the visitation to the extent that I wanted to remain their. My father had to invite Mallam Musa to convince me and promise to come and pick me the following year. Mallam Musa gave me his phone number so that I can call him any time.

Experimental Group (Final Test)

A DAY I WILL NEVER FORGET

It was on sunny Saturday morning Saturday indeed, when I was told by my folks to get prepared for an interesting adventure to my village. Not so fast, the day went off and a new sunny day began which was Sunday 26th April, 2016. We were all redy to set space for the so called adventure, after which we were all on board.

The road to my village is indeed a straight forward perspective way because it's wide and clean enough to occupy a colossal mansion if measured in length and breadth. The journey was an interesting one which every normal being would love to experience. Our father called his younger brother when it was about ten kilometers journey to the village.

On getting to my village we were welcomed by the people I knew during my last visitation. We were invited to the palace by the Emir of Zuba and, served with great drinks and delicious dishes, after which we were told about the upcoming Yam Festival which is scheduled to hold on 30th April, 2016. Our uncle, the Emir of Zuma, introduced us to his family and we spent the night discussing with them about different issues. His eldest son, Ibrahim bought fura for us and we really enjoyed it.

The Journey was indeed an unforgettable one in my life. We really enjoyed the visitation to the extent that I wanted to stay there. I even ran to cousin so that I will not follow them back home. My cousin gave me money and promised to come and pick me next year. He also gave me his phone number for easy communication.

APPENDIX J (1)
CONTROL GROUP
SAMPLES OF STUDENTS' DESCRIPTIVE ESSAY

Control Group (Test 1)

A FIRE INCIDENT IN MY STREET

A fire incident was a thing which no one expecting to happen. It was a sad day in my life which is painful to me and my family

On the first day of jenuary 2016 the children in the street where playing with matches and they were not expecting that to happen to them all of a sudden they attach it to drum of fuel and it catched fire. So the street was burning it caused alot of thing such as lost of properties, lost of lives, lost of shelters etc. Because of that many people left the street to another street just because of the incident.

After that incident was still occurring some people from the other street started coming to our street just to see that things where moving well they help us to pack things out, they help us to carry and the necessary properties outside, they carried the younger once outside and those who can not work by themselves was also taking out.

So those who where in cherged in the area where seriously not happy with incident that occur so each of the parent warned their children on the effect on the incidents.

Control Group (Test 2)

A FIRE INCIDENT IN MY STREET

Monday 2016 was a terrible day in my life my family. On the first day of january 2016 when children in our street where playing with matches and they were not expecting anything to happen to them all of a sudden they attach it to drum of fuel and it catched fire. So the street was burning it caused alot of thing such as lost of properties, lost of lives, lost of shelters etc. Because of that many people left the street to another street just because of the incident.

During that incident some people from the other street started coming to our street just to see that things where moving well they help us to pack things out, they help us to carry and the necessary properties outside, they carried the younger once outside and those who can not work by themselves was also taking out.

It was really terrible and people directly involved were not happy with the incident occurred. They warn each of the parent to warned their children .

Control Group (Test 3)

A FIRE INCIDENT IN MY STREET.

On the first day of January 2016 something terrible happen to us. When our children in the street where playing with matches burning tyres as jubilation for winning world cup the burn fire got out of control and the street was burning where it caused alot of thing such as lost of properties, lost of lives, lost of shelters etc.

Some people from the other neighbouring areas came to our street just to see that things and to help us to pack things out. They help us to carry some of the necessary properties outside,We really appreciate the effort and prayed that such thing will not happen again

Control Group (Final Test)

A FIRE INCIDENT IN MY STREET

On the first day of January 2016 something terrible happened, the terrible incidence occurred when our children were jubilation for winning World cup.The fire got out of control and the street and area started burning which caused a lot of damages such as lost of properties, lost of lives.

Many people from the other neighbouring areas came to our street rendered assistance. On the part of government there was no response throughout the time. They only send their people after two days. I hope this will not happen again.

APPENDIX J (2)
EXPERIMENTAL GROUP
SAMPLES OF STUDENTS' DESCRIPTIVE ESSAY

Experimental Group (Test 1)
FIRE INCIDENT IN MY STREET
People say that when there is a huge fire outbreak the presence of water increases the fire. I never believed it because, I have never experienced it.

It was on a beautiful Friday morning when me and my siblins were preparing to go to school. My neighbour came in and was complaining about her gas cylinder, then my mum decided to go and check it for her but, when they reached they found out that the house was having a bad smell; which most likely was the gas cylinder that was leaking.

My mum immediately called someone to come and seal the cylinder. later in the afternoon when people had gone to the masjid and the children were back from school. her kids took their father's lighter because he smokes and they lighted it then we heard her screaming for help . when we went out , we saw a huge fire using and black smoke. Few hours later, the fire service came as we all know in Nigeria the fire service ambulance always came late. The people in the area were fetching water and puring into the house but it kept increasing, so a wise man came and said they should use their fire extinguisher before the arrival of the fire service, that was when the people remembered that they had fire extinguishers.

Thank God no one in the house died but the child who ignited the fire was a bit hurt on his stomach, but, the house was burnt down to ashes. It was such a sad incident for any one to witness and please parents should be cautions of where they keep harmful objects. Smoking is injurious to health, if the father was not a smoker then the son wouldn't have seen the lighter which caused the fire. The ambulance came and took the son to the hospital with his mother who fell unconscious during the chaose because of her asthmatic condition.

Experimental Group (Test 2)
FIRE INCIDENT IN MY STREET
I live to debunk the popular believe of our people that when there is a huge fire outbreak the presence of water increases the fire. What a surprise! I never believed it because, I have never experienced it.

On Friday 2016 morning when i and my siblings were preparing to go to school we heard voice of neighbour who came in and was complaining about her gas cylinder and my mother decided to go and check it for her but, when they reached they found out that the house was having a bad smell; which most likely was the gas cylinder that was leaking.

My mother immediately called someone to come and seal the cylinder. Later in the afternoon when people had gone to the masjid and the children were back from school. her kids took their father's lighter because he smokes and they lighted it then we heard her screaming for help . when we went out , we saw a huge fire using and black smoke. Few hours later, the fire service came as we all know in Nigeria the fire service ambulance always came late. The people in the area were fetching water and puring into the house but it kept increasing, so a wise man came and said they should use their fire extinguisher before the arrival of the fire service, that was when the people remembered that they had fire extinguishers.

Luckily enough no one in the house died but the child who ignited the fire was a bit hurt on his stomach, but, the house was burnt down to ashes. It was such a sad incident for any one to witness and please parents should be cautions of where they keep harmful objects. Smoking is injurious to health. If the father was not a smoker then the son wouldn't have seen the lighter which caused the fire. The ambulance came and took the son to the hospital with his mother who fell unconscious during the chaose because of her asthmatic condition. Thank God!

Experimental Group (Test 3)

FIRE INCIDENT IN MY STREET

As a young man I live to debunk the popular believe of our people that when there is a huge fire outbreak the presence of water increases the fire. What a surprise! I never believed it because, I have never experienced it.

On Friday 2016 morning when I and my siblings were preparing to go to school we over heard the voice of neighbour, Maryam, who came in and was complaining about her gas cylinder and my mother decided to go and check it for her but, on reaching there they found out that the house was having a bad smell; which most likely was the gas cylinder that was leaking. My mother advised her to call someone to come and seal the cylinder.

In the afternoon when people had gone to the Masjid and the children were back from school her notorious kids took their father's lighter because he smokes and they lighted it. When we went out, we saw a huge fire using and black smoke. Few hours later, the fire service came as we all know in Nigeria the fire service ambulance always came late. The people in the area were fetching water and pouring into the house but it kept increasing, so a wise man came and said they should use their fire extinguisher before the arrival of the fire service, that was when the people remembered that they had fire extinguishers.

To my surprise, no one in the house died but the child who ignited the fire was a bit hurt on his stomach, but, the house was burnt down to ashes. It was such a sad incident for any one to witness and please parents should be cautions of where they keep harmful objects. Smoking is injurious to health. If the father was not a smoker then the son wouldn't have seen the lighter which caused the fire. The ambulance came and took the son to the hospital with his mother who fell unconscious during the chaose because of her asthmatic condition.

Experimental Group (Final Test)

FIRE INCIDENT IN MY STREET

Experience they said is the best teacher. As a young man I live to debunk the popular believe of our people that when there is a huge fire outbreak the presence of water increases the fire. What a surprise! I never believed it because, I have never experienced it.

On Friday 2016 morning when I and my siblings were preparing to go to school we over heard the voice of neighbour, Maryam, who came in and was complaining about her gas cylinder and my mother decided to go and check it for her but, on reaching there

they found out that the house was having a bad smell; which most likely was the gas cylinder that was leaking. My mother advised her to call someone to come and seal the cylinder.

Later in the afternoon when people had gone to the Masjid and the children were back from school. Her notorious kids took their father's lighter because he smokes and they lighted it then we heard her screaming for help. When we went out , we saw a huge fire using and black smoke. Few hours later, the fire service came as we all know in Nigeria the fire service ambulance always came late. The people in the area were fetching water and pouring into the house but it kept increasing, so a wise man came and said they should use their fire extinguisher before the arrival of the fire service, that was when the people remembered that they had fire extinguishers.

Fortunately, no one in the house died but the child who ignited the fire was a bit hurt on his stomach, but, the house was burnt down to ashes. It was such a sad incident for any one to witness and please parents should be cautions of where they keep harmful objects. Smoking is injurious to health. If the father was not a smoker then the son wouldn't have seen the lighter which caused the fire. The ambulance came and took the son to the hospital with his mother who fell unconscious during the chaos because of her asthmatic condition.

The people of the area exhibited high level of solidarity and proved to be brothers' keepers. I hope their positive attitude will be emulated by all and sundry.

Control Group (Test 1)

MANAGING POPULATION EXPLOSION IN NIGERIA

In most of the places in Nigeria the place is over crowded with people and every-where is charmparked. especially in lagosthey are over populated there and managing some of them do don't have where to stay.

People are really suffering from population explosion in Nigeria, although many are victims and they were to stay, not like the northern part of the country, and the reason of the magning population in Nigeria is because our deathrate is increasing and even our birthrate is more than the deathratethat why we are magning population explosion in Nigeria.

APPENDIX K (1)
CONTROL GROUP
SAMPLES OF STUDENTS' EXPOSITORY ESSAY

Control Group (Test 2)

MANAGING POPULATION EXPLOSION IN NIGERIA
In Nigeria most the place is over crowded with people. Lagos is arguably the over populated area. people living there are only managing but some of them do don't have where to stay. People are really suffering, although most of them are victims of circumstances because they are from northern part of the country, and the reason of the magning population in Nigeria is because our deathrate is increasing and even our birthrate is more than the deathrate that why we are magning population explosion in Nigeria.

Control Group (Test 3)
MANAGING POPULATION EXPLOSION IN NIGERIA
In Nigeria, the place is over crowded with people and every-where is congested. In Lagos, there is high population and the issue of managing it has become a mirage. Most of the people staying there have nowhere to sleep.

People are really suffering from population explosion in Nigeria, although many are victims and they were to stay, not like the northern part of the country, and the reason of the managing population in Nigeria is because our death rate is increasing and even our birthrate is more than the death rate that why we are managing population explosion in Nigeria.

Control Group (Final Test)
MANAGING POPULATION EXPLOSION IN NIGERIA
The issue of high population in Nigeria has dominated the cover of National Dailies, it is clear that Nigeri is over crowded with people. In Lagos, there is high population and the issue of managing it has become a mirage. Most of the people staying there have nowhere to sleep.

People are really suffering from population explosion in Nigeria, although many are victims and they were to stay, not like the northern part of the country, and the reason of the managing population in Nigeria is because our death rate is increasing and even our birthrate is more than the death rate that why we are managing population explosion in Nigeria.

APPENDIX K (2)
EXPERIMENTAL GROUP
SAMPLES OF STUDENTS' EXPOSITORY ESSAY

Experimental Group (Test 1)

MANAGING POPULATION EXPLOSION IN NIGERIA
Nigeria is the most populated country in Africa and also among the most populated in the world in general.

This country is made up of people with many tribes which exhibit different culture and tradition. amongwhich include Hausa, Igbo and Yuroba etc. Some of the factors that contribute to the population of Nigeria include polygame marriage, illiteracy, lack of infasctructural development.
About percent of Nigerians practist pologamy system of marriage. A man that does not even owns a house of hisself will marry more than a wife and have many children, which he cannot take them to school. Nigeria government should try and provide a media which will help in orientating its citizen on how to manage their population.

Secondly illiteracy many Nigerian are not educated. I am sory to say that most of our parents cannot even read a newspeper. This is why many of them get married as many wives they like; to produce children just to take them to farm not even to learn an informal education. Nigeria government should try and create an agency which will go ahead independly and observe its people to look for a common solution.

Moreover lack of infastructural development. Nigeria is far left behind in terms of good governance. wehave no shalter for our offsprings , no good roads no hospital and no school
Which will give our perant atleast rest of mind to understand what is mean by development ; a very good example is china , is that most populated in the world and they are leaving comfortable with the nessery requirement for its citizen.

I am pleading with my government to please take a look at this matter before its becomes worse. Thank you.

Experimental Group (Test 2)
MANAGING POPULATION EXPLOSION IN NIGERIA
Nigeria is the most populated country in Africa and also among the most populated in the world in general. Nigeria as a country is made up of people with many tribes which exhibit different culture and tradition among which include Hausa, Igbo and Yoruba etc. Some of the factors that contribute to the hig population of Nigeria include polygame marriage, illiteracy, lack of infasctructural development.

Most Nigerian belive in polygamous marriage to the extent that a man who does not even owns a house will marry more than a wife and have many children, which he cannot take them to school. Nigeria government should try and enlighten its citizen on how to manage their population.

More than that however, illiteracy is another disease because many Nigerian are not educated. I am sory to say that most of our parents cannot even read a newspeper. This is why many of them get married as many wives they like; to produce children just to take them to farm not even to learn an informal education. Nigeria government should try and create an agency which will go ahead independently and observe its people to look for a common solution.

Lack of infrastructural development Is another factor. Nigeria is far left behind in terms of good governance. we have no shalter for our offsprings , no good roads no hospital and no school
Which will give our parent atleast rest of mind to understand what is mean by development ; a very good example is china , is that most populated in the world and they are leaving comfortable with the nessery requirement for its citizen.
I hope Federal Government and State Government will do something in order to get out of this mess.. I want rest here. Thank you.

Experimental Group (Test 3)
MANAGING POPULATION EXPLOSION IN NIGERIA
Nigeria is arguably the most populated country in Africa and also among the most populated in the world in general. Nigeria as a country is made up of people with many tribes which exhibit different culture and tradition among which include Hausa, Igbo and Yoruba etc. Some of the factors that contribute to the high population of Nigeria include polygamous marriage, illiteracy and lack of infrastructural development.

Most Nigerian have believe in polygamous marriage to the extent that a man who does not even owns a house will marry more than a wife and have many children, which he cannot take them to school. Nigeria government should try and enlighten its citizen on how to manage their population.

More than that however, illiteracy is another disease because many Nigerian are not educated. I am sory to say that most of our parents cannot even read a Newspaper. This is why many of them get married to many wives and produce children just to take them to farm. Nigeria government should try and create an agency which will go ahead independently and enlighten its people to look for a common solution.

Lack of infrastructural development is another factor. Nigeria is far left behind in terms of good governance. we have no shalter for our offsprings , no good roads no hospital and no school
Which will give our parent atleast rest of mind to understand what is mean by development ; a very good example is China , is that most populated in the world and they are leaving comfortable with the necessary requirement for its citizen.

I am pleading with my government to please take a look at this matter before its becomes worse. Thank you.

Experimental Group (Final Test)
MANAGING POPULATION EXPLOSION IN NIGERIA
It is indeed a blessing to be a Nigerian. This is because of the vast mineral resources available and the position of our population. Nigeria is indeed the most populated country in africa and also among the most populated in the world in general. Nigeria as a country is made up of people with many tribes which exhibit different culture and tradition among which include Hausa, Igbo and Yoruba etc. The available resources and the population suppose to be a blessing but reverse is the case.

Nigerian have been battling to overcome the problems of over population. Some of the factors that contribute to the high population of Nigeria include polygamous marriage,

and lack of infrastructural development. Most Nigerians believe in polygamous marriage to the extent that a man who does not even owns a house will marry more than a wife and have many children, which he cannot take them to school. Nigeria government should try and enlighten its citizen on how to manage their population.

Illiteracy is another disease that is affecting the country becouse most Nigerians are not educated. I am sorry to say that most of our parents cannot even read a Newspaper. This is why many of them get married to many wives and produce children just to take them to farm. Nigeria government should try and create an agency which will go ahead independently and enlighten people.

Nigeria is far left behind in terms of good governance. It is obvious that Nigerians have no standard power supply, no shelter, no good roads, no hospital and no schools. We failed to utilize our resources to compete China that is that most populated country in the world and they are leaving comfortably.

In conclusion, the federal government should introduce birth control and ensure strict adherence to it. If this is done, there is no iota of doubt that population will be properly managed. I hope the government will take this issue seriously. Thank you.

APPENDIX L (1)
SAMPLES OF FEMALE STUDENTS' ESSAY

Female Student (Test 1)
HOW I SPENT THE LAST HOLIDAY

As a boarding student, I spend my last holiday in Kano together with my parents. suchholidayis very terrible holiday I never experience in my life.

The very first day I went back home, that was the day that we experience heavy rainfall that claimed the lives of many innocent people. On that day nobody can beable to sleep comfortably.

People were seen busy packing clothes and other reasonable items from one place to another. somepeople from other areas assisted immensely. There was no respose from fire service at all. That incidence dominated my heart.

In fact, no any issue of going for night shopping because of heavy rainfall and over flooded area. We stay their till morning and came back home.

Female Student (Test 2)

HOW I SPENT THE LAST HOLIDAY

In 2016, when we closed school for long vocation, I spent my last holiday in Kano together with my parents. Such holiday is very terrible holiday I never experience in my life.

The very first day I went back home, that was the day that we experience heavy rainfall that claimed the lives of many innocent people. On that day nobody can be able to sleep comfortably.

People were seen busy packing clothes and other reasonable items from one place to another. somepeople from other areas assisted immensely. There was no response from fire service at all. That incidence dominated my heart.

In fact, no any issue of going for night shopping because of heavy rainfall and over flooded area. We stayed their till morning and came back home. We went straight to our father and collected money for moimoi.

Female Student (Test 3)

HOW I SPENT THE LAST HOLIDAY

In 2016, when we closed school for long vocation, I spent my last holiday in Kano together with my parents. Such holiday was very terrible one that I never experience in my life.

The very first day I went back home, that was the day that we experience heavy rainfall that claimed the lives of many innocent people. On that day nobody was able to sleep comfortably.

People were seen busy packing clothes and other reasonable items from one place to another. Some people from other areas assisted immensely. There was no response from fire service at all. That incidence dominated my heart and emerging the kind of country we are.

To utmost dismay, there was no any issue of going for night shopping becouse of heavy rainfall and over flooded area. We stay their till morning and came back home. We went straight to our father and collected money for breakfast.

Female Student (Final Test)

HOW I SPENT THE LAST HOLIDAY

In 2016, when we closed school for long vocation, I spent my last holiday in Kano together with my parents. Such holiday was very terrible one that I never experience in my life.

The very first day I went back home, that was the day that we experienced heavy rainfall that claimed the lives of many innocent people. On that day nobody was able to sleep comfortably.

People were seen busy packing clothes and other reasonable items from one place to another. Some people from other areas assisted immensely. There was no response from fire service at all. That incidence dominated my heart and still emerging the kind of country we are.

To utmost dismay, there was no any issue of going for night shopping because of heavy rainfall and over flooded area. We stay their till morning and came back home. We went straight to our father and collected money for breakfast.

APPENDIX L (2)
SAMPLES OF MALE STUDENTS' ESSAY

Male Student (Test 1)

HOW I SPENT THE LAST HOLIDAY

On 21st August 2016, that is the end of the third term or the end of the session, all the schools and colleges were closed ie all the students went for holiday. As a student or as an obedient child to his parents, I stayed at home for two weeks helping them on their daily activities.

I cleared all my fathers' farm and supplied it with essential manure for the grasses around our house. And washed all the walls of our house, in two weeks.

I later prepare to visit the town of my grandparents, were I spent three days on the journey. I reached basawa that is the town of my grandparent by 6.00 p.m. I stayed their for one week with them. During my stay I learned so many things from friends I reach their. One of the things I learned is how to make a hand gun, which I learned from one of my friends

I also realized so many facts like living in village is more sweet than living in the city. At the end I make new friends their and experience some new way of life.

Male Student (Test 2)

HOW I SPENT THE LAST HOLIDAY

21st August 2016 happened to be the end of the third term or the end of the session. All the schools and colleges were closed ie all the students went for holiday. As a student or as an obedient child to his parents, I stayed at home for two weeks helping them on their daily activities.

I became a complete farmer clearing my fathers' far. I also invited my brothers and cleared the grasses around our house. No any angle washed all the walls of our house, in two weeks.

I later prepare to visit the town of my grandparents, were I spent three days on the journey. I reached basawa that is the town of my grandparent by 6.00 p.m. I stayed their for one week with them. During my stay I learned so many things from friends. One of the things I learned is how to make a hand gun, which I learned from one of my friends

I also realized so many facts like living in village is sweeter than living in the city. At the end I make new friends their and experience some new way of life.

Male Student (Test 3)

HOW I SPENT THE LAST HOLIDAY

21st August 2016 happened to be the end of the third term or the end of the session. All the schools and colleges were closed ie all the students went for holiday. As a student or as an obedient child to his parents, I stayed at home for two weeks helping them on their daily activities.

I became a complete farmer clearing my fathers' farm. I also invited my brothers and cleared the grasses around our house. We cleared and washed all the walls of our house, in two weeks.

I later prepare to visit the town of my grandparents, were I spent three days on the journey. I reached Basawa that is the town of my grandparent by 6.00 p.m. I stayed there for one week with them. During my stay, I learned so many things from friends. One of the things I learned was how to make a hand gun, which I learned from one of my friends.

I also realized so many facts like living in village is sweeter than living in the city. At the end I madenew friends their and experience some new way of life.

Male Student (Final Test)

HOW I SPENT THE LAST HOLIDAY

On 21st August 2016 when we vacated for the end of the third term or the end of the session I packed all my belongings. All the schools and colleges closed and all the students went for holiday. As a student or as an obedient child to his parents, I stayed at home for two weeks helping them on their daily activities.

I became a complete farmer clearing my fathers' farm. I also invited my brothers and cleared the grasses around our house. We cleared and washed all the walls of our house in two weeks.

I later prepare to visit the town of my grandparents, were I spent three days on the journey. I reached Basawa, the town of my grandparent by 6.00 p.m. I stayed there for one week with them. During my stay, I learned so many things from friends. One of the things I learned was how to make a hand gun, which I learned from one of my friends.

I also realize so many facts like living in village is sweeter than living in the city. At the end I madenew friends there and experienced some new way of life.

APPENDIX M
PICTURES OF THE EXPERIMENTAL SUBJECTS IN ACTION



329



