EFFECT OF BLENDED LEARNING ON PERFORMANCE AND RETENTION OF SENIOR SECONDARY SCHOOL STUDENTS' IN ENGLISH LANGUAGE, IN KADUNA STATE, NIGERIA

BY

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DECLARATION

This dissertation titled: “Effect of Blended Learning on Performance and Retention of Senior Secondary School Students in English Language in Kaduna State, Nigeria” was carried out by me. It is a record of my own research work and it has not been presented in any previous research work for degree or higher degree. All sources of information and quotations are fully acknowledged by means of reference.

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CERTIFICATION

This dissertation titled: effect of blended learning on performance and retention of senior secondary school students' in English language in Kaduna state, Nigeria by Suleiman, Tanimu ABDULKAREEM, meets part of the requirements governing the award of degree of Masters in Instructional Technology of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research study is dedicated to Almighty Allah for the gift of life and sound health and also the opportunity to complete the study. Also dedicated to my beloved parents, wives, children and teachers, nothing compares to you. You are my source of inspiration.

ABSTRACT

This study investigates the effects of blended learning on performance and retention of senior secondary school students in English Language in Kaduna State. To give purpose, direction to the study, four objectives, four research questions and four hypotheses were formulated to guide the study. The diverse views of other related literatures (concepts, theory and empirical studies) were reviewed. The study adopted a quasi-experimental pre-test, post-test, control group design. The participants of the study consist of 61 males and 111 females (172) students sampled from the SSII stream of two schools, Government Day Secondary School Rigachikun was the experimental group, located in the rural area of the state, while Government Secondary School Unguwan Sarki was the control group, located in the urban area. Purposive sampling technique was used to select intact classes used for the study. Two instruments were developed to guide the study. Blended Learning Package (BLP) a teacher-directed interactive instructional package which contains lessons structured in accordance with SSII, English Language syllabus particularly for 2nd and 3rd term. Blended Learning Package contains the following topics Sentence Structure, Letter Writing, Comprehension and phonology in conformity with the Nigeria Senior Secondary School curriculum. While English Language Achievement Test (ELAT) instrument is a 40-item, Multiple-choice objective test instrument with four options a-d, to which the students responded to or before (i.e. as a pre-test) and after treatment (using Blended Learning Package), it was designed to measure specific learning outcomes related to the contents of the study as contained in (BLP) and were validated using the context form of validation, by Experts in ABU, Lecturers in the Department of Foundation and Curriculum. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of independent

sample t-test was used to analyze the hypotheses using SPSS IBM version 20. 0.05 level of significance was used as the basis for which the hypotheses was rejected or not rejected.

The findings indicate that technology does not enhance learning until it is supported by those conditions of learning such as factual information and learners' cognitive skills, especially the learners' ability to read, write, recall past experience and relate to new information. It recommended that for effective teaching and learning, teachers at all levels must be encouraged and trained to ensure learners acquire the essential, rudiments and skills of reading and writing, this is necessary for effective teaching and learning in all disciplines with or without technology.

OPERATIONAL DEFINITION OF TERMS

The section gives the description of the prepared words as follows:

Blended Learning: Is the combining of two different education models, traditional face to face learning and electronic learning to smooth the progress of teaching and learning objective.

Performance: Is the outcome of the tests that was administered on the students before and after they have been taught English language with Blended learning and Traditional method.

Retention: Is the ability of students to recall or recognize what has been learned or experienced in their memory. It is also the capacity to remember what they have been taught in English language with Blended learning and Traditional method.

School Location: refers to the geographical position and the configuration of students' population in the schools particularly in terms of urban and rural setting.

Urban Area: refers to a city with high population density and infrastructure of built environment.

Rural Area: refers to a geographical area that is located outside towns and cities. Typical rural areas have a low population density and small settlements.

ABBREVIATIONS

BLP: Blended Learning Package

CAI: Computer Assisted Instruction

CBL: Computer Based Leaning

CBI: Computer Based Instruction

ELAT: English Language Achievement Test

ESL: English as Second Language

ESP: English for Specific Purposes

FCT: Federal Capital Territory

FME: Federal Ministry of Education

FRN: Federal Republic of Nigeria

GDSS: Government Day Secondary School

GSS: Government Secondary School

ICT: Information and Communication Technology

ISD: Instructional System Design

MDG: Millennium Development Goals

MTN: Mobile Telecommunication Network

NECO: National Examination Councils

NERDC: National Educational Research and Development Council

ODL: Open and Distance Learning

PLATO: Programmed Language and Automatic Teaching

SSCE: Senior Secondary Certificate Examination

UNESCO: United Nation Educational Scientific and Cultural Organization

UTME: University Tertiary Matriculation Examination

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In this knowledge age, in which technology has been advancing and information has been rapidly increasing and refreshing, teachers working in educational environments requires more efforts to provide students with information by using effective technology based methods.It is a basic educational principle that teaching and learning is best achieved when generalizations and theoretical concept are developed through experience of a vivid and realistic kind. The effect of blended learning in the classroom presentation is also vital in every aspect of teaching and learning for good academic performance and retention (Kurtus, 2004).

English Language is a compulsory subject offered at the Senior Secondary School Level in Nigeria. According to Oyetunde (2006) English language is an Indo-European language belonging to the West Germanic branch; the official language of Britain and the United States and most of the commonwealth countries. In Nigeria it is the official language, the languages of law, government, education and international communication. In Nigerian educational system, English language is the medium of instruction in all educational institutions and also industrial and business training centre. It is an important subject in the school curriculum at the primary, secondary and tertiary levels of education in Nigeria.

The national policy on education (Federal Republic of Nigeria, 2013) regards education as an instrument for effecting national development. The Nigerian philosophy on education is based on the development of the individual into a sound and effective citizen and the provision of equal education opportunities for all citizens of the national at the primary, secondary and tertiary levels both inside and outside the formal system. The Federal Government laid down policy on English language for the whole country is that; in primary school, which lasts six

years, each child must study two language; English language and his mother tongue (if available for study) or an indigenous language of wider communication in his area of residence. In secondary school which is six years duration, the child must study two language, English language and indigenous language. In tertiary institutions the child must study English language under the general studies.

Since Nigeria's independence in 1960, conscious efforts towards improving the teaching of English and the review of curriculum have been made. Education in Nigeria is the shared responsibility of the federal, state and local governments. According to Oyetunde (2006) The Federal Ministry of Education plays a dominant role in regulating the education sector, engaging in policy formation and ensuring quality control. However, the federal government is more directly involved with tertiary education than it is with school education, which is largely the responsibility of state (secondary) and local (primary) governments.

The education sector is divided into three sub-sectors: basic (nine years), post-basic/senior secondary (three years), and tertiary (four to seven years, depending on the major or course of study). Education in Nigeria is provided by public and private institutions. According to national policy on education (FRN, 2013), basic education covers education given to children 3-15 years of age, which includes pre-primary programs (ages three to five), and nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary. Post-basic education includes three years of senior secondary education in either an academic or technical stream. Continuing education options are provided through vocational and technical schools.

The common core curriculum at the senior secondary level consists of: English, one Nigerian language, mathematics, one science subject, one social science subject, and agricultural science or a vocational subject. In addition, students must take three elective

subjects, one of which may be dropped in the third year. The national policy on education (FRN, 2013) identified that students take the Senior Secondary Certificate Examination (SSCE) at the end of SS III. The Senior Secondary Certificate (SSC) is awarded to successful candidates. The certificate lists all subjects in which the student is successful. The SSC is issued by the West African Examination Council(WAEC) or the National Examination Council (NECO), depending on the examination board used. An average grade of 'credit' level (C6) or better is required for access to public universities; however some require higher grades for admission. The standard of the two examinations are essentially the same. Students register for a maximum of nine and a minimum of seven subjects, which must include English language and Mathematics. A student must get at least a C in English and four other courses relevant to his or her major in order to sit for the University Tertiary Matriculation Examination (UTME). A student applying for admission to study medicine, computer science or accounting, for example, will be required to have a minimum of a C in English language as well as in Mathematics whereas a student applying for a program in history will not necessarily require a C in mathematics.

The method for transmitting language skills has remained too theoretical and devoid, and the use of technology to stimulate the learners' interest and sustain their necessary skills is required. Therefore, undermining the spirit and the fundamental objectives of the subject matter; English Language. This assertion is drawn from the perspectives of failures in school examination which may be ascribed to factors guiding teaching and learning which include archaic pedagogical approaches that not in tune with global practices (Gredler, 2007).

A stronger learning environment has emerged with combining the strongest aspects of the two available approaches to remove the deficiencies of traditional learning and Web-based learning. This new learning approach is blended learning. In international literature it is also

referred as hybrid learning and mixed learning and it is used in very different ways by many researchers. Rossett, Disocroll and Singh, (2003) defines blended learning as integrating face to face learning and electronic learning or distance learning, using difference learning theories, methodologies and techniques in the same place and supporting the learning with various online technologies during the learning process in the classroom. Blended learning can also be defines as the combining of the two different education models, traditional face to face learning and distance learning(Graham, 2006).

Throne (2003), on the other hand, defines the blended learning as "an education model which can integrate e-learning which has improved in parallel with new and technologic developments with traditional learning which provides the interaction in classroom". Wilson and Smilanich (2005) see the blended learning as "the implementation of the most effective learning solutions in a coordinated way to achieve the desired learning targets". While Horton (2000) defines it as "combining some strong and advantageous aspects of online learning and the learning in classroom" and Morgan (2002) explains that blended learning is conducted to blend the best aspects of online learning and face to face learning.

Blended learning is a new type of education prepared for a certain group by combining the positive aspects of different learning approaches. Blended learning will provide a big convenience for the course to achieve its target by combining the face to face interaction in traditional learning and time, place and material richness provided by Web-based learning. Yılmaz and Orhan (2010) state that the best way to solve the lack of interaction problem faced in technology-based learning is to blend traditional learning and online learning. Throne (2003)emphasizes that the blending of these two learning approaches occurs by combining computers, CD ROM, e-mail, conference, online animation, audio message, multimedia

technology and real classroom environment and he states that it should be presented to the student with traditional classroom management and face to face learning.

From this point of view, blended learning can be a good solution by offering different learning environments to the students who have individual differences as well as approaches to learning. Besides, blended learning is a learning approach formed with the combination of the different learning environments and activity types for a certain group with the addition of Information and Communication Technology (ICT) to the face to face learning (Bersin and Associates, 2004). This approach has the facilities to meet the learning necessities of the era. The fact that it is applicable and renewable, and it has the technological innovations that are brought by our modern age stands as a proof approach which is worthy of teaching and learning.

1.2 Statement of the Problem

The convergence of the global technology has produced an environment in which the medium for instruction could change (Wagner, 2008). The 21st Century philosophy of teaching and learning is 'child-centred' as such; blended technique is organized to compliment the teacher whose role is that of a 'guide on the side not a sage on the stage' (Christman & Badget, 2012) as it was the practice. However, most secondary school teachers in Nigeria are used to the traditional (chalk-talk) method of teaching which renders students passive listeners and make teaching ineffective, consequently affecting the students' performance in English Language particularly.

On the other hand, the state of knowledge explosion with increasing specialization, increase in student-teacher ratio and increase in workload of teachers, classroom instruction

alone does not in most cases bring out the desired goals from the teaching and learning process, this causes some drawbacks in student performance in English Language.

From the few researches carried out in the area of English language in Nigeria, there is none specifically in the area of blended learning for Nigerian secondary school students. Among few researches carried out in the area of English languages include those of Adewumi (2010) which evaluates the use of computer in English language programme in Ilorin High Secondary School, in order to determine its relevance, suitability appropriateness to the academic, social and professional needs of Nigerian secondary schools. Tinuoe's (2013) also investigated the variability, effectiveness and appropriateness of the computer programming to the English language needs of Nigerian secondary school students. All these previous works more or less are in the area of computer, need and analysis, but none is specifically in the area of blended learning for Nigerian secondary schools as earlier mentioned.

Academic performance represents the results of education, it is the outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., language, literature, science, history). Academic performance measured in a number of ways such as, oral and written tests; presentations, assignments, class work, projects and continuous assessment. Other forms of evaluating student's academic performance include; standardized tests and teacher-made tests. There is universal agreement that a major criterion of technological implementation in schools should be whether such applications actually to improve teaching and learning and improve students' academic

performance. However, there is a consensus about the complexity and challenge of reliably evaluating the impact of technology. (Noeth & Volkov, 2004).

An investigation into the average performance of Senior Secondary students that offered English Language in Senior Secondary Certificate Examination (SSCE) in Kaduna State from 2013 – 2015 academic sessions indicated very poor performance. See appendix 1.1,(Kaduna State Ministry of Education, 2015). These records indicate that students performed poorly indeed and this raised serious cause for concern considering the huge resources expended by Government at different levels to improve the standard of education in Nigeria as a whole and Kaduna State in particular. The importance of English language to the development of art and languages in Kaduna state in particular and Nigeria at large makes it necessary to explore available strategies to improve teaching and learning of English language. Since learning can be contextualized, Blend techniques may be the medium to facilitate students' better learning of English language.

1.3 Objectives of the Study

The main objective of this study is to examine the effect of blended learning on Performance and Retention of senior secondary school students' in English language in Kaduna state, Nigeria. Specifically, the study will achieve the following objectives:

(i) Find out the effect of blended-learning on performance of senior secondary school students in English language.

(ii) Find out the effect of blended learning on secondary school students retention in English language.

(iii) Find out the influence of gender on the performance of students exposed to Blended-learning.

(iv) Find out the influence of gender on the retention of students in English language using Blended learning.

1.4 Research Questions

The following research questions were raised to guide the study:

(i) What is the difference between the performance of students taught English language with blended learning and those taught with traditional method?

(ii) What is the difference between the retention of students taught English language with blended learning and those taught with traditional method?

(iii) What is the difference between the performance of male and female students taught English Language with Blended-learning?

(iv) What is the difference between the retention of male and female students taught English language with Blended learning?

1.5 Null Hypotheses

The following hypotheses were formulated and tested at $p \leq 0.05$ to guide the study:

Ho_1: Thereis no significant difference between the performance of student exposed to English language using blended learning and those exposed to traditional method.

Ho_2: There is no significant difference in the retention of students exposed to blended learning and those exposed to traditional method.

Ho_3: There is no significant difference between the performance of male and female students taught English Language using Blended-learning.

Ho_4: There is no significant difference between the retention of male and female students taught English Language using Blended learning.

1.6 Basic Assumptions

In carrying out this study, it was assumed that:

(1) Secondary schools in Kaduna state were using the same curriculum for English language.

(2) Schools used for the study were adequately equipped with ICT facilities such as computer and internet connectivity.

(3) Schools selected had computer literate teachers who can easily adapt to blended learning technique.

(4) Students for the schools chosen have been exposed to the use of computer for learning.

1.7 Significance of the Study

The findings of this study may be of benefit to the students, teachers, policy makers, curriculum planners, and textbook writers:

Students may gain from blended-learning package for English Language. The gain includes; better and comfortable learning, towards learning with computers, mobile phones, internet, e-mail, and so on in which they learn at their own speed and convenience. They also have opportunities to work vastly superior materials and more sophisticated problems; personalized tutoring; and automatic measurement of progress.

Teachers may benefit from blended-learning package for English Language, as they experience less hard work and repetition, greater ease in updating instructional materials, more accurate appraisal and documentation of students' progress, easily to catch the learner interest and more time to work directly with student.

Basically, the study could serve as a reference material for further studies in the application of blended-learning to teaching and learning. Especially in arts and languages Educational software developers could mass produce blended-learning package for use by

senior secondary schools teachers and students to enhance the teaching and learning of English language in senior secondary schools.

Also, the study could benefit curriculum planners to plan and designed adequate and suitable curriculum for the students at various levels, applying the modern technique (method) that save time and engage the students and easy to achieved the targeted yearning and aspiration.

1.8 Scope of the Study

Kaduna State Secondary School education is structured into 12 educational zones namely: Anchau, Birnin-Gwari, Giwa, Godogodo, Kachia, Kaduna, Kafanchan, Lere, Rigachikun, Sabon Tasha, Zaria and Zonkwa respectively. This study was limited to Senior Secondary Schools in Kaduna State. It focused on SS II students of Government Secondary School Unguwan Sarki (Urban school) and Government Day Secondary School Rigachikun (Rural school), Rigachikun zone. This class is the most suitable for this study because they are a consistent middle class in the SS stream, they have less tendency for distraction because they have only the terminal examination of writing English and have covered the most of the English Language syllabus.

This study was limited to four topics in English language which included: Sentence Structure (simple, compound and complex sentence), Letter Writing (formal and informal letters, writers and receivers address, date, salutation, body of the letter and closure), Comprehension (passages) and Phonology (consonant and rhymes). These topics were chosen because they belong to difficult topics in English language which students find difficult to understand and teachers find it uncomfortable to teach. The schools were purposely selected because they are among the few schools that Kaduna State Ministry of Education in

collaboration with the Federal Ministry of Education (FME) installed computers and other e-learning equipments. The study is limited to variables of gender, achievement level and retention.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter an account of the concepts of blended learning, computer application in education and the concept of computer based instruction were discussed, as well as the diverse views of other related studies and concepts. These tasks come under the following headings:

Conceptual Framework: Concept of Blended Learning; Blended Learning Ingredients; Information and Communication Technology; E-learning; Concept of Academic Performance. Theoretical Framework: Computer Application in Education; Brief history of Computer in Nigerian Educational System; Nature and Objective of English Language Curriculum; Instructional Design Theories and Models; Influence of Gender on Academic Performance. Empirical Studies: Blended-learning, Gender, Academic Performance and Retention; Summary of the review of related literature.

2.2 Conceptual/ Theoretical Framework

2.2.1 Concept of Blended Learning

Educational technologists have variedly invented concepts around Blended-learning. For example Harriman (2004) defines bended learning as a formal education program in which a student learn through combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students. Throne (2003) also defines the blended learning as a system whereby tools are use to the provincial learning management system in a face-to-face class. Through blended learning students can access high-quality course materials, course calendar, and assignment during and outside school hours. Kurtul (2004) the term blended learning generally applied to the practice using both online and in-person learning experiences when teaching students.

Also it is an Education which can integrate e-learning which has improved in parallel with new and technological developments with traditional learning which provides the interaction in classroom. In other words, it is blend of learning theories and approaches combined to optimize teaching and learning opportunities. Blended learning will provide a big convenience for the course to achieve its target by combining the face to face interaction in traditional learning and time, place and material richness provided by Web-based learning. Yılmaz and Orhan (2010) state that the best way to solve the lack of interaction problem faced in technology-based learning is to blend traditional learning and online learning. These two learning approaches occurs by combining *CD ROM, e-mail, conference, online animation, audio message, multimedia technology and real classroom environment* and it should be presented to the student with traditional classroom management and face to face learning.

Biggs (2003), as cited in Leese (2009), developed the *3P model* to alleviate concerns about students who have little prior knowledge or experience with technology-based tasks. *Presage* refers to a student's prior experience before commencing with a blended learning route. *Process* refers to what students would be expected to do. This would include students working together on planned online tasks formulated to support students gaining skills such as collaboration, negotiation, presentation and group work. *Product* is the end result.

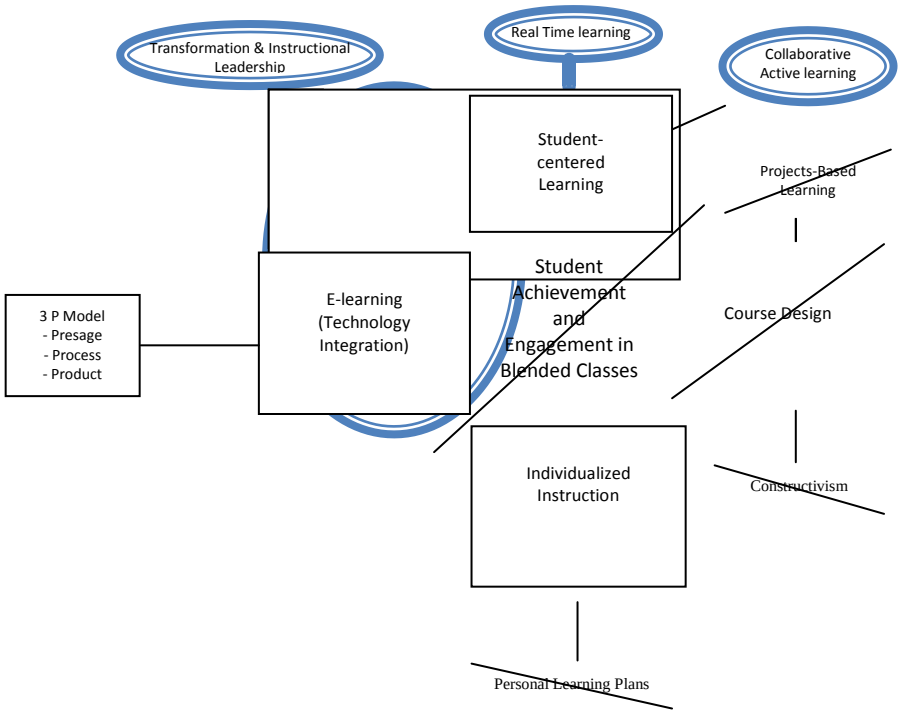


Figure 1.1Concept Map for Blended Learning

Source: *Wade (2003)*

Student-centered learning is a shift to a student-centered approach in the classroom versus the traditional *sit and get* teacher-directed environment. Students would be engaged in collaborative relationships that require active learning and problem solving (Brewster &Fager, 2000). Course design would be grounded in a constructivist approach that emphasizes project-based learning and real connections to the outside community. The blended learning classroom could use technology, enhance communication between student and teacher, and increase interaction to personalize and individualize instruction.

University of Pennsylvania (2009) observed that in the past, digital materials have served in a supplementary role, helping to support face to face instruction. For example, a blended approach to a traditional, face to face course might mean that the class meets once per week

instead of the usual three-session format. Learning activities that otherwise would have taken place during classroom time can be moved online.

Zemke (2002) states that the situation is dependent upon the people you serve, the nature of the skills they must master and the context in which they are to perform. For this study, the subjects was drawn from schools located at the outskirt of the state capital as such the students are affected by wide range of factors, environmental, economic, social, etc. therefore to make the curriculum objectives achievable the need for a blend of diverse teaching method and techniques is imperative.

Rosset (2002) in support of Zemke's position assert that learning theories are not like religion, the goal is to have the right theory for the right situation. This in effect that three should be no stereotyping in approaches to teaching, rather the concept of system approach to instruction should be considered following instructional process. In fact, Blended Learning theory is the basis for this study, because there will be face to face contacts with the learners in the control group as well as the experimental group. It is important to note that the electric nature of instructional design requires and electric approach.

Features of blended learning: Zemke, (2002) identified five components/elements of blended learning which include: **Live Events**: Synchronous, instructor-led learning events in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live instructor. **Online Content**: Learning experiences that the learner completes individually, at his own speed and on his own time. Self-paced, asynchronous learning events add significant value to the blended learning equation. In order to get maximum value–real business results–from a self-paced learning offering, it must be based on effective implementation of instructional design principles. **Collaboration**: Learners communicate and create with others. E-mail, threaded discussions, and wikis are all examples. **Assessment**: A

measure of learners‟ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge, and post assessments can occur following scheduled or online learning events to measure learning transfer. **Performance Support Materials**: On-the-job reference materials that enhance learning retention and transfer, including PDA downloads and printable references summaries, and job aids.

Today, the emerging alternative theoretical perspective in education is the shift from cognitivist theory and behaviorist theory to constructivist views which posit that knowledge is better acquired when learners are allowed to make up their own perspective of the world to construct knowledge for themselves. According to Reigeluth (2009) more recent developments are due to Constructivist learning theories, Instructional designers no longer depend on any one theory. They draw upon and incorporate from different learning theories, Mix those with other information and apply the results to meet human yearning and aspirations'. The general belief among educationist, parents and other critical stakeholders is that blended learning technology allows educators more options for communicating, facilitating the lessons, attractive to the learners and enhancing teaching and learning.

2.2.2 Blended learning characteristics

In describing the blended learning characteristics, Carman (2005) has pointed out that the blended learning process includes five key characteristics: **Live Events**: Synchronous, instructor-led learning events in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live instructor. **Online Content**: Learning experiences that the learner completes individually, at his own speed and on his own time. Self-paced, asynchronous learning events add significant value to the blended learning equation. In order to get maximum value–real business results–from a self-paced learning

offering, it must be based on effective implementation of instructional design principles. **Collaboration**: Learners communicate and create with others. E-mail, threaded discussions, and wikis are all examples. **Assessment**: A measure of learners‟ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge, and post assessments can occur following scheduled or online learning events to measure learning transfer. Assessment is not limited to conventional tests, quizzes, and grades. Narrative feedback, portfolio evaluations and, importantly, a designer's reflection about a blended learning environment's effectiveness or usefulness are all forms of assessment. Assessment is one of the most critical ingredients of blended learning, for two reasons: It enables learners to "test out" of content they already know, fine-tuning their own blended learning experience. It measures the effectiveness of all other learning modalities and events. **Support Materials**: These include reference materials both physical and virtual that enhance learning retention and transfer. They include: printable references, job aids and personal digital assistant.

Advantages and challenges of Blended learning

There are some potential advantages to blended learning that are emerging. Some of these revolve around accessibility, pedagogical effectiveness, and course interaction. Wingard (2004) enhances the idea of accessibility saying that students like the ability to access course materials anytime, anyplace, and are positive about the convenience and flexibility this provides them. By reducing time and space commitment, access is easier and thus many students have come to prefer these courses over the face-to-face counterparts. Osguthorpe and Graham (2003) identify six reasons why one might choose to design or use a blended learning system: (1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost effectiveness, and (6) ease of revision. Graham and Robinson (2007) add three other reasons

that encourage people to select the blended learning approach i.e. improved pedagogy, increased access, and flexibility.

Al Fiky (2011) summarizes the benefits of blended leaning as follows:

Increasing students' interaction and participation; Developing students' learning and performance; Affecting teachers' approaches of other subjects; Developing independent learners, a source of instant feedback, time saving and motivation to learners (Sharma &Barrett, 2007);Increasing student learning outcomes and reduce instructional delivery costs. (Dziuban, Hartman & Moskal, 2004) and; Maximizing classroom space and or reduce the number of overcrowded classrooms. Gould (2003);Allowing institutions to offer more classes at peak demand times of the day, thus maximizing the scant resources by increasing flexibility in scheduling; Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignment sheets and other hard copy handouts, are easily accessible to the students on the course web site.

It’s good to know that combining different delivery modes has the potential to balance out and optimize the learning program development and deployment costs and time. A totally online, self-paced, media-rich, Web-based training content may be too expensive to produce (requiring multiple resources and skills), but combining virtual collaborative and coaching sessions with simpler self-paced materials, such as generic off-the-shelf Web-based training, documents, case studies, recorded e-learning and PowerPoint presentations (requiring quicker turn-around time and lower skill to produce) may be just as effective or even more effective. Wade (2003) emphasizes that blended learning makes learning accessible to all by the fastest

means possible and links learning to work practices, keeping line managers happy and contributing to flexible learning and working needs.

Blended learning as it's the subject matter of this study, helps in producing a stronger socialization feeling to students compared to their counterparts who learn through traditional way or those who learn via complete e-learning. Also, Blended learning has the advantages of stirring students' motivation for achievement, taking into account individual differences and students' unique needs, improving their achievement level, saving time, effort and cost of the learning process. It also provides variety of resources, flexibility for implementation in different areas and environments according to the available potentials where learners can acquire skills and knowledge independently according to their unique learning styles, desire, competencies, characteristics and individual differences. It also helps students practice discussion with others without fear of criticism and raise their achievement level through employing various learning resources which enhance learning.

Challenges facing blended learning

The application of blended learning revealed some of the difficulties and challenges which might affect the quality of teaching and learning and hinders the expansion of using it in a wide range in the teaching. Hofmann (2011) describes a variety of technical, organizational, and design challenges facing blended learning: Ensuring participants' ability to use technology successfully; Resisting the urge to use technology simply because it is available; Overcoming the idea that blended is not as effective as traditional teaching; Redefining the role of the facilitator; Managing and monitoring participant progress.; Looking at how to teach, not just what to teach; Matching the best delivery medium to the performance objective; Keeping online offerings interactive rather than just "talking at" participants; Ensuring participant commitment

and follow-through with “non-live” elements; Ensuring all the elements of the blend are coordinated; Frustration, confusion, anger, anxiety and similar emotional states which may be associated with the interaction can adversely affect productivity, learning, social relationships and overall well-being; Various difficulties in evaluation, monitoring and class administration.

Harriman (2004) confirms that blended learning faces several challenges of offering Blended Learning represented in: how to manage instructional complexity, how to design it, how to manage the roles and responsibilities, how to create a seamless learning experience, how to meet expectations, and how to control costs. Some studies asserted on existence of these difficulties; Al-Beter study (2008) revealed some administrative, technical, human, financial and technological obstacles. While Abo-Mosa and Al-Soos study (2010) concluded that there are some difficulties including balance between creativity and production, cultural adaptation as blended learning when designed takes into account the needs of the local community students rather than the global community.

The foregoing assertion reinforces the choice of making use of high-quality learning schools, having well-equipped infra-structure, securing suitable teaching environment and the required financial support, clear scientific plans on educational principles under supervision of experts in English and technological teaching. This could help students overcome the obstacles that face them in learning English.

2.3 Information and Communication Technology

In 2000, Nigeria developed a policy on information technology (IT), with the aim of making Nigeria an IT adapted country in Africa and also a leading player in the use of ICT as an implement for sustainable development and global competitiveness. Since then Information and Communication Technology has been on the lips of every academic. The world is about to

leave behind anyone that is not ICT compliant. ICT has various forms and roles which it performs in learning, especially in the teaching and learning of language. It is a powerful tool which can take the form of texts, pictures, tables, graphs, emails, fax, chat groups, discussion groups, SMSs, socializing portals, dictionaries, e-encyclopaedia, Power Point presentations, websites and audio-videos, and so on. It can play instructional roles which include making learners feel more relaxed to learn various topics and tasks and making them active as learning is technologically based.

The problem which we have identified in the use of ICT in secondary education is lack of infrastructure and trained manpower (personnel) to use the ICT tools in teaching and learning. Most teachers, technologists and students who are supposed to use the ICT tools are ignorant of what they are and their uses. Previous researches on ICT have focused on the hardware, software, professional development and support services.

The Nigerian government has taken some specific strides targeted at implementation of ICT. These include: establishing a coordinated programme for the development of a national, state and local information infrastructure backbone; increasing the telephone line penetration rate by expanding the existing telecom network and providing new networks by employing modern technologies in order to minimize the cost of expansion; encouraging further deregulation of the telecom industry with a view to providing affordable, competitively priced Internet connectivity for a larger community of users; Restructuring the educational system at all levels with a view to developing relevant IT curricula for the primary, secondary and tertiary institutions in order to respond effectively to the challenges and imagined impact of the information age and, in particular, the allocation of IT development fund to education, etc. (Dzidonu, 2006).

The above strides by the government show that ICT is given priority by all sectors. Its roles in secondary education cannot be ignored. Yunus (2001) citing Fleccknoe (2002) states that ICT can be used in facilitating various forms for online conferencing and creating virtual discussion with friends or teachers online. This online conference enables teachers or students to share information with their peers and friends who are staying far apart across the oceans. This provides a wide opportunity for students to increase their usage of the language and enables them to use their knowledge effectively. ICT can provide lessons which will help students to learn grammar and vocabulary at their own pace.

According to (Hoven, 1999), computer-enhanced language learning will enhance peer correction and language repair work. He stipulates that computers enable learners to work at their own pace. The question now is how can computers and the internet be harnessed to improve the efficiency and effectiveness of teaching and learning of language at all levels? What is their role language teaching and learning in university education? ICT transcends time and space; therefore, online course materials may be accessed at any time. Teleconferencing technologies enable instruction to be received simultaneously by multiple, geographically dispersed learners; that is, synchronous learning.

In secondary education, teachers and learners do not have to rely solely on printed books and other physical materials housed in libraries for their educational needs. This is because with the internet and World Wide Web (WWW), a large volume of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by unlimited number of people (Tinio, 6). This is particularly of importance to many schools in developing countries which have limited and outdated library resources. ICT can also improve teaching and learning of language through the provision of access to resource

persons such as mentors, experts, researchers, professionals, business leaders and peers all over the world.

One of the most important reasons for using ICTs in the classroom is to better prepare the students for a workplace where computers, internet and related technologies are used at all times. They need this in the increasingly globalized job market. ICTs can help to improve the quality of education by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training (Haddad&Jurich,2002). ICTs are also transformational tools which can promote the shift to a learner-centred environment.

ICTs such as videos, televisions and multimedia computer software that combine text, sound, and colourful moving images can be used to provide challenging and authentic content that will engage students in the learning process. Also, interactive radio makes use of sound effects, songs, dramatizations, comic skits, and other performance contentions to compel the students to listen and become involved in the lessons being delivered. Networked computers with internet connectivity can increase leaner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events (Tinio, 2010).

Factors that Enhance Effective use of ICT

For ICT to be used effectively there are factors that need to be put in place. These may include: Infrastructures: Basic infrastructure such as computers (desktops and laptops) power point equipment, and internet facilities should be made available for teachers and students.

Virtual learning environment: Virtual learning environment such as blogs, videoconferencing, and podcasts should be created by the university. Teleconferencing which is an interactive electronic communication among people located at two or more different places, should be put

in place for effective language teaching and learning. Teleconferencing is of four types based on the nature and interactivity and sophistication of the technology. These include: audio conferencing; audio graphic conferencing; video conferencing and web-based conference (Shih, 2010).

According to Harriman (2004), audio conferencing involves the real-time (live) exchange of voice messages over a telephone network. Video conferencing does not just allow voice and graphics but also allows exchanges of moving images. This does not use telephone lines but either a satellite link or television network. Web-based conferencing involves the transmission of text and graphic audio and visual media through the internet. It requires the use of computers and browsers. Teleconferencing can be used both on formal and informal learning contexts.

Educating/training the personnel, based on the fact that teachers teaching in this 21st century, or the age of computers, are not ICT compliant, training them in the use of ICT facilities would result in the effective teaching of any language. We are not ignorant of the fact that most of our students are ICT compliant and therefore can manipulate its facilities whenever and however they deem fit. But educating the teachers will better equip them to harness the abilities of these students(Singh,2003).

Competency and Performance-based Curricula: The University should provide well developed competency and performance-based curricula for effective teaching and learning. These include: Access to a variety of information sources, for example, online professional publications and organizations; Access to a variety of information forms and types; Student-centred learning settings based on information access and inquiry; Learning environments centred on problem-centred and inquiry-based activities; Authentic settings and examples; and Teachers as coaches and mentors rather than content experts (Oliver, 2002).

The method of language teaching and learning using ICT

Language teaching and learning can take place in many forms. Some of these forms are now obsolete; others are widely used while some others are not widely used but have significant impact. In the teaching of language, there are three principal views. According to Wikipedia, these views include:The structural view which treats language as a system of structurally related elements to code meaning (e.g grammar translation and the audio-lingual).The functional view which sees language as a vehicle to express or accomplish a certain function, such as requesting something (e.g oral approach situational language teaching) and the interactive view which sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This view has been fairly dominant since the 1980s. Its examples include the direct method, the series method, communicative language teaching, language immersion, the silent way, the national approach, total physical response, teaching proficiency through reading and storytelling and language teaching (Garrison, 2008).

In view of all these, language teaching and learning took a new turn in the 21st century, ICT world. In order not to be left behind by this ICT world, teaching and learning of language has to allow ICT to take the driver's seat. Therefore, what is called "blended learning" combines face-to-face teaching with distance education which takes the form of electronic/computer-based or web-based teaching and learning. Our aim here is to present a pattern of the "blended" language teaching and learning for effective output in this computerized world. There are numerous manuals, websites and articles that have been devoted to suggesting, explaining and modeling the ways that educational technology can be used to support teaching and learning. Jaffer, Ngambi and Czerniewicz (2007) and Laurillard (2001) agreed that it is important that educational technology-based resources be appropriately matched

to both teaching and learning activities. Laurillard (2001) explains how educational technology can be integrated into the curriculum. These guidelines are useful in that they provide a framework which relates ICT-based resources to particular teaching and learning activities. The table, therefore, suggests particular uses of ICT for particular teaching and learning situations.

The choice of appropriate language teaching and learning activities will depend on the curriculum or course objectives which include the purpose of teaching and learning, the teacher's preferred teaching approach, the learning styles of the students and the nature of the curriculum content.

Challenges in using ICT in language teaching and learning

Even though there are numerous benefits of ICT in education, it has inherent challenges. These challenges include educational policy and planning, infrastructure, language and content, capacity building, and financing. These are challenges because educational policy and planning; language and content; etc. have not been reviewed to suit the computerized world of the 21st century. Tinio (2010) posits that attempts to enhance and reform education through ICTs require clear and specific objectives, guidelines and time-bound targets, the mobilization of required resources, and political commitment at all levels to see the initiative through. The university on its part should ensure that enough infrastructures are put in place for effective language teaching and learning.

The teachers and students who are not yet ICT complaints should endeavour to bring themselves up to date by enrolling in ICT trainings so as to be better equipped for effective language teaching and learning. This will minimize the challenges we face in ICT language teaching and learning.

2.3.1 E-learning

E-learning is relevant to this study as its one component of blended-learning. E-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom, (Bersin and Associates, 2004). In most cases, it refers to a course, programme or degree delivered completely online. There are many terms used to describe learning that is delivered online, via the internet, ranging from distance education, to computerized electronic learning, online learning, internet learning and many others (Throne, 2003).

Vaughan (2007) defines eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded. There is always a teacher or professor interacting/communicating with you and grading your participation, your assignments and your tests.

Saade (2009) described the information age mindset as "a way to indicate how the technological trends influence student learning" (p. 40). She indicated that for students, multi-tasking is a way of life. Listening to an iPod, sending instant messages, doing homework, and talking on a cell phone is a student's response to information overload. An article by *eSchoolNews* in December 2008, cited a report completed by the Info Savvy Group 2005 that stated, "Learners prefer acquiring knowledge quickly from multiple sources, multitasking and parallel processing" (p. 2). They also prefer to process pictures, sound, and video before text and have a preference to interact and network simultaneously with many others (Stansbury,

2008). Computers and the internet have been identified as the decisive force that has defined the generation known as Millennial – those who were born between 1980 and 2000 (Coates, 2007, Dede, 2004). The North American Council for Online Learning (2008) reported that 87% of all youth between the ages of twelve and seventeen – 21 million people in America – use the internet.

The Center for Digital Education (2007) described the disconnection between the millennial learner and the industrial age high school in the following statement: Technology is slowly being introduced into education. While businesses have changed significantly, education in the United States remains much as it has been for two centuries. However, rote memory exercises in an age of Google, outdated textbooks in a time of instant information and single-media learning environments in a world of multi-media, simply are not connecting with the nation's students. The students preparing for the future are learning and interacting with each other in technology rich environments.

Computer gaming has evolved from casual entertainment to a social event, complete with national and international competitions. A paradigm shift is needed to alter the education, training, and preparation of the current generation of learners (Reigeluth, 2009). Printed books and structured classrooms can no longer be the primary means for preparing our students for the 21st century (Center for Digital Education, 2007). Creating classrooms that are preparing students with 21st century learning skills requires re-equipping classrooms and teachers with the necessary technology to make learning relevant to the learning styles of the students. In response, Michigan developed *Education Yes* and then the new high school *MichiganMerit Curriculum* (Michigan Department of Education, 2008). In many Michigan school districts, the response has been to review the research that indicates the differences in learners today and those in the past (Oblinger, 2003). One response by school districts has been to generate and

implement an online learning environment that complements the traditional learning setting (Ed Week Staff, 2008). For students to obtain a real-world rigorous and relevant education, they need to explore the concepts behind the up-and coming technologies (Johnson, 2012).

Other reasons for the cultivation of the online learning environment include the ability to expand course offerings, provide advanced placement, credit recovery, and individualized instruction, and resolve student schedule conflicts (NASSP, 2004). Although online course delivery models have been used for adult learners for nearly a decade or more in the college setting, it is still a relatively new phenomenon in the public high school setting (Clark, 2008). The North American Council for Online Learning's report entitled *Keeping Pace with K-12 Online Learning* finds that online learning continued to grow in 2007 and 2008, with new programs and the enhancement of existing programs (Devaney, 2008). In the design of the online learning environment, the primary philosophy for design that has emerged is a constructivist approach (Mishra, 2008). In this approach, the online course incorporates discussion forums (synchronous and asynchronous), email between students, and student collaboration on group projects (Mishra, 2002).

2.4 Concept of Academic Performance

There are diverse definition offered by different scholars and educationists, Academic performance may be defined as the outcome of teaching and learning it is the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important it includes procedural knowledge such as skills or declarative knowledge such as facts (cognitive domain) (Kenter, 2012).

In similar vein; Bell (2012) defined Academic performance as the ways or strategies students use to deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and be able to communicate knowledge verbally or on paper. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. (p2.).

2.5 Computer Application in Education

Overlapping terms related to the uses of computer and associated technologies in art and languages education are categories into three by Bybee, Powell, and Trowbridge (2008) as follows: Learning about computers, learning with computers and learning through computers. Learning about computers involves the knowledge of computers at various levels such as knowing the uses of the computer and the names of the various parts, knowing how to use the keyboard and computer packages and so on (Owusu, 2010). Accoridng to Tabor, (2007), the knowledge of Computers may be thought of as a continuum which ranges from skills in and awareness of computers at lower level to programming at higher level; Learning with computers, students use computers as a tool in data acquisition, analysis, communication with other people, information retrieval and myriad other ways (Owusu, 2010). Learners use computers to get information and do their homework; The term ‘learning through computers’ involves the use of computer as an aid for the teacher to do his/her presentations, and / or to get

the learners to practice and drill. Computers are used to enhance interactive activities, to provide immediate feedback, to facilitate the retention and to enable the learners at diverse levels to work at their own pace. This broad and extensive classification of the application and use of computer in education as aptly captures by Serin (2011) underscores the focus of the study; learning through Computer using the Blended learning theory forms the basis for this study.

Goldberg and Sherwood 1994 cited by (Kyaw, Koki, & Chang, 2000) identified the following approaches as the most far reaching: Learning about computers; Learning from computers, and Learning about thinking with computers. Learning from or with computers encompasses approaches to blended learning in which the computer is used as a means for transmitting specific subject matter, such as reading. The flow of information is basically from the computer to the student, with the computer presenting learning material or activities for student responses. The computer retains records of the students' progress through the course of study under the guidance of the teacher or instructor. Blended learning technology is designed to function in form of plan, do, see and improve.

2.5.1 Brief history of Computer in Nigerian Education System

The desire, aspiration and focus of the national educational; policy in Nigeria is geared towards Industrialization and economic advancement. English language as a subject is at the threshold of achieving this lofty objective. However, the teaching of the subject matter overtime has been through the traditional mode which has become outmoded, several studies overtime identified causes of low performance of students in art and languages subjects at the different strata of our education to be among others the Pedagogical method. Other mitigating factors listed as responsible for poor performance in school subjects include; poor teacher quality, overcrowded classroom, lack of suitable and adequate teaching/learning equipment among

others Adewumi 2010, Clark 2008 and Kareem 2003 (as cited in Christman and Badgett, 2012). The pervasiveness of technology in all spheres most especially in teaching and learning created the imperative for computer in instructional techniques, lately studies have indicated that teaching through or with computer has improved teaching and learning.

The integration of computer in education universally created the needed impetus for the Federal Government of Nigeria to come up with national policy on computer literacy in 1988. This policy addresses the integration of computer at all levels of education i.e. Primary, Post-Primary and Tertiary. Accordingly Abimbade (1999) identified the following as the central policy and educational objectives to the intent of the government: To bring about a computer literate society in Nigeria by the middle 1990s; To enable the present generation of school children at different levels of education appreciate the potentials of the computer and be able to utilize the computer in various aspects of life and later experience.

However, the main educational objectives include: ability to use and program computers; Knowledge and ability to use and develop software packages; Understanding of the structure and the operation of the computer; Knowledge about the history of computers; Appreciation of the psychological, economic and social impact of the computer and The use of the computer in problem-solving.

In order to achieve these lofty objectives the Federal Government outlined the following strategies: Training teachers and associated personnel; Hardware facilities; Curriculum development; Software development and evaluation; Maintenance of hardware and peripherals (Adeyemi, 2010).

Prior to the policy on computer Literacy, there were efforts to incorporate computer in to education. Particularly, The concept of programmed instruction which was an entirely new phenomenon in Nigeria. Until 1963 when the United Nations Educational Scientific and

Cultural Organization (UNESCO) identified the need to introduce new methods and techniques to teaching by prevailing on member nations which Nigeria happen to be one to embrace programmed learning, methods and application. This efforts culminated in the establishment of Programmed Instructions Research Centre at the Institute of Education of the University of Ibadan (Okoruntifa, 1968) in Abimbade (1999). At this centre; many programmes were designed and tried out in sciences, especially in mathematics and biology (Abimbade, 1999).

However, the history of computer in education in other climes particularly in the United States of America has its roots in the early computer-assisted instructional software developed by Patrick Suppes at Stanford University during the 1960s. Dr, Suppers systematically analyzed arithmetic courses and other subject courses. He designed highly structured computer systems that allowed for learner feedback, branching of the material, and student record keeping (Coburn et al. 1982) in Ash (2004).

Before the early 1980s, computers were too expensive to be used in K-12 education in United States of America. According to Ash (2004) the principal use of computers in school was record keeping. The Internet led to a quick proliferation of computers in the homes. Students were more comfortable using computers allowing for a greater integration into their day. Computer-assisted instruction moved beyond simple drill and practice. Software became more effective by being more adaptive to each individual student's needs (Christman & Badgett, 2000). The increased emphasis on the individual student and their learning requirements caused a greater interest in technology. Researches in human learning revealed that; students benefit more in learning environments with computer as the central medium; the essence of using computer for learning is to ensure quality of the learning content and delivery.

Ash (2004) lent his support for this assertion thus; the focus of computer use in the classroom shifted to quality of learning. Product based learning became more prevalent in the

education arena. Computers in education dates back to over sixty years ago, it started with the manufacture of the mainframe computers in the 1960s, and evolved into minicomputers in the early 1970s and microcomputers in the late 1970s (Simonson &Thompson, 1997). Today, there are countless kinds and models of computers generally called Information and Communication Technology (ICT).

Computer Assisted Instruction (CAI) it is the use of a computer to provide course content instruction in the form of drill and practice, tutorials and simulations. The term is used synonymously with Computer-Based Learning (CBL), Computer-Based Instruction (CBI), and Computer-Assisted Instruction (CAI) was first used in education and training in the United States of America during 1950s. It thereafter witnessed rapid growth in the 1960s. The U.S. government in order to determine the effectiveness of computer-assisted instruction increased funding for research and development of two competing companies, (Control Data Corporation and Mitre Corporation) who came up with the Programmed Language And Automatic Teaching Operations (PLATO) and Trees Into Cartoon, Cartoon Into Trees (TICCIT) projects. PLATO eventually enabled computer-based instruction to integrate text and graphics, and provided one of the first programming environments for instructors to develop CAI (Saettler, 1990; Alessi & Trollip, 1991), there are different approaches to the use of computers in educational practices.

2.5.2 Nature and Objective of English Language Curriculum

English language is a join up of art and language subjects taught at the Senior Secondary school level (referred to as senior level 4-6). It was introduced as a compulsory subject with varied components that includes literature, oral, writing, speech, and communications. The national policy on education (FRN, 2004) outlined the following as the cardinal objectives of

the subject: Provision of art and cultural orientation for further training in languages; Provision of English language literacy for daily living and Motivation of creativity.

However, the Grieve Report of 1964 which examined the teaching of English Language in West African Schools was the most renowned. The national policy on education (FRN, 2004) observed that English was being taught by unqualified persons whose command of English was far from satisfactory. The exclusion of non-English specialists was, therefore, advocated in the teaching of English in schools. The Grieve 'Report also led to the modification of West African Examinations Council's (WAEC's) standard for English as it recommended the following: Setting of two compositions instead of one; Inclusion of summary test instead *of the* old precise exercise; Setting of two passages with multiple choice questions for comprehension; Lexis and grammar to be tested through objective questions.

These recommendations were found acceptable as WAEC has, for many years, used these as guidelines for setting School Certificate examination questions. The 1969 National Curriculum Conference had a far-reaching effect on the Nigerian education system, leading to a subsequent overhauling of the system. This was because-the conference participants recognized the need to shift from British content of education in terms of objectives, goals and aims. The national policy on education (2013)viewed that the current English Curriculum highlight the major developments in the history of teaching and learning of English language in Nigeria; the trend shows that English has always occupied an important status within and outside the school curriculum. At the point where interest in the language seemed to be weaning and there was renewed interest in the learning of mother-tongue languages; English was never relegate to the background.

Hence this improvement on the rigidity of syllabus design which covered composition writing, comprehension, grammatical structures and Vocabulary. The modern trend is toward a

communicative language teaching and the appreciation of language use in different contextual cues; hence the stress on oral and Written aspects of communication. English language is the medium of instruction in most secondary and tertiary institutions of formal learning in Nigeria. In fact the English language is one of the few core subjects recommended for secondary schools in the national policy on education (FRN, 2013). The Federal Government of Nigeria after critical examination of the success and failure of the 6-3-3-4 system from its inception in 1982 to 2006 concluded in its wisdom that the system needs restructuring in order to achieve the Millennium Development Goals (MDG) in education sector in line with the national educational objectives; especially at the Senior Secondary level. This marked the turning point in curriculum contents of English Language. The attainment of these objectives is bedeviled by challenges some of which Banjo (2001) observed that:

Although the curriculum of English language includes some practical aspects, teachers' experience when implementing the programme suggests that some of the objectives are not achievable because, the contents are probably culturally irrelevant and in most cases are at variance with the background knowledge of the Nigerian Senior Secondary School students. Cultural and socio-economic background of the learners and the methodologies adopted in the class are also inadequate. These and other factors might have contributed to the mass failure of English language among students.

To achieve the aspiration outlined in the English language curriculum, teaching of this subject must be predicated on teaching and instruction that makes the learning of English language useful. This much reinforced by Omolewa (Babafemi, 2010) 'The 6-3-3-4 programme was conceived as an instrument of national unity, it was designed to inject functionality into the Nigerian school system, and fashioned to produce graduates who would be able to make use of their hands, the head and the heart "the 3Hs of education" (Babafemi, 2010). Functionality of

education is the production of individuals by the educational system to be relevant to the Social, Economic, Political, Intellectual and Moral growth of the nation. When the 6-3-3-4 system was finally introduced in 1982, there had been inputs by various sectors of Nigerian professional community'. Uwameiye and Ojikutu (2011) defined teaching as the action of a person imparting skills, knowledge or giving instruction, or job of a person who teaches. Therefore it can be deduced that teaching is an attempt to assist students in acquiring or changing some skill, knowledge or idea, attitude or appreciation. Teaching is a challenge that requires long hours and of work and preparation. It is a continuous, cycle process involving three phase: pre-teaching during which the teacher plans what to teach and prepares or collect the materials to be used for teaching; classroom interaction, during which there is purposeful interaction between the materials, the subject-matter, the learner and the teacher; and post-teaching during which the teacher reflects on the task just completed and feeds back his observation into planning the next lesson. This process continues *adinfinitum* (Obanya, 1980).

Teaching is carried out for a purpose, especially to generate learning in students in order to produce educated persons. Today computer has found a place in education as a communication medium that optimizes the opportunity for teaching and learning. Fafunwa (2002) states that English language is the vehicle of social interaction and students need effective language to function properly in the school, work place, social interaction, and indeed, for functional literacy. It must be emphasized that "a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group". English language gives students the chance to apply values of reading and writing for effective communication. (p.4)

To achieve these objectives requires teachers that have competencies enough to manage student to achieve technology education that would escort in art and languages development in Nigeria. Essentially the subject is practical based, most of the components of the subject require practical activity to fully stimulate the theoretical knowledge. Blended-learning is an aspect of programmed instruction designed to address aspects of challenges in teaching and learning, particularly subjects with some level of difficulty such as English language. It is believed that the power of Blended-learning to convey instruction in large volume and in different perspective would improve students' performance in English language.

2.5 Instructional Design, Theories and Models

Seels and Richey 1996 (Gustafson, 2002) defines "Instructional System Design (ISD) which is another name for Instructional Development as (an organized procedure that includes the steps of analyzing, designing, developing, implementing and evaluating instruction" (p.31) Instructional development consist of at least five major activities these are: Analysis of setting and learners needs; Design of set of specification for effective, efficient and relevant learner environment; Development of all learner and management materials; Implementation of the resulting instruction and Formative and summative evaluation of the results of the development.

"All instructional designs evolved from human learning theories" (Qureshi, 2004) Therefore, for any instructional activity to be effective and valid, it must be predicated on a learning theory. The achievement of any learning objective is guided by clearly articulated, constructive and responsible instructional design. There are several learning theories that underpin the use of blended-approach and engagement of technology in teaching and learning processes. The most prominent of these 'technology mediated theories' are based on human psychological theories of learning rooted in the traditional method of teaching. The emergence

of technology spurred attempts at matching learning theories with technology to improve learning outcomes. Theories such as connectionism conceived and promoted by Edward Thorndike, Richard Atkinson, Robert Gagne, David Ausubel, Leslie Briggs, David Merrill and others define *learning as a series of connections of concepts from simple to complex*. Peck & Wilson, 1999).

Cognitivism, school of thought championed by Jerome Bruner, Jean Piaget, John Dewey, Lev Vygotsky, Howard Gardener and others, while Operant conditioning paradigm was promoted by B.F. Skinner, and Classical conditioning by Ivan Pavlov, provided the foundation for computer-based instructional design. They assert that learning should be organized from very simple to very complex events. Other contributors to behaviorists learning principle led by John Watson emphasized that psychology should not dwell into issues of memory and mind; rather attention should only be paid to observable changes in behaviour. These theorist belief that human and animals adjust and adapt to their environments by heredity and habit. These principles guided and continue to guide teaching and learning in various contexts (Gredler, 1997).

According to Simonson and Thompson (1997) 'despite the shift in paradigm, learning theories share some common grounds especially as applicable to blended-learning; feedback, learners assessment, and individualized instruction. Among the Cognitivists, Robert Gagne's who is re-known for his contribution to systematic approach to learning made effort at defining learning from a real world or practical setting is pertinent (Peck & Wilson, 1999). Gagne's perspective is that learning is cumulative, since human intellectual development is the accumulation of complex structures of human capabilities that in turn enable the individual to be a functioning member of his society. And that learning is the different capabilities of the

individual required from the stimulation from the environment and the cognitive processing undertaken by the learner.

Consequently, Gagne (2005)identified five categories of learning that may be influenced by internal and external conditions of learning. The internal state required in the learner to acquire new skills is the internal conditions, while the stimuli or action required to support the internal processes are the external conditions of learning. These are; verbal information; this refers to retrieval and storage of information, intellectual skills; these are those mental operations that enable an individual to respond to what he/she perceive from the environment, cognitive strategies; this is how the learner organizes his thinking and learning processes, attitude is the predisposition that affects a person's choice of action and motor skills; is the ability to perform sequence of required movements. Gagne (2005) posit that instructional events do not produce learning but support the learners internal process, these theories have had positive influence on the evolution of the system approach to design of instruction, (Gredler, 1997). However, an emerging and most recent principle of learning that guides distance and open education and is pertinent to this study as the theoretical basis is blended learning theory.

Instructional Design (ID) is the act of planning, organizing and the implementation of instructional contents in teaching and learning context. According to Sara McNeill 2008 in Eductechwiki (2013) Instructional design is that branch of knowledge concerned with research and theory about strategies and the process for developing and implementing those strategies. It is a systematic process for understanding human learning needs and performance problem, identifying what to do about it and then doing something about it. Instructional design is a pedagogic or teaching device that makes instruction as well as the instructional materials more engaging, effective and efficient.

Smith (2003) aptly describes instructional design as the systematic process of translating learning principles and instruction into plans for instructional materials and activities. It follows then that in whatever setting; traditional or technology laden, teaching and learning activities must be logically and responsibly structured to achieve the desirable learning objectives. Reigeluth (2009) asserted that Instructional design is akin to engineering where 'Architects engineer space, Doctors engineer health', Instructional designers engineer human performance, this underscores the significance of designing instruction, Instructional designs are built on relevant learning principles or theories, in other words, instructional design is the manifestation of learning theories. Instructional design models is a method, a general design rule or principles on how to teach or bring to learn. Instructional design model is usually restricted to a specific target, audience or subjects and contexts and centrally focused on a learning theory (Edu-tech wiki, 2013). There are varied types of instructional models. The choice of any Instructional design models depends on the needs and characteristics of the learner, the learning objectives, method, materials and competency of the instructor. Reigeluth (1999) posits that all instructional models have the following basic components as a common feature: Identify and analyze the instructional objectives; Plan and design solutions to the instructional objectives; implement the solutions; and evaluate and revise objectives, strategies, etc.

Models offer means of comprehending an incomprehensible problem by giving structure and meaning to instructional design problems giving designers the leverage to break the problems into discrete manageable units, the value of a specific model is determined within the context of usage (Smith, 2003). Different instructional models of instructional design in a technology mediated instruction such as Computer Aided Design are rooted in the system approach to instruction. These models include: ADDIE model, ASSURE model, Dick and Carey model, Hannafin and Peck model, Gustafson model, Jerrold Kemp model, Gerlach Ely

model, Gagnes model, etc. However, for the purpose of this study, Hannafin and Peck and Knirk & Gustafson models are considered relevant to the goals and content of this study for their simplicity, relevance and flexibility to learning theories (Peck & Wilson, 1999).

Hannafin and Peck Model (1987),this instructional design model as depicted in figure 2.2 below is a three phase process. In the first phase, a need assessment is performed. This phase is followed by a design phase. In the third phase, instruction is developed and implemented. In this model, all of the phases involve a process of evaluation and revision. The Hannafin & Peck's design model is simple but elegant in the way in which all three phases are connected to "evaluate and revise". This may not be a model designed for a novice, but its focus on constraints in relation to quality and complexity is appealing (Qureshi, 2004)

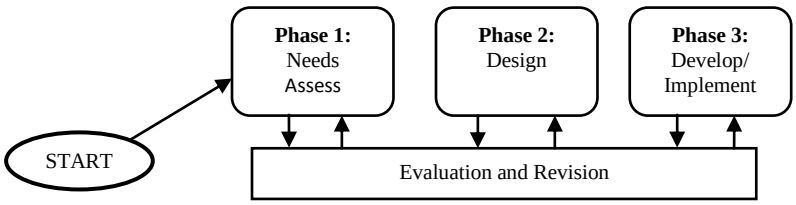
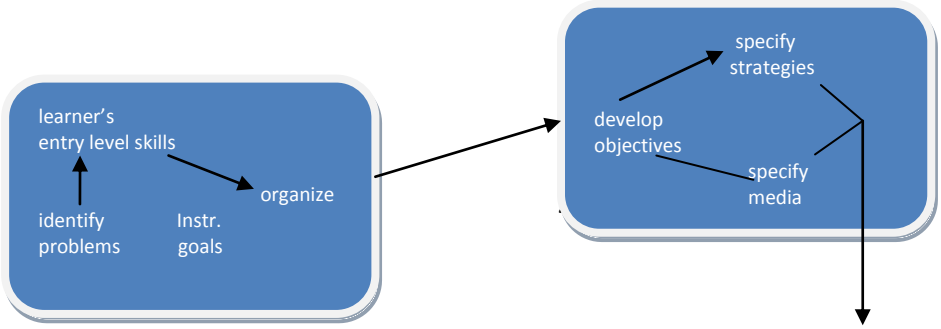
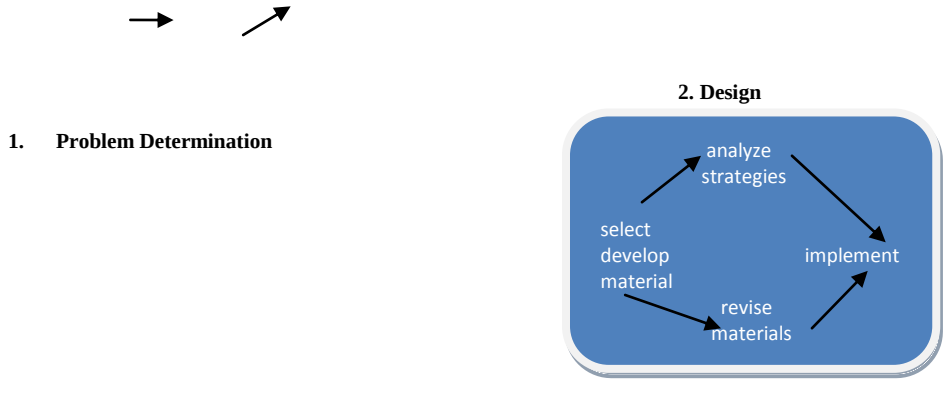


***Figure 2.1. Hannafin and Peck Model of Instructional Design Source**: Smith (2003)*

Knirk and Gustafson Model (1986): Like the Hannafin and Peck instructional design model, The Knirk and Gustafson mode (Figure 2.2 below) is a three stage process which includes problem determination, design and development. The problem determination stage is concerned with identifying the problem and setting instructional goals. While the design stage deals with developing objectives and specifying strategies, the development stage is the final stage, it is the point at which materials are developed.





From "C5275: /Educ235: Design and Implementation of Educational Software

Figure 2.2 *Knirk and Gustafson Instructional Design model*
Source: *Smith (2003)*

2.7 Empirical Studies

Empirical studies on the use and effect of blended learning are few and far in between especially in Languages (English language). Most of the researches conducted were outside Nigeria, records have shown that for those carried out in Nigeria were more in the southern part of Nigeria. English language teaching has adopted blended learning to create a learner-centered class. Several studies were conducted in this respect.

Achuonye (2011) investigated the effectiveness of using the blended learning in teaching English course at the cognitive levels(recognition, comprehension, and application) on second year secondary female students in Ebonyi state. The quasi-experimental approach was used. The results concluded there were statistically significant differences at (0.05) level between the average test scores of the group of students who learned by using the blended learning group, and the control group of students who learned by using the traditional method in post-application of the achievement test at the "recognition", "comprehension" and "application" level in favor of the experimental group.

In the same context, Ozek and Kesli (2011) compared blended learning with a face-to-face Program in English Language teaching in Lagos state. The research involved 39 in-service English language teachers, with 12 studying in a blended course (i.e., they received face-to-face instruction in the classroom and used web-based materials) and 27 in a traditional classroom. The result shows that there was no difference in content knowledge acquisition between teachers receiving blended instruction and teachers receiving face-to-face instruction.

Similarly, Shih (2010) aimed to establish a blended teaching and learning model combining blended learning and face-to-face instructional blogging for an English for specific purposes (ESP) course named English Public Speaking. The research methodology combined qualitative and quantitative approaches and included peer and instructor feedback, interviews, self-reflection, and a learning satisfaction survey. A total of 44 college seniors majoring in English participated in the study. The results of the study showed that this model could contribute to learning effectiveness and student satisfaction if the blended model is implemented with sufficiently supportive equipment and course plans. Most importantly, peer and instructor`s feedback and the blog characteristics like free access, ease of revision, and interesting material for learning were major factors that enhanced students learning satisfaction by motivating them to learn effectively.

Adopting both the qualitative and quantitative approaches, Zhang and Ruan (2007)investigated the influence of online discussion forums on student achievement inreading, writing, grammar, vocabulary, and critical thinking in English as Second Language (ESL) instruction. Fifty-four senior secondary school students participated in this study and were divided into three groups. Data were collected from achievement posttests, perception surveys, and procedural interviews. The results showed that online discussion forums did not improve students' performance in reading, grammar, or vocabulary, but could influence students' writing

skills and provoke critical thinking in face-to-face discussions. This study also found that instructor interventions had an impact on students' attitudes toward online discussions and promoted critical thinking in online discussions. It is obvious that nearly all the studies have examined the effectiveness of blended learning in the teaching and learning process. These studies proved that blended learning was suitable and highly recommended for use inside and outside the classroom.

Gambari, Shittu, Ogunlade, and Osunlade (2017) conducted a study on effectiveness of blended learning and e-learning modes of instruction on the performance of undergraduates in Kwara State, Nigeria. Quasi experimental using pretest, posttest, control group design was adopted for the study. The study involved two experimental groups (blended learning, and E-learning) and a control group (traditional teaching method). Educational Materials and Methods Performance Test (EMPT) was used for data collection from 30 students that formed the sample for the study. The Analysis of Covariance (ANCOVA) and Scheffe post hoc test were used to test the hypotheses. The findings showed that: (i) there was significant difference in the performance of the three groups in favour of Blended learning, (ii) there was no significant difference in the performance of male and female undergraduates taught with blended learning, (iii) similarly, no significant difference was found in the performance of male and female undergraduates exposed to e-learning mode of instruction.

2.7.1 Blended learning, Gender, Students' Academic Performance and Retention

Adeyemi (2010) examined gender as a feature in academic achievement and retention of students in Abeokuta, Ogun state; blended learning was used to teach waves in physics. He found that gender had no significant effect on the student's achievement. However, the study indicated better academic performance and retention on students taught Blended learning over those taught traditionally. Most studies in Blended learning that addressed gender globally

concluded that there was no significant difference between the performance of male and female, according to Christman and Badget (2012) gender issues too have been linked with performance and retention of students in academic tasks in several studies but without any definite conclusion.

Furthermore, there is a general conception that imbalance exist in computer use, access, career and attitude. Outcome of studies in recent time shows gender imbalance in technology, it then follows that the role technology will play in the future should be a concern for men and women, practitioners, policy makers and parents. However, some studies revealed that male students perform better than their female counterpart especially in science subjects Okeke and Ochuba, (1986) (cited in Christman and Badgett, 2012) while others revealed that female students are better off than males, Kennedy, (2011) did not find any form of influence being exerted by gender on students' academic performance in the sciences. Gender factor on the use of Blended learning is also been of interest to researchers. Collazos, Guerrero, Liana, and Oetzel (n.d) examined gender influence on collaborative use of information and communication technology. They found that group with minority women had low index of collaboration compared to homogenous group and group with majority women. Kurtus, (2004) concluded that the use of blended learning as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone; research is inconclusive concerning the comparative effectiveness of conventional instruction alone and blended learningalone.

Owoeye and Yara (2011), investigates the Effects of students retention in genderand academic performance, they studied students results of the West African School Certificate Examinations (WASCE) conducted between 2000 and 2004 in 20 secondary schools inOsun state, Nigeria. The results showed that there was a significant difference between students'

retention level on gender. It proved that male students had better retention than their female counterpart.

In a similar study on gender, retention and academic performance, Adeyemi and Ajewole, (2011)carried out a comparative study on gender, student's academic performance and retention in public examinations compared the results of male and female secondary school students in Ondo state, Nigeria, the study population comprised 221 male and 210 female students. Out of this population, a sample of 110 male and 104 females was taken using stratified random sampling technique. It was found that the performance of both male and female students examination was low, suggesting that the entire secondary education system need to be re-examined in terms of teacher's strengths and competencies, availability of instructional facilities and pedagogic and general instructional release techniques.

The studies reviewed on the effectiveness of blended learning in Nigerian schools were done with focus on interactive, collaborative setting, and gender as the variables (Adayemi, 2012; Achuonye, 2011; Christman &Badgett, 2012) as pointed out earlier, these studies were mostly carried out in the southern part of the Nigeria, consequently these earlier studies leaves much to be desired and space for further research as the interest and performance of students in external examination suggest educators must strive to integrate, explore and organize diverse plan to improve and create learning opportunities for enhanced student performance. It is noteworthy however, that as technology continues to make inroads in the instructional arena; it is prudent to study blended learning as it relates to subject content areas and instructional applications, as well as the design of software.

According to Doolittle, Hicks and Lee (2002) in Coyle (2004), those involved in the learning process acquire 'multiple perspectives' on issues when blended learning is used to enhance social interaction with other learners: blended learning must be used to create authentic

experiences that link new knowledge to prior knowledge, in a socially interactive environment where questions being pursued are relevant to the student (learner)".

A lot of studies confirmed that blended learning makes learning accessible to all by the fastest means possible and links learning to work practices, keeping line managers happy and contributing to flexible learning and working needs. Bada, Adewole, and Olalekan, (2009) submitted that little is known about the use of blended learning in Nigerian education system particularly in language learning setting. Especially on the use of blended learning in English language instruction, there are very few empirical studies. Thus; much remain to be empirically studied on the effect of blended learning in English literature, in Nigeria. It must be emphasized that lack of empirical studies on the use of Blended learning is not peculiar to English as a subject alone but almost all the subjects of study at secondary and tertiary levels. Emphatically, Christman and Badgett, (2012) states that blended learning application is at best at the second level and hence advocates re-thinking, re-envisioning and re-imagining change in pedagogic approaches through blended learning use by educators. The study strived to add to the growth of the limit of knowledge by exploring the effect of Blended learning on the performance and retention secondary school student's in English language, in Kaduna State, using two schools from two educational zones of the state; GSS Unguwan Sarki and GDSS Rigachikun respectively.

2.8 Summary of the review of related literature

The chapter presented elements of wide range of literatures that were reviewed, it provided insight in to general, conceptual, theoretical, and empirical background on the use and application of blended learning its effectiveness in the field of education particularly in English language teaching and learning. Technology has effect on every aspect of human life. Education

is just one of the areas where computer were introduced as a teaching tool for the enrichment and support of subject matters. With the help of computer, students are expected to improve their understanding, creativity, problem solving skills, and retention. Thus, they will have a chance to be more active learners.

The literature provided considerably much more positive relationship between the use of e-learning and student performance. Unlike the broad evidence in worldwide context, there is not much of such scientific study to have investigated the integration of computer in education in Nigeria. The few works identified in this review where mostly carried out in the south-south, south-west, south-east and north-central geographical zones of the country, they centred around the effect of blended learning in collaborative, cooperative, and individualized learning environment with gender as a variable, and mostly in Literature, Mathematics and General Science. The studies suggested further studies in other settings and geographical locations. Therefore, it is not out of place that this study tests the effects of blended learning on secondary school students' performance in English language in Kaduna state, on the basis of gender, academic performance and retention in a core Northern Nigerian educational environment. The studies also attempt to remedy some of the foregoing problems in the teaching and learning of English language in particular and other subjects at large.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the methodology of the study, organized under the following sub-headings: research design; population of the study; sample and sampling techniques; research instruments; validity of the instruments; pilot testing; reliability of the instrument; method of data collection; and method of data analysis.

3.2 Research Design

This study adopted quasi-experimental design, using the pre-test/post-test, non-randomized, non-equivalent control group design (intact class). Quasi-experimental research is a type of design whereby the researcher analyses the effect of independent variable on one or more dependent variables. It is quasi because the schools and subjects for the study were not randomly sampled or selected into groups. In this study, the independent variable is the treatment involving the use of blended learning package, while the dependent variable is students' academic performance and retention, and the moderating variables are gender, and achievement levels. The design for this study may be symbolically presented as follows:

NR EG O_1 $\mathbf{X_1}$ O_2 O_3 → → →

CG O_1 $\mathbf{X_0}$ O_2 O_3 → → →

R, stands for nonrandom assignment of subjects, but in this study the subjects was purposively assigned. **O** stands for observation or test, and **X,** stands for the treatment.$\mathbf{O_1}$, is the pre-test before treatment, while $\mathbf{O_2}$, is the post-test and after treatment and $\mathbf{O_3}$, is the retention test. EG stand for Experimental group while CG stand for Control group.

3.3 Population of the Study

The population for this study was 48,729 of the Senior Secondary School Students (SS II) in Kaduna State.

Table 3.3.1: Distribution of SS II student`s population among the twelve Education zones

SN.	Education zones	No of schools	No of male students	No of female student	Total
1.	Anchau	29	2,680	1,152	3,832
2.	Birnin Gwari	28	2,546	1,175	3,721
3.	Giwa	28	2,491	890	3,381
4.	Godogodo	24	1,890	1050	2,940
5.	Kachia	22	1,945	998	2,943
6.	Kaduna	27	3,798	2,240	6,038
7.	Kafanchan	31	2,911	1,609	4,520
8.	Lere	19	2,809	870	3,679
9.	Rigachikun	30	3,260	1,340	4,600
10.	Sabon Tasha	26	3,043	1,130	4,173
11.	Zaria	34	3,945	1,505	5,450
12.	Zonkwa	30	2,114	1,338	3,452
Total		**328**	**33,432**	**15,297**	**48,729**

Source: *Kaduna State Ministry of Education, (2014)*

3.4 Sample and Sampling Techniques

Two schools were purposively selected because they benefited from the Federal/State Government Secondary Schools computer project fully equipped with computers and other blended learning facilities, certainly the students have some level of computer appreciation. The sample for this study was determined by purposive selection of two intact classes (i.e. the actual number of students met in the classes at the time of the study constitute the sample) from the SS II stream of the two schools.

However, peculiarities such as inadequate space and computers in the schools compelled the use of two intact classes from the two schools purposely selected for the study, in School A two SS 2 classes (A and B) 31 male and 31 female were selected with a total student population of 62 students served as the control group while, another two intact classes of 30 male students and 80 female students (with a combine total of 110 students) was purposively selected as the experimental group in School B which is also co-education school. The total sample for the study was 172students.

Table 3.4.1: Distribution of Sample Size

School	Population	Male	Female
School A	62	31	31
School B	110	30	80

3.5 Instrumentation

Two research instruments were used for this study is divided into two parts:

Treatment Instrument (Blended learning package), and English Language Achievement Test (ELAT):Blended Learning Package is a teacher-directed interactive instructional package which contains lessons structured in accordance with SSII, English Language syllabus particularly for 2nd and 3rd term. Blended Learning Package contains the following topics Sentence Structure, Letter Writing, Comprehension and Phonology in conformity with the Nigeria Senior Secondary School curriculum. It was developed by the researcher, using ICT tools such as Computer, Internet Networking and Microsoft Word. It was designed to be covered within the period of eight weeks at the rate of at least two hours per week. It is structured into four modules; for the purpose of this study each module contains two or three topicsper week except the 8th week which was used to administer the test. Module one contains Sentence Structure (such as Simple, Compound and Complex Sentences). The second module

contains Letter Writing, the different types of letters, Formal and Informal (Writers and receivers address, date, salutation, subject matter, body of the letter and closure). The Third module contains Comprehension. The fourth module contains Phonology (Vowel sound and Rhymes). Week eight was to administer the test instrument. **Text Instrument English Language Achievement Test (ELAT):** English Language Achievement Test (ELAT): ELAT is the test instrument that was used for the study. It is a 40-item, Multiple-choice objective test instrument with four options a-d, to which the students responded to or before (i.e. as a pre-test) and after treatment (using Blended Learning Package). ELAT was designed by the researcher to measure specific learning outcomes related to the contents of the study as contained in Blended Learning Package.

The structure of ELAT instrument is shown in Table 3.5.

Table 3.5.: Distribution of questions in ELAT based on SSII syllabus

S/N	Contents	Number of Questions	Knowledge	Comp.	Appl.	
Part A: Sentence Structure						
1.	Simple, Compound and Complex Sentences	104	3	3		
Part B: Phonology and Comprehension						
2.	Consonant, Vowel Sound and Rhymes	10	3	3	4	
3.	Passage (fill-in the gaps)	10	3	3	4	
	Part C: Letter Writing					
4.	Letter writing, types of letter and structures	10	4	3	3	
	Total:	40	14	12	14	

3.5.1 Validity of Research Instruments

Blended Learning Package: Blended Learning Package is a teacher-directed interactive instructional package which contains lessons structured in accordance with SSII, English Language syllabus particularly for 2nd and 3rd term. And **English Language Achievement Test** (ELAT) is the test instrument that was used for the study and the syllabus was validated using the context form of validation, by experts in ABU; lecturers in the Instructional

Technology section, A Lecturer in Kaduna State University, Kaduna, experienced teacher of Computer in the two schools i.e. GSS U/Sarki and GDSS Rigachikun. They made a number of observationssuch as increasing the questions from 30 to 40; to developed software containing the lesson intends to teach; corrections of sentence, spelling and grammatical errors, etc; which were effected by the researcher, after which it was accepted as appropriate for the purpose it was meant, as it was considered and satisfied both features and validity.

3.5.2 Reliability of the Instruments

The reliability of English Language Achievement Test (ELAT) was established through the analysis of the data obtained from the administration of the 40-item multiple choice questions on the 40 randomly selected students from GSS Tudun-Wada Kaduna. The instrument was administered once on the students. The reliability coefficient of 0.73was obtained using Kuder Richardson (KR_{20}).

3.5.3 Pilot Testing

The study instrument, English Language Achievement Test (ELAT) was administered 40 randomly selected SS II students of Government Secondary School Tudun-Wada Kaduna as pilot test. The students were made-up of 20 male and 20 female they were selected using Simple Random Sampling procedure by the researcher with the assistance of the subject teacher in the school.

3.6 Procedure for Data Collection

The process of gathering the required data for this study commenced with collection of letter of introduction from the office of the Head of department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria for onward communication to the Ministry of

Education, Kaduna state and the schools under the study for permission to have access to relevant data for the study and the use of the students and relevant facilities in the schools. The permission was granted, the researcher was thereafter introduced to the English language teachers and the affected students in the schools. Data for this study was collected from a pre-test in the schools to determine the homogeneity of the sample, that is before treatment, also as a post-test after teaching both groups (control and experimental) for seven weeks each. Students of GSS Unguwan Sarki was the Control group while the students of GDSS Rigachikun was the Experimental group. The groups were taught the aspects of English language in sentence structures, letter writing, comprehension, and phonology using traditional method of teaching, as well as using Blended learning for the experimental group. The test instrument (ELAT) was thereafter administered on the groups. Scores from the tests was recorded and analyzed accordingly.

3.7 Procedure for Data Analysis

Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of independent sample t-test was used to test the null hypotheses using IBM-SPSS (version 20). The null hypotheses were tested at $p \leq 0.05$ alpha level which served as the basis for which the hypotheses were rejected or retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.1 Introduction

This chapter presents the analysis, data collected from the field

4.2 Demographic Data

The distribution of the data were presented as follows

Table 4.2.1 Distribution of respondents by Gender

Gender	Number	Percentage(%)
Male	61	37.4
Female	111	62.6
Total:	**172**	**100%**

Table 4.2.1 above shows that a total of 172 students were used for this study. The total number of male respondents in the study were 61, while their female counterpart were 111, totaling 172 students, out of the 172 students,31 male and 31 female students were from Government Secondary School U/Sarki, while 30 male and 80 female students were from Government Day Secondary School Rigachikun.

Table 4.2.2 Distribution of respondents by school location

School Location	Number	Percentage(%)
Urban school	6235.9	
Rural school	11064.1	
Total:	**172100%**	

Table 4.2.2 indicates that out of the 172 students selected for the study, 62 of them were in urban school location while 110 of the students were in rural school location. The urban school was GSS U/Sarki, while the rural school was GDSS Rigachikun in Kaduna state.

4.3 Answering Research Questions

4.3.1 Research Question One

What is the difference between performance of students taught English language with blended learning and those taught with traditional method?

Table 4.3.1: Mean Achievement Scores and Standard Deviation of Experimental and Control Groups

	Pretest			Posttest		
Group	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean Gain Score**
Blended Learning	110	16.40	4.96	25.60	4.61	10.20
Traditional Method	62	23.50	6.89	30.26	7.25	6.76

Table 4.3.1 shows the mean and standard deviation of the pretest and posttest scores of the experimental and control groups. The result reveals that, the mean and standard deviation of the pretest and posttest scores of the experimental group are 16.40±4.96 and 25.60 ±4.61 respectively. This gives a mean gain of 10.20 in favour of the posttest. Similarly, the mean and standard deviation of the pretest and posttest scores of the control groups are 23.50 ±6.89 and 30.26 ±7.25 respectively. This gives a mean gain of 6.76 in favour of the posttest. This indicated that, the experimental group upon which the research instrument was used achieved lower than the control group upon which conventional method was used. The result therefore reveals that, the research instrument gave lower mean scores than the experimental group.

4.3.2 Research Question 2: What is the difference between the retention of students taught English language with blended learning and those taught with traditional method?

To answer the research question 2, mean and standard deviation was calculated as shown in Table 4.3.2.

Table 4.3.2: Mean Retention Scores and Standard Deviation of Experimental and Control Groups

	Posttest			Retention Test		
Group	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean Gain Score**
Experimental Group	110	25.60	4.61	13.18	8.73	12.42
Control Group	62	30.26	7.25	13.76	8.61	16.50

Table 4.3.2 shows the mean and standard deviation of the posttest and retention scores of the experimental and control groups. The result reveals that, the mean and standard deviation of the posttest and retention scores of the experimental group are 25.60 ±4.61 and 13.18 ±8.73 respectively. This gives a mean gain of 12.42 in favour of the posttest. Similarly, the mean and standard deviation of the posttest and retention scores of the control group are 30.26 ±7.25 and 13.76 ±8.61 respectively. This gives a mean gain of 16.50 in favour of the posttest. This indicated that, the experimental group upon which the research treatment was used had lower mean retention scores than the control group upon which traditional method was used. The result therefore reveals that the research treatment gave lower mean retention scores than the traditional method.

4.3.3 Research Question Three: What is the difference between the performance of male and female students taught English language with Blended-learning?

To answer the research question 3, mean and standard deviation was calculated as shown in

Table 4.3.3: Mean Achievement Scores and Standard Deviation of Male and Female Students of Experimental Group

		Pretest			Posttest		
Group	**Gender**	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean Gain Scores**
Expt. Group	Male	30	14.87	3.24	22.33	3.60	7.36
	Female	80	16.98	5.37	26.82	4.36	9.84

Table 4.3.3 shows the mean and standard deviation of the male and female students of experimental group on pretest and posttest scores. The result reveals that, the male pretest and posttest scores are 14.87±3.24 and 22.33 ±3.60 respectively. This gives a mean gain of 7.36 in favour of the posttest. Similarly, the female pretest and posttest scores are 16.98 ±5.37 and 26.82 ±4.36 respectively. This gives a mean gain of 9.84 in favour of the posttest. This indicated that, the female group had higher posttest mean scores than their male counterparts.

4.3.4 Research Question 4: What is the difference between the retention of male and female students taught English language with Blended-learning?

To answer the research question 4, mean and standard deviation was calculated as shown in Table 4.3.4.

Table 4.3.4: Mean Retention Scores and Standard Deviation of Male and Female Students of Experimental Group

		Posttest			Retention		
Group	**Gender**	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean Gain Score**
Expt. Group	Male	30	22.33	3.60	13.57	9.54	8.76
	Female	80	26.82	4.36	13.04	8.46	13.78

Table 4.3.4 shows the mean and standard deviation of the male and female students of experimental group on posttest and retention scores. The result reveals that, the male posttest and retention scores are 22.33 ±3.60 and 13.57 ±9.54 respectively. This gives a mean gain of 8.76 in favour of the posttest. Similarly, the female posttest and retention scores are 26.82 ±4.36 and 13.04 ±8.46 respectively. This gives a mean gain of 13.78 in favour of the posttest. This indicated that, the female group had higher posttest mean scores than their male counterparts but they have equal mean scores in retention.

4.4 Null Hypotheses

Four hypotheses were formulated to guide the study, the independent sample t-test of independent samples was used to test the hypotheses the result of the statistical analysis relating to the hypothesis are hereby presented

4.4.1 Null Hypothesis One: There is no significant difference between the post-test performance of student exposed to English language using blended learning and those exposed to traditional method.

Pre-test of control and experimental groups and posttest of the two groups were compared separately to determine the effect of the treatment on students' performance. The results of the analysis are presented in Table 4.4.1.

Table 4.4.1: t-test Comparisons of the Pretest and Posttest Mean Performance Scores of Experimental and Control Groups

Types of Test	Variable	N	df	Mean (X)	SD	t-value	p-value
Pretest	Control Group	62	170	23.50	6.89	7.802	0.000**
	Experimental Group	110		16.40	4.96		
Posttest	Control Group	62	170	30.26	7.25	5.144*	0.000
	Experimental Group	110		25.60	4.61		

** = Significant at P< 0.05

From Table 4.4.1, the pretest mean achievement scores and standard deviation are23.50± 6.89 for the control group and 16.40 ±4.96 for the experimental group. The control group scores is statistically significant differ from the experimental group achievement scores when both were examined using ELAT at pretest (t_{cal} = 7.802, df = 170, p = 0.000). This implies that, the control and experimental groups are not at similar knowledge level before the study.

From the posttest section of the same table 4.4.1, the mean achievement score and standard deviation are30.26 ±7.25 for the control group and 25.60 ±4.61 for the experimental group. The

control group achievement scores significantly higher than the experimental group (t_{cal} = 5.144, df = 170, p = 0.000). On this basis, hypothesis one was rejected. Therefore, there is significant difference between the mean achievement scores of students taught English language with Blended learning package and those taught with Traditional Method in favour of those taught with Traditional Method.

4.4.2 Null Hypothesis Two: Thereis no significant difference in the retention level of students exposed to blended learning and those exposed to traditional method.

To test this hypothesis, t-test statistics was employed as shown in Table 4.4.2.

Table 4.4.2: t-test Comparisons of the Retention Mean Scores of Experimental and Control Groups

Variable	N	Df	Mean	SD	t-value	p-value
Control Group	62		13.76	8.61		
		170			0.418	0.677*
Experimental Group	110		13.18	8.73		

* not significant P>0.05

From Table 4.4.2, the mean retention score and standard deviation are 13.76 ±8.61 for the control group and 13.18 ±8.73 for the experimental group. The control group scores did not significantly differ from the experimental group retention scores (t_{cal} = 0.418, df = 170, p = 0.677). This implies that the control and experimental groups performed equally better during retention test. On this basis, hypothesis two was not rejected. Therefore, there is no significant difference between the mean retention scores of students taught English language with Blended learning package and those taught with Traditional Method.

4.4.3 Null Hypothesis Three: There is no significant difference between the performance of male and female students taught English language using blended learning.

To test this hypothesis, t-test statistics was employed as shown in Table 4.4.3.

Table 4.4.3: t-test Comparisons of Posttest Scores of Male and Female Students in Experimental Group

Variable	N	Df	Mean	SD	t-value	p-value
Male	30		22.33	3.60		
		108			5.028	0.000**
Female	80		26.82	4.36		

**significant P< 0.05

From Table 4.4.3, the mean achievement score and standard deviation of malestudents are22.33 ±3.60 and for the female students are 26.82±4.36. The male group scores significantly differ from the female group scores (t = 5.028, df = 108, p = 0.00). This implies that the female group performed better than male group at posttest. On this basis, hypothesis three was rejected. Therefore, there is significant difference between the mean scores of male and female students taught English language with Blended learning package in favour of female students.

4.4.4 Hypothesis Four: There is no significant difference between the retention level of male and female students taught English language using blended learning.

To test this hypothesis, t-test statistics was employed as shown in Table 4.4.4.

Table 4.4.4: t-test Comparisons of Retention Scores of Male and Female Students in Experimental Group

Variable	N	Df	Mean	SD	t-value	p-value
Male	30		13.57	9.54		
		108			0.282	0.779*
Female	80		13.04	8.46		

* significant P< 0.05

From Table 4.4.4, the retention mean achievement score and standard deviation of male students are 13.57 ±9.54 and for the female students are 13.04 ±8.46. The male group scores is not significantly differ from the female group scores (t = 0.282, df = 108, p = 0.779). This

implies that the male and female group performed equal at retention test. On this basis, hypothesis four was not rejected. Therefore, there is no significant difference between the retention mean scores of male and female students taught English language with Blended learning package.

4.5 Summary of the Major Findings

The major findings of this research were as follows:

(i) Students taught English language with traditional method performed better than those taught using blended learning.

(ii) There was no difference in the retention of students taught English language using blended learning and traditional method.

(iii) Female students performed better than male students when taught English language using blended learning.

(iv) There was no difference in the retention of male and female students taught English language using blended learning.

4.6 Discussion of Findings

This study examined the effect of Blended learning on academic performance of senior secondary school students in English language examination in Kaduna state with a view to finding out whether the use of Blended learning can better improve students' performance, and to encourage English language teachers to embrace the use of technology in teaching and learning in alignment with current global practices.

Research question one sought to find out the impact of Blended learning on performance of secondary students in English language examination. Evidence from the study shows that Blended learning had no positive effect on students' performance in English language. This

study is in agreement with the findings of Ozek and Kesli, (2011); Shih, (2010);Achuonye, (2011); Zhang and Ruan, (2007) which revealed that students taught with traditional method performed better than those taught with blended learning. However, this study disagree with the findings of Gambari, Shittu, Ogunlade, and Osunlade (2017) which revealed that Undergraduate taught the concept of Educational Technology using blended learning performed better than those taught with e-learning and traditional method respectively.The implication of this finding is that teaching and learning will be devoid of technology with the result of being uninteresting, tedious and less encouraging.

Research question two sought to determine difference in retention of students taught English language with Blended learning and those taught English language with traditional method. It reveals that the control group in the study has a higher mean gain than the experiment group, this finding is inconsistent with other research findings Kennedy, (2011); Adeyemi, (2010);but in comparison with findings by Owoeya and Yara, (2011), the implication of this findings supports the view that the experimental school, though has its advantages is bothered by factors of distraction, absenteeism and other negative factors that has the potential to negatively affect students retention, preservation and even performance.

Research question three and four sought to find out differences in performance and retention between male and female students taught English language with Blended learning. The study revealed that the female students have a higher gain in their mean score and standard deviation. This finding is in agreement with similar studies of Achuonye (2011), Cristman and Badgett(2012) and Gambari, Shittu, Ogunlade, and Osunlade (2017) which revealed that there was no significant difference in the performance of male and female students taught with blended learning,

However, the implication of the finding suggest the need for sustained campaign for Girl-child education in Kaduna state in particular and Nigeria as a whole, it shows that female can perform as well as the male if given the chance and provided with the necessary materials and tools for learning. Especially in enrolment into art and language based subjects.

Studies conducted by Christman and Badget, (2012); Onasanya and Soetan, (2010); Adeyemi, (2010); Achuonyei, Kennedy, (2011); Kurtus, (2004) and (Fletcher-Flinn & Gravatt, 1995) revealed that students taught with traditional methods performed better than these taught with blended learning.

The superiority of traditional method of teaching over blended learning may be ascribed to students'unfamiliarity with technology affect their level of assimilation. Another reason could be that the use of technology to teach English language overwhelmed the students and hence could not positively influence their performance. It could perhaps be the time invested (Seven weeks, precisely) to teach the students was not enough to foster knowledge and understanding of the English language contents using blended learning.

As a major finding, this study revealed that most of the students could not properly read, understand and write contents. This may account for the low scores obtained from the examination, ability to read, write, comprehend and assimilate is an integral learning condition without which learning goals is not attainable. This position is supported by the outcome of a study conducted by the Kaduna State Ministry of Education (KSME) in 2014, they studied the reading ability of senior secondary school students and reading ability of junior secondary school students, in some selected secondary school in Kaduna state their results revealed that 72% of the students could not read words correctly either in Hausa or English. Another factor that may have influenced the outcome of this study may be that most of the learners are not new to technology especially computers, they may have been operating computer and even browse

to internet and therefore the use of blended learning for this study may not make significant on them.

This result raises some questions with regards to research methodology, the learning environment (study setting), learner's characteristics/intellectual ability, instrument and duration of treatment for both groups. This concern is borne out of the fact that several similar studies were in favour of blended learning over traditional instruction. However, Johnson (2012) posits that not all research outcomes are positive and not all learning outcomes are repeated if they are bad. Although, studies have shown that the use of blended learning in instruction promotes learning, this study revealed otherwise; that the use of blended learning alone cannot deliver, without satisfying other conditions for learning such as learners intellectual skills which include ability to read, comprehend and respond to questions relevant to the contents.

Gagne (Gredler, 1997) refers to this skill as 'correct application of knowledge learned' and cognitive strategy that is preparing the learner into new learning situation to be able to make new learning worthwhile. The result from the test of hypothesis two which says 'there is significant difference between students taught English language with Blended learning and those taught traditionally', is upheld. This outcome is inconsistent with findings from similar studies for instance Christman and Badgett, (2000) reported no significant difference in the students' performance on gender variable both with computer assisted instruction and conventional method. Similarly, Achuonye (2011) investigated gender as a factor in academic achievement of students in Port-Harcourt, Rivers state; blended learning was used to teach photosynthesis in Biology. She found that gender had no significant effect on student's achievement. Although gender has been linked to academic performance, Christman and Badgett, (2012) posit that 'there is no clear and definite conclusion as to which gender is better. However, some studies revealed that male students perform better than the females in

government, economics and history', the general conception that imbalance exist in use, access, career and attitude., makes it imperative that the role technology plays now and in the future should be of concern to male and female, practitioners, policy makers and parents.

In another study on academic performance, retention and gender, Adeyemi and Ajewole, (2011) investigated the student's academic performance, retention and gender of secondary schools students in Ondo state, Nigeria. It was found that the performance of student in gender was low do to students inability to recall past experience. Suggesting that the entire secondary education system need to be re-examined in terms of teachers strength, competencies, availability of instructional facilities and pedagogic and general instructional delivery technique.

The studies highlighted so far on the efficacy and superiority of blended learning in Nigerian schools was done with focus on interactive, collaborative and gender as the variables Christman and Badgett, (2012); Adeyemi, (2011); Achuonye, (2011); . These studies were mostly carried out in the southern part of Nigeria; perhaps the results are reflections of the learning environment over there as such; the outcome of this study may be reflection of the level of Blended learning appreciation and integration in to the education system in Kaduna state.Hicks and Lee (2002) in Coyle (2004), concurred that, technology must be used to create authentic experiences that link new knowledge to prior knowledge, in a socially interactive environment where questions being pursued are relevant to the students (learner). In support of these finding is the report of Jenks and Springer (n.d), In their review of the efficacy of Blended learning over conventional method of instruction, they posit that though there are wide range of findings on the overriding success of Blended learning over traditional mode of instruction, they observed that with potential shortcomings in past research comparing Blended learning to conventional instruction Blended learning should be considered to be at least as Effective as

conventional instruction, they conclude that new studies are needed to clarify the effects of Blended learning in contemporary student e-learning environment. They also observed that how Blended learning is delivered can impact its effectiveness.

Also Christmann and Badgett (2012)supported the outcome of this study, they made very strong case for further research, arguing that 'despite the accolades heralding blended learning as the effective teaching methodology, there is still no document evidence verifying its perceived superiority' (p.32). Jenks and Springer advanced the fact that Blended learning can be an effective mode of instruction in the education environment but is not offered to prove the superiority of technology. Rather Blended learning should be seen as supplementing the activities in teaching and learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is the summary of the study, conclusions were drawn, as well as insightful recommendations and suggestions for further studies were made.

5.1.1 Summary of the Study

This study was prompted by the prevailing conditions of teaching and learning as well as academic performance and retention of senior secondary school students in English language in Kaduna state, teaching and learning process is largely teacher dominated and passive learners with consequences of ineffective teaching and learning while poor academic performance in English language is the practice. This study explored the effect of blended learning on academic performance and retention of senior secondary school students in English language in Kaduna state.

To give purpose, direction and focus to the study, four research questions and four hypothesis were formulated to guide the study, specifically the objectives of the study were to find out the effects of Blended learning on performance and retention of students in English language examination in Kaduna state, the study was to determine differences in performance andretention of secondary school students in English language examination according to gender (male & female). The study involved 172 Senior Secondary two (SSII) students comprising 111 females and 61 males, purposely drawn from Government Secondary School U/Sarki and Government Day Secondary School Rigachikun respectively. Quasi-experimental design with control and experimental groups pre-test/post-test was adopted for the study, while two instruments were deployed; a researcher developed Blended learning package was used to

deliver learning contents in English language in line with the English language syllabus as well as teaching using Traditional (conventional) mode, while English Language Achievement Test (ELAT) was administered thereafter to measure the effect of Blended learning package in comparison with traditional type on the performance of the students in English language. ELAT was pilot tested at Government Secondary School Tudun Wada, Kaduna. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of independent sample t-test was used to analyze the hypotheses using SPSS IBM version 20. 0.05 level of significance was used as the basis for which the hypotheses was rejected or not rejected.

The study revealed that students taught English language with traditional method performed better than those taught using blended learning, it also revealed that there was no difference in the retention of students taught English language using blended learning and traditional method, Female students performed better than male students when taught English language using blended learning, but could not establish significant difference in the retention of male and female students taught English language using blended learning. The negative outcome of the study is ascribed to certain learning conditions that determine the outcome of teaching and learning activities such as factual information, learner's cognitive strategies and intellectual skills. It also identified the learner's inability to read, write, recall past experience and relate to new information as largely responsible for their poor academic performance in the examination, the implication is that technology does not enhance learning until it is supported by those conditions of learning. And recommended training and retraining through workshops, seminars, conferences, and so on, of English language and communication skills teachers to ensure quality delivery at all levels of basic and secondary education.

5.2 Conclusion

This study examined the impact of Blended learning on performance and retention of students in English language examination in Kaduna state – Nigeria, from the discussion and findings of this study, the following conclusion were drawn.

1. Students taught English language with traditional method performed better than those taught using blended learning.
2. There was no difference in the retention of students taught English language using blended learning and traditional method.
3. Female students performed better than male students when taught English language using blended learning.
4. There was no difference in the retention of male and female students taught English language using blended learning.

In view of the above, Researcher's believe and general perception of the effect of Blended learning in education in general and English language in particular seems to be proved wrong by the outcome of the study based on the data collected, the results from the analysis of the data suggest that blended learning does not improve learning, this is a departure from the position and global trends of the 21st century which in general parlance is referred to as the 'Knowledge age' most outcomes of similar studies, and current trends in education advocate the use of blended learning in education because of its 'impressively dynamic' ability to facilitate teaching and learning. The negative outcome of the study may be ascribed to certain confounding variables that are central to the success of such study, these variables are the learner intellectual skills, that is, ability to read, write, recall past experience and relate to new information, learners cognitive style and the longevity of the treatment thus, eight weeks was used for this study.

However, the researchers substantive believe and position remain as there is no better intervention for poor performance in schools than technology, it offer greater opportunities to achieve learning objectives whether in short term or long term.

As a major finding of this study, technology alone does not optimize and actualize teaching and learning unless learning conditions such as good learning environment, willingness and readiness to learn, time/duration of teaching and learning process, learner's intellectual skills, and learner's cognitive styles are adequately protected.

5.2.1 Implications of the Findings

Based on the analysis of the data presented in chapter four, and the results obtained there from, the implications of the findings are hereby presented:

Familiarity with technology particularly blended learning does not improve academic performance until the internal and external conditions of learning are satisfied for effective learning outcome to be achieved, technology stimulates and retain interest, attracts and captures more attention but the ability to recall and relate previous information with new information or skill to be learned is central to actualizing the learning opportunities provided by the blended learning, Retention is an important factor and can easily be achieved provided adequate condition and the right environment for teaching and learning is in place, Gender has little or no impact on teaching and learning outcomes, provided the condition for effective teaching and learning are satisfied and the learners intellectual ability and cognitive style (that is ability to read, write, comprehend/assimilate and interpret) is good.

5.3 Recommendations

Based on the findings, the following recommendations were:

1. Technology if used adequately and wisely supplement teaching, make learning more interesting, real, and motivating. Therefore, Nigeria Educational Development and Research Council (NERDC) should research how to develop and create subject based instructional software for all subjects to encourage the use of technology (blended learning) in education.
2. Governments at all tiers must ensure continuous capacity building of teachers and educators across disciplines most specially in appreciation of current trends and issues in Information and Communication Technology (ICT) in education.
3. Government at all levels must continue to encourage and intensify campaigns on girl-child education, and provide necessary teaching/learning resources in secondary schools to enhance learning opportunities for the girl-child particularly and everyone as a whole. Several studies including this one has shown that female students can academically perform as well as their male counterparts both in blended learning educational environment and traditional teaching/learning setting.
4. Government at all levels especially states and local government should invest more in education by sponsoring development of educational software like the researcher developed Blended learning package, or go further by emulating the southern states that usually developed a knowledge based ‘tablet’ for its citizens.

5.4 Suggestions for further Studies

The following areas are suggested to future researchers who may do more fairness to topics related to the study.

1. The outcome of this study raises some questions on actual variables against perceptual variables, in research, the task ahead in further studies is to identify clearly and reassess, these variables in order to have clearly defined variables for a similar study or any other studies.
2. Comparative studies of impact of Blended learning on academic performance and retention of selected secondary schools in Kaduna, Kano, Katsina and Jigawa states, Nigeria.
3. Effect of Blended Learning on the Attitude and Academic performance of the students in English Language.
4. Teachers' perception and utilization of Blended learning resources for teaching Art and Languages and Technology subjects in some selected secondary schools in Kaduna, Kano, Katsina and Jigawa.

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Appendix (A)

Table 1.1: Students' Performance in English Language in SSCE, in Kaduna State 2013 – 2015

Year:	2013	2014	2015
No of candidates Registered:	78,552	65,386	79,817
Candidates that sat for Exam (%):	77,052(98%)	65,184(99%)	79,267(98%)
Candidates absent (%):	1502(3.2%)	202(2.1%)	550(2.2%)
Total Credits Obtained (A1-C6):	13,092(16.2%)	9,266(12.3%)	17,736(22%)
Total Pass (P7 & P8):	26,184(33.2%)	18,532(25.2%)	22,172(27.2%)
Total Fail (F9) %:	39,276(50%)	40,592(62.2%)	39,909(50.2%)

Source: *Kaduna State Ministry of Education*

Appendix (B)

BLENDED LEARNING PACKAGE
(TREATMENT INSTRUMENT)

Blended Learning Package is a teacher-directed interactive instructional package; it was developed using e-learning tools such as Computer, Internet and Microsoft word. It contains lessons structured in accordance with SSII, English language syllabus particularly for 2nd and 3rd term. Blended Learning Package contains the following topics Sentence Structure, Letter Writing, Comprehension and Phonology, in conformity with the Nigeria Senior Secondary School Curriculum.

It is designed to help the students to solve their problems and to tackle questions required in aspect of their examinations. I advise the students to review this lesson from time to time, particularly if they have problem with the aforementioned topics.It is designed to be covered with the period of 7 weeks at the rate of at least 2 hours per week. It was structured into four modules as follows:

Module	**Topic**	**Sub-topics**
One	Sentence structure	- Simple sentence - Compound sentence - Complex sentence
Two	Letter writing	- The meaning of letter writing. - The different types of letter (Formal and Informal). - Addresses (Writers and Receivers address), date, salutation, body of the letter and closure.
Three	Comprehension	- Summary - Comprehension - Fill – in the blank
Four	Phonology	- Vowel sound - Consonant sound - Rhymes

Module One: Sentence Structure

Lesson Development 1 - Sentence and Sentence Structure

A sentence is the combination of two or more words together making a sense or complete statement.

A complete sentence has at least a ***subject*** and a main ***verb*** to state (declare) a complete thought. A subject is the ***noun*** that is doing main ***verb***. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point.

A phrase or clause is part of a sentence.

A phrase is a group of words forming a unit that is not a complete sentence.

A clause is a group of words that contains a ***subject*** and a ***verb***.

(1) The boy is happy.
In this sentence; **'the boy'** is the subject, and **'is'** is the verb (clause)

(2) The happy boy.

There is **no verb**, so we do not know anything about what the happy boy is doing. It is a not a sentence. (phrase).

Sentence structure: is the order and arrangement of clauses in a sentence which is a group of words that expressed a complete thought. Three of the most common ty\pes of sentence are simple, compound, and complex sentence. Each of these can be identified by the number and types of clause found within them.

Lesson Development 2 - Types of sentence

A Simple Sentence: has only one clause. (a single and independent clause) e.g.

(1) The children were laughing.
(2) John wanted a new bicycle.
(3) All the girls are learning English.
(4) I don't like dogs.
(5) Our school basketball team lost their last game of the season.

A Compound Sentence: has two or more clauses. These clauses are joined together with conjunctions, punctuations or both. (Contains two independent clauses, the most common coordinating conjunctions are: *but, or, and, so, then, yet, nor*). e.g.

(1) I don't like dogs, and my sister doesn't like cats.
(2) We stayed behind, and finished the job.
(3) We looked everywhere but we couldn't find him.
(4) They are coming by car so they should be here soon.
(5) You can write on paper, or you can use a computer.

A Complex Sentence:contains an independent clause plus one or more dependent clauses. (A dependent clause starts with a subordinating conjunction. Examples, *that, because, while, although, where, if).* e.g.

(1) I don't like dogs that bark at me when I want to pass.
(2) She did homework, while her father cooked dinner.
(3) You can write on paper, although a computer is better if you want to correct mistakes easily.

Note: *A dependent clause standing alone without an independent clause is called fragment sentence.Independent clauses are also called main clauses. Dependent clauses are also called subordinate clauses.*

A Compound Complex: contains three or more clauses of which at leas\t two are independent and one is dependent clause. e.g.

(1) I don't like dogs, and my sister doesn't like cats because they make her sneeze.
(2) You can write on paper, but using a computer is better as you can easily correct your mistakes.
(3) A tree fell onto the school roof in a storm, but none of the students was injured, although many of them were in classrooms at the top of the building.

Advice: Writing that contains mostly short, simple sentences can be uninteresting or even irritating to read. Writing that consists of mostly long, complex sentence is usually difficult to read. Good writers, therefore, use a variety of sentence types. They also occasionally start complex (or compound – complex) sentences with the dependent clause and not independent clause. e.g.

(1) Although it was raining, we decided to go fishing.
(2) If it doesn't rain soon, the river will dry out.

(3) Because the road was icy and the driver was going too fast, he was unable to brake in time when a fox ran into the road in from of him.

Lesson Development 3 - Sentence Different Purposes

A - A declarative sentence or declaration statement: is the most common type of sentence. It tells something. It ends with a full stop e.g. (The dog is happy.)

B - An interrogative sentence or question statement: asks something. It ends with a questions mark '?'. e.g. (Is the dog happy?)

C - An imperative sente\nce or command states: tells someone to do something. e.g. (Give the dog a bones)

D - An exclamatory sentence or exclamation statement: says something out of the ordinary. It ends with exclamation mark '!'. e.g. (The dog is the happiest dog have ever seen!).

Note:To write a correct sentence, students need to have a good understanding of what a sentence is. Students who don't have this understanding, or don't take care, often include problem sentences in their writing. It is helpful to read your written work a loud. When you speak, you will make natural pauses to mark the end of your sentences or clauses. If there is no corresponding end punctuation mark in your writing, you can be almost certain that you have written a run-on sentence.

Module Two: Letter Writing

Lesson Development 1 - Letter writing

Letter writing: is a written message that we sent to persons who are far away from us and we want to convey our message to them in a clear and forceful manner. We usually write letter to friends and relatives. Although advent of IT – telephones, mobiles, SMS's and chat – has reduced the importance of personal letter writing as we can send our message through these mediums very easily but this art still required where there is need of formal communication. Sometimes we have to send an application in the school for grant of leave and at other time we have to complain about someone. Same way we get a lot of chances where we have to send formal letter. Thus this art of letter writing is no more an ornamental accomplishment but something that every educated person must acquire for practical purposes.

Students also have to be aware of different styles of writing, the use of formal and informal letter, and to select style and vocabulary appropriate to the intended reader.

Hand writing too is an essential element. It is required:

- to be legible.
- have a consistent size and spacing of letter.
- show flow and movement.
- show a confident personal style.

Students should also visits the social media's (Internet) to contact and communicate with other schools of the other region and exchange letters links into geography. Writing letters encourage good social skills, learning to say thank you and asking for information politely.

Lesson Development 2 - Types of Letter (Formal Letter)

Formal letter: these are sometimes known as business letters. They are written in a strictly formal style. Such letters are always written on an A4 (8"x 11" sheet of paper). They can be folded three times so that the address to which the letter is being sent can appear in the window of a business envelop. The layout is always the same.

The Structure of Formal Letter

- The senders address is put at the top right hand side.
- Include telephone number and email address if available.
- The date.
- The address of the person receiving the letter goes on the left side belo the senders address.
- Greetings – Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing.
- The messages.
- Complimentary close – yours faithfully or yours sincerely.
- Signature.
- Write name in block letters (This is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may sometimes not be very clear).

Typical Layout of a Formal Letter

Government Secondary School,
Rigachikun,
P.M.B. 5511,
Kawo – Kaduna.
16th March, 2016.

The Honourable Minister,
Federal Ministry of Education,
Abuja.

Dear Sir,

THE CAUSES AND PREVENTION OF SECONDARY SCHOOL TEACHERS' STRIKE

I wish to intimate you with the serious consequences of the last nation-wide strike by secondary school teachers in the country. There are many students who did not resume after the strike was called off. The most affected are the female students in the senior classes who were reported to have been pregnant. Infact, our senior prefect was one of these students.

The unfortunate effect of the strike action also affected the male students. The devil found work for some idle hands as there were reports that some secondary school students joined gang of armed robbers while others became gamblers. Academically, most of us have forgotten practically all the things we were taught before the strike commenced. The strike made us duller and lazier. I pray that God will give out teachers strength to make up for the lost time.

Prevention they say is better than cure. It is better to identify the causes of the strike so as to offer ways of preventing it. One of the causes of the teachers' strike was the non-payment of their salaries promptly. The Nigeria Union of Teachers (N.U.T) scribe claimed that sometimes their salaries are paid on the fifteenth of the following month. He also stated that in some states teachers were owed of up to three months.

In addition, secondary school teachers are being molested by parents and hooligans; just because they discipline erring students. Also, the proscription of the umbrella body of teachers

by the ministry was the last straw that broke the camel's back. The government detained the executive members of the union, dissolved the cabinet and later proscribed it. I wish to suggest some possible ways to curb this type of situation. First, teachers, just like other civil servants are entitled to reward of labour. They have rendered their service and as such should be paid their salaries. You should use your good offices to constitute a probe panel to look into the reasons for the delay of the teachers' salaries.

Teaching profession is the oldest profession in the world. There should be a code of conduct governing it. The ministry should come out with categorical statement condemning all acts of molestation and intimidation of teachers. I also wish to suggest that a liaison committee be formed. This committee will have members from both the ministry and the teachers where problems and agitations can be discussed. It is going to be of immense benefit to the nation at large and to the students in particular if there are no more strikes. I wish the ministry looks into these suggestions with a view to finding lasting solution to incessant strikes.

Yours faithfully,



Umar Usman

Lesson Development 3 - Types of Letter (Information Letter)

Informal Letter: these are letter to friends and relations, or people you know well.

The Structure of Informal Letter

- The sender's address should always appear on the top right hand corner of the page.
- Include telephone number and email if available.
- The date.
- Greeting – there are several variations that can be used depending on how well you know the person: Dear Zahra, Hi Zarha, Greetings, e.t.c.
- Complimentary close – short comment, for example, love, lots of love, with thanks, see you soon, your's friend, e.t.c.

Typical Layout of an Informal Letter

G9 Liman Sani Road,
Rigachikun,
Kaduna.
16th February, 2016

Dear brother Idris,

I am indeed very happy to write this letter to you. How are you? I hope you are finding things easy. How are your friends? Well, we are feeling fine here too. Infact, daddy had just bought a mobile phone and bought one for mummy and myself. This is one of the latest means of communication the government introduced to use in our country.

The recently introduced new means of communication forms the basis of my letter to you, since its positive effects would help everybody in one way or the other when it comes to

contact. I will like to inform you about the few effects of this "Global System of Mobile Communication – G.S.M.

Firstly, there is a quick contact to people who have the handset. It makes it possible to get in touch with people wherever they may be. This in effect eliminates the fear of unknown of a dear one.

Apart from the above, brother Idris, the G.S.M. made it easy for everybody now to have access to information. This is helping us in the area of sending information to the police whenever the need arises.

Another positive effect of the newly introduced means of communication is affordance it gives in sending and receiving of text messages. With this format, one can send and receive instant messages outside the country now.

Besides the above mentioned positive effects of the new communication system, there is also the aspect of sending and receiving of voice messages in and around the world. Brother Idris, all these makes it for me and other members of our family to get to you and you to us anytime we wish to.

Anyway, it is my prayer that you record many achievements in the place you are now. Greetings from everybody at home. Till I hear from you next, I am saying bye for now.

Yours sincerely,

Ibrahim

Module 3 - (Comprehension,Summary and fill-in the blank)

Lesson Development 1 Summary

Read the following passage and study the questions and answers on it.

Although world agencies have made numerous efforts to stop malnutrition, achievements have fallen short of hopes. For example, in 1996 the United Nations set the goal of reducing by half the number of the world's undernourished – some 400 million people – by the year 2016. Commendably, some progress has been made. But the report of the Food and Agricultural Organization of the United Nations for 2001 acknowledges that unfortunately in the majority of developing countries.

Malnutrition is usually triggered by a combination of two factors, namely: an insufficient intake of proteins, calories, vitamins, and minerals; and frequent infections. Such illnesses as diarrhea, measles, and respiratory diseases tax the body heavily and cause loss of nutrients. They reduce appetite and food intake, thus contributing to malnutrition. The undernourished child is in turn more susceptible to infections. Thus a vicious circle is formed that increases the mortality rates for protein-energy malnutrition. Children are at greater risk of suffering malnutrition because they are in a period of rapid growth that increases the demand for calories and proteins. For similar reasons, pregnant and nursing women are vulnerable to malnutrition.

Malnutrition has far-reaching effects. First, it wreaks havoc on the body, particularly that of a child. Every organ and system-including the heart, kidneys, stomach, intestines, lungs, and brain – may be affected. Various studies have shown that poor growth in a child is closely associated with impaired mental development and poor scholastic and intellectual performance. Secondly, for children who survive malnutrition, the aftermath can linger on into adulthood.

Recent research relates undernourishment in infancy to a tendency toward such chronic illnesses in adulthood as heart disease, diabetes, and high blood pressure.

How can children be best protected from malnutrition? It is essential to improve the diet of the mother. Pregnant and nursing women need to consume more calories and proteins. Proteins in particular help in the production of the mother's milk. So when there is little food, preference should be given to women of childbearing age and to little children. Secondly, in almost all cases, the best possible food for a baby is its mother's milk. This is especially so during the first days after birth because mother's milk contains antibodies that protect the baby from infection. During the first four months or so, breast milk provides all the nutrients that the baby needs in order to grow and develop properly. Bur breastfeeding should be continued for as long as necessary, which could be up to two years. And after the baby weaned, the greatest possible variety of foods in different combinations should be introduced to provide nutrients that protect the baby. The mother should focus on providing the child with good-quality food, neither forcing the child to eat after it is full nor withholding food from the child when it appears to want more.

Questions

(a) In one sentence summarize the causes of malnutrition.
(b) In two sentences, one for each, summarize the two major effects of malnutrition.
(c) In two three sentences, one for each, summarize the three preventive measures against malnutrition recommended in the passage.

Answers

(a) Malnutrition is caused by infections and a deficiency in the intake of nutrients.
(b) (i) Malnutrition damages the body. (ii) Malnutrition gives rise to chronic diseases in adulthood
(c) (i) Pregnant women of childbearing age and children should feed well.
(ii) The baby or child should be breast-fed for as long as is required.
(iii) The baby or child should be given enough balanced diet after he has been weaned.

Lesson Development 2 Comprehension

Read the following passage and study the questions and answeron it.

Children today are being hurried through childhood, rushed into taking on adult tasks at a very early age. Granted that the effects are not always so dramatic or so tragic, they can be profound and long lasting. Parents are understandably eager to see their children succeed. When that eagerness turns into anxiety, parents may overload their children, pushing them too hard too soon. For instance, it is becoming increasingly common for parents to enroll young children in after-school activities. Often, special tutoring is added.

Of course, it is wrong to encourage a child's talents or interests. There is a danger of excess when some children seem to have as many pressures as harried adults do. Before their children are born, parents are already enrolling them in preschool, hoping to improve their prospects of success. In some countries, children are assessed for reading and Mathematics skills before they are six years old. Such practices have raised concern about emotional damage. Many parents seem to think it normal, even advisable, to teach their children that winning is everything.

Some parents work extremely hard to provide every possible material comfort for the children, believing that they are working to ensure their children's happiness – but they may well be doing the opposite. Often, more than a few children raised this way are involved in

drinking, drugs and sullen rebellious behavior as many fume with resentment because they feel neglected. The children often pay a high price. Although they may have many material luxuries, they lack the most essential ingredients of a good childhood: parental attention and love. Without guidance, discipline and direction they face adult questions too soon, with little or no preparation. They will likely obtain their own answers from peers or TV or movie characters. The results often bring childhood to an abrupt, even tragic end. Without a doubt, rushing children through childhood is a dangerous practice that should be avoided.

Questions

(a) Why do parents rush their children through childhood?
(b) Give two examples of how parents rush their children through childhood.
(c) State two sad effects of bringing up children in extreme luxury.
(d) Why do children raised in luxury become angry?
(e) What is ironical about parents' efforts to make their children happy?
(f) "The children often pay a high price". What is the meaning of the expression?
(g) "Although they may have many material luxuries…."
    (i) What grammatical name is given to this expression as it is used in the passage?
    (ii) What is its function?
(h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
    (i) effects; (ii) eager; (iii) prospects; (iv) raised; (v) essential;
    (vi) resentment.

Answer

(a) They are determined to see their children to succeed.
(b) (i) They enroll their young children to succeed or they would like their children to succeed.
    (ii) Special tutoring is given to children.
(c) The children get involved in drugs and become rebellious.
(d) Because they feel neglected or they lack parental attention or love.
(e) The effort results in the children's unhappiness.
(f) What the children lose is more valuable than what they got from their parents.
(g) (i) Adverbial clause of concession. (ii) Modifying the verb "lack".
(h) (i) Effects – results, consequences. (ii) Eager – anxious, determined, keen.
    (iii) Prospects – opportunities, chances. (iv) Raised – brought up, reared, nurtured, bred.
    (v) Essential – important,valuable. (vi) Resentment–bitterness,annoyance,anger, indignation.

Lesson Development 3 Fill in the blank

In the following passages, the numbered gaps indicate missing words. Against each number in the list below each passage, five choices are offered A to E. For each question, choose the word that is the most suitable to fill the numbered gap in the passage.

(A) A nation that wants to **– 1 –** her citizens cannot rely on traditional methods of **– 2 –** but a large scale **– 3 –**. Rather than depend on simple **– 4 –** like the hoe and the cutlass, it is high time we thought in terms of **– 5 –.** Large areas of **– 6 –** land must be opened up, and aid must be given to young farmers to acquire their own **– 7 –.** The effort must start from schools, where

students need to be taught both **– 8 –** of crops as well as animal – 9 –. To make land available to more people, the land **– 10 –** practices in most of the nation need to be revised. Above all, **- 11 –** should be generated through loans with reasonable **– 12 –** rates.

	A	B	C	D	E
1.	groom	fatten	feed	feast	nourish
2.	farming	peasantry	planting	sowing	gardening
3.	horticulture	silage	tillage	husbandry	agriculture
4.	instruments	facilities	machines	implement	aids
5.	harrowing	mechanization	robots	automation	computerization
6.	fallow	waste	arable	paddy	ranch
7.	appliances	vehicles	engines	arms	tractors
8.	digging	mowing	pruning	plugging	cultivation
9.	husbandry	economy	manuring	ranching	flowering
10.	purchase	holden	proxy	tenure	tendering
11.	labour	capital	debenture	resources	profits
12.	credit	loan	investment	premium	interest

Answer

A nation that wants to feed her citizens cannot rely on traditional methods of farming, but a large scale agriculture. Rather than depend on simple implement like the hoe and the cutlass, it is high time we thought in terms of mechanization**.** Large areas of arable land must be opened up, and aid must be given to young farmers to acquire their own tractors**.** The effort must start from schools, where students need to be taught both cultivation of crops as well as animal husbandry. To make land available to more people, the land tenure practices in most of the nation need to be revised. Above all, capital should be generated through loans with reasonable interest rates.

(B) The life of a professional sportsman is always hectic. Consider his typical day. As soon as he wakes up in the morning, he jumps out of bed hurriedly and wears his ----13----. Promptly, he goes out to ----14---- for an hour or so, covering a few miles. However, on some other days, he might choose to practice with the skipping ----15---- at home. Having completed whichever one it is, he goes in for a shower and dresses for the day's training ----16----. This phase varies according to his specially. If he is a boxer, he goes into the ----17---- to deal with the punching bag and later with a sparring partner, usually under the watchful ----18---- of his coach. If he is a sprinter, he engages in continuous practice, ----19---- his performance with a stopwatch. If he is in football, net ball, volley ball, or lawn tennis, he can best practice with others while the coach watches, calling attention of specific skills and ---20---- not well mastered. In most cases, training lasts virtually the better part of a day, and often ends in discussions where certain technicalities are ironed out.

Now, when medals are ----21----, most people who just watch actions on the television hardly realize what it takes to become a star. When all the ----22---- are considered and the high risks taken into account, one would realize that a star is worth the millions he earns.

	A	B	C	D
13.	jump suit	tracksuit	swimsuit	shell suit
14.	trot	skip	jog	jump
15.	cord	rope	string	twine

16.	practice	sessions	regime	rehearsal
17.	stadium	sports club	sports centre	gymnasium
18.	supervision	custody	command	charge
19.	calculating	gauging	timing	assessing
20.	techniques	systems	methods	procedures
21.	achieved	secured	won	lifted
22.	struggles	pains	hurts	rigours

A***nswer***

The life of a professional sportsman is always hectic. Consider his typical day. As soon as he wakes up in the morning, he jumps out of bed hurriedly and wears his tracksuit. Promptly, he goes out to jog for an hour or so, covering a few miles. However, on some other days, he might choose to practice with the skipping rope at home. Having completed whichever one it is, he goes in for a shower and dresses for the day's training sessions. This phase varies according to his specially. If he is a boxer, he goes into the gymnasium to deal with the punching bag and later with a sparring partner, usually under the watchful supervision of his coach. If he is a sprinter, he engages in continuous practice, timing his performance with a stopwatch. If he is in football, net ball, volley ball, or lawn tennis, he can best practice with others while the coach watches, calling attention of specific skills and technique not well mastered. In most cases, training lasts virtually the better part of a day, and often ends in discussions where certain technicalities are ironed out.

Now, when medals are won, most people who just watch actions on the television hardly realize what it takes to become a star. When all the rigours are considered and the high risks taken into account, one would realize that a star is worth the millions he earns.

Module 4 - Phonology

Lesson Development 1 Consonant sound

Consonant is a speech sound that is articulate with complete or partial closure of the vocal tract. Example are (p), pronounced with the lips; (t), pronounced with the front of the tongue; (k), pronounced in the throat; (f) and (s), pronounced by forcing air through a narrow channel (fricatives); and (m) and (n), which have air flowing through the nose (nasals).

The word consonant in oral is also used to refer to a letter of an alphabet that denotes a consonant sound. The 21 consonant letters in English alphabet are B, C, D, F, G,H, J, K, L, M, N, P, Q, R, S, T, V, X, Z and usually W and Y. The letter y stands for the consonant /j/ in yoke, the vowel /I/ in myth, the vowel /i/ in funny, and the diphthong /ai/ in my.

Also below is the full list of consonant sound with examples in normal English writing

/p/	pen	/n/	no	/dz/	page
/b/	bag	/l/	leaf	/rj/	sitting
/t/	table	/r/	red	/e/	thank
/d/	dog	/f/	floor	/Õ/	the
/s/	sheep	/v/	village		
/k/	key	/s/	sit		
/z/	measure	/z/	zoo		
/g/	girl	/h/	he		
/m/	man	/w/	wall		

/j/ yes /tf/ chair

Lesson Development 2 Vowel sound

In Phonetics, a vowel is sound in spoken language, with two competing definitions. In the more common phonetic definition, a vowel is a sound pronounced with an open vocal tract, so that the tongue does not touch the lips, teeth, or roof of the mouth, such as the English "ah" /au/ or "oh" /ou/ there is no build up of air pressure at any point above the glottis.

The word vowel comes from the latin word vocalis, meaning "vocal" (a sound produced with no constriction in the vocal tract) so phonetically they seem to be vowel – like, "wet" (which suggest that phonologically they are consonant).

The vowels A, E, I, O, U, Y alone, in combination with one another represent different vowel sounds. Examples:

Sounds	*Letters*	*Examples*
[i:]	e, ee	be, eve, see, meet, sleep,
	ea	meal, read, leave, sea, team,
	ie, ei	field, believe, receive
[i]	i	it, kiss, tip, pick, dinner,
	y	system, busy, pity, sunny
[e]	e	let, tell, press, send, end,
	ea	bread, dead, weather, leather
[ei]	a	late, make, race, able, stable,
	ai, ay	aim, wait, play, say, day,
	ei, ey	eight, weight, they hey,
	ea	break, great, steak
[ae]	a	cat, apple, laid, travel, made,
		AME: last, class, dance, castle, half
[a:]	ar	army, car, party, garden, park,
	a	father, calm, palm, drama
[ai]	i, ie	ice, find, smile, tie, lie, die,
	y, uy	my, style, apply, buy, guy
[o]	o	out, about, house, mouse,
	or	now, brown, cow, owl, powder
[o:]	aw, au	law, saw, pause, because,
	ought	bought, thought, caught,
	al, wa	hall, always, water, war, want
[oi]	oi, oy	oil, voice, noise, boy, toy,
	o	go, note, open, old, most
[ou]	oa, ow	road, boat, low, own, bowl,
	u	use, duty, music, cute, huge, tune,
	ew	few, dew, mew, new
[yu:]	eu	euphemism, feud, neutral,

Hue, cue, due, sue, suit.

Lesson Development 3 Rhymes

A rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. The word rhyme is ("a part (taken) for the whole") that means a short poem, such as a rhyming couplet or other brief rhyming poem such as nursery rhymes.

The rhymes can be used in a specific and a general sense. In the specific sense, two words rhyme if their final stressed vowel and all following sounds are identical; two lines of poetry rhyme if their final strong positions are field with rhyming words. A rhyme in the strict sense is also called a perfect rhyme. Examples are sight and flight, design and gain, madness and sadness.

Perfect rhyme can be classified according to the number of syllable included in the rhyme, which is dictated by the location of the final stressed syllable.

- single: a rhyme in which the stress on the final syllable of the words (rhyme, sublime).
- double: a rhyme in which the stress is on the penultimate (second from last) syllable (Cacophonic, Aristophanes)

General rhymes can refer to various kinds of phonetic similarly between words and to the use of such similar-sounding words in organizing verse. Rhymes in this general sense are classified according to the degree and manner of the phonetic. Similarly:

- syllabic a rhyme in which the last syllable of each word sounds the same but does not necessarily contain stressed vowels. (clever, silver, or pitter, patter).
- Imperfect (or near) a rhyme between a stressed and an in stressed syllable (win, caring).

From the above explanation, we understand rhymes as words or something that sounds the same.

Examples:

- brian and gain
- pledge and ledge
- flower and power
- mass and pass
- glass and grass
- game and lame
- fame and shame
- smirk and jerk
- dog and hog
- crop and stop
- floor and door
- could, would and should
- tell, small and ball
- seat, beat and feat
- dad and bad
- cat and bat
- pen – ten
- hot – dot

Appendix C

LESSON NOTES FOR EXPERIMENTAL AND CONTROL GROUPS

EXPERIMENTAL GROUP

LESSON 1

Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Sentence Structure
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Carry out some activities on Sentence structure
- Explain the meaning of sentence structure with examples

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to divide the students into group	Groupings (Students to be divided into group of 3 members)
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above
Teacher to presents the topic and asks each student to construct a sentence	Students to construct one sentence each

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on the English language blended learning package	Students (Groups) to 'on' their computers and click on computer network and English language blended learning package.
Teacher to explain the first page i.e. Sentence and sentence structure with examples.	Groups to scroll and read the from the computer soft-copy.
Teacher to give 30 mins. for students to read back the contents (Sentence structure) and discussed it among their	Students to read the contents, and discussed it among themselves.

group members.	
Activity I: Teacher to asks group to write 6 sentences, each member to construct 2 sentences.	Groups to use the activity sheets in their computers to write 6 sentences, each member to construct 2 sentences.
Activity II: Teacher to go round the groups and correct some of their mistakes.	Students to open their activity sheets.

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Students to answer the teachers questions
1. What is a sentence?	
2. What is the difference between phrase and a clause?	

LESSON: **2**
Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Types of Sentence Structure (Simple Compound & Complex sentences)
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Carry out simple activities on simple, compound and complex sentences
- Explain the meaning of simple, compound and complex sentences
- Identify the simple, compound and complex sentences with examples

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above
Teacher to presents the topic and asks each student to construct simple, compound and complex sentences	Students to construct one sentence each

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the simple, compound and complex sentences with examples.	Groups to read from the computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Group to answer the teachers' questions
3. What is the difference between simple and complex sentence?	
4. Write 5 examples of simple, compound and complex sentences.	

LESSON: **3**
Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Sentence different purpose
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Carry out simple activities on sentence different purpose
- Identify the sentence and its purposes with examples

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above
Teacher to presents the topic and asks each groups to summarize their views on the sentence	Groups to summarize their views about sentence different purpose.

different purposes in 5 mins.	

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the topic with examples.	Groups to scroll and read from the computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Groups to answer the teachers' questions
1. What is the difference between interrogative and imperative sentences?	
5. Identify 5 examples of declarative and exclamatory sentences.	

LESSON: **4**
Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Letter writing
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Explain the meaning of letter writing with examples.
- Write a letter to their parents, teachers, friends and relatives

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES

Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the meaning of letter writing with examples	Groups to scroll and read from the computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	**STUDENTS' ACTIVITIES**
Teachers to asks the following questions	Groups to answer the teachers' questions
1. What is letter writing?	
2. Mention the essential elements of hand writing?	

LESSON: **5**

Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Types of Letter writing (Formal letter)
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Explain the meaning of formal letter with examples.
- Differentiate between formal and informal letters.
- Write a letter to their teachers, local and government officials.

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	**STUDENTS' ACTIVITIES**
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	**STUDENTS' ACTIVITIES**
Teacher to asks each	Students (Groups) to 'on' their computers and click on network

group to 'on' their computer, click on the computer network, and click on English language blended learning package	and English language blended learning package.
Teacher to explain the meaning of formal letter with examples	Groups to scroll and read from the computers' (soft-copy)

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	**STUDENTS' ACTIVITIES**
Teachers to asks the following questions	Groups to answer the teachers' questions
1. What is formal letter?	
2. Mention four structure of formal letter?	
3. Write a letter to your Teacher, informed him/her about the causes and prevention of secondary school students' indiscipline.	

LESSON: **6**

Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Types of Letter writing (Informal letter)
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Explain the meaning of Informal letter with examples.
- Write a letter to their friends and relations.

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	**STUDENTS' ACTIVITIES**
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with	Groups received the instructional materials as listed

instructional materials	above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the meaning of informal letter with examples	

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Groups to answer the teachers' questions
i. What is formal letter?	
ii. Mention four structures of informal letter?	
ii. Write a letter to your friend who is in another school inform him/her about your new learning methodology (Blended learning).	

LESSON: **7**
Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Summary
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking, Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Read simple and complex passages
- Read, understand and summarizes passage.

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping

Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the meaning of summary with examples.	Groups to scroll and read from the computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Students expected answers
1. Teacher to asks groups to explain what they learned about summary.	Students to answer the teachers questions
2. Teacher to presents another passage and asks the students to summarized.	

LESSON: 8

Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna
Subject: English
Topic: Comprehension
Class: SSII A&B
No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking, Blended learning soft-copy and Students.

PREVIOUS KNOWLEDGE: Students are not familiar with the topic, so it's a new topic to them.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Identify simple and complex comprehension passages
- Answer the comprehension questions.

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the meaning of comprehension with examples and introduces the comprehension passage.	Groups to scroll and read from computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Groups to answer the teachers questions
1. Teacher to asks groups to explain what they learnt about comprehension.	
2. Teacher to explain another passage and asks the students to answer the questions attach to it.	

LESSON: 10

Mode of Teaching: Blended Learning (BL)
Group: Experimental
School: Government Secondary School Rigachikun, Kaduna (Co-education)
Subject: English
Topic: Phonology (Consonant sound and rhymes)
Class: SSII A&B

No of Pupils: 110
Duration: 1hr 30 Minutes

INSTRUCTIONAL MATERIALS: Computers, Computer networking, Blended learning soft-copy and Students.

BEHAVIOURAL OBJECTIVES: By the end of the lesson students should be able to:

- Identify with example the consonant sound and rhymes.
- Explain with example the consonant sound and rhymes.

LESSON DEVELOPMENT 1: (PRESENTATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks students to maintain their grouping	Students to maintain their grouping
Teacher to supplied groups with instructional materials	Groups received the instructional materials as listed above

LESSON DEVELOPMENT 2: (INTRODUCTION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teacher to asks each group to 'on' their computer, click on the computer network, and click on English language blended learning package	Students (Groups) to 'on' their computers and click on network and English language blended learning package.
Teacher to explain the meaning of consonant sound and rhymes with examples and introduces the consonant sound and rhymes.	Groups to scroll and read from the computers' (soft-copy).

LESSON DEVELOPMENT 3: (EVALUATION)

TEACHERS' ROLES	STUDENTS' ACTIVITIES
Teachers to asks the following questions	Groups to answer the teachers' questions
3. Teacher to asks groups to identify and explain 5 examples each of consonant sound and rhymes.	

CONTROL GROUP

LESSON 1

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Sentence structure
No of Pupil: 62
Duration: 45 Minutes

Class: SSII

INSTRUCTIONAL MATERIALS: Black Board, Chalk, Duster, Teacher and Students.

BEHAVIOURAL OBJECTIVES:

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

1. Explain the meaning of sentence and sentence structure with examples
2. Carry out some activities on sentence and sentence structure

INTRODUCTION

Class, the topic for the lesson is "sentence structure". We shall examine, discuss and explain ideas on sentence and sentence structure.

PRESENTATION

Step 1: The teacher explains the meaning of a sentence with examples as follows:

* Sentence is the combination of two or more words together making a sense statement. "sentence"
* Examples:
  - Musa is a boy
  - Maryam is a girl
* Class, what is a sentence? Yes Halima, good
* Class, who can give us one example of a sentence? Yes Aliyu, good
* Class, you can see that the two examples are similar in many respects. They all have two noun and a subject

Step 11: The teacher explains the sentence structure to the class as follows:-

* Sentence structure is the arrangement of clauses in a sentence.
  Example: 'the boys is happy' in this sentence; 'the boy' is the subject, and 'is' is the verb (clause).
* Class, what is a sentence structure? Yes Zainab, good
* Class, who can give us one example of a sentence structure? Yes John, good
* Class, you can see that the two components (sentence and sentence structure) are similar in many respects.

EVALUATION

1. Differentiate between sentence and sentence structure and give examples.
2. Talk about the following sentence:
   'the boy is happy'

ESSON 2

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Types of sentence (Simple, Compound and Complex sentence)
No of Pupil: 62
Duration: 45 Minutes
Class: SSII

INSTRUCITIONAL MATERIALS: Board chalk, duster, teacher and students.

BEHAVIOURAL OBJECITIVES: By the end of the lesson, students should be able to:

1. List and explain the three types of a sentence
2. Give examples each of the three types of a sentence.

PRESENTATION

Step 1: The teacher explains the three types of a sentence:

* **Simple Sentence:** has only one clause. (a single and independent clause) e.g.
  (1) The children were laughing.
  (2) John wanted a new bicycle.
  (3) All the girls are learning English.
  (4) I don't like dogs.
  (5) Our school basketball team lost their last game of the season.

* **Compound Sentence:** has two or more clauses. These clauses are joined together with conjunctions, punctuations or both. (Contains two independent clauses, the most common coordinating conjunctions are: *but, or, and, so, then, yet, nor*). e.g.
  (1) I don't like dogs, and my sister doesn't like cats.
  (2) We stayed behind, and finished the job.
  (3) We looked everywhere but we couldn't find him.
  (4) They are coming by car so they should be here soon.
  (5) You can write on paper, or you can use a computer.

* **Complex Sentence:**contains an independent clause plus one or more dependent clauses. (A dependent clause starts with a subordinating conjunction. Examples, *that, because, while, although, where, if).* e.g.
  (1) I don't like dogs that bark at me when I want to pass.
  (2) She did homework, while her father cooked dinner.
  (3) You can write on paper, although a computer is better if you want to correct mistakes easily.

Step II: Class what are the difference between simple, compound and complex sentence?
Yes, Rukayya – they differ according to their clauses. Good
Yes, Loveth – simple sentence has one clause, compound has two or more clause and complex has one or more clause. Good.

Step III: Give us one example each? Yes, Fatima Good. Yes, Yahaya Good

EVALUATION:

1. Identify and explain five examples of simple and compound sentence.
2a. What is complex sentence?
2b. Give five examples of complex sentence.

LESSONS: 3

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Types of Letter Writing (Formal and Informal letters)
No of Pupil: 62
Duration: 45 Minutes
Class: SSII

BEHAVIOURAL OBJECTIVES: By the end of the lesson the students should be able to:

1. Carry out activities on letter writing and formal letters.
2. Identify and discuss the meaning formal letters.
3. Identify and discuss the structure of formal letter.

PRESENTATION

Step I: The teacher explains the letter writing:

* Class, letter writing enables us to:
* Communicate to our family members and other group of individuals in another region.
* Exchange messages links into geography.
* Learn good social skills.

Letter writing is a written message that we sent to persons who are far away from us and we want to convey our message to them in a clear and forceful manner. We usually write letter to friends and relatives. Although advent of Information Technology – telephones, mobiles, SMS's and chat has reduced the importance of personal letter writing as we can send our message through these mediums very easily but this art still required where there is need of formal communication. Sometimes we have to send an application in the school for grant of leave and at other time we have to complain about someone or something. Same way we get a lot of chances we have to send formal letter.

Step II: The teacher explains the formal letter

* Class, formal letters are sometimes known as business letters. They are written in a strictly formal style. Such letters are always written on an A4 (8"x 11" sheet of paper). They can be folded three times so that the address to which the letter is being sent can appear in the window of a business envelop. The layout is always the same.
* Formal letters contains the following structures:
* The senders address is put at the top right hand side.
* Include telephone number and email address if available.
* The date.
* The address of the person receiving the letter goes on the left side below the sender address.
* Greetings – Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing.
* The messages.
* Complimentary close – yours faithfully or yours sincerely.
* Signature.
* Write name in block letters (This is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may sometimes not be very clear).

Step III: The teacher writes and explains the typical layout of formal letter.

* Class, are you clear, yes, good.

EVALUATION:

1. Identify and discuss the importance of letter writing.
2. Identify and discuss the structure of formal letters.

LESSON: 4

Mode of Teaching:	Lecture Method
Group:	Control Group
School:	Government Secondary School, Unguwan Sarki, Kaduna
Subject:	English
Topic:	Types of Letter Writing (Formal and Informal letter)
No of Pupil:	62
Duration:	45 Minutes
Class:	SSII

PREVIOUS KNOWLEDGE: Students were taught the meaning of letter writing and formal letters.

INSTRUCTIONAL MATERIALS: Students chalk, duster and black board.

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. Carry out activities on letter writing and informal letters.
2. Identify and discuss the meaning informal letters.
3. Identify and discuss the structure of informal letter.

PRESENTATION

Step I: Class, if you could recall I explained the meaning, importance and structure of letter writing and formal letters to you. Who can tell me the meaning of formal letters? Teacher calls a student by name to stand up and answer the question.

Step II: Today the topic of the lesson is informal letters.

Step III: The teacher explains the meaning and structure of informal letters as follows:

***** Informal Letter: these are letters you write to your friends and relations, or people you know well.

* The Structure of Informal Letter
* The sender's address should always appear on the top right hand corner of the page.
* Include telephone number and email if available.
* The date.
* Greeting – there are several variations that can be used depending on how well you know the person: Dear Zahra, Hi Zahra, Greetings, e.t.c.
* Complimentary close – short comment, for example, love, lots of love, with thanks, see you soon, your's friend, e.t.c.

Step III: Teacher makes a brief evaluation as follows: Class, What are formal and informal letters?

* What are the differences between formal and informal letters?
* Do all letters have writers and receivers addresses?
* Class, formal letters is also called……...?
* Complementary close is also called……?
* Body of the letter is also called…….?

EVALUATION:

* Why do you write letters?
* Write a letter to your friend, tells him about your records of achievement in your school.

LESSON: 5

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Summary (passages)
No of Pupil: 62
Duration: 45 Minutes
Class: SSII

INSTRUCTIONAL MATERIALS: Black board, chalk and duster

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. Carry out activities on the summary (passages).
2. Recognizes that the main objective of the topic summary was to:

* teach students on reading and understanding the summary passages,
* teach students modes of answering the summary questions.

PRESENTATION

Step I: The topic of the lesson is summary, teacher: students, do you know how to summarize passage? Yes, no.

Step II: The teacher explains and answers the following to the class.

Although world agencies have made numerous efforts to stop malnutrition, achievements have fallen short of hopes. For example, in 1996 the United Nations set the goal of reducing by half the number of the world's undernourished – some 400 million people – by the year 2016. Commendably, some progress has been made. But the report of the Food and Agricultural Organization of the United Nations for 2001 acknowledges that unfortunately in the majority of developing countries.

Malnutrition is usually triggered by a combination of two factors, namely: an insufficient intake of proteins, calories, vitamins, and minerals; and frequent infections. Such illnesses as diarrhea, measles, and respiratory diseases tax the body heavily and cause loss of nutrients. They reduce appetite and food intake, thus contributing to malnutrition. The undernourished child is in turn more susceptible to infections. Thus a vicious circle is formed that increases the mortality rates for protein-energy malnutrition. Children are at greater risk of suffering malnutrition because they are in a period of rapid growth that increases the demand for calories and proteins. For similar reasons, pregnant and nursing women are vulnerable to malnutrition.

Malnutrition has far-reaching effects. First, it wreaks havoc on the body, particularly that of a child. Every organ and system-including the heart, kidneys, stomach, intestines, lungs, and brain – may be affected. Various studies have shown that poor growth in a child is closely associated with impaired mental development and poor scholastic and intellectual performance. Secondly, for children who survive malnutrition, the aftermath can linger on into adulthood. Recent research relates undernourishment in infancy to a tendency toward such chronic illnesses in adulthood as heart disease, diabetes, and high blood pressure.

How can children be best protected from malnutrition? It is essential to improve the diet of the mother. Pregnant and nursing women need to consume more calories and proteins. Proteins in particular help in the production of the mother's milk. So when there is little food, preference should be given to women of childbearing age and to little children. Secondly, in almost all cases, the best possible food for a baby is its mother's milk. This is especially so during the first days after birth because mother's milk contains antibodies that protect the baby from infection. During the first four months or so, breast milk provides all the nutrients that the baby needs in order to grow and develop properly. Bur breastfeeding should be continued for as long as necessary, which could be up to two years. And after the baby weaned, the greatest possible variety of foods in different combinations should be introduced to provide nutrients that protect the baby. The mother should focus on providing the child with good-quality food, neither forcing the child to eat after it is full nor withholding food from the child when it appears to want more.

Questions

(a) In one sentence summarize the causes of malnutrition.
(b) In two sentences, one for each, summarize the two major effects of malnutrition.

(c) In two three sentences, one for each, summarize the three preventive measures against malnutrition recommended in the passage.

Answers

(a) Malnutrition is caused by infections and a deficiency in the intake of nutrients.

(b) (i) Malnutrition damages the body. (ii) Malnutrition gives rise to chronic diseases in adulthood

(c) (i) Pregnant women of childbearing age and children should feed well.
(ii) The baby or child should be breast-fed for as long as is required.
(iii) The baby or child should be given enough balanced diets after he has been weaned.

EVALUATION:

* Identify and explain three importance of the lesson (summary) to SS 2 students.

LESSON: 6

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Comprehension (passages)
No of Pupil: 62
Duration: 45 Minutes
Class: SSII

INSTRUCTIONAL MATERIALS: Black board, chalk and duster

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. Carry out activities on the comprehension (passages).
2. Recognizes that the main objective of the topic the comprehension was to:

* teach students on reading and understanding the comprehension passages,
* teach students modes of answering the comprehension questions.

PRESENTATION

Step I: The topic of the lesson is comprehension, teacher: students, do you know how to answer comprehension passage? Yes, no.

Step II: The teacher explains and answers the following to the class.

Children today are being hurried through childhood, rushed into taking on adult tasks at a very early age. Granted that the effects are not always so dramatic or so tragic, they can be profound and long lasting. Parents are understandably eager to see their children succeed. When that eagerness turns into anxiety, parents may overload their children, pushing them too hard too soon. For instance, it is becoming increasingly common for parents to enroll \young children in after-school activities. Often, special tutoring is added.

Of course, it is wrong to encourage a child's talents or interests. There is a danger of excess when some children seem to have as many pressures as harried adults do. Before their children are born, parents are already enrolling them in preschool, hoping to improve their prospects of success. In some countries, children are assessed for reading and Mathematics skills before they are six years old. Such practices have raised concern about emotional damage. Many parents seem to think it normal, even advisable, to teach their children that winning is everything.

Some parents work extremely hard to provide every possible material comfort for the children, believing that they are working to ensure their children's happiness – but they may well be doing the opposite. Often, more than a few children raised this way are involved in

drinking, drugs and sullen rebellious behavior as many fume with resentment because they feel neglected. The children often pay a high price. Although they may have many material luxuries, they lack the most essential ingredients of a good childhood: parental attention and love. Without guidance, discipline and direction they face adult questions too soon, with little or no preparation. They will likely obtain their own answers from peers or TV or movie characters. The results often bring childhood to an abrupt, even tragic end. Without a doubt, rushing children through childhood is a dangerous practice that should be avoided.

Questions

(a) Why do parents rush their children through childhood?
(b) Give two examples of how parents rush their children through childhood.
(c) State two sad effects of bringing up children in extreme luxury.
(d) Why do children raised in luxury become angry?
(e) What is ironical about parents' efforts to make their children happy?
(f) "The children often pay a high price". What is the meaning of the expression?
(g) "Although they may have many material luxuries…."
    (i) What grammatical name is given to this expression as it is used in the passage?
    (ii) What is its function?
(h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
    (i) effects; (ii) eager; (iii) prospects; (iv) raised; (v) essential; (vi) resentment.

Answer

(a) They are determined to see their children to succeed.
(b) (i) They enroll their young children to succeed or they would like their children to succeed.
    (ii) Special tutoring is given to children.
(c) The children get involved in drugs and become rebellious.
(d) Because they feel neglected or they lack parental attention or love.
(e) The effort results in the children's unhappiness.
(f) What the children lose is more valuable than what they got from their parents.
(g) (i) Adverbial clause of concession. (ii) Modifying the verb "lack".
(h) (i) Effects – results, consequences. (ii) Eager – anxious, determined, keen.
    (iii) Prospects – opportunities, chances. (iv) Raised – brought up, reared, nurtured, bred.
    (v) Essential – important, valuable. (vi) Resentment – bitterness, annoyance, anger, indignation.

EVALUATION:

* Identify and explain three importance of the lesson (comprehension) to SS 2 students.

LESSON: 7

Mode of Teaching:	Lecture Method
Group:	Control Group
School:	Government Secondary School, Unguwan Sarki, Kaduna
Subject:	English
Topic:	Fill-in the blank (passages)
No of Pupil:	62
Duration:	45 Minutes

Class: SSII

INSTRUCTIONAL MATERIALS: Black board, chalk and duster.

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. Fill-in the gap on the passage.
2. Recognizes that the main objective of the topic: fill-in the gap (passages) was to:

* teach students on reading and understanding passages,
* teach students modes of answering questions.

PRESENTATION

Step I: The topic of the lesson is fill-in the blank or gap, teacher: students, do you know how to fill-in a gap in the sentence? Yes, no.

Step II: The teacher explains the following to the class.

In the following passages, the numbered gaps indicate missing words. Against each number in the list below each passage, five choices are offered A to E. For each question, choose the word that is the most suitable to fill the numbered gap in the passage.

(A) A nation that wants to **– 1 –** her citizens cannot rely on traditional methods of **– 2 –** but a large scale **– 3 –**. Rather than depend on simple **– 4 –** like the hoe and the cutlass, it is high time we thought in terms of **– 5 –.** Large areas of **– 6 –** land must be opened up, and aid must be given to young farmers to acquire their own **– 7 –.** The effort must start from schools, where students need to be taught both **– 8 –** of crops as well as animal – 9 –. To make land available to more people, the land **– 10 –** practices in most of the nation need to be revised. Above all, **- 11 –** should be generated through loans with reasonable **– 12 –** rates.

	A	B	C	D	E
1.	groom	fatten	<u>feed</u>	feast	nourish
2.	<u>farming</u>	peasantry	planting	sowing	gardening
3.	horticulture	silage	tillage	husbandry	<u>agriculture</u>
4.	instruments	facilities	machines	<u>implement</u>	aids
5.	harrowing	<u>mechanization</u>	robots	automation	computerization
6.	fallow	waste	<u>arable</u>	paddy	ranch
7.	appliances	vehicles	engines	arms	<u>tractors</u>
8.	digging	mowing	pruning	plugging	<u>cultivation</u>
9.	<u>husbandry</u>	economy	manuring	ranching	flowering
10.	purchase	holden	proxy	<u>tenure</u>	tendering
11.	labour	<u>capital</u>	debenture	resources	profits
12.	credit	loan	investment	premium	<u>interest</u>

EVALUATION:

* The underlines words are the most suitable answers, use the words to fill-in the gap.
* Class, can you read the passage, yes, read, good.

LESSON: 8

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Phonology (consonant sound)
No of Pupil: 62

Duration: 45 Minutes
Class: SSII

INSTRUCTIONAL MATERIALS: Black board, chalk and duster.

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. State and explain with example the meaning of consonant sound.
2. Identify and pronounces the consonant sound.

PRESENTATION

The teacher explains the consonant sound with examples to the students as follows:

Consonant is a speech sound that is articulate with complete or partial closure of the vocal tract. Example are (p), pronounced with the lips; (t), pronounced with the front of the tongue; (k), pronounced in the throat; (f) and (s), pronounced by forcing air through a narrow channel (fricatives); and (m) and (n), which have air flowing through the nose (nasals).

The word consonant in oral is also used to refer to a letter of an alphabet that denotes a consonant sound. The 21 consonant letters in English alphabet are B, C, D, F, G,H, J, K, L, M, N, P, Q, R, S, T, V, X, Z and usually W and Y. The letter y stands for the consonant /j/ in yoke, the vowel /I/ in myth, the vowel /i/ in funny, and the diphthong /ai/ in my.

Also below is the full list of consonant sound with examples in normal English writing

/p/	pen	/n/	no	/dz/	page
/b/	bag	/l/	leaf	/rj/	sitting
/t/	table	/r/	red	/e/	thank
/d/	dog	/f/	floor	/Õ/	the
/s/	sheep	/v/	village		
/k/	key	/s/	sit		
/z/	measure	/z/	zoo		
/g/	girl	/h/	he		
/m/	man	/w/	wall		
/j/	yes	/tf/	chair		

EVALUATION:

* Mention two consonants pronounced with the lips.
* Mention two consonants pronounced with the front of the tongue.
* Mention two consonants pronounced in the throat.

LESSON: 9

Mode of Teaching: Lecture Method
Group: Control Group
School: Government Secondary School, Unguwan Sarki, Kaduna
Subject: English
Topic: Phonology (Rhymes)
No of Pupil: 62
Duration: 45 Minutes
Class: SSII

INSTRUCTIONAL MATERIALS: Black board, chalk and duster.

PREVIOUS KNOWELDGE: Students have learnt about phonology (consonant sound)

BEHAVIOURAL OBJECTIVES: By the end of the lesson, students should be able to:

1. State and explain with example the meaning of rhymes.
2. Identify and pronounces the rhymes.

PRESENTATION

The teacher explains the rhymes with examples to the students as follows:

A rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. The word rhyme is ("a part (taken) for the whole") that means a short poem, such as a rhyming couplet or other brief rhyming poem such as nursery rhymes.

The rhymes can be used in a specific and a general sense. In the specific sense, two words rhyme if their final stressed vowel and all following sounds are identical; two lines of poetry rhyme if their final strong positions are field with rhyming words. A rhyme in the strict sense is also called a perfect rhyme. Examples are sight and flight, design and gain, madness and sadness.

Perfect rhyme can be classified according to the number of syllable included in the rhyme, which is dictated by the location of the final stressed syllable.

- single: a rhyme in which the stress on the final syllable of the words (rhyme, sublime).
- double: a rhyme in which the stress is on the penultimate (second from last) syllable (Cacophonic, Aristophanes)

From the above explanation, we understand rhymes as words or something that sounds the same.

Examples:

- brain and gain
- pledge and ledge
- flower and power
- mass and pass
- glass and grass
- game and lame
- fame and shame
- smirk and jerk
- dog and hog
- crop and stop
- floor and door
- could, would and should
- tell, small and ball
- seat, beat and feat
- dad and bad
- cat and bat
- pen – ten
- hot – dot

EVALUATION:

* Identify ten words that sound the same.

Appendix D

ENGLISH LANGUAGE ACHIEVEMENT TEST (ELAT) FOR SS II STUDENTS

INSTRCUTIONS: Answer all questions from the options (A – D) Circle the letter thatcorresponds to the right answer.

SECTION1

*In each of the following sentences, there is one gap. From the list of words lettered A to D, choose the word that **best completes** each of the following sentences, atthe same time, correctly fill the gap in the sentence.*

1. After assuring the authorities that he would not escape, the prisoner was released on ……...
   a) suspension
   b) record
   c) parole
   d) probation

2. The disease was…….. by the doctors as pneumonia.
   a) diagnosed
   b) prescribed
   c) construed
   d) decided

3. The court granted an…… against the eviction of the tenant.
   a) adjournment
   b) injunction
   c) indictment
   d) adjudication

4. The …… years of a child's life mould his character.
   a) restrained
   b) constructive
   c) conflicting
   d) formative

5. Public money should be used only for……. purpose.
   a) legitimate
   b) discreet

c) legal
d) executive

6. When you …… someone's point of view, you should do so politely.
   a) refute
   b) rebuke
   c) recall
   d) refuse

7. Matters that are confidential must not be made …….
   a) public
   b) popular
   c) unreasonable
   d) uncertain

8. A judge is required to…… justice fairly.
   a) defer
   b) dispense
   c) define
   d) dispel

9. Can you …… the result of tomorrows' match?
   a) conclude
   b) predict
   c) order
   d) certify

10. He was given a certificate of……. In English.
    a) efficacy
    b) efficiency
    c) proficiency
    d) sufficiency

SECTION 2

*Read carefully and **answer** the questions below.*

11. Letter writing is a _____ message that we sent to persons who are far away from us.

    (a) Written (b) Reading (c) Speaking (d) Writing

12. What is the full meaning of ''IT''?

    (a) Introductory Technology (b) Intro Technique
    (c) Information Technology (d) Information Communication & Technology.

13. Formal letters are sometimes known as _____

(a) Written Letters (b) Business Letters
(c) Formal Letters (d) Informal Letters

14. _____ are advised to visits the social media's (Internet) to contact and communicate with other schools of the region and exchange letters links into geography.

(a) Teachers (b) Students (c) People (d) Pupils

15. One of the structures of formal letter is _____

(a) The receivers address (b) The A4 (8"x11" sheet paper)
(c) Informal letter (d) Formal letter

16. Informal Letter contains _____ number of address

(a) One (b) Two (c) Three (d) Four

17. _____ is written both in formal and informal letter

(a) Receivers address (b) Subject matter
(c) Date (d) Time

18. Student have to be aware of different style of _____

(a) Reading (b) Letters (c) Skills (d) Writing

19. What is informal letter?

(a) Letter we write seeking for jobs (b) Letter we write to our teachers
(c) Letter we write to organizations (d) Letter we write to friends and relatives

20. The layout of formal letter is always_____

(a) Different (b) the same (c) Important (d) Contradicted

SECTION 3

*Choose the word that is the **most suitable** to fill the numbered gaps in the passage.*

The life of a professional sportsman is always hectic. Consider his typical day. As soon as he wakes up in the morning, he jumps out of bed hurriedly and wears his ----21----. Promptly, he goes out to ----22---- for an hour or so, covering a few miles. However, on some other days, he might choose to practice with the skipping ----23---- at home. Having completed whichever one it is, he goes in for a shower and dresses for the day's training ----24----. This phase varies according to his specially. If he is a boxer, he goes into the ----25---- to deal with the punching

bag and later with a sparring partner, usually under the watchful ----26---- of his coach. If he is a sprinter, he engages in continuous practice, ----27---- his performance with a stopwatch. If he is in football, net ball, volley ball, or lawn tennis, he can best practice with others while the coach watches, calling attention of specific skills and ---28---- not well mastered. In most cases, training lasts virtually the better part of a day, and often ends in discussions where certain technicalities are ironed out.

Now, when medals are ----29----, most people who just watch actions on the television hardly realize what it takes to become a star. When all the ----30---- are considered and the high risks taken into account, one would realize that a star is worth the millions he earns.

	A	**B**	**C**	**D**
21.	jump suit	tracksuit	swimsuit	shell suit
22.	trot	skip	jog	jump
23.	cord	rope	string	twine
24.	practice	sessions	regime	rehearsal
25.	stadium	sports club	sports centre	gymnasium
26.	supervision	custody	command	charge
27.	calculating	gauging	timing	assessing
28.	techniques	systems	methods	procedures
29.	achieved	secured	won	lifted
30.	struggles	pains	hurts	rigours

SECTION 4

*Choose the word that has the same **Vowel sound, Consonant sound or Rhymes***

Vowel sound

31.	mond<u>ay</u>	A.	age	B. day	C. pretty	D.	heal
32.	m<u>a</u>ny	A.	village	B. fern	C. pap	D.	friend
33.	h<u>ear</u>t	A.	ask	B. pack	C. as	D.	swear
34.	bl<u>oo</u>d	A.	cop	B. loop	C. fool	D.	young

Consonant sound

35.	<u>ch</u>eap	A.	sheep	B. lashes	C. poach	D.	chemistry
36.	<u>th</u>ank	A.	tick	B. tank	C. stick	D.	thin

37.	sei<u>z</u>ure	A.	sink	B.	usual	C.	zero	D.	daze
38.	<u>t</u>eam	A.	them	B.	thyme	C.	listen	D.	think

Rhymes

39.	rain	A.	frighten	B.	frame	C.	feign	D.	many
40.	bough	A.	thought	B.	dough	C.	low	D.	how

Good luck.