EVALUATION OF EFFECTS OF COLLABORATIVE AND PORTFOLIO WRITING STRATEGIES ON STUDENTS' PERFORMANCE IN ESSAY WRITING IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY IN EDUCATION (CURRICULUM AND INSTRUCTION)

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MARCH, 2019

DECLARATION

I hereby declare that the work in the thesis titled "Evaluation of Effects of Collaborative and Portfolio Writing Strategies on Students' Performance in Essay Writing in Senior Secondary Schools, Kaduna State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Modupe Mopelola ALAO Date

CERTIFICATION

This thesis entitled EVALUATION OF EFFECTS OF COLLABORATIVE AND PORTFOLIO WRITING STRATEGIES ON STUDENTS' PERFORMANCE IN ESSAY WRITING IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA by Modupe Mopelola ALAO meets the regulations governing the award of degree of Doctor of Philosophy in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved husband, best friend and mentor,Dr. Emmanuel Adeleke Alao, for inspiring me and believing so much in me.

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ABSTRACT

The study investigated the effects of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools, Kaduna State, Nigeria. Seven objectives, research questions and hypotheses guided the study. The objectives were to: examine the effect of collaborative and conventional writing strategies, portfolio and conventional, collaborative, portfolio and conventional writing strategies on students' performance in essay writing: also, effect of collaborative, portfolio and conventional writing strategies on students' performance in content, organization and grammatical components of essay writing in senior secondary schools in Kaduna State. The study reviewed related literature. The target population of the study was forty nine thousand eight hundred SSII students from the 12 Educational Zones in Kaduna State. The sample size comprised of three hundred and seven SSII students from six intact classes. The study was carried out using quasi –experimental design. The instrument tagged 'Essay Writing Performance Test" was used for data collection in the study. The instrument, after being validated by specialists in English Language and curriculum specialists was pilot-tested using a test and re-test method. The reliability index of 0.75 was gotten thereafter. Data for the study was collected through the administration of pre-test and post-test. The demographic data of the respondents were analyzed using descriptive statistics which involved frequencies and percentages while mean and standard deviation were used to analyze responses to research questions whilet-test and Analysis of Covariance were also used to test the hypotheses at 0.05 alpha level of significance.Findings from the study revealed that students taught essay writing using collaborative writing strategy performed significantly better than those taught using conventional writing strategy (p-value .000 <0.05); there was no significant difference in the performance of students taught essay writing using portfolio and conventional writing strategies (p-value .587> 0.05); the performance of students taught essay writing using collaborative writing strategy was significantly better than those taught using portfolio writing strategy (p-value .000< 0.05); students taught essay writing using collaborative writing strategy had a significantly better performance than those taught using portfolio and conventional writing strategies (p-value .000< 0.05); and students taught essay writing using collaborative writing strategy performed significantly better in content, organization and grammatical components of their writing than those taught using portfolio and conventional writing strategies. Based on the findings, it was recommended among others that collaborative writing strategy should be adopted and promoted by teachers and stakeholders for teaching essay writing in senior secondary schools. Listening, reading and speaking skills can be enhanced using collaborative and portfolio writing strategies. Furthermore, collaborative writing strategy can be used to manage large essay writing classes.

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LIST OF ABBREVIATIONS AND SYMBOLS

ACER	-	Australian Council for Educational Research
ANCOVA	-	Analysis of Covariance
CG	-	Control Group
CL	-	Collaborative Learning
CLT	-	Communicative Language Teaching
CP	-	Cooperative Principle
CW	-	Collaborative Writing
CWS	-	Collaborative Writing Strategy
EFL	-	English as Foreign Language
EG1	-	Experimental Group One
EG2	-	Experimental Group Two
EMQA	-	Explanation, Modeling, Questioning and Application
ESL	-	English as Second Language
ESP	-	English for Special Purpose
EWPT	-	Essay Writing Performance Test
GRASP	-	Guided Reading and Summarizing Procedure
GSS	-	Government Secondary School
GTA	-	Grammar Translation Approach
IGAM	-	Interactive Group Activity Method
IH	-	Input Hypothesis
JSS	-	Junior Secondary School
L2	-	Second Language
NABTEB	-	National Business and Technical Examinations Board
NECO	-	National Examination Council
O_1	-	Pre-test
O_2	-	Post-test
OH	-	Output Hypothesis
PW	-	Portfolio Writing

PWS	-	Portfolio Writing Strategy
SLA	-	Second Language Acquisition
SS1	-	Senior Secondary One
SSII	-	Senior Secondary Two -
SSS	-	Senior Secondary School
WAEC	-	West African Examination Council
X_0	-	No Treatment
X_1	-	Collaborative Writing Treatment
X_2	-	Portfolio Writing Treatment
ZPD	-	Zone of Proximal Development

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OPERATIONAL DEFINITION OF TERMS

Assessment – It is the systematic process of gathering information about students' writing, what they know, are able to write, and guiding them to better performance through positive evaluative comments

Brainstorming – It refers to students' activities in the pre-writing stage in which they think, discuss round the topic assigned to them

Collaborative Writing Strategy - It is an instructional strategy that makes use of small heterogeneous groups of students in a task- centred writing activity requiring students-to-students interaction

Constructivism – It is a theory of learning that maintains that people construct knowledge through social interactions with others

Conventional Writing Strategy – It is a writing strategy in which teacher assigns a topic to students; students write and teacher assesses a single production of text with heavy emphasis on correctness and mechanics. Teacher acts as judge of students' writing rather than a facilitator.

Draft – This refers to initial and subsequent versions of students' writing on a topic

Effect- It is a change that is produced by a cause that is evident after something is done

Essay Performance Task- It refers to writing task given to students during pre-testand post-test

Essay Writing- It is a continuous writing produced by students in narrative, descriptive, expository, argumentative and letter writing forms.

Interactive – This refers to students working together in groups before, during and after activities

Strategy – This is the way a teacher organizes his content in order to achieve his planned objective

Performance- It is an actual accomplishment as distinguished from potential ability

Portfolio Assessment Strategy – It is a strategy of gathering students' work samples for the purpose of evaluating student knowledge and learning

Portfolio Writing Strategy - It is a systematic and purposeful collection of students' essay writing drafts which reflects their performance in one or more areas over a period of time

Self-assessment – It is the process in which students get to know themselves by reflecting on their own writing performance

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

English is undoubtedly the most important language which is being employed for communication purposes across the globe (Akinwamide, 2012). The use of English as a tool for effective communication, study and work, as well as an important goal of secondary education is advocated in the national policy on education (FRN, 2013). The crucial role English Language plays in the Nigerian linguistic scene makes it imperative for Nigerians to show evidence of reasonable degree of competence and of more vigorous training in its use, than in the use of any other foreign language. Muodumogu and Unwaha (2013), state that English language is a recognized medium of communication in the administration of government businesses in Nigeria. It is also the medium of instruction through which learners acquire knowledge and skills at all levels of education. However, in spite of the vital roles of the English language, most Nigerians are unable to acquire mastery in the skills of the language especially writing. Consequent upon this, there is a need to orientate quality of instruction towards utilizing competencies and essay writing skills for self- reliance and development of the society.

The poor performance of students in national examinations both in English language and other subjects has been attributed to poor language teaching and learning (Okonkwo, 2015; Saad & Usman, 2014). The mastery of writing skills is crucial since constant evaluation either formative or summative is conducted to gauge students' acquisition of their writing skills based on their writing performance. Hence teachers adopt and adapt various strategies in the essay writing classrooms to ensure that students excel in writing. But from the existing situation of poor and low performance of students in essay writing, one can conclude that the approaches or

strategies used may be faulty at one level or the other. This presupposes that more researches need to be carried out to ascertain this claim.

Teaching essay writing is usually approached with apprehension by many teachers and students because it demands the knowledge of many skills such as grammar, style syntax and semantics in one lesson (Okonkwo, 2015). Writing is a basic tool for secondary education in Nigeria and many other parts of the world. Writing does not come naturally as speaking but it is an activity that students and teachers cannot run away from. It must be consciously learnt and developed for it is one of the critical skills a student develops in high school.

The inspiration for this study arose from the fact that over the years, there has been persistent rate of low performance of students in English language, especially essay writing. Students are unable to write effectively (Komolafe &Yara, 2010). This situation is not peculiar to any level, but it is more pronounced and disturbing at the secondary level because certificates are required for higher education at this level

. The trend of general poor performance in English language is not peculiar to Nigerian students and schools alone. It is a worldwide phenomenon existing even in developed countries like America. Harwood in Alao (2011) complained about the poor mastery of essay writing skills in America. This situation pervades all levels of Nigeria's educational ladder-primary, secondary and the post-secondary institutions. The reports of Grieves and Banjo were attempts by the Nigerian government to find how best to improve the teaching of English language and enhance essay writing skills. Despite these efforts, the skills of students in essay writing have not shown any improvement. Hence, there is need for rigorous training.

West African Examination Council (WAEC) Chief Examiner's Report (2009) lists poor knowledge of the rules of grammar, inability to construct good sentences, lack of teachers'

exposure to modern strategies of teaching as causes of students' poor achievement in English. Adeosun (2006: 4) lamented the inability of students to write good compositions, noting: "Composition tests are designed to test the candidates' ability to use English as effective means of communication in a given situation, the ability to express oneself with clarity and coherence in a manner appropriate to the audience, purpose, topic situation, adding that most students lack variety of skills, good grasp and knowledge of basic language skills which they are expected to know effectively"

Essay writing is taught at secondary level to enable students develop writing skills to cope with their academic work, as well as develop type of writing needed both inside and outside the school situation. Students at this level depend to a large degree on extended writing skills in examinations (Adeyemi, 2012). Essay writing refers to continuous writing produced in form of any of the following: letters, speeches, articles, descriptive, persuasive, narrative and expository compositions. Increasingly, students are required to demonstrate proficiency in essay writing through planning, writing and revising an essay, summary, note taking in groups and so forth. This study seeks to explore more modern strategies that would help provide a valuable head start to improve students essay writing thereby resulting into better grades in English especially at the senior secondary level.

Essay writing involves more than just being able to compose correct sentences; it also involves the ability to use the lexical item appropriately in acts of communication to achieve communication ends (Akagu, in Alao, 2011).Evidence from students' WAEC scripts in various subjects, shows that the skill and abilities that students need in writing, must be formally taught in order to perform the writing demands of their various subjects with some ease and some confidence. Essay writing among these students therefore deserves attention more than any other

aspects of language especially at the senior secondary school, which is the target of this study. This is because there is need to prepare the students for the various writing tasks, which they would meet in their future academic pursuits.

Essay writing sub-skills are content, organization, expression and mechanical accuracy. These are four basic elements that collectively determine the quality of essay writing as assessed by WAEC and other examination bodies in Nigeria. The innovations in English language teaching has led to the change in the strategy of teaching writing from the traditional way of end product-oriented approach to the process of creating writing (Tabatabaei & Assefi, 2012). In Nigerian secondary schools, most teachers have been using the product approach which focuses on the end product of writing undertaken under severe pressure and this seems not to have achieved much success. One wonders whether the methods employed are not proper. This study would examine whether the use of collaborative writing and portfolio writing strategies could be used to advance essay writing pedagogy.

The teaching of essay writing should take the communication approach that aims at helping the learners to manipulate language structures effectively since the essence of language is for communication. Adeyemi (2012) posited that in process approach, students are guided to plan, draft and revise their writing and are also encouraged "to learn to write" as opposed to "writing to learn". This would facilitate their ability to form clear and correct concepts through the use of language to express their feelings, needs, ideas, knowledge and interests with exactness and precision. This is why Ogbu (2009) indicate that writing, which could be seen as the ability to produce correct forms of words and sentences is a very important skill of language acquisition. This study would examine a communicative and interactive approach that would help learners manipulate language structures effectively.

Collaborative writing strategy (CWS) is an instruction strategy that makes use of small, heterogeneous groups of students who work together to achieve common learning goals. It is a task-centred activity requiring students-to-students interaction in small groups as the structures and contents are organized and sequenced in essay writing. Individuals are responsible for their actions which include learning, respect and contributions among their peers. They extend their critical thinking and reasoning skills, which help in understanding of social interactions as they become involved, and take control of the learning process through collaborative activities (Nwakonobi & Obiagwu, 2013). It is a strategy which has been proven to culminate positive results and outcomes (Tengku Nor Rizan, 2007). Collaborative writing between and among students should be trial-tested to see how effective they are in generating healthy discussion, and learning which encourage an effective process of essay writing.

Portfolio writing strategy (PWS) is seen as "a cumulative and on-going collection of entries that are selected and commented on by the student, the teacher and or peers, to assess the students' progress in the development of a competency" (Simon & Forgette-Giroux in Alti 2009). In the view of Taki and Heidari (2010), portfolio is the assessment of some data about students' skills in one or more areas in a certain time period, regular collection of his studies and performances according to predetermined criteria. It is a systematic collection of students' written work measured against pre-determined scoring criteria (O'malley &Valders in Alti, 2009). It is a purposeful collection of essay writing materials over a period of time that can communicate students' interests, abilities and achievements in certain areas. According to Fattaneh, Mohsen and Maedeh (2010), portfolio is an effective instructional strategy as well as assessment tool which can be used to encourage and motivate weak writers. Thus, in this study, portfolio is described as a systematic and purposeful collection of students' drafts which reflect

the success, performance, and efforts of the students in one more areas of essay writing over a period of time.

The mastery of essay writing skills is crucial since constant evaluation either formative or summative is conducted to gauge students' acquisition of their writing skills based on their writing performance (Okonkwo, 2014).In view of the present ineffectiveness in the writing of students, the inability of the previous approaches to cater for the shortfall in writing pedagogy and the fact that writing has been a neglected area of English language teaching for some years (Siddique & Singh, 2016), the need for sound writing research now is greater than ever. The need for this research cannot be over-emphasized. There is therefore the need to undertake a research of this nature in order to explore modern strategies to the teaching of essay writing. It is against this background that this study sought to investigate the effects of collaborative and portfolio writing strategies on essay writing of senior secondary school students in Kaduna State, Nigeria.

1.2 Statement of the Problem

There has been general outcry on the low performance of students in essay writing. Inability of senior secondary students to write and communicate effectively in both written and spoken English based on their inability to use correct grammatical structures and present ideas in a systematic and appropriate manner gives parents, teachers, examination bodies and even students a lot of concern. Annual results from WAEC and the Chief Examiners' Reports for 2010 and 2011 reveal woeful performance of students who have made enrolment for English language examination a yearly ritual. The researcher's participation in examining WAEC and NECO candidates for many years also corroborated this low performance of students in essay

writing. It is worrisome to note too, that the performance of these students have continued to deteriorate each year.

Many factors have been adduced for students' inability to write effectively at the secondary level. These include use of inappropriate teaching methods and approaches. Many strategies have been used in teaching and learning essay writing, yet students' performance is low. Writing is taught as a product with heavy emphasis on mechanical accuracy and the final product of writing. Khan, Javaid & Farooq (2015) view such classes as usually dull and as such, teachers and students view writing as an uphill task. Students are just given topics to write on by teachers and marks are awarded accordingly without teachers' interest in the process of what went into the production of the essay.

Another problem is the inability of students to write composition that would clearly express their thoughts or ideas in such a way that all the various components of writing- content, organization, grammar, mechanics and objectives of writing would be integrated. Trotman (2010) sees writing as fundamental to success in academics, in the workplace and in the global economy. The ability to write well, hitherto a luxury is now a dire necessity. In the light of this, teaching learners to write well should be uppermost in a worthwhile educational system.

Teachers of English language have expressed preference for teaching certain aspects of the English language syllabus of which essay writing is not one. Many students have little practice in writing essays (Adeyemi, 2012) because their teachers rarely ask them to write because the teachers judge the exercise as laborious coupled with large classes. Teachers are mandated by the educational authorities to follow strictly the National Curriculum, which does not specify especially how the content is to be taught. This practice has granted teachers enough freedom to adopt whatever strategies they like. The current practices disregard the fact that

writing is an interactive activity which presupposes that learners need to know who they are interacting with and why.

Considering the need to improve senior secondary students essay writing skill, it becomes necessary to explore alternative strategies of teaching essay writing. The researcher believes that if modern interactive, collaborative and participatory strategies are employed and properly implemented, this can lead to increased motivation and more positive attitude for students towards students' essay writing tasks. This can invariably improve students' performance in essay writing. This study therefore investigated the effects of collaborative and portfolio writing strategies on students' essay writing in senior secondary schools in Kaduna State, Nigeria.

1.3 Objectives of the Study

The main focus of this study was to evaluate the effects of collaborative and portfolio writing strategies on the performance of students in essay writing in senior secondary schools in Kaduna States. In specific terms, the study sought to:

1. examine the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria;
2. find out the effect of portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria;
3. determine the effect of collaborative and portfolio writing strategies on students' performance essay writing in senior secondary schools in Kaduna State, Nigeria;

4. investigate the effect of collaborative, portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria;
5. ascertain the effect of collaborative, portfolio and conventional writing strategies on students' performance in content of essay writing in senior secondary schools in Kaduna State, Nigeria;
6. examine the effect of collaborative, portfolio and conventional writing strategies on students' performance in organization of essay writing in senior secondary schools in Kaduna State, Nigeria; and
7. determine the effect of collaborative, portfolio and conventional writing strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State, Nigeria.

1.4 Research Questions

The study was guided by the following research questions:

1. What is the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?
2. To what extent doportfolio and conventional writing strategies have effect on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?
3. What is the effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?

4. To what extent do collaborative, portfolio and conventional writing strategies have effect on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?
5. What is the effect of collaborative, portfolio and conventional writing strategies on students' performance in content of essay writing in senior secondary schools in Kaduna State, Nigeria?
6. To what extent do collaborative, portfolio and conventional writing strategies have effect on students' performance in organization of essay writing in senior secondary schools in Kaduna State, Nigeria?
7. What is the effect of collaborative, portfolio and conventional writing strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were postulated for this study:

HO_1 There is no significant difference in the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

HO_2 There is no significant difference in the effect of portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

HO_3 There is no significant difference in the effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

HO_4 There is no significant difference in the effect of collaborative, portfolio and conventional writing strategies on students' performance inessay writing in senior secondary schools in Kaduna State, Nigeria.

HO_5 There is no significant difference in the effect of collaborative, portfolio and conventional writing strategies on students' performance in content of essay writing of in senior secondary schools in Kaduna State, Nigeria.

HO_6 There is no significant difference in the effect of collaborative, portfolio and conventional writing strategies on students' performance inorganization of essay writing in senior secondary schools in Kaduna State, Nigeria.

HO_7 There is no significant difference in the effect of collaborative, portfolio and conventional writing strategies on students' performance ingrammatical components of essay writing in senior secondary schools in Kaduna State, Nigeria.

1.6 Significance of the Study

The need to advance the writing pedagogy using new and innovative strategies has been a subject of research to English language specialists. Also, evidence abounds in literature that there seemed to be a dearth of research on students' writing. Thus, this study is considered significant in many ways and will be of immense value to teachers of English language, curriculum planners, examination bodies, textbook writers, educational administrators, students, possibly parents and future researchers.

It is believed that the findings of this study will be of utmost significance to teachers of English who will be in a better position to guide students toward producing better written essays

using the process based strategies. Essay writing, which is the main focus of this study, has not been properly taught at the primary and junior secondary school levels hence the problems students face at the senior secondary level. The result will help writing teachers to identify the strategythat is more effective between collaborative and portfolio writing strategies since the two strategies demonstrate a shift from the product oriented type of teaching to process approach thereby injecting new dimension into writing pedagogy for improved performance in essay writing at both internal and external examinations. This might also be useful to other subject specialists who could adapt the study for their teaching.

Teachers of English will use the findings of this study to foster collaboration among students during and after lessons. In addition, teachers will be able to identify their shortcomings and inadequacies and thereby improve on the strategy and quality of teaching. This could translate into improved essay writing performance if any of the strategies used in this study is found effective and adopted by stakeholders. This could also lead to improved scores in essay writing and better grades in English. Problems of anxiety and apprehension faced by students when faced with essay writing tasks might be reduced based on the activities therein.

Also, curriculum developers could benefit from the result of this research in selection of content, methodologies and materials that would support the use of interactive process-based strategies for teaching essay writing. Activities of interactive, collaborative and portfolio writing strategies could be included in the curriculum to enrich it for better quality of teaching and mastery of essay writing in secondary school English language contexts. This might in turn enhance the performance of essay writing through the use of appropriate teaching strategies.

Examination bodies like WAEC, NECO and so on will also benefit from the result of this present study because the study will likely re-direct their attention to the strengths of CWS and

PWS thereby designing tests that assess essay writing in an interactive way. Assessment of essay writing could be designed to take cognizance of both the formative and summative forms.

Findings from this study will be of immense value to textbook writers to produce books and materials that would foster interactivity and cooperation among students groups in essay writing and thereby enhance their writing performance. Group activities could be given priority in textbooks and teaching modules.

Researchers in the field of writing will find this study useful as the findings of the research could also advance available literature on writing and essay writing in particular. Scholars in the field will also benefit as the strengths and weaknesses of strategies examined in this study would be documented. It will provide additional information about the procedure employed in using the two strategies of teaching essay writing in the Nigerian context as opposed to their use elsewhere.

Moreover, the suggestions at the end of this study will be useful in improving the performance of students writing especially in the area of content, organization, grammar and mechanics. The skills acquired by the students will make them have better grades and greater academic achievement. Use of these strategies will enable students to develop more confidence and better attitude to essay writing.

1.8 Scope of the Study

The main thrust of this study was to investigate the effects of collaborative and portfolio writing strategies on essay writing of senior secondary school students in Kaduna State, Nigeria. Thus, this study wasdelimited to two teaching strategies namely: Collaborative and portfolio writing and essay writing component of the senior secondary school English curriculum. This

aspect of English is viewed as one that indicates the extent to which a student is proficient in the written language.

The subjects of this study were SSII students of Government SecondarySchool, Bomo, Government Secondary School, Kwangila, Government Secondary School, Hunkuyi, Government Secondary School, Dakace, Government Secondary School, Gyallesu and Government Secondary School, Tudun Jukun. These schools were sampled because they enroll students from diverse cultural backgrounds but with similar educational backgrounds.

This research while using the collaborative writing and portfolio writing strategies to teach essay writing focused on content, organization, grammatical component and mechanical accuracy as sub-skills. This is because these aspects form part of the areas that are usually assessed in both internal and external examinations at the senior secondary level in Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented review of literature related to this study. Theoretical framework, concepts of collaborative writing strategy, portfolio writing strategy and essay writing were also discussed. Relevant literature was reviewed on approaches and strategies of teaching essay writing, responding to essay tasks and empirical studies related to this work.

2.2ConceptualFramework

This section presented the conceptual framework for this study. Methodology is very vital in any teaching and learning situation. Teachers employ varying teaching methods, strategies or techniques in the teaching learning process and these may either promote or hinder learning. A strategy is a plan for presenting language materials to learners based on a selected approach. Approach in language teaching and learning could be teacher-centred or learner-centred. Alasoluyi (2017) says what makes a specific teaching method learner–centred is the ability to engage students actively in the teaching and learning process. Concepts of essay writing, collaborative and portfolio writing strategies were discussed.

2.2.1 Concept of Essay Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is a way of crossing the boundaries of time and culture, reaching those not present when the piece is written. Writing can be explained as the learners' ability to express themselves in the written form of the language he is learning. Rog (2007) asserts that writing; essay writing inclusive is an extra-ordinary complex activity that incorporates thought processes, feelings and social interactions.

An essay is a short piece of writing that discusses, describes or analyzes a topic. It can describe personal opinions, or just report information. An essay can be written from any perspective,Sawyer and Sawyer in Alao (2011) noted that writing might be seen as the ability to produce correct forms of words and sentences. Writing is a powerful medium, which is used to record greatest accomplishments, loftiest ideas and deepest feelings.Lantolf (2011) believes writing is not a mystery rather it is a craft like any other, agreeing with the fact that essay writing comes through learning and practice with the help of the English teacher.

Essay writing is an act of creatively and imaginatively putting down ideas, feelings and opinions using correct words. This study is of the opinion that the main reasons for writing an essay is not to: assess learners' knowledge and understanding; grade his achievement; justify his writing skills or measure him against his peers. Rather, essay writing is meant for development of the writer. The writer is given the opportunity to: explore what he thinks; improve how he thinks; and practice communicating his thoughts. Essay writing therefore, allows learners to organize their thoughts by allowing them to examine what they think, why they think and whether they should continue to think. It is essentially sharing one's thoughts with other people.

Every good writer must have an audience in mind, and must write for a purpose or have an objective for writing. Jibowo (2010) outlines in simple terms the purposes for which people write and these include for persuasion, expression of feelings and emotions, description of a person, a place, an object, an experience or situation. Each of these purposes will require a different approach to writing and to communicate successfully through writing, the writer has to be able to adapt his writing to his purpose. Another important feature in writing is the audience, A writer has to identify and understand the audience before setting

out to write and whatever is to be written has to be adapted to the requirements of the audience.

From the various opinions of the scholars reviewed, it is quite evident that writing is a complex process. For writing to be effective, grammar, audience and purpose are key elements to be put into consideration. At the senior secondary school level, students are expected to demonstrate abilities in these aspects. These views are crucial for this study.

2.2.2 Concept of Collaborative Writing Strategy

Collaborative writing strategy is based on epistemological assumption that has its origin in constructivist theory where students are supposed to actively construct their knowledge with their new experiences (Fer, 2009). The development of the collaborative instructional strategy could be traced to the reformation of school desegregation in the late 1960s and early 1970s. Teachers were then challenged by students' diversity in academic ability, motivation, needs, interests and future careers. This was to enable them grow academically because achievement was a key factor in determining students future status and mobility. CWS was developed from social-psychological studies of cooperation and competition in human behavior. It is a teaching and learning strategy in which students come together to explore a significant question or create a meaningful project (Omoike, Oviawe & Ibhafidon, 2008). CWS takes place when small groups of students help one another to learn. It is a teaching strategy in which students work together in groups of five toten members to achieve a common goal. Recent recognition of collaborative or team work is increasing among educators, realizing that the strengths and skills of some students are well-defined when they are engaged in group activities (Herrera, Murry & Cabral, 2007).

Collaborative instructional strategy is the kind of learning which occurs when students and faculty work together to create knowledge. Gokhale in Lin (2015) sees CWS as an instructional strategy in which students at various performance levels work together in small groups towards a common goal. This invariably means that CWS presupposes a situation where particular forms of interaction among learners are expected to occur, which in turn triggers the learning mechanism. In the view of Barkey, Cross and Major (2005), they posit that in CWS, knowledge is socially produced by consensus among knowledgeable peers. That means essay writing is thus constructed by talking together and reaching agreements. It is a pedagogical assumption that people make meaning together in writing and that the process enriches and enlarges them.

Honey (2010) describe CWS as being used by groups of students either working together in a classroom or over the internet on a shared writing assignment. In their view, students are individually accountable for their work, and the work of the group is also emphasized. CWS is based on the platform that essay writing is best achieved interactively rather than through a one-way transmission process. To facilitate the use of this strategy, opportunities are provided for interactive learning where students are encouraged to work in groups. Thus, value is placed on collaboration among students rather than competitiveness and an individual learning success or failure is linked with learning of other group members. The assumption here is that students working together in writing will learn from each other. Maesin, Mansor, Shafie and Nayan (2009) posited that both tutors and tutees agreed that CWS structures improved students' understanding of course materials in writing as well as communication and team work skills.

Collaborative writing strategy is a process whereby each member of a group contributes personal experiences, information, perspective, insight, skills and attitudes with the intent of

improving essay writing accomplishments of the others. While learning ultimately is a personal enterprise, this study is of the view that the support of a group in essay writing could help to produce a synergistic facilitation of learning by each member of that group. Collaborative writing is based on the view that knowledge is a social construct which can take a variety of forms such as quick, active writing activities in class or more involved group work. Thus, when second language learners engage in collaborative writing activities, they are exposed to different ideas, they negotiate how to express their ideas, and they give and receive feedback on language use.

CWS is an instructional strategy that makes use of small, heterogeneous groups of students who work together to maximize their own learning goals in writing (Shofoyeke & Sopekan, 2006). CL is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions which include learning respect and contributions among their peers. It is thus a classroom group interaction. They extend their critical thinking and reasoning skills, which help in understanding of social interactions as they become more involved and they take control of the learning process through collaborative activities (Nwakonobi & Obiagwu, 2013). Lending credence to this fact, Omeh and Okafor (2011) sees collaborative writing (CW) as a task-centred writing activity requiring students-students interaction in small groups as the structures and contents are organized and sequenced.

Dillenbourg, Schneider and Synteta in van Compernolle and Williams (2013) gives a global definition of CL as a situation in which two or more people learn in an attempt to learn something together. According to him, “two or more people” could be a pair, a group of three to five learners, a class of 20 -30 students, and so on, ‘learn’ indicates attendance to a course, participation in learning activities; while “together” connotes various types of social interaction

such as face-to-face interaction, computer-mediated interaction and so on. Thus, CWS shares some characteristics with communicative language teaching (CLT), which highlights both interaction and communication among and between students and teachers (Zhang, 2010). The role of a teacher is that of a facilitator rather than a controller in the classroom. In a collaborative writing class, a positive learning atmosphere is established, which is more conducive to learning and a respect for integrative development allows for personal growth, the enhancement of responsibility, and learner autonomy (Lin, 2015). Through interaction, students become actively and constructively involved in the learning content, and take responsibility of their own writing as well as that of others'. Collaborative writing therefore creates a platform for integrative development which allows for personal growth. Thus, these activities can provide L2 learners with opportunities for language learning, as well as for learning how to write in the L2 if carefully designed and implemented (Dobao, 2012). In the view of Davis (2009:215), collaborative activities are based on four principles:

1. The learner or student is the primary focus of instruction
2. Interaction and doing are of primary importance
3. Working in groups is an important mode of learning
4. Structured approaches to developing solutions to real world problems should be incorporated into learning.

This present study shares the same view with the above principles as opportunities for language learning are provided for learners. These are thus employed in this study. Savage, Savage and Armstrong (2012) opine that learning is a social process which turns the classroom into such a communicative platform enabling students work together to understand the teaching materials. Zakaria and Iksan (2007) posited that the premise underlying CL is that learning is

most effective when students are involved in sharing ideas and working cooperatively to complete academic tasks. In collaborative learning, students are given opportunity to write, review and re-write what they have written (Keshavaiz, Sharokhi & Talebi Najebi, 2014). This lends credence to the stages of writing adopted in this study.

This array of definitions indicates that CWS is used to describe a variety of behaviours and these behaviours are expected to be displayed in this study. In a most general sense, these occur when one or more than one person works on a single task. However, for the purpose of this study, the kind of behaviour expected of the students or the roadmap to follow are represented in the diagram below:

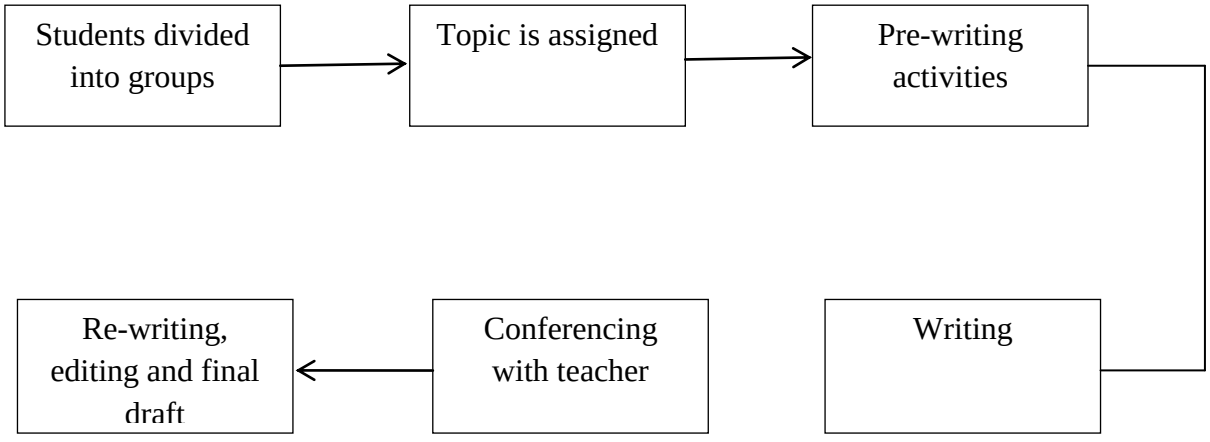


Figure 1: Collaborative Writing Procedure

2.2.3 Concept of Portfolio Writing Strategy

Portfolio writing has been defined in different ways but with the same thread running through all of them.Portfolio is a cumulative and on-going collection of writing that are selected

and commented on by the student, the teacher and or peers, to assess the students' progress in the development of a competency. O'malley and Valders in Alti (2009) defines portfolio as a systematic collection of students' writing measured against a certain criteria. It is a purposeful collection of essay materials over a period of time that can communicate students' interest, abilities and achievement in certain essay writing components. It can also indicate evidence of students' best work that is collaborative and thus demonstrate students' writing accomplishment of essay.

Portfolios, according to Kemp and Toperoff in Fattaneh et al (2016), are a purposeful collection of student's work that exhibits students' efforts, progress and achievement in one or more areas. The collection must include students' participation in selecting content, the criteria for selection, criteria judgment and evidence of students' self-reflection. Three main categories that constitute portfolio are collection, selection and reflection (Bruner, 2014). Collins in Birgin and Baki (2007) identifies portfolio as a container of collected evidence with a purpose. Evidence in this regard means documentations that can be used by one person or group of persons to infer another person's knowledge skill, and or disposition.

Meyer in Taki and Heidari (2010) sees portfolio as a living, growing collection of a students work. Its greatest values lie in the process of building students by making them active in the writing process and its assessment. Portfolio is an effective means of communicating students' developmental progress in writing to parents (Flood & Lapp, in Fahed Al-Serhani, 2007). There is a wide body of theoretical research that recommends the use of portfolios in English as foreign language (EFL) classrooms. Portfolios in the EFL classrooms can be a useful tool for the promotion of active participation of students.

A portfolio is a collection of papers and other forms of evidence that learning has taken place (Niami, 2010).It is a collection of student work that exhibits the students' efforts, progress and achievements in one or more areas. This collection represents a personal investment on the part of the students' participation in the selection of contents, the criteria for selection, the criteria for judging the merit of the collection and the students' self-reflection (Nicolaidou, 2012). The portfolio is an attempt to counteract the limitations of a reductionist approach to assessment. It facilitates assessment of integrated and complex abilities and takes account of the level and context of learning (Sharifi & Hasankhah, 2010). CWM supports the important principle of learning through assessment.

Gomez and Emily in Darling-Harmond (2008) sees portfolio writing as a performance-based strategy such as writing samples that illustrate different genre, solution to mathematical problem, laboratory reports that demonstrate an understanding of scientific approach or social studies research that shows the ability to use multiple courses. Kemp and Toperoff in Alao (2011) see portfolio as a purposeful collection of students' work that exhibits students' efforts, progress and achievements in one or more areas.

A variety of processes can be developed or explored through portfolio but three of the most common processes that can be developed and explored according to Missouri Department of Elementary and Secondary Education (n.d.) are: selection of contents of the portfolio, reflection of the samples of work and processes and conferencing about the contents and processes.Over the years, there has been a growing dissatisfaction with the traditional writing approach even with a single test essay. It fails to account for the revision component of the writing process, essay writing inclusive (Alti, 2009). This writing strategy could also become an option available to those students for who time constraints or personal variable have been

prevented from demonstrating proficiency in a single test essay. The central issue in PW is that it showcases students' learning process through documenting best works (Marzano & Kendall, 2008).

PW is an effective means of communicating students' developmental process in writing. Its greatest values lie in the process of building students capabilities and skills by making them active in the writing process and this happens to be the thrust of this study. The role of the teacher in this approach is no longer that of the locus for all instruction. More and more learners are acknowledged as playing active roles in the diagnosis of their weaknesses and strengths. This presupposes sharing responsibility for the acquisition and development of their linguistic knowledge and skills.

There is a wide body of theoretical research that recommends the use of portfolios in English as foreign language (EFL) classrooms. Portfolios in EFL classrooms can be a useful tool for the promotion of active participation of students. Hamp-Lyons and Condon (2006) described nine characteristics of writing portfolio as: collection of more than one performance, range of performances, context-richness, delayed evaluation, promoting time for revision, selection of writer's work, student-centred control, reflections and self-assessment, growth along specific parameters, and measuring a learner's development over time.

2.3 Theoretical Framework

This section discussed relevant theories that are related to this study. Such theories include constructivist theory, socio-cultural theory, functional theory and participatory theory. Doherty, LaRossa, Schumm and Steinmetz in Dada (2016) pointed out that theorizing is the process of systematically formulating and organizing ideas to understand a particular phenomenon. Learning theories are scientific explanation of how learning takes place or how and

why something functions the way it does.In the view of Olaofe (2010), theories of learning therefore vary due to divergent ideologies of theories on man; how he learns and how learning takes place. Understanding the phenomenon of teaching and learning writing informed the review of various learning theories in this section.

2.3.1Constructivist Theory

This theory emanates from the concept of man as being made of dynamic forces who actively structures his experiences in an attempt to understand and make meaning from it. Constructivism is a psychological theory of knowledge which argues that human construct knowledge, ideas and meaning from their experiences (Nwagbo & Obiekwe, 2010). Thus, learning is a mental process which involves constructing new ideas and concepts from existing knowledge. It has its roots in Philosophy and has been applied to Sociology and Anthropology, as well as Cognitive Psychology and Education. Tobin and Tippins in Ibrahim (2014) describe constructivism as a set of beliefs about knowledge that begins with assumptions that reality exists but cannot be known as a set of truth.

Taba in Izuagba (2009) posits that this theory emphasizes the cognitive process as being crucial in learning 'as human action is marked by quality of intelligence and the capacity to perceive and to create relationships. Man is born with the innate potentials to reason, he intelligently and actively constructs, reconstructs and manipulates information given to him vis-à-vis his goals and his environment. Some of the proponents of the constructivist theory are Kohler, Vygotsky, Lewin, Ausubel and so on. Constructivism based on Piaget's and Vygotsky assume that students are able to acquire and socially construct their knowledge and understanding. This approach pays more attention to students' prior learning, their problem solving skills and their collaborative learning (Birgin&Baki, 2007).Wnet (2016) posits that

constructivism as a learning theory provides solid conceptual basis for learning which presupposes that learners construct understanding and knowledge of the world through reflecting and integrating of new experiences with the past.

Constructivism is an approach to teaching based on research about the way of learning and nature of knowledge. This view maintains that people construct knowledge as they interpret new information and reconstruct what they already know (Roth & Roichondhury in Tanimu & Abdulkadir, 2011).Cheek in Ibrahim (2014) and Alasoluyi, (2015) posit that learners take knowledge, connect it to previously assimilated knowledge and experiences, make it theirs by constructing their own interpretation. Students come into a classroom with their own experiences and cognitive structure based on those experiences. The classroom is a place where students are actively involved in building meaningful writing. The position of the constructivist towards learning is that it places the learner at the centre of the learning process. The belief is that students learn best when they gain knowledge through exploration and active learning.

Bruner in Bolaji and Adesina (2014) argues that learning is an active process where the learner constructs knowledge based on his current and past experiences. He further reiterates that active participation enables the learner interact with his or her environment, wrestle with questions and controversies and by so doing, he or she discovers the solution to his problems. The learning environment as envisioned by constructivists is a place where the learner is self-motivated and learns cooperatively. The physical environment is thus planned in a way that it can be re-organized to mediate learning. Lewin focuses on group dynamics as it affects the behavior of individual in a group. He equally stressed the need for motivation and success as well as the socio-cultural environment of learning. In his opinion, the socio-cultural environment

determines how the learner responds to and interprets what he perceives, as it sharpens the selectivity of his perception and valuation.

Five basic themes pervade the diversity of theories expressing constructivism (Ibrahim, 2014). These themes are active agent, order, self, social symbolic relatedness and lifespan development. In relation to this, constructivists have proposed that human experiences involve continuous active agency; much human activity is devoted to ordering process; organization of personal activity is fundamental self-referent or recursive; individuals cannot be understood apart from their organic embeddedness in social and symbolic systems; and all of this active, meaningful and socially embedded social organization reflects an on-going developmental flow in which dynamic dialectical tensions are essential. To write an effective essay therefore means that all the above mentioned themes must be well integrated in the strategies employed for teaching.

Vygotsky's concept of scaffolding lends credence to the importance of group activities and cooperative learning in cognitive development. This theory also posits that different strategies and resources to be used should take care of differences among learners and provide enough opportunities for learners to interact singly and in groups as well as providing bridges to learners to ensure ease in learning as well as meaningful learning. The above is in line with the present study as the grouping of students has the potential of bridging gaps among students in their essay writing abilities.

Cognitive theorists believe that formative assessment should be viewed as a process designed for learning rather than a product (Hagstorm, 2006) and the role of the teacher is to provide learners with opportunities and incentives tolearn, holding that among other things: all learning except for simple rote memorization requires the learners to construct meaning and

students' prior understandings and thoughts about a topic or concept before instruction exert a tremendous influence on what they learn during instruction.

Learning in cooperation with others is an important source of motivation, support, modeling and coaching (Feden in Ibrahim, 2014). Evidence from literature supports the fact that the constructivist model has been found to slightly influence students' achievement in a positive way. Stofflett (2008) posited that students participated more in classroom activities and gained content knowledge when a constructivist model was engaged in teaching. The above is in line with the present study as it placed emphasis on the ability of students to construct knowledge by reflecting and integrating new experiences with the past through a process of collaborative and portfolio writing activities.

2.3.2 Socio-cultural theory

The concept of collaborative learning is largely rooted in Vygotsky's socio-cultural theory which views learning as inherently a social process activated through the zone of proximal development (ZPD) (van Compernolle & Williams, 2013). ZPD is defined as the distance between the actual development level as determined by independent solving and the level of potential development as determined through the problem solving under adult guidance or in collaboration with more capable peers. Two levels of development can be deduced from his definition: the actual development level and potential development level. Actual development level refers to that level when individual works independently without help. This means that he has already developed already-attained mental functions while at the potential level of development, the individual is not able to perform independently. It is believed that when the individual works collaboratively with other people, the potential level will be increased. Thus, the concept of ZPD highlights the interdependence between individuals and the social process in

co-constructing knowledge in social settings. These levels of development identified in this theory are used to sustain collaboration among students.

This theory contributed significantly to social constructivist epistemology and has highlighted how learning is mediated in accordance with context and experience with peers and the causal relationship between social interaction and an individuals' cognitive development (Lin, 2015). Learning from this perspective is essentially where interaction constitutes the learning process (Lantolf & Thorne, 2006).Social interaction is a prerequisite for the growth and development of cognition and the physical and symbolic tools that mediate human interaction cannot be separated from the social milieu in which it is carried out (Wertsch in Lin, 2015).

Vygotsky (1986) asserts that learning involves mentoring provided by more knowledgeable persons, either by adults or peers, who engage in activity in a process of collaboration. Thus, learning within this perspective is 'embedded within social events and occurring as a child interacts with people, objects and events in the environment. According to him, mental functions such as thinking, reasoning, problem solving and so forth can be performed by individuals as well as in collaboration with peers (Lin, 2015).

With regards to second language acquisition (SLA) theory, collaborative learning is best looked at from Krashen's (1985) Input Hypothesis (IH) and Swain's (1995) Output Hypothesis (OH) in Lin (2015). Both hypotheses provided rationales for SLA. With IH, the development of second language (L2) depends on the amount of comprehensible input that one receives. This implies that people acquire language when they understand what they have heard or read or interacted with. On the other hand, OH claimed that while comprehensible input is necessary for L2 learning, learners also need opportunities to produce output either in spoken or written in order to re-structure their inter-language grammar.

During CW, the exchange of ideas makes the negotiation of meanings possible. Thus, collaborative learning enriches the language classroom with comprehensible input as well as promoting frequent communicative classroom talk as well as social interaction. Roth and Dabrowski (2014) say it is the interaction between learners that drives L2 learning. This theory has relationship with this study in view of the fact that collaborative and portfolio writing strategies bring about social interaction which is vital for growth and development of cognition in essay writing. Also, mentoring either by adults or more capable peers fosters students' mental functions such as thinking, reasoning and problem solving in essay writing tasks.

2.3.3 Functional Theory

This learning theory emanates from the humanist model of Rogers, Maslow and Dewey (Olaofe, 2013). It emphasizes the infinite nature of knowledge and the fact that man has unlimited potential for growth. Consequently, the role of education is to empower the learner to ensure he or she has control over the learning process. This theory also recognizes the importance of motives in learning, essay writing inclusive. A learner is driven by his motives and desires to understand a situation and resolve the problem; his environment does not control him (Izuagba, 2009). Some of the positions of this theory that are related to this study are:

1. Learning is activity-oriented, and the learner, not the teacher, determines the steps or the most effective way he/she wants to address it.
2. Learning results from doing and activities are undertaken to solve problems.
3. Teamwork is crucial as it helps to develop hand-on skills for lifelong learning.
4. Sharing ideas and taking responsibility for one's learning and the learning of others motivates the learner.

2.3.4 Participatory Theory

This learning theory incorporates the cognitive theory but emphasizes the fact that knowledge is not a collection of facts, rules or principles that can be transmitted to the learner. Rather, knowledge is conducted by learners based on their peculiar context (situation) and the culture where learning occurs. In another way, knowledge makes meaning only if it is linked to specific tasks within the context of the learners' socio-cultural environment. One of the thrusts of this theory is that group activities are emphasized. It posits that learners develop the capability to make decision is guaranteed and ensured. It is through these activities that the learner gains a deeper understanding of the intricacies of the tasks at hand as well as the content and applies knowledge required in solving problem. However, Izuagba (2009) does not agree with this in view of the fact that this design makes assessment difficult as knowledge, attitude, and behavior are all dependent on the context of the learning situation and these are unpredictable. The learning approach is collaborative and task-driven. This theory has relationship with the present research because using collaborative and portfolio writing strategies foster decision making in essay writing activities on the part of students.

This present study is grounded on the constructivist learning theory founded by Piaget (1970) in Sukirman (2016). It posits that man has potentials to reason and he actively constructs, reconstructs and manipulates information given to him. This theory describes how learning takes place with emphasis on active participation of learners. Vygotsky concept of scaffolding also lend credence to the important role group activities play in cognitive development and that different strategies and resources should be employed to take care of differences among learners to interact singly and in groups.

Vygotsky assertion that learning involves mentoring by either adults or peers who engage in a process of collaboration through group activities is very vital to this study. It is through such

activities that a learner gains a deeper understanding of the intricacies of the tasks at hand. The role of the teacher is to provide learning environment that will enable students to learn about writing, engage in writing and feel enthusiastic about writing (Shaibu, 2017).

2.4 Overview of Collaborative Writing Strategy

Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing (Sukirman, 2016). In other words, collaborative writing refers to projects where written works are created by multiple people together collaboratively rather than individually. This section discussed the characteristics, procedures and advantages and disadvantages of collaborative writing strategy.

2.4.1 Characteristics of Collaborative Writing Strategy

In the view of van Compernolle and Williams (2013), group presents a precondition for CWS and should be emphasized, being the fundamental structure in which learners work together and learn. The following are the characteristics of CWS according to Omoike et al (2008: 22-23):

i. Group heterogeneity: the recommended group size is usually four to five students and should consist of both males and females and if possible different ethnic backgrounds could be represented. A group of eight was adopted for this study to cater for the diversities.

ii. Group goals and interdependence: this refers to the type of interdependence among students as they strive to achieve learning goals. A specific goal is identified for the group to attain. Students are made to understand that they will have to collaborate and support each other because group goal can only be achieved if each member learns the

material being taught. The researcher explained thisto the students before the commencement of study especially those in the experimental class.

iii. Promotive interaction: this factor is made possible by the existence of positive interdependence. Students are shown how to help each other overcome problems and complete whatever has been assigned to them. This may involve episodes of peer tutoring, temporary assistance, exchanges of information and so on.

iv. Individual Accountability: this presupposes that every member of a group has to make a significant contribution which could be by assigning a particular task or project to members of a group.

v. Interpersonal skills: students in CWS have to be taught the basic skills of leadership, decision-making, trust-building, clear communication and conflict management arising out of differences in opinions. This can be re-worked and used as a stimulus to search for more information or re-think the project or task. These skills are not to be taught in this study but these are presumed to be the gains of interactive approaches of which this strategy is one.

vi. Equal opportunities for success: one of the distinguishing features of CWS is that it presents each student with equal opportunities for success. This means that efforts should be made to ensure that all students have an opportunity to contribute to the group or team in which they belong.

Table 1: Characteristics of CL and Conventional writing strategies

Characteristics	**Collaborative**	**Conventional**
Goal structure	Collaborative	Competitive or individualistic
Roles of students	Active participation, autonomous learners	Passive recipients

Role of teacher	Facilitator, guide	Controller, knowledge transmitter, major source of assistance
Materials used	Material are arranged according to the purpose of learning	Completed set of materials assigned by faculty
Types of activities	Various types of activities to engage learners is a shared learning	Completed set of materials assigned by faculty
Types of interaction	Intense student-student interaction	Some talking among students mainly teachers
Classroom physics set up	u-shaded or CL groups	Traditional rows of separate desks
Classroom physical set up	u-shaped or CL groups	Traditional rows of separate desks
Teacher-student relationship	Collaborative and equal	Superior-inferior equal
Independence	None or negative	Positive
Learning expectations	Group success as well as individuals	Evaluating one's own progress in learning

Adapted from Zhang (2010)

2.4.2 Procedure for Collaborative Writing

Collaborative writing strategy is one of the teaching strategies that can be used to improve students' essay writing ability as well as enhance their motivation, confidence and critical thinking in group work. Different procedures for implementing CWS abound in literature. Lowry and Curtis in Sukirman, (2016) proposed five procedures for collaborative writing and these are discussed as follows:

a. Group single- author writing: This is a kind of writing conducted by one individual that incorporates planning, drafting and reviewing. It is called collaborative because it

involves a team that works towards a coordinated consensus which is being reflected in a document that is written by one member of the group members. Under this nomenclature, one member writes as a representative for the entire group. This is used especially when the writing task is considered simple.

b. Sequential single writing: In this procedure, one group member writes at a time. Each member of a group is assigned a portion, writes his or her portion and passes the document onto the next group member. The writing is concluded when every member has completed his or her portion of the writing task.

c. Parallel writing: A written task is given to a group and this is divided into separate parts for all members to work on their assigned part at the same time. There are two types of parallel writing: horizontal division parallel writing and stratified division parallel writing. Horizontal division parallel writing can be implemented when group members divide the tasks into sections and each member is responsible for the development of his or her assigned section. Stratified division parallel writing is used when group members divide responsibility of the creation of the document by assigning different roles to members. Such roles include author, editor, facilitator and team leader.

d. Reactive writing: This type occurs when team members collaborate synchronously to develop their writing. Team members react to and adjust to one another's contribution as they are made.

e. Mixed mode: this deals with the combination of two or more of the collaborative writing procedures discussed.

2.4.3 Advantages and Disadvantages of Collaborative Writing Strategy

A lot of benefits of collaborative writing strategy abound in literature. The benefits of CWS according to Lin (2015:21) are as discussed below:

a. Provision of more language practice opportunities: CWSprovides more opportunities for language practice as students work together to produce an essay. Using collaborative writing strategy, students have opportunity to engage in other language skills such as listening, reading and speaking as they interact with one another during group writing activities. Students listen to one another while sharing information and making contributions, read through others submission and so forth. All these activities help to develop these language skills and serves as a means to maximize students' language practice opportunities as student work together to fulfill a common goal by using the basic language skills.
b. Improvement of quality of students' talk: Ohta in Lin (2012) assumes that collaborative talk provides more chances for students to produce language in a functional manner. It helps students produce not only in terms of quantity but also in quality of speech and writing. In collaborative writing, adjustment of language occurs as students strive to make themselves understood during group interactions. With regards to essay writing, students are presumed to write more accurately and use language more appropriately in social contexts during group work.
c. Creation of a more positive climate: Collaborative writing provides learners with a much closer and more comfortable feeling which frees learners from requirement of accuracy at all costs and facilitates students' entry into the richer and more accommodating set of relationships in small group interaction. Deluchi (2006) posits that students who engage in CW activities are thus motivated to share expertise, exchange diverse opinions and negotiate meanings in an anxiety free environment thereby leading to better understanding and performance in the learning situation. Essay writing which is considered tasking and laborious and which is usually

approached with apprehension both by teachers and students is made more interesting by provision of a more positive essay writing classroom.

d. Promotion of social interaction: CWS provides students with a platform to interact with peers in a psychologically comfortable secure atmosphere. When students are writing collaboratively, they are able to develop their cognitive, oral communication and interactive skills. Students' linguistic competence and communicative skills will be improved as well (Jiang, 2009). Collaborative writing allows students to do writing in groups and in stages: pre-writing, drafting, revising and editing. These activities can maximize students' social interaction and enhance positive interpersonal relationship among group members. It allows members to learn from each other and thus reduce loneliness in writing. This view is of significance to this study.

e. Development of critical and higher level thinking skills: When students engage in collaborative writing activities, their critical and high level thinking skills are fostered through discussion, clarification and evaluation of peers' opinions. Students are thus trained in reflective thinking which leads to proper understanding of the writing task (Hadjerrouit, 2011).

f. Fosters learners' self- confidence and independence: CWS helps to build greater confidence and self- esteem in students. Students have ample opportunities for training as they express themselves in clear and concise manner which heightens their self-confidence and self-esteem. CWS has also proved to enhance students' performance (Poehner, 2009). Khan, et al (2015) assert that when students engage with a wide range of peers, social cognitive skills can be acquired and these skills will in turn assist students in performing individual tasks.

g. Emphasizes learning rather than teaching: Allpost and Slavin in Siddique and Singh (2016) posit that collaborative writing strategy helps students to actively participate in the whole learning process and hence it changes the teacher-centred classroom into a student-centred one. The role

of the teacher then becomes that of a facilitator rather than a teacher.

h. Preparation for real life, social and employment situations: As students engage in the techniques of collaborative writing, they are invariably being prepared for real life and future because cooperative, collaboration, team work, interaction and communication characterize the workplace of the future (Kagan in Siddique and Singh, 2016).

i. Develops leadership and social skills: With CWS, students develop leadership and social skills whereby they take responsibility for their writing tasks and also social skills which can help to foster a sense of accountability, cooperation, tolerance and community (Villamil & De Guerrero in Sukirman, 2016).

It is imperative that our classrooms include not only individualistic and competitive interaction, but also cooperative /collaborative interaction. This study is of the view that collaborative writing strategy encourages students to be responsible for their learning and learning is something that requires students' direct involvement and participation, therefore, the writing process becomes easier when students involve individually and in groups in the writing task and also share views with other group members. Collaborative writing activities create a platform for students to actively engage in writing tasks in groups thus creating knowledge and producing an effective essay. However, there are some disadvantages of this strategy which shall be discussed as follows:

1. Class size: Collaborative writing activities become less effective when it is being implemented in a large class. Apart from students being divided into groups, the number of groups might be too many or members within a group might be large. This can negate the gains of the collaborative strategy. The facilitator might be overwhelmed by the largeness of the class and might not be able to perform his role effectively and as

required. Conferencing with students and groups become less effective. Maintaining orderliness during interactions might become difficult.

2. Time constraints: To engage in an effective collaborative writing strategy requires time. Time allocated to essay writing is not usually adequate to accommodate the activities to engage. This will invariably force the teacher to either abridge the lesson plan or continue next lesson or period.
3. Tendency for few students to dominate: If the collaborative writing strategy is not well organized, few students tend to dominate the activities. All the students may not equally participate as more vocal and expressive students might hijack the activities at the expense of the less expressive ones.
4. Conflict with personal learning style: For students who are used to the conventional and individualistic learning style, they may not embrace the collaborative strategy initially. They may be indifferent and not active in the group writing activities. Meanwhile, students' active participation right from the beginning of the procedure is advocated in order to maximize the gains of the strategy.

2.5 Overview of Portfolio Writing Strategy

This section presented types of portfolio, contents of portfolio, portfolio writing procedure and benefits of portfolio writing strategy.

2.5.1 Types of Portfolio

Various typologies of portfolio have been suggested by scholars and three of such classifications are presented in this section. Portfolios are classified according to Haladyna (1997) as follows:

1. Ideal portfolio contains all students' work that are not graded, students assess their own work
2. Showcase portfolio includes only students' best works. Student select own works for reflection
3. Documentation portfolio involves a collection of work over time showing growth and improvement reflecting students' learning of identified outcomes-quality and quantity data.
4. Evaluation portfolio is a standardized collection of students work and could be determined by the teacher or in some cases by the students.
5. Class portfolio contains students' grade, teachers view and knowledge about students in the classroom.

In the view of Coombe, Jendli and Davidson (2008), portfolios can be grouped into two. These are:

1. Showcase: It is a limited portfolio where a student is only allowed to present a few pieces of evidence to demonstrate mastery of learning objectives
2. Open format: Students are allowed to submit anything they wish to be considered as evidence for mastery of a given list of learning objectives. Checklist is composed of pre-determined number of items.

Melograno (2010:101) made a more detailed description of portfolio. The classifications are given thus:

1. Personal portfolio: Items may be included from within and outside school. This could be pictures, awards videos or other memorabilia. This type of portfolio serves as a catalyst for self-reflection and sharing.

2. Working portfolio: This is an on-going, systematic collection of students work samples and exhibits. This collection can be done daily, weekly or monthly.
3. Record-keeping portfolio: This is usually kept by teachers and it contains necessary assessment samples that may be required either written exams or proficiency tests. It could also include observation information such as frequency index scales, narrative descriptors, behavior checklists and progress reports that supplement traditional report cards.
4. Group portfolio: Each member of a cooperative learning group contributes individual items along with group items (samples, pictures, community project) to demonstrate the effectiveness of the entire group.
5. Thematic portfolio: This portfolio will relate to a unit of study with a particular focus, normally lasting from two to six weeks. The portfolio will reflect cognitive and affective skills about these units.
6. Integrated portfolio: This would contain students work from all disciplines showing connection between or among subjects. Selected items, either required or optional, could be drawn from several or all subjects.
7. Showcase portfolio: In this type, a limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually only the students' best works are included.
8. Electronic portfolio: This came as a result of technological advancement. Since current technology allows for the capture and storage of information in form of text, graphics, sound and video, students can save writing samples, multimedia presentations and so on.

Computer-based portfolios developed by Birgin and Baki (2007) and Korkmaz and Kaptan (2005) are good examples.

9. Multi-year portfolio: students' would collect items from a cluster of grades levels over 2, 3 or 4 year intervals. This would be stored in the school and it can be used to follow students' progress periodically during primary, secondary and university education.

In conclusion, it is clear that different types of portfolio are described by researcher in terms of their purposes and contents. However, it would be very difficult to make a clear distinction between these ones. They can be used separately or different portfolios can be used together. So teachers should select appropriately.

2.5.2. Contents of portfolio

There is not necessarily a set of fixed materials to be included in a portfolio. Many scholars have varying positions about what should be included in a portfolio. Koc (2013) views portfolio as not being lengthy but carefully selected synopsis of a maximum length of four pages might be desirable. At Griffith university, students//teaching portfolio is a short collection of students' works. The decision on the contents of a portfolio can be made by teachers and students or through an agreement made by both. Crockett in Alti (2009:14) suggests five different groups of materials that may be included in the portfolio of students:

1. Samples that are considered as classroom assignment requirements
2. Processed samples that were previously graded by teachers
3. Revision of students' work that are graded and then revised, edited and re-written.
4. Reflections associated with processed samples and these reflections give students opportunities to identify their own strengths and weaknesses.
5. Projects that include work mainly designed to put into the portfolio.

Portfolios contain students' ongoing work over time which may provide evidence for learning and progress towards educational and professional outcomes or learning objectives. Any material which provides evidence for the above mentioned educational and work-related criteria can be included in a portfolio. This may include students': best essays, written report or research projects, samples of evaluation of performance and reports of practical procedures undertaken

Taki and Heidari (2010) are of the view that contents of portfolio may include newspaper articles, pictures, articles and pictures from magazines and other materials that have special meaning for the students in the process of writing. Missouri Department of Elementary and Secondary Education (n.d) states that the portfolio must be more than a collection of essays, homework, graphs of students' performance or the products of students' activities. It must be a systematic, organized evidence of both students' learning and the teachers' role in that learning. This study is of the opinion that portfolios could be developed within the context of where it is used which means contents will therefore be influenced by the purpose for which it has been assembled.For this study therefore, contents of students' portfolio writing includeddrafts of students' essays and corrected work.

2.5.3 Portfolio Writing Procedure

In the view of Gotlieb in Choorchaei, Tavakoli and Ansari (2010), there is much freedom in choosing the design and implementation of portfolio. A portfolio is usually influenced by the variety of educational contexts, diversity of students' population and numerous teaching approaches. In organizing portfolio writing, the purpose of the exercise should be explained to students and samples of prepared portfolios could be presented and its uses in learning and assessment should also be discussed (Nash, 2011). Barton and Collins in Alti (2009) considered three factors as guiding the design and development of portfolio writing. These are purpose,

assessment criteria and evidence. The purpose defines the operational guidelines; the assessment criteria articulate what to be considered and strategies necessary and items to be selected to meet the goals while evidence describes what the new information each item selected contributes to the attainment of goals.

There are two basic procedures in portfolio writing as reported by Alti (2009:22). They are:

Procedure One- Students develop a working portfolio in which documents grow over time. It consists of the following steps:

Step1.Teacher collects several formal and informal assignments which could be report cards, progress reports, close test, interviews, essay tasks, writing survey and so forth.

Step 2. Teacher collects material - works completed by students throughout a particular period, writing drafts, published writing, homework and so forth.

Step3.The folder has all the management tools to help the student organize their work. These could be progress report, time management sheet, learning log entries and so forth.

Step4.Goal cards: the weekly goal cards put in the working portfolio on weekly basis.

Procedure Two- This procedure is called 'showcase' portfolio. Any material students regard as demonstration of their personal growth and achievement is selected and put on a weekly basis. This showcase procedure recognizes, assesses and reveals students' learning progress. Students explain why they choose their submissions and they also receive feedback on the materials submitted. This procedure is the most widely used.

Classroom Portfolio Model Procedure:

The portfolio model used in this study was based on the classroom portfolio model whereby the portfolios are assigned for learning rather than for assessment purposes. The procedure is hinged on three major tasks and these are: collection, reflection and selection as reported by Ghoorchaei,

et al (2010) and Fattaneh, Mohsen and Maedeh (2016). The procedure is represented diagrammatically in figure 2.

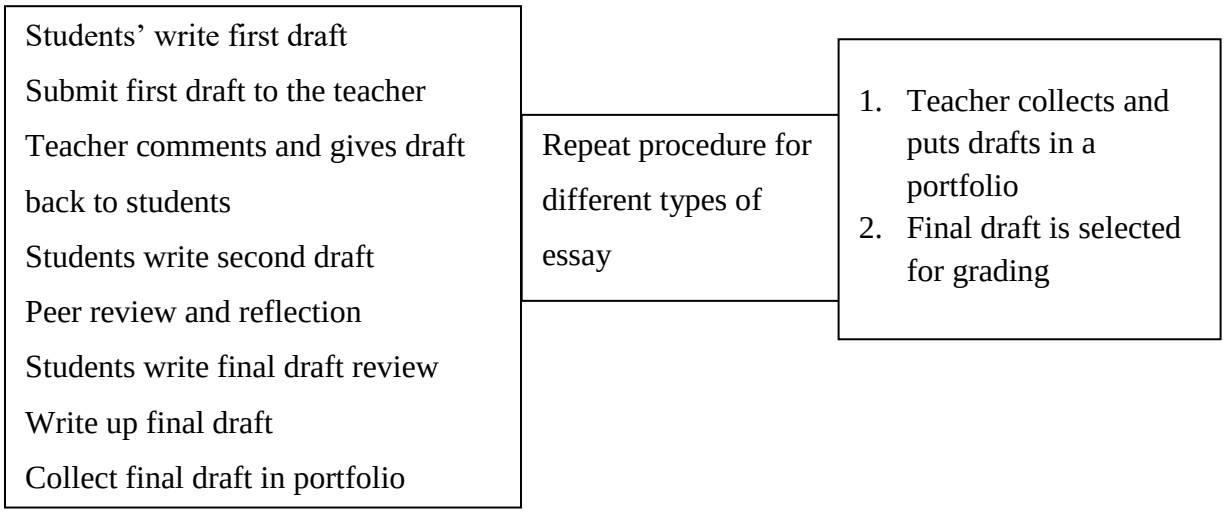


Figure 2: Portfolio writing procedure as suggested by Hamp-Lyons in Ghoorchaei et al (2010) but modified by the researcher

2.5.4 Advantages and disadvantages of the portfolio writing strategy

Portfolio writing strategy has many benefits to both students and teachers. Some of these are discussed in this section.

1. One of the strengths of portfolio writing is that it increases the level of students' motivation and gives them a sense of accomplishment and ownership in their own writing (Kasule & Lunga, 2010). PW acts as a bridge between instruction and assessment.
2. PWS integrates theory and practice, learning assessment. It encourages reflection on the learning process and promotes professional development. This view is further strengthened by Alti, (2009) that PW can capture students' language over time and can provide a strong foundation for student teacher discussion and collaboration.

3. It provides opportunities for students for self- development, managing and monitoring writing to achieve final draft. It has the potential of developing in students some abilities to become independent and self-directed learners.
4. Ability to put together a portfolio is an indication of organization of ideas, structures and expression. These are components of essay writing that are being studied in this research.
5. Another benefit of PWS is that it can measure virtually any observable skills, processes and content area of knowledge. The strength of this writing strategy also lies in the teachers being trained to use PW based on agreement criteria. It also enhances the development of strategies, attitudes and cognitive processes essential for lifelong learning.
6. PWS provides teachers multiple opportunities for student observation and assessment in writing. The information can be used to tailor strategies to individual needs (Alti, 2009).
7. It fosters collaboration between the teacher and students in discussing goals, contents and assessment in writing activities. It can provide opportunities for learners to demonstrate their strengths and weaknesses and for teachers to direct their teaching. Although using PWS has some advantages, it has some disadvantages also.

1. Time consumption: Using portfolio writing strategy can be time consuming for teachers to score students' works and to assess performance over time in a crowded classroom.
2. Storing and managing portfolios: One of the disadvantages of the portfolio is how to store, handle and control the portfolio materials in a crowded classroom. To overcome this problem, electronic portfolio (e-portfolios) which can be easily stored and controlled is being advocated.
3. There is the fear that students using portfolios may end up copying text to be included in the portfolio. Portfolio discourages writing under time and other pressures but there are of course

times when situation especially in secondary schools demand writing under adverse condition (Kaye in Alti, 2009).

4. When the purpose and assessment criteria of portfolio writing are not clear, the portfolio can be just a miscellaneous collection of works that can't reflect students' growth or achievement accurately. Thus, the purpose and criteria should be explained in detail and accurately.

2.6 Overview of Essay Writing

A review of types of essay, principles of effective essay writing and components of essay writing is presented in this section.

2.6.1 Types of Essay Writing

There are many different kinds of essays. The following are the most common ones:

1. *Narrative Essay*: This type of essay involves telling a story according to Fagge (2014) or narrating events or incidences that took place in the past. It involves the narration of experiences or one's participation in events and activities. Chu (2007) stated that it should be noted that narrative essays are usually written to make a point rather than to entertain the readers. The purpose of writing a narrative essay influences the choice of words and related details to be included in it (Willingham, 2012).Narrative essays are of different kinds; personal, reportorial, biographical and historical. The language is expected to be clear and the narration should have a beginning, middle and an end.

Willingham (2012) offered three principles for learners to keep in mind when writing narrative essays. They are involvement of the reader in the story being told; finding a

generalization which the story supports; and giving carefully selected details to support, explain and enhance the story.

2. *Descriptive Essay*: This essay type requires the writer to describe something be it an event, object, a process, a table and so on. The opinion of the writer is not required unless specifically asked for. Descriptive essay may present itself in questions such as: (i) give an account of (ii) trace the development of (iii) examine developments in. It involves describing people, objects, scenes and processes. A good descriptive essay involves making use of power of observation. The description should be vividly given so that all the details given would create a clear picture in the mind of the reader so that the reader not only sees, but smells, feels, hears and taste through the words used. The language of descriptive essay involves five elements according to Ozaga in Fagge (2014). These are use of figurative language that would provide enough vivid details to help the reader create a mental picture of what is being written about; giving enough sensory details; precise language; creating a dominant impression and finally careful organization of both content and language.

3. Expository Essay*:* The function of expository essay is to explain something to the reader by giving directions or instructions, or to acquaint the reader with knowledge about how to complete a task or how something is done. This knowledge must be presented with facts and not personal opinion. It explains how a process is followed, how things work and so on. It uses elements of narration, explanation and description. The ideas should be expressed clearly and salient points should be arranged in an orderly way.

***4. Argumentative Essay*:**This is also referred to as persuasive essay and it attempts to persuade the reader to the writers' point of view. The purpose is to persuade the reader to follow your point of view. The writer does this by supporting his point with facts or relevant ideas. The

essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm. There are three dimensions to an argument: a balance view which gives an argument for or against. It may be presented in the following questions: (i) examine the arguments for and against(ii) what are the advantages and disadvantages of (iii) present both sides of your argument for. The second dimension is a persuasive view in which case the writer gives his view on a certain topic, issue, idea and soon. Questions may be asked in form of (i) what do you think about? (ii) do you agree that? The third dimension is the 'to what extent view" where it is believed that the truth is never 100% which means truth is never total or complete. The idea here is to present your essay to explain how true a proposition is. It comes in questions like: (i) how true is? (ii) how far do you agree with? (iii) to what extent? An argumentative essay takes a position on an issue using logic and evidence to convince readers (Jamieson in Fagge, 2014).

5. Compare and Contrast:This type of essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person or concept. It is usually presented with two or more terms, instruments or concepts or procedures that are closely connected and sometimes confused. It could also be written simply to entertain the reader, or to arrive at an insight into human nature. The essay could discuss both similarities and differences or just focus on one or the other. A compare essay usually explains similarities between two things while a contrast essay discusses the differences.

6. Cause and Effect: The cause and effect essay explains why or how some events happened, and what resulted from them. It studies relationships between two or more events or experiences. It could discuss both causes and effects, or addresses one or the other. A cause and effect essay discusses the reasons why something happened while an effect essay discusses

what happens after a specific event or circumstance. Sources are often required in a cause or effect essay and these are important as they reflect on the validity of the writing.

7. Letter Writing: Letter writing is a written message that is sent to persons who are far away from the writer. Mastering all the techniques towards the mastery of essay writing including letter writing is the bedrock of academic success of students in any public examination. Letters are usually written to friends, relatives and business organizations and messages conveyed must be done in a clear and forceful manner. There are many types of letters but most of the English letter writing deals with the following given categories (Target Study, 2017:1):

Informal letter writing

Business letter writing

Official letter writing

For the purpose of this study, the following types are considered:

1. Official and formal letters
2. Unofficial or informal letters
3. The article for publication

Formal/ Official Letters include letters of application, letters to government officials, letters to newspapers, and letters written to Principals, Local Government Chairmen, Commissioners and such persons in their official capacities. These can also include letters that are used for official communication from one department to another or from one organization to a staff of that organization such as letter of: employment, recommendation, termination, dismissal and so forth.

The parts of a formal letter are:

Writer's address

The date

Receiver's address

Salutation

Heading or atopic

Body of the letter

Subscription

Writer's signature

Writer's first name

Unofficial or Informal Letters: These are types of letters written to parents, relatives, friends, contemporaries and other beloved one outside their official capacities. It is usually referred to as conversation on paper because of the extent of liberty the writer is given to express himself in exchange of pleasantries, use of slogans, jokes, coded words and so on. Parts of an informal letter include are as follows:

Writer's address

The date

Salutation

Body of the letter

Subscription

Writer's first name

Article for Publication

This can be in form of a direct or indirect article. The indirect article comes in form of a letter. For the purpose of this study, narrative, descriptive, expository, argumentative and letter writing were used for essay writing tasks.

2.6.2 Principles of Effective Essay Writing

The need to be effective and efficient in writing becomes more paramount for students regardless of one's discipline. Writing tasks are given either as tests or examination in groups or as individuals. Students of English as a second language need all the encouragement possible to be able to write effectively and produce a good piece of writing. Students therefore need to write legibly, clearly and very fast as the need arises. The teacher also must master the style, techniques, format and structure of different forms of writing. Some of the guiding principles for effective writing according to Azikiwe in Alao, (2011:25) which are applicable to essay writing are as follows:

a. any piece of writing must have a purpose and an audience. Thus, in collaborative and portfolio writingstrategies, students should be able to determine the purpose of writing and vary the content of writing to the level of audience;

b. the piece of writing must communicate since it is a widely accepted fact that writing is social activity;

c. essay writing plan should include collection of materials, first draft, review or proof--reading, and final work. This means that students should collaboratively work together to correct their work; and

d. writing topics should be based on writer's background knowledge and interests. In collaborative and portfolio writing, writers should be encouraged to bring in their wealth of experience into writing and this can also be done in groups.

For this study, students' background of experience would be instrumental for effective writing. The fact that writing is done in stages and it is collaborative is also useful for the study. Essay writing in this study is premised on the SSII essay writing curriculum.

2.6.3 Components of Essay writing

The components of essay writing includes: content, organization, grammatical structures, mechanics and objectives of writing. This is because these are the aspects that are being assessed by examiners at both internal and external examinations conducted by bodies like WAEC, NECO, NABTEB and so on in essay writing. In view of this, proper attention needs to be given to these areas for effective writing and good performance.

***a*. Content:** This refers to the relevance of what is being discussed or the subject matter. It also bothers on knowledge of the subject matter which can be acquired through consulting books, articles, journals, yearbooks and so on. According to Alao (2011), writing occurs in isolation and it is determined by the writer alone and feedback is delayed or non-existent. Writing does not only occur in isolation, on the contrary, it has been found out that it occurs even in groups and in the course of writing, feedback is received from within the group and the teacher.

Kecskes (2014) describes Cooperative Principle (CP) as a set of maxims which define the assumptions underlying a hearer's interpretation of a speaker's intention. The maxims are as follows:

1. quality - speak the truth, be sincere;
2. quantity - say neither more or less than is necessary for the purpose at hand
3. relation - be relevant; and
4. manner - be clear, be perspicuous.

White (2001), while discussing the applicability of CP to writing, says although writing differs from speaking in channel, and grammatical and discoursal features, the CP is not suspended in writing, particularly in essay writing. Indeed, in the scholars discussion of written text as communication, Parsons and Galecki (2009) point out that writing, too, is

structured well to communicate information within certain accepted principles which include Gricean maxims. Adopting Gricean maxim of relation to writing is very crucial as the content of the essay must be relevant to the subject matter. And for this study, a written text must clearly relate the content without any ambiguity. For essay writing at the senior secondary level, students are expected to demonstrate ability to generate ideas that are related to the subject of discourse.

b. Organization: This refers to the ways different parts of an essay are arranged. A writing that lacks organization and coherence may not make for good reading and understanding and thoughts may be distorted. The organizational structure of an essay can take many forms: the introduction, body and conclusion. These are the defining positions that must be taught in essay writing. Harmer in Hayes (2012) advises that students should consider the issue of organizing sentences into paragraphs, paragraph linking together, and the general organization of ideas into a coherent piece of writing. According to Crossman and Kite (2012), organization of an essay would include adequate development of topic, good paragraphing, balance and suitable conclusion. It is generally noted in literature that some of the problems identified are right tone in written style and logical ordering of ideas which need to be tackled in essay writing. This happened to be one of the gray areas this work to threw more light on.

The principle of good organization is all about first thing first, one thing at a time, a place for everything and everything on its right place. Organization sets out the right procedures for writing and ensures that the writer is guided by such all through the writing process. To introduce essay organization, Gibson in Fagge (2014) suggests providing students with a scrambled essay and asking them to put the paragraph back in order. This would be useful in collaborative writing strategy being employed in this study. A high degree of organization in the

development of ideas and information is very important for effective essay writing. This principle agrees with one of the main thrusts of this study.

Chala Bejarano and Chapton (2013) mention several ways of organizing writing, stressing that, not every pattern will work for every writer or writing. Some of the ways include organizing the essay chronologically, in order which events occur, cause and effect order as well as spatial order. This study is of the view that essay should be organized based on order that is interesting and logical enough to communicate meaning to the reader.

c. Grammatical Structures (Expression): This revolves around clarity and general appropriateness of style, vocabulary and collocation, arrangement and variation of sentence structure and type, proper use of figurative language and sophisticated use of punctuation. Learning to write in a second language involves linguistic knowledge and the diction, grammatical patterns as swell as the cohesive devices that make up the building blocks of texts (Barkaoui, 2007).The factors that enhance brilliant expressions are words, sentences and paragraphs. Expression is therefore, the grammatical explanation of distinct and relevant parts to communicate information. It is a tool or style of how a writer drives home his points. It is noted that a writer who has good and controlling expressions is likely to impress examiners and earn excellent marks. It would seem that the most direct way of measuring students' writing ability is to have them write especially in groups. To measure this, students' ability to select, organize material in a coherent whole is vital. It has also been noted that if examinations do not require writing, students will neglect the development of the writing skill. The researcher is of the opinion that very often students and teachers approach writing as a one-off task to be completed in a single period of thirty or forty minutes. Complex or complete writing cannot be

accomplished in a single sitting and in a single draft (Zhao, 2014; Coppell, 2009; Ecenberger, 2008;).

d. Mechanics: Sometimes, the difficulty faced in writing is connected to mechanical skills. These are punctuation, spellings and capitalization. These skills function within context and should be treated as such (Sawyer & Sawyer in Hayes, 2012). Allen and Cramer in Ali Ghufron and Masnatul (2015) believe that students need to learn how punctuation operates in written essay and lists punctuation marks as the full stop, comma, quotation marks, exclamation mark, colon, semi-colon, dash, hyphen, parenthesis, question mark, apostrophe and so forth. Omission or misapplication of punctuation marks is an error in any writing exercise. Spelling aids writing and has no use apart from writing; spelling competence should be developed within a writing framework because writing improves spelling competence.

e. Objective or Purpose of Writing: To communicate successfully, through writing, it behoves on the writer to adapt the writing to purpose and intelligibility. Writers should have a sense of purpose and direction in their writings. Purpose refers to what the writer intends to achieve after reading an essay. Teachers should also make every piece of writing fulfill some kind of communicative purpose either real or simulated when planning writing activities for students.

Writing should be geared towards realistic purposes. Some of the purposes for which people write include to: inform, persuade or dissuade, convince, influence, educate, enlighten, express doubt, sorrow, joy and so on (National Teachers' Institute, 2006). Each of these purposes will require a different approach to writing, and to communicate successfully through writing, the writer has to be able to adapt his writing to his purpose. These

purposes will also give rise to special forms of writing namely: descriptive, imaginative, argumentative, persuasive writing, and so forth.

f. Audience: According to NTI (2006), this refers to the person or persons the writer has in mind that is likely to read the essay. With regards to the audience, age, gender, educational background, social status should be considered.

In any good writing, the content of the substance of the write up (ideas expressed); the form or the way the content is organized; the use of grammatical forms and syntactic patterns; the choice of structures and lexical items to give a particular tone or flavour to the writing (style), and the use of the graphic conventions of the language (mechanics) should be acceptable as standard. The need for a combination of all these qualities to make an organized whole is what makes writing a highly sophisticated skill. This is a skill which combines diverse elements, some of which are strictly linguistic. The components of essay writing that are considered in this study are content, organization and grammatical structures.

2.7 Approaches to Language Teaching

This section reviewed different English language teaching approaches that are related to teaching essay writing. An approach refers to theories behind the nature and concept of language teaching and learning. According to Strevens in Olaofe (2013), an approach means a commitment to a particular point of view or an ideology. It is a set of assumptions about the nature of language teaching and language learning. Its orientation is based on relevant linguistic, sociolinguistic, psycholinguistic, pedagogical theories on which language teaching and learning is based. It is premised on the models learning a language, that is, the thinking behind certain methodological choices, views on learning and the role of a teacher. Thus, it is

possible to have the teacher-centred approach or learner/learning centred approach. The latter is also referred to as the activity based language learning which stresses participatory, cooperative, collaborative and interactive learning strategies. Each approach has a number of strategies attached to it.

2.7.1 Communicative Language Teaching (CLT)

Teaching is an indispensable part of language learning process. Communicative language teaching is best considered an approach rather than a strategy (Richard & Rodgers in Yuan (2012) as it has its roots in the same movement that gave rise to the functional notional approach. This movement is a shift from the traditional teaching of grammatical and lexical items in isolation to presenting language in a functional system used in fulfilling a range of communicative purposes which include writing. Stelma (2009) indicated that the central aspect of CLT is how to understand the concept of communication and how it should inform language teaching. This approach led to the design of the communicative language teaching syllabus which emphasizes the purposeful use of language in various social situations. Related to writing, this means teaching of essay writing in CLT with its emphasis on teaching only of the grammatical forms (language systems) does not equip the writer sufficiently enough with the language needed to use in a fast changing world.

In the view of Williams in Ali and Khan (2015), CLT has as its main objectives, the use of language for specific purposes in the area of appropriateness of conventional and interactional written English usage. It focuses on developing in the learner the ability to construct grammatically correct statements and ability to use language to carry out real - life tasks. This view as expressed is vital to this study considering the fact that written English must be

portrayed as having grammatically correct statement and writing for various life situations. However, the scholar did not examine using the approach for writing tasks in groups.

CLT is learner-centred and meaning-oriented rather than form-focussed, where "learners are expected to negotiate meaning without the direct control or intervention of the teacher"(Littlewood, 2007). The principles of CLT derived from certain characteristics of communication according to Williams in Alao (2011:18) are listed as follows:

(i) Communication is a form of social interaction which culminates in communicative competence. This means in teaching essay writing, interaction in groups and with the teacher would be valuable to students.

(ii) It has a purpose and also conveys feelings, attitudes as well as facts. Thus, in teaching essay writing, the purpose and objective of writing must first be established.

(iii) It involves the use of authentic language. This translates to using authentic language during essay writing classes.

(iv) It can be viewed as language in action meaning that essay writing must be taught from the perspective of a fast - changing world.

(v) It involves the use of language skills that have been acquired or learned, through activities such as pair work, peer work, drafting, editing, presenting, modeling,

(vi) The role of the learners should be more paramount than that of teachers. Thus in collaborative and portfolio writing strategies, writing must be taught in a learner-centred way.

The principles of CLT are a notable one and this seems to have incorporated all ingredients of effective written communication. The only important aspect the author has

failed to mention is how social interaction could be used to enhance essay writing in groups. Alao (2011:19) lists the six propositions inherent in CLT as follows:

(i) Language is primarily a tool of communication. This includes essay writing.

(ii) There is a communicative syllabus which replaces and is superior to a structuralsyllabus. Thus, this syllabus must be used to teach essay writing,

(iii) Communicative goals can be specified. Thus, in teaching essay writing, purposes for writing must be specified.

(iv) Good communicative teaching is learner -centred, not teacher-centred meaning that essay writing must be taught in an interactive way.

(v) What matters is that learners learn to get their message across not whether they knowhow to use language accurately.

(vi) The classroom and the behaviour of teachers and learners in the classroom should be assimilar as possible to the behaviour of people in "real world" outside the classroom thus emphasizing social interactions.

These propositions are highly relevant to the teaching of essay writing, which is the subject of this study. However, effective essay writing goes beyond writers learning to get their message across but actually being able to manipulate and use language accurately in various contexts. Butler (2011) believes that CLT is an ineffective way to prepare for traditional assessment with regards to external constraints such as government policies, mandated materials, teachers performance evaluations, local stakeholders (parents and education authorities and external examinations).

CLT theory suggests a focus on learning, and learning is likely to happen when classroom practices are made real and meaningful to learners. It requires more than attention to strategies for

presenting the structures and functions of language, it requires the involvement of learners in a dynamic and interactive process of communication (Savignon in Yuan, 2012). The aim CLT sets for language teaching according to Hiep (2007) is to teach learners to be able to use the language efficiently for their actual communicative needs rather than merely to provide learners with knowledge about the grammatical system of the language. It is important for the written English teacher to note the relevance of the various views expressed on CLT as it relates to essay writing in English language. The emphasis on group work or activities demands that the teacher provides the writer all the necessary skills needed to develop or enhance writing proficiency. The skills should not only be grammatical, since knowledge of the language system does not necessarily produce good writings. Opportunities for practice in varied communicative situations must be provided. This calls for frequent writing exercises which is obtainable both in CWS and PWS being investigated in this study.

2.7.2 Process Approach

This approach has its theoretical grounding in the cognitive code learning theory which sees learners as active participants in the intellectual creative or mentalistic process of writing and that errors are seen as a necessary by-product of creative dynamism of the writer (Bell and Flower in Olaofe (2013). These sources suggest that writing involves learners knowledge of who they are interacting with and why. Writing is a complex process with a number of operations going on simultaneously. According to Hedge (2000) the process of writing contains a number of stages which are outlined as follows:

a) being motivated to write;

b) getting ideas together;

c) planning and outlining;

d) making notes, drafts;

e) revising, re-planning, re-drafting; and

f) editing and getting ready for final work.

Nevertheless, the process of writing is not a linear one as could be seen from the above. Writing as a process is characterized by a non-linear sequence. It is believed that writing does not follow a neat set of steps in sequence as in the traditional approach. Writing demands planning, distinctive and complex thinking process, process of thinking and thinking over.Writing as a process is more of a recursive activity; a loop rather than a straight line activity in which the writer moves backwards and forwards between drafting and revising.

The principles of process approach according to Olaofe (2013:74) are as follows:

i. It is a multi-layered process that involves discovering of ideas, planning, writing of drafts, and so on.
ii. It has three major stages –pre-writing, writing and re-writing.
iii. It is seen as a cognitive process involving linguistic, pragmatic and rhetoric organization of materials and communicative events through paying special attention to fluency and accurate presentation of ideas.
iv. Writing is an interactive activity which could be with a text; thinking self, peer group and so forth.
v. It involves collaborative and cooperative strategies in which learners exchange and share ideas all along the entire writing process.
vi. The emphasis on process approach is on the purpose, audience, content and form of writing.
vii. It is a learner and learning centred approach. Learners are central to the teaching learning

process.

These principles as expressed by Olaofe (2013) are of great relevance to this study as strategies that are being investigated are interactive with exchange of ideas in writing either with peers or the teacher.

Writing has been described as a two way activity in which revision is a central activity. Students' writing should therefore be viewed as consisting of stages during which the structure of what is written is re-worked until the meaning is satisfactorily communicated. Good writers plan and revise, re-arrange and delete text, re-read and produce multiple drafts before the finished document is produced. Writing should be seen as a dynamic process in which both content and form grow out of each other.

Process approach is of the idea that learners need to understand that all writing is created as part of a process (Graham&Perin, 2007). The approach empowers its students, by enabling them to make decisions about the direction of their writing through discussions, tasks, drafting, feedback and informed choices, thus encouraging them to be responsible for making improvements themselves (Tian, 2012). SitiHamin (2004) sees process approach as making writers as active thinkers who employ strategies to composea text. Students' writing skills do not come naturally but are cultivated through much practice and conscious effort. Thus in teaching essay writing, writers should be given opportunities to explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about and move them on to new ideas.

A fundamental consideration of the process approach is that the finished products of the learners do not inform teachers about the process through which the students arrived at the products. By implication, the process of learning to write is equally as important as the

productand based on the enormity of the writing skills, is of the view that writing should be viewed as a process. That the writer must not be overtly conscious of the product, but should pay attention to the distinct but interrelated steps that must be taken during the writing process. The writer is expected to generate ideas for the topic and organize the ideas logically to form a unified and coherent essay. Aliyu in Umaru (2011) concludes that different stages of essay writing are separate but interlinked. These are:

PreparatoryStage: Here, the writer brainstorms and divides the essay into introduction, main body and conclusion.

ActualWriting: The outline of the essay is produced by the writer. A catchy and inviting introduction is advocated.

Main Body: Here, the writer builds us the body of the essay by developing the points earlier outlined.

Concluding Stage: Thewriter concludes and wraps up his essay.

Editing and Correction: The writer carefully re-reads the essay to detect errors and to ensure mechanical accuracy.

Correction and Feedback: The writer notes down his good points and lapses. These may be useful for further writings.

Further reading and more writing: After the first effort, the writer must be prepared to write more. The stages of essay writing advocated by Umaru (2011) are presented in Figure 3.

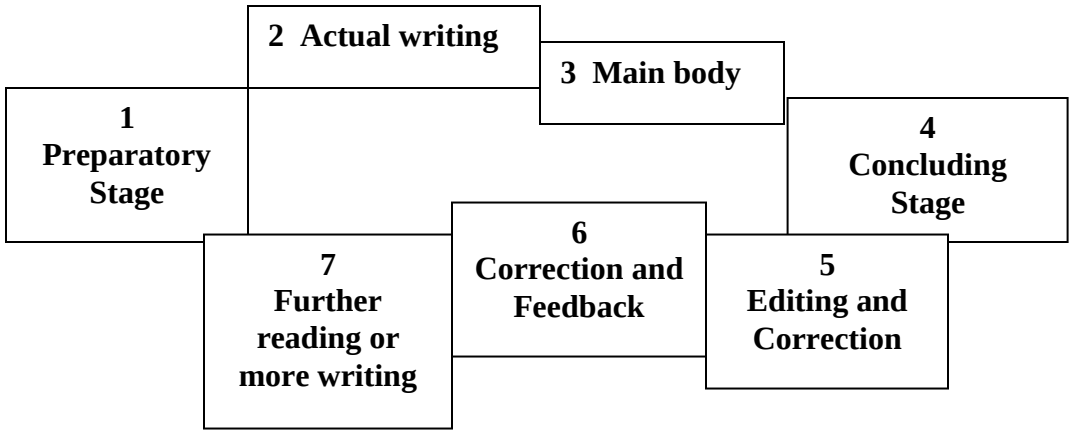


Figure 2: Stages of Essay Writing in Umaru (2011)

Actual writing stage: The writer develops the points raised during outlining. Topic sentences are selected and developed into paragraphs and paragraphs are linked.

Re-writing stage: This is the stage of editing and erasing, the writer is expected to read and re-read, taking into consideration mechanics such as punctuation, spelling choice of words, sentence structure and the meaning it expresses.

The process of writing is also described as consisting of three groups of activities, which according to Chukwuma and Otagburuagu (2008) and Dysthe (2008:15-32) are:

1. **Pre-writing**: This has to do with the purpose of writing and the question of audience. The answers to these two questions provide the writer with a sense of purpose and a proper knowledge of the audience which will make for possible exploration of content, planning, outlining of the language. This stage demands planning, distinctive and complex thinking process and thinking over using brainstorming, concept mapping, and so on.

2. **Writing and Re-writing:** This involves the writer making the first draft, going through the draft i.e. a sort of review of the draft to get an idea of how text is developing. The first draft is usually writer-based while the second draft is reader -based. This stage is discursive and recursive.

In reviewing the draft, the writer checks to see whether the sentences are effective and well-formed according to the rules of grammar; checks to see if there is need for the vocabulary to be made stronger at any point; checks if the paragraphs need to be re-arranged.

3. **Editing or Final draft:** This involves the writer reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the idea. Students should learn to edit their writing as if it were the work of others. The writer may discover words that have been wrongly spelt, or punctuated, words omitted and so on. This stage helps the writer make final adjustments and check accuracy so that the text is maximally understood by the reader, and the text also succeeds in sending the writers message across clearly and unambiguously.

Process approach to teaching writing emphasizes conferencing, learner-centeredness and integration. Thus, using the approach in this study, writers' are given opportunities to work in small groups with the teacher as a guide. Students are allowed to carry out their various writing tasks in groups. Students see writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. The students thus view writing as a process which the writer does not have to get at the beginning but going through the multi-step process frees the writer from the feeling of pressure to write a final draft at first trial (Berggren, 2015).

Looking at the discussion on the process approach of teaching writing, writing is given a holistic view rather than a collection of small pieces. This means that content, organization,grammatical components and the likes have their relevance if seen as parts of a

whole piece of essay writing. Writer's attention is being re-focused on the process of writing instead of its product. This is a very crucial aspect of essay writing that this work is examining.

2.7.3 Product Approach

The traditional way of teaching writing has been as a product, that is, writing as an end in itself rather than a means to an end. Conventional strategy of writing is also referred to as the traditional approach or teacher-centred or teacher-talk (Alasoluyi, 2017). Under this approach,compositions are judged as final products and the evaluation of writing tasks is done on the basis of timed production of grammatically and lexically accurate texts. In the view of Littlewood (2007), product approach in many classrooms has been teacher- centred and transmission-oriented, with the assumption that students receive knowledge from the teacher. It makes the most sense especially with large classroom sizes which is characteristic of writing classrooms in senior secondary schools in Kaduna State.

Edwin (2011) describes conventional writing strategy as any type of learning that puts the students' in a passive role and emphasizes the activity of the teacher more than the student. The teacher does the outlining, organization and other aspects of writing. In the view of Khan, et al (2015), product approach to essay writing instruction consists of three components: assign, write and assess with little attention paid to what students thought, valued or did. Heavy emphasis is laid on correctness of mechanics. Most of the times, students are treated like empty vessels which need to be filled with facts in order to trigger their cognitive capability. It leads to spoon feeding on the teachers part and students' dependency on the teacher in the quest of acquiring knowledge (Campbell, 2008).The common characteristic in the product approach paradigm is that the teacher is not only pre-occupied with grammatical accuracy, but also acts as a judge of students' writing rather than a facilitator. No form of interactivity is employed during the writing task.

Product approach to essay writing instruction focuses on written products. Teachers evaluate the written product, judge form and content, according to set criteria (Adeyemi, 2012). Ferris (2010) argues that the product approach is mindless, repetitive, anti- intellectual. Fagge (2014) posits that learning in the traditional approach means reading, memorizing and being able to repeat any information and thus describes teaching essay from this approach as habit formation. All these assertions on the product paradigm is rooted in the behaviourist theory which sees language as a system of structurally related elements for the coding of meaning, and the product of language being the mastery of elements of the system (Richards & Rodgers in Adeyemi, 2012). The product approach to writing sees essay writing as linear, which limits the writer to a single production of text as opposed to the multiple re-writes allowed in process writing.

In the traditional product-oriented approach, form and correctness are the major concerns. Learning involves following rules, conforming to formulae, and achieving technical mastery of formal conventions and modes. The teacher painstakingly marks all the mechanical errors in red ink and writes notes in the margins about the logic and clarity of the essay. And because the student will be doing nothing further with the piece, he or she pays little attention to the teacher's comments. This practice does not promote a sense of ownership or investment in the writing exercise.

The researcher believes that learning in the eyes of the traditional approach means reading, memorizing, and being able to repeat any information. Freire (1985) in Fagge (2014) calls this the 'banking concept' which states that education becomes an act of depositing in which the students are the depositories and the teacher, the depositor. Instead of communicating, the teacher issues communiqués. Many scholars have described the product approach view of

teaching essay writing as an exercise in habit formation (Fagge, 2014). According to Olaofe (2013:72), writing in a product approach paradigm follows these steps:

(i) The teacher pre-specifies the objective of writing.

(ii) The teacher gives the topic to write.

(iii) The students are asked to write on the topic within a specified time.

(iv) The scripts are collected and marked by the teacher; errors are indicated by underlining or corrected on the script.

(v) Specific errors of learners are discussed in class and the corrected version of the essay is produced.

(vi) Another essay topic is assigned and the entire cyclic process revisited.

Reasons for failure of the approach according to Cotton (nd) are listed thus:

It emphasizes form and mechanics before, and often at the expense of ideas and meaning.

It focuses on the product rather than the process

It seriously neglects the earliest stages of the writing process

It isolates mechanical skills from the contexts of writing

It offers too many artificial contexts for writing.

2.7.4 Grammar Translation

Grammar Translation emerged when people of the Western world wanted to learn foreign languages such as Latin and Greek. This learning approach attached great importance to the learners' understanding of the structure of the language and emphasizes the learning of grammar deductively. It treats language as a system of structurally related elements for coding meaning as in the use of grammar. GTM viewed language as a body of knowledge and sets of

skills and attitudes, which are vital for group writing activities (Esmaeil Heydari Asi, 2015). At the time this approach was in use, it was seen as an academic discipline whose mastery was a sign of intellectual development.

Analysis of sentences is done in isolation. For example, a noun is analyzed separately, followed by the analysis of a verb and different types of tense and aspectual forms. Rules of grammar are usually given to students for memorization. Rules of correctness and incorrect usage in language are prescribed in a rigid way, with little or no consideration for situational contexts. Grammar forms the bulk of language teaching and elaborate explanations of grammar are provided during teaching.

But there is much more to language learning than this. It is a way of life. Language learning through grammar translation approach was learning of and understanding a large number of highly complex grammatical rules, the memorization of vocabulary and of various declensions and conjugations together with the ability to translate into and from the language being learned. The emphasis is on skill getting rather than skill using (Olaofe in Alao, 2011). The approach is largely deductive and is full of teacher talk whereby the teacher moves from the statement of rules to application of rules. Learners are seen as passive absorber of language facts rather than active participants in language learning process. This does not foster interactivity among student writers, which is one of the key areas of this study. However, the ability to see language as a body of knowledge and sets of skills and attitudes are vital for group writing activities. In spite of all the criticisms, the approach can be used to achieve accuracy of language usage in situations where language errors are endemic and have become a source of great concern for both students and teachers.

2.7.5 Functional Notional Approach

The functional notional approach emerged in the bid to make teaching and learning of English language more meaningful. It is categorized along with others as a rubric of a communicative approach. This strategy emanates from pragmatics, discourse analysis, sociolinguistics and psycholinguistics. The emphasis is on breaking down the global concept of language into units of analysis in terms of communication situations in which they are used (Finoccchiaro & Brumfit in Olaofe, 2013). In this approach, there are two key words; functions and notions. Functions are situations through which language is used for different functions. Written language is one of the functions of language according to functional notional approach.

Notion is the other element which borders on meaning. This may be expressed through nouns, pronouns and other grammatical features of a language. According to Hirvella and Sweetland (2005), the use of a particular notion depends on three major factors which are: the function, elements in the situation and topic being discussed. To practice all the functions, extensive reading is recommended and this will also enhance the background knowledge of the students.

The functional categories are listed as personal, interpersonal, directive, referential and imaginative (Olaofe, 2013:31).

- Personal is concerned with clarifying ideas, expressing ones thoughts or feelings of love, joy, displeasure, surprise, confidence, anxiety, and so on.
- Interpersonal means being able to establish and maintain desirable social and working relationships, involving greetings and leave taking, introducing others, expressing concern, apologizing, excusing oneself, making promises, committing oneself, complimenting someone and so forth.

- Directive involves attempting to influence the actions of others by accepting or refusing directions as in making suggestions, requests, refusing to accept a suggestion, persuading someone to change a point of view, issuing a command, establishing guidelines and deadlines and so forth.
- Referential bothers on talking or reporting about things, actions, events, people, environment in the past or in the future as in identifying items or people, describing someone or something, comparing and contrasting, discussing, probability or possibility and so forth.
- Imaginative involves discussions about elements of creativity and artistic expressions as in discussing poems, music, plays, painting,, films, expanding ideas, constructing dialogues or passages.

This strategy stresses more of functions than the linguistic form, whereas both form and functions combine in meaningful real life communication. The relevance of this strategy to the study is that it would foster a lot of interactive group activities among students especially in the area of modeling, group work and simulating real life experiences. Function and notion elements are some of the key factors, which a writer needs to master before an effective written work can be produced.

2.7.6 Eclectic Approach

The eclectic approach integrates the best of all the strategies. The approach favours integration of various strategies that are relevant, appropriate and effective into a particular teaching and learning situation. The best is as appropriate to the age, topic and motivational level of students and socio-cultural factors. This approachimplies a degree of flexibility and adaptability in the selection and use of techniques, methods, or strategies in the teaching and learning process of written English (Girard in Osunde & Ogiebaen 2005). This approach demands higher teacher initiative. It may be necessary for curriculum planners, syllabus designers and textbook writers to integrate as many strategies as possible into all their materials for teachers.

The more integrative, interactive, participatory, learner centred, anapproach is, the better. Language teaching is meant to meet all contextual and situational needs of writers. These are very vital to this study. For this study, a teacher of writing English needs to integrate strategies that are facilitative and interactive and not just integrate all strategies.

2.8 Process-Based Writing Strategies

A review of different strategies under the process approach is needful because every strategy has something to contribute to the teaching of writing, essay writing inclusive. Knowledge of the characteristics of each strategy will help the language teacher to choose or combine strategies to achieve the desired objectives.

2.8.1 The Free Expression Strategy

This strategy is based on the theory that student language experience is enriched if he is motivated to produce extensively without regard to the number and variety of errors he commits. In this strategy, students write spontaneously for five to ten minutes on any topic decided by the class. The end products are discussed and both parties narrate their composing experiences. Other topics are assigned to students to write on after which the teacher and the students criticize each paper and each writer is expected to rewrite while the teacher alone evaluates the final draft.

According to Okoye-Ikonta inAlao (2011), the strategy enables students to experiment with language and to communicate meaning without imitating a model text. Errors are not given undue emphasis as the teacher acts as a guide and co-operates with the students to polish what they have written. It takes the students through the multi stages involved in writing while studying competent writers. The focal point of this strategy is that it is grounded in theoretical

and empirical findings such as learners engage in creative construction. Feedback in the target language plays an important role in language learning (Wang, 2014).

The aspect relevant to the present study is students and teacher criticizing students' writing and the fact that the writer is expected to write several times until the final draft is produced. Teacher acts as a guide to the students in the course of their writing. However, the fact that errors are not paid much attention to which may cause students to want to overlook the aspects of grammar and mechanics, which are also important areas to be considered while producing an effective written work.

2.7.2 Conferencing Strategy

This is a strategy of teaching writing based on the process approach. Students' writings are treated as drafts and a student can be conferenced on several drafts before a final one is accepted for grading. Some of the principles guiding the use of this strategy according to Okoye-Ikonta in Alao, 2011:27) include:

a) writing must be taught as a process;

b) students' papers are treated as drafts;

c) grading is done at the end of semester based on several revised papers; and

d) teachers have a set of remarkable priorities in responding to students' text.

The principles guiding the use of this strategy would be of immense value to this study. However, the fact that grading is done at the end of semester based on several revised papers might be a negative reinforcement to student writers.Fagge (2014), Grant (2007) and Harmer (2006) postulate that conferencing is an important strategy that can be used to facilitate the writing of good, coherent and legible essays as most students do not get the chance to talk about

the writing task given to them in class or as assignments. Odumuh (2006) suggest that asking students questions about their topic choice, pre-writing tasks, gathering and organizing ideas about their writing their first draft in class before submitting is very important.

2.8.3 Interactive Strategy

According to Roth and Dabrowski 2014), the interactive strategy views the writer as one who is involved in dialogue with the audience. In this strategy, the writer and the reader have the responsibility of creating a coherent text. In the ESL classroom, the teacher allows students to choose their topics, argument, organization and transition to the reader. That is, the writer pre-reveals the form of the text (problem to be discussed and content) within the first paragraph.

Other features of this strategy include: organization of the discourse in a manner familiar to the reader, appropriate use of cohesion and direct explication of information. This approach allows students to interact with one another while choosing topics and organizing the written text. These key elements in the approach are vital areas of focus of this work.

2.8.4 Group work Strategy

This strategy according to Griffith (2007) could be divided into six stages comprising preparation, brainstorming, group work, final writing, evaluation, and post-evaluation.

Preparation: The topic is provided by either the teacher or the students. The teacher explains the objectives or purpose and the nature of the audience. Ideas are gathered and re-organized according to importance and sequence by the teacher.

Brainstorming: At this stage, students exchange views among themselves on the task that is given and with the teacher. This helps to correct oral mistakes and misinformation about subject of discourse or topic that is given. Brainstorming may take the form of giving the class a particular key

word or key concept. According to Yusuf (2011:1451-1455), brainstorming has many advantages as a classroom procedure which includes: it requires little teacher preparation; it allows learners considerable freedom to bring their own prior knowledge and opinions on a particular issue; and it can involve the whole class. Students are grouped into five or six or depending on the largeness of the class and thereafter, a leader or spokesperson would be chosen for each group.

Group work: Students work individually first before working in groups to develop their writing while the teacher moves round providing help in form of ideas, answering questions, etc. for those who need it.

Final Drafting: The final essay is produced and submitted for marking. Groups consult with the teacher and the teacher also reminds group members of the need for correct use of words, coherence, grammar and punctuation. Each student can also develop the ideas of their group into individual style.

Evaluation: This could be done by the teacher pointing out errors and allowing students to make corrections and or by the students evaluating other groups guided by the teacher. Grading is not all important but used where necessary.

Post-evaluation: Group leaders read out their corrected work. The teacher conducts remedial practice on mistakes before the next writing class.

The relevance of this strategy to this study is in its emphasis on group activities and especially the use of the process approach. The emphasis here is more on student-centred learning and less teacher talk. However, the weakness of this strategy lies in the idea that teacher gather ideas and re-organize such for students. In this study, students are expected to generate the ideas themselves during pre-writing activities and these are logically arranged to make a coherent whole.

2.8.5 Imaginative Strategy

According to Cuenca and Carmona in Alao (2011:31), the three major features of the imaginative strategy are: preparation, organization and procedure. Some of the principles of the imaginative strategy that are crucial for this study are that it:

i. emphasizes pair or group work;
ii. requires students to exercise their imagination;
iii. consists always of three or more parts which students are expected to handle at a time;
iv. discourages boredom in students thereby encouraging interaction between and among students; and
v. enhances cordial relationship between and among students.

2.9 Concept of Responding to Writing Tasks

In this section, presentation of different opinions of scholars on responding to students writing and views of scholars on assessment techniques and dominant practices by writing teachers was presented.

Bitchener and Ferris (2012) say it takes a lot of time and effort to write and so it is only fair that students' writing is responded to suitably. Writing is something writers are always learning to do which further translates to the fact that writers develop and are challenged with even more difficult writing tasks (Shaughnessy in Dovey 2010). Writing is never learned once and for all, and effective writing teacher offers students the kind of response that supports that growth.

Contemporary approaches emphasize the active engagement of students in their own learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning. Boud and Falchikov (2007) opines that active participation of students in assessment design, choices, criteria and making judgments is more sustainable for subsequent working life. Birjandi and Hadid Tamjid (2012) observed that involving students in the process of assessment not only reduces the burden of work for the instructor, but also assures students that they are viewed as active members who are responsible for their own progress.

Students' performance and growth in writing are difficult to measure not only because students vary but also because a single text assessment cannot show students' level of improvement. White and Armtd in Olaofe and Masembe (2006) reported that focusing on language errors improve neither grammatical accuracy nor writing fluency. Summaries of what makes most difference to students' achievement, involving reviews of many thousands of studies spanning decades of research, show clearly that the most powerful single influence is feedback (Hattie & Timperley, 2007). Research also shows that feedback is more useful between drafts and not when it is done at the end of the task when students hand in their composition for marking. Corrections written on composition returned to students after the process of writing has finished seem to do little to improve students' writing.

Writing comments on assignment has been found to be a major component of teachers workload at all levels of education. According to Zhao (2014), positive comments can help build students confidence and create good feeling for the next writing class. Swapping written texts can help provide an easy solution to providing a real audience.Lantolf and Poehner (2011) opines that successful teacher responses must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing.

Successful teacher feedback results in substantive and authentic improvement in students' perceptions and practice of writing. In view of this, when teachers consider how to respond to students' writing, the following questions come up:

(i) exactly when and how should students' writing be responded to?

(ii) how should students' writing be responded to make student process the comments and apply the specifics of the response?

(iii) what forms of response (oral, written individual, group, class, formal, informal), is most successful and suitable for the students?

(iv) what are the objectives for the writing task?

To answer these questions, Ferris in Bitchener and Ferris (2012) says teachers must examine the specific needs of individual students and consider the student's perceptions of what is considered as strengths and weakness as writers. The prospect of responding to students writing might overwhelm teachers of writing because of the feeling of being obligated to correct every inconceivable error in every paper. This approach overwhelms students as well as it denies teachers the opportunity to continue teaching writing through the evaluation process. There has been progress in assessment procedures which replace the summative assessment with the alternative assessment techniques such as peer assessment, portfolio assessment, self-assessment and so on which have made leaners to become a part of the complete learning cycle and to create a product that shows what they can do (Sajedi, 2014).

2.9.1 Assessment versus Marking

Assessment entails making an informed and considered judgment about the quality of a student's performance on a given assignment. It is a systematic process for gathering data about students' achievement and an essential component of teaching (Dhindsa, Omar

&Wadrip, 2007). In the view of Hattie and Temperley (2007) assessment appears to be, at one and the same time, enormously expensive, disliked by teachers and largely ineffective in supporting learning, given the way it is conducted. It makes more difference to the way that students spend their time, focus their effort, and perform, than any other aspect of the courses they study, including the teaching.

Many writing experts like Ali Ghufron and Masnatul, 2015) have opined that assessment should be preferred to marking while responding to students writing. This is because students need to know how close their work has come towards the expectations of what and how criteria. Assessment plays a valid part in the learning process. Perin (2007), note that assessment offers learners an opportunity to compare their knowledge with that of others and thereby develop critical thinking skills. Assessment is normally based on a set of criteria given before the writing is embarked on and comments more on the early draft to encourage revision practice and possible feedback.

Assessment is an important aspect of classroom practice and is crucial to informing the work teachers do. Even when the same assessment is given to different classes, the expectations from students may differ because of different instructional experiences. According to Torbe in Chu (2007), the teachers' responsibility is not only to correct mistakes, but primarily to help students not to make that mistake the next time. Marking looks out for what is wrong no matter how slight the deviation from what is right. It awards grades at the end of the marking. Comments written on students writing could be made more effective as a teaching tool if such is made to further growth in students thinking, writing and revising capability.

In the opinion of Earl and Le Mahieu in Xi, Li and Zhang (2007), comments on papers provide another opportunity for teaching writing just as classroom activities such as working

together to revise a whole text or individual paragraphs can help students to see how the sense of an essay as a whole shapes many of the smaller changes. The researcher is of the view that teachers should avoid writing conflicting comments on students work. Students should be allowed to see their strengths and weaknesses. The way teachers communicate their expectations to students and the way they provide feedback as to how well these expectations were met help students form concepts of how good they are at learning (Bos, 2008).

The benefits of assessment include the following:

1. Provision of information about the knowledge and skills students has as they enter a course.
2. Provision of reliable data on student learning, and information from student evaluation.
3. Yielding more reliable data about instruction
4. Provision of evidence that faculty members make a difference in student learning

2.9.2 Individual assessment

Writing instruction must be individualized through teacher feedback on student writing because mere exposure to standard writing convention does not improve students' use of them (Akinbobola, 2009). Responding to individual student's writing is a critical part of a writing teacher's duty and one that required a fair amount of practice and reflection. This practice must examine the specific needs of individual students' perception of strengths and weakness (Wang, 2014).

2.9.3 Face -to -face assessment

Chan (2013) recommends that teachers and students carry on a face- to- face dialogue after writing so that dynamic interchange and negotiation can take place. This is consequent upon the premise that written comments many prove very difficult for ESL students to comprehend and

to act upon. Xu in Lam and Lee (2010) contends that in one to one conferences, teachers can reduce students' anxiety, trace the cause of the problems, and apply strategies for enhancing language acquisition.

Teachers might begin to get a picture of students' developing their writing skill by doing a number of formative assessment activities with students. Formative assessment is the practice of building a cumulative record of student achievement (Walker, Perez & Riu 2008:20) it is used to monitor students' ongoing progress and to provide immediate and meaningful feedback. Formative assessment activities that teachers can engage students with are:

(a) asking them to orally explain their reason for constructing a phrase or sentence as they did;

(b) giving several correct and incorrect versions of the misused structure;

(c) asking the students to indicate which ones are correct and which are not.

2.9.4 Self- assessment

One focus of the writing strategies is on exploring ways in which to progressively move students towards less dependence on the help of teachers by helping them learn to recognize and correct their own errors. Writing teachers can help students find solutions to their own problems through the use of self-editing checklist. According to Black and William in Lam (2010) asserts that self- assessment is a sine qua non for effective writing. Boud in Spiller (2012) asserts that all assessments including self-assessment comprises two main elements: making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards. Andrade and Du (2007) says it is a process of formative assessment during which students reflect on and

evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria identify strengths and weaknesses in their work and revise accordingly. Self-assessmentof students' essay can be done under the guidance of the teacher.

Self- assessment in a learner-centred pedagogy shapes the processes in which the learner autonomy develops. It involves students in the process of curriculum evaluation and provides learners with opportunities to use their knowledge beyond the classroom. Little (2007) and Winkler (2007) state that self- assessment promotes learner autonomy. To encourage deep learning, teachers should give students an opportunity to engage in reflective dialogue (Kathpalia & Hea, 2008). Birjandi et al. (2012) asserts that this type of reflection, provided by self-assessment, will make students more mindful and aware of their own learning especially, in how and what of their learning. Active involvement of learners in assessing their performance according to Chen (2008) will enable them gain ownership of their learning.

Self-assessment is a veritable tool for learning and measurement. According to Herrera, et al (2007), when students are engaged in assessing their own work, they try to learn the criteria for higher quality performance, and they experience a willingness to apply those criteria. Atkin, Black and Coffe in Pellegrine and Goldman (2008) illustrate a feature of questions learners need to ask themselves as they assess themselves: where am I trying to go?; where am I now?; and how do I close the gap?

Saskatchewan Department of Education in Fagge (2014) posits that in self – assessment, students assess their own writing and decide which pieces will be shared or evaluated. Students may address the quality and effectiveness of writing and also judge if

they have met the requirements for the given assignment. Questions such as: does my composition make sense? Does it say it clearly? Can the readers follow my thinking? Are there any details that need to be deleted or addressed? Am I happy with this composition? What makes this piece of writing strong or weak? A checklist for self-assessment would help learners in self-assessing their essays.

Benefits of self-assessment according to Andrade and Du (2007:160) are as follows:

1. It builds on a natural tendency to check out the progress of one's own learning
2. Further learning is only possible after the recognition of what needs to be learned
3. It encourages reflection on one's own learning
4. It can promote learner responsibility and independence
5. It encourages a focus on process
6. It encourages the formative aspects of assessment

2.9.5 Pair / Peer Assessment

Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance (Falchikov, 2007). In peer assessment, students often assess other students' work compared to the criteria developed by the instructor, or both students and the class instructor. An important aspect of peer feedback is that it engages students in dialogue with their classmates, commenting on each other's work rather than a one-way feedback system from instructor to student. Black and William in Mussawy (2009) opined that for peer assessment to be effective, students need to be trained purposefully with the goal of improving learning. As students comment on their peer's work, they use informal language which is understandable to them. As students compare other students work to the accepted criteria, they learn to discern outstanding elements of both their own and their peers' performance and

products. Responding to students' writing doesn't have to be an onerous task the instructor undertakes solo. Students can help each other and themselves through pair/peer response or peer critique groups. Peer response groups, if set up carefully can help students master essay writing skills, sharpen their editing skills, and become better editor of their own essay.

Peer feedback can promote collaborative learning through interchange about what constitute good work. With peer assessment, students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Research evidence indicates that peer feedback can be used very effectively in the development of students' writing skills. Kwok in Lam (2013) investigated students' perception of peer assessment and he found out that students viewed the experience as enhancing their confidence and providing them the opportunity to exercise power of making judgments about their peers. Students engaging in commenting on the work of others can heighten their own capacity for judgment and making intellectual choices. Also, students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement. Thus, students' involvement in peer assessment adds more value and can facilitate the learning process (Falchikov in Oscarson, 2009).

2.9.6 Portfolio Assessment

Portfolio assessment is a strategy of gathering student work samples for the purpose of evaluating student knowledge and learning. The process includes students' participation in the selection of work, in criteria and goal setting and through self-assessment. Students and teachers

collaborate in assessing and evaluating student learning from evidence in the portfolio collection, then use this information to make plans and set goals for further learning.

Some characteristics of portfolio assessment according to Meyer in Fahed Al- Serhani (2007) include the following;

(a) it is a form of assessment that students do together with their teachers;

(b) it is not just a collection but a selection of students' work and which provides samples of students' work which show growth over time;

(c) it gives a profile of learners abilities;

(d) it allows for social skills in which case students are also assessed on work done together in pairs and groups on projects and assignments; and

(e) it also develops independent and active learning.

There has been a shift in many education programmes from emphasis on content which results in and emphasizes on process and the capacity of the learner to self- direct acquisition of knowledge. In this approach, the teacher no longer acts as the locus for all instruction: More and more learners are acknowledged as playing active roles in the diagnosis of their weaknesses and strengths, as well as in the selection of processes and strategies to monitor and self-assess their learning. This presupposes sharing responsibility for the acquisition and development of their linguistic knowledge and skills (Cohen in Chen, 2008&Nezakatgoo, 2011).

Each portfolio entry has to be assessed with reference to its specific goal(s). An important element of the portfolio philosophy of shared and active assessment is that the teachers should have short individual meetings with each student, in which progress is discussed and goals set for future meetings. Portfolio assessment and process writing are natural partners, since both show effort and development very clearly.

One of the platforms on which teaching ESL writing is that expectations and procedures for teacher feedback must be made clear at the beginning and throughout the period of the writing course. In the opinion of Ozturk and Cecen (2007), different aspects like grammar, content, mechanics, and so on which feedback is expected should be communicated early to students in order to relieve anxiety. Differences in expectations can lead to disappointment on the part of both the teacher and students.

The requirement and grading criteria can direct writing teachers as to what to look for in a given piece of writing so they can maximize their use of time on issues that matter most. Although providing feedback on students' writing may seem tedious and time consuming, articulating one's philosophy regarding ESL writing pedagogy would suffice. This include constructing feedback that is individualized to the specific needs of the student may transform what first appears to be an overwhelming task into a rewarding and beneficial process. Portfolio assessment criteria specified by Hill in Olaofe (2013:152) is as follows:

1. Purpose: clear purpose, awareness of audience and task, as well as clarity of ideas
2. Organization: unity and coherence
3. Details: the appropriateness of details, main and supporting details
4. Voice: writers' response reflecting personal investment and expression
5. Usage: correct usage(tense, agreement, word choice); mechanics, grammar, sentence structure

The relevance of portfolio assessment to this study lies in the facts that the portfolio writing which is a process based strategy of writing is being investigated in this study. It also promotes active participation of students. The expectation and feedback are to be spelt out

before a writing course. However, the fact that it is done over a period of time might make students not to be consistent in their writing.

2.9.7 Dominant Responding Practices among Writing Teachers

Studies have shown that teachers respond to students' writing always as a final draft. This emphasizes that writing is done as product not process. Also teachers' marks and comments have been found to take the form of abstract, vague prescription and directives that are not text-specific which students find difficult to interpret or translate into useful writing behaviours (Zamel in Butler, 2011).

Teachers apply very different and even conflicting standards based on their different experiences, orientations, expectations, biases in responding to students' writing (van Compernolle, 2010). Teachers make comments that do not aid and further growth of students because they are mostly concerned with the accuracy and correctness of surface level features of writing (Broadfoot, 2007). Evaluating essays is a crucial as well as a demanding task. Teachers have a responsibility to their institution and to their chosen discipline to ensure that appropriate standards are pursued and upheld. Equally, they have a responsibility to their students, whose academic progression depends on the grades they receive, to mark their work fairly, consistently and promptly.

Many teachers refuse to teach essay writing to the maximum because of the fear of marking large number of scripts. A student learns to write by writing and rewriting. The more students write the better. Olaofe (2013) states that a collection of students' written essays can be assessed using a 3 point scale of 0 for no entry attempted; 1 for a limited entry attempted, incomplete or unclear; and 2 for clear, complete and thoughtful entry. He further advocates that a

selective marking of recurrent technical weakness in students' essays for diagnostic purposes and teaching should be undertaken.

Pellgrine and Goldman (2008) and Gordon (2008) suggest ways that classroom assessment can be improved in order to increase learning: incorporation of the content and the characteristics of assessment, utilization of assessment results, and integration of assessment as a course in teacher education programmes. In western countries at present, students are encouraged to participate in classroom activities including assessment. According to Herrera et al (2007), students are now being asked to use their cognitive development, academic knowledge, and language skills to read, comprehend, synthesize, analyze, compare, relate, articulate, write, evaluate and more. This encouragement builds the foundation for formative assessment to be used in the classrooms so that the instructors can measure incremental gains. Oviawe (2008) asserts that when assessment is aligned with the process of teaching and learning, it will have a positive effect in students' learning and their motivation.

2.10 Empirical Studies

This section discussed previously undertaken researches that relate to the present work both within and outside Nigeria. Olaboopo (1999) conducted a study titled "effects of error treatment model-based instructional strategies on students' attitude, motivation and achievement in English composition in Ibadan. The study examined the effects of error-treatment model and skill-based instructional strategies on senior secondary school students' attitude, motivation and achievement on composition writing. The mediating effects of gender and verbal ability on the learning outcomes were also investigated. A 4x3x2 pre-test, post-test control group research design was used. 200 SS2 students selected from 4 co-educational schools were used as research

subjects. Instruments for the study comprised of English composition writing attitudinal scale, English composition writing motivational scale, verbal ability test and English composition writing achievement test. The experimental group received treatment on the three instructional strategies while the control group was exposed to the conventional teaching strategy. Data collected were analyzed using analysis of covariance (ANCOVA), multiple classification analysis (MCA), Scheffer post-hoc analysis and t-tests. The result showed that students exposed to the three instructional strategies performed significantly better in achievement than those in the control group. Treatment also had significant effect on achievement, motivation and attitude.

This present research and the work of Olaboopo (1999) are similar in that both studies used process-based teaching strategies for teaching composition in senior secondary schools. Also, similar research design was adopted by the two studies. The present study explored the effects of two writing strategies while the previous investigated the effects of the three instructional strategies on students' achievement in English composition. In addition, the previous study investigated motivation and attitudes of students to writing but these were not considered in the present study.

Another study conducted by Ikpi (2000) on the topic: the process writing approach as a factor of undergraduates' competence in English composition". The study examined the effectiveness of process writing in facilitating writing competence of university undergraduates. It also investigated the interactive effect of attitude and gender on writing. A 2x2x2 pre-test, post-test control group quasi-experimental research design was adopted for the study. 200 remedial students formed the research sample. Teacher –made manual for the writing instruction, students' attitude to writing inventory and a writing achievement test in composition were used as research instruments. Result of the research showed that subjects who were exposed to treatment via

process writing approach performed significantly better than their counterparts taught using the conventional approach in writing achievement. Attitude to writing and gender did not have significant effect on writing. The study also revealed that process writing facilitated students' ability to generate ideas, organize, analyze and synthesize ideas in a coherent manner. The present study sought to confirm this claim at the end of the study.

Relative effects of instruction in componential and rhetorical strategies on senior secondary school students' achievement in essay writing was examined by Olugbade (2001). Mediating effects of students' academic ability and home background were also studied. A 3×2×2 quasi experimental research design was adopted for the study. The subjects comprised of 200 students in three senior secondary schools in Ibadan. Research instruments comprised of essay writing achievement test and essay attitude questionnaire. Data obtained were analyzed using Ancova, MCA and Scheffe post-hoc tests. Results showed significant effect of treatment on students' achievement in essay writing. Academic ability and home background had a significant interaction on students' achievement and attitude to essay writing.

Olugbade's study and the present study both investigated essay writing. Both studies had similar research design and subjects and research instruments. In spite of the similarities, the present study did not investigate the interactive effects of attitude, home background and academic ability of students on essay writing. In addition, the previous study used three schools while the present study used six schools.

Another study conducted by Leleji (2003) was titled "relative effects of two process-based approaches on achievement in summary writing of senior secondary school students. The study examined the relative effectiveness ofExplanation, Modelling, Questioning and Application (EMQA) and Guided Reading and Summarizing Procedure

(GRASP)approaches on achievement in summary writing of senior secondary to emerge as a viable means of teaching summary from pedagogical, psychological and sociolinguistic viewpoints. The study had six research objectives with mediating effects of urban/rural and high/average/low achiever variables on students' achievement. Two SS1 intact classes from the two participating schools constituted the research sample. These classes were further sub-divided into three groups namely: GRASP, EMQA and Control. The research used a pre-test post-test experimental- control design. Instruments used for this study included summary tests and treatment assessment questionnaire. Data was analyzed using Anova, T-test and Chi-square.

The study reported significant improvement in the quality of summary of the research subjects and also significant decrease of most of the summarization problems of research subjects after treatment. The study recommended the need for teachers of summary writing to model the process of summarization before the students, show students how to revise summaries and encourage re-writing. Language teachers should also establish adequate linguistic and communicative competence in their students before introducing summary writing.

The similarity between the present study and Leleji's (2003) work is that they both examinedtwo process based strategies of teaching writing. Also, both studies adopted same research design. However, Leleji (2003) only focused on summary writing in SS1 while the present work examined essay writing in SS2. Also, the mediating effects of rural/ urban and high/ average/ low achievement variables were not studied in the present study.

Rao (2005) carried out a study entitled "training in brainstorming and developing writing skills. The study investigated the effects of training in brainstorming strategy on learners' performance and perceptions about writing in Jiangxi Normal University China. The research design adopted for the study is a pretest, post - test experimental control design. The sample

comprised 118 sophomores of Jiangxi Normal University, China who were randomly divided into two experimental classes of 39students each and one control class of 40students. Two instruments whichconsisted of essay tasks and questionnaire were used for the study. Treatment was administered to the experimental groups via training in brainstorming.

The findings of the study imply that brainstorming strategy instruction was effective in improving students' writing performance. The attitudinal survey indicated that the students felt positive about the brainstorming strategy and accepted that the strategy helped them improve their English writing performance. The use of group work stimulates students thinking and enables them create and organize ideas in a logical order. This study provided the basis for authenticating this finding. The study suggested that EFL teachers in universities or colleges should move from a product based approach to a process-focused approach in their teaching of writing as the latter may contribute towards activating students' thinking and creating ideas for a writing task.

The present study and the work of Rao (2005) both used the process approach to teaching writing which aimed at helping students and teachers alike from product based approach to process based approach in writing. Both researches had the same research design and similar instruments. Brainstorming strategy which is the main focus of Rao (2005) is a task in the pre-writing stage of this study. The studies both emphasized interactivity between and among students. However, while Rao (2005) used sophomores in a China university as research subjects, the present study used SS2students in Nigeria. There was no use of questionnaire for attitudinal survey in the present study.

Another study conducted by Alti (2009) compared the effectiveness of writing under time pressure and portfolio writing among senior secondary school students of Government Day

Secondary School, Malumfashi, Katsina State, Nigeria. The purpose of the study was to examine: the effectiveness of time pressured writing on assessing students' writing performance; whether or not portfolio writing could have possible influence on students' writing performance; and which one is more effective: time pressured or portfolio writing. A quasi experimental design was adopted for this study.Population of the study comprised all three arms of SS2 students while the sample was 84 students, divided into two equal halves and randomly assigned to portfolio writing and pressured writing classes. Essay achievement tests which comprised of twelve essay topics which were validated by experts and reliability found to be 0.95 were used as research instruments for the study. The hypotheses were tested using t-test independent at 0.05 level of significance.

The result showed that portfolio writing students' group performed better than the pressured writing students' group. Portfolio writing showed significant effect on the written English performance of students. This is reflected in the group's progressive performance shown in the mean score of the students analytically and holistically. The study recommended the inclusion of portfolio writing into the teaching of writing at senior secondary school. It also recommended that if portfolio writing is painstakingly incorporated into writing pedagogy, it has the potential of guarding against examination malpractice.

The similarity of the previous research to the present study is that both studies examined the effect of portfolio on senior secondary school students' essay. Similarities also existed as both studies adopted same research design, research instruments and strategy of data analysis. However, Alti (2009) research used one school in Katsina State, the present research used six schools in Kaduna State. The previous study also investigated effects of time pressured writing

on essay writing while the present study probed into the effects of collaborative writing strategy on essay writing.

Another study undertaken by Ghoorchaei, Tavakoli and Ansari (2010) titled‘impact of portfolio assessment on Iranian EFL students' essay writing: a process-based approach". The study investigated portfolio as a process-oriented assessment technique on Iranian EFL students' English writing ability. The study sought to ascertain if portfolio assessment affects students' achievement in their overall ability; determine if portfolio assessment affect participants' essay writing in terms of focus, elaboration, organization, conventions and vocabulary; and determine students' perceptions about portfolio use. The study adopted the quasi-experimental design. Sixty one undergraduates EFL students at University of Isfan were used as research samples. These were divided into experimental and control groups of thirty students and thirty one students respectively. A writing test and semi-structured interviews were used for instrumentation. The semi- structured interview was used to elicit students' opinions and reflections on the impact of portfolio assessment on their writing. Reliability of the instrument was calculated to be 0.86. Data was analyzed using t-test statistic.

Findings of the research indicated that portfolio assessment as a process-oriented teaching and assessment strategy improved the students' overall writing ability and also the sub-skills of focus, elaboration, organization and vocabulary. The study recommended that writing portfolio can be used in EFL classes as a mechanism whereby learning, teaching and assessment are linked and used to boost EFL students' writing ability.

The research conducted by Ghoorchaei et al and the present study are similar as both studies investigated use of portfolio on writing ability with special emphasis on sub-skills of writing and both studies also had quasi-experimental as research design. T-test statistic was

used to analyze data in both studies. However, while Ghoorchaei et al used semi-structured interviews as part of the instrument, the present study did not. Iranian university undergraduates were used as research subjects in the previous study while SS2 students in Nigeria were the research subjects in the present study.

Alao (2011) investigated the effect of interactive group activity strategy (IGAM) on the writing proficiency of senior secondary students of Yusuf Aboki Secondary School, Shika, Zaria. The study had six objectives which were to: examine the effect of interactive group activity strategy on the content, organization, grammar, mechanics, objective and vocabulary of students' writing. The study adopted a pre-test, post-test experimental design. Population of the study consisted of all the SS1 students of the participating school. 40 students randomly divided into experimental and control groups formed the research sample. Essaytasks and questionnaires which were validated by subject experts were used as research instruments. Reliability of the instrument was calculated as 0.75 using split-half (r) coefficient. T-test related, t-test independent and percentages were used to analyze data collected.

The result of the study revealed that students taught using interactive group activity strategy showed significantimprovement in the content, organization, grammar, mechanics, objective and vocabulary components of their writing than those taught using the conventional strategy. The study further revealed that students in the experimental group showed a favourable disposition towards IGAM based on the questionnaire responses and furthermore interactive activities in this study enhanced students' capacity for thinking deep. The study therefore recommended among others that IGAM should be adopted as one of the strategies of teaching writing and other language skills in senior secondary schools and for use where there are large populations of students in a class.

The present study and that of Alao (2011) share some similarities as both employed quasi-experimental design; used similar instruments and senior secondary school students. However, while Alao (2011) used IGAM, the present study investigated collaborative and portfolio writing strategies on essay writing. The previous study used one school with randomly selected research subjects while the present study used six schools with six intact classes. In addition, SS1 students were used in the previous study while SS2 were used in the present study.

A study conducted by Adeyemi (2012) was titled "approaches to composition writing: the case of junior secondary schools in Botswana. The study had three objectives which included finding out the approaches utilized by teachers in the teaching and learning of English composition writing and identifying the challenges posed by the use of such approaches to the teaching and learning of English composition writing. The study adopted the qualitative approach using a variety of instruments such as: one-on-one open ended semi-structured interviews with participating teachers and students; examination of teachers' lesson plans, marking rubrics; and observation and assessment protocols over a period of twelve weeks.Purposive sampling was used to select three junior secondary schools in Botswana. Field notes made during observations, interviews, examination of documents, notes and artifacts of students were categorized for analysis in line with research questions. The result indicated that teachers mainly used the product-oriented approach to teaching composition and that student's poor writing skills reflected in their inability to compose, lack of ideas and general apathy to composition writing. The study recommended the use of reading and writing modeling approach to teaching composition writing.

Adeyemi (2012) and the present study both explored the use of process-oriented strategies of teaching composition. The problems identified in the previous study were also some

of those discussed in the background of the present study. The effect of process- based strategies was therefore investigated in this study to see if students' essay writing would be improved using collaborative and portfolio writing strategies. The two studies differ in that the previous study was guided by three objectives, used quantitative data obtained through document analysis using three junior secondary schools in Botswana while the present study had seven objectives, adopted a quasi-experimental design using six senior secondary schools in Kaduna State, Nigeria.

A study conducted by Khodadady and Khodabakhshzade (2012) was titled "The Effect of Portfolio and self-assessment on writing ability and autonomy. The study explored the effect of portfolio and self-assessment on writing tasks on the one hand and self-regulation ability on the other. The study was undertaken with the objectives to examine: whether self and portfolio assessment improved students' autonomy in writing and whether self and portfolio assessments have effects on students' general writing ability. The study adopted a quasi-experimental design. 59 freshman University undergraduates were used as research sample. Research instruments included a writing task and self- regulated questionnaire. Data obtained were analyzed using t-test and ANCOVA at 0.05 level of significance.

The result indicated that the type of assessment has strong influence on the students' writing ability. Also self-assessment and portfolio assessment lead to autonomous learning and improve their writing ability. As students' writing autonomous develops, their writing ability improves.

The similarity of the previous research to the present study is that, both studies adopted quasi-experimental research design and t-test and ANCOVA were used for data analysis. Also, both studies explored the use of portfolio to develop students' writing ability. The differences in

the two studies are that: the previous study also explored the use of self-assessment on writing ability while the present study did not and the previous research was done in Iran with university freshmen undergraduates, while the present study was conducted in Nigeria with SS2 students.

Muodumogu and Unwaha (2013) conducted a study titled "improving students' performance in essay writing: what will be the impact of mini-lesson strategy? The study investigated the impact of mini-lesson strategy on students' achievement in essay writing in senior secondary schools in Ankpa Local Government Area of Kogi State, Nigeria. The study sought to ascertain to what extent: the mean score of students taught essay writing using conventional and mini-lesson strategy differ; the effect of mini-lesson strategy on male and female students' essay writing differ; would mini-lesson strategy have effect on rural and urban students mean score; and would the effect of mini-lesson strategy on students' mean score in writing differ across ability levels. A pre-test post-test quasi experimental design was adopted for the study. SS2 students in the 26 public secondary schools in Ankpa Local Government Area of Kogi State constituted the population while 342 students from two urban and two rural schools made up the sample. Out of the 342 students, 170 in four intact classes made up the experimental group while a total of 172 in another four intact classes made up the control group.

Two instruments were used for the study. They were: Essay Achievement Test (EAT) which consisted of essay topics used as both pre and post-test and Australian Council for Educational Research (ACER) Standardized Aptitude Test, which was used to group the students according to their ability levels. Data collected were analyzed using mean and standard deviation to answer research questions and t-test to test the hypotheses. Results of the study revealed significant effect of mini lesson strategy on students' essay writing. Both studies also adopted same research design and SS2 as research subjects. However, there was no significant difference

in achievement across school location and gender. The study therefore recommended the use of mini lesson strategy to enhance achievement of students in essay writing in schools irrespective of location, gender and ability of the students. In addition, government, faculties of education and relevant professional bodies should expose teachers of English Language to this strategy through conferences, seminars and workshops.

The similarity between Muodumogu and Unwaha and the present study is thatboth studies adopted same research design, process-based strategies of teaching essay writing and SS2 as research subjects. However, while the previous research investigated the mediating effects of students' ability levels, location and gender on students' essay writing, the present study examined the effect of collaborative and portfolio writing strategies on components of essay writing such as: content, organization, grammatical structure and mechanics..

Bolaji and Adesina (2014) explored the topic: Effect of Collaborative and Guided Inquiry Approach on Junior Secondary School Students' achievement in Basic Science. The purpose of the study was to: compare the relative effectiveness of the collaborative and guided inquiry instructional strategies on JSS achievement in Basic Science and to find out what teachers in JSS need to adopt collaborative and guided inquiry instructional strategies of teaching Basic Science. Population of the study comprised all JSS II students on Oyo East Local Government Area of Oyo State, Nigeria while the sample consisted of 180 students from three intact classes of 60 students each in from three schools.

The study adopted a pretest, post-test, control group quasi-experimental design. Basic science achievement test (BSAT) was used as research instrument. The reliability of the instrument was calculated to be 0.92. Data obtained were analyzed using ANCOVA at 0.05 level of significance. Results of the findings revealed that collaborative approach was more effective

than the guided inquiry strategy. The study recommended among others that Basic Science teachers' awareness of the collaborative instructional strategy should be widened through workshops, seminars and conferences in order to be versatile in using teaching strategies that enhance students active and constructive participation in class.

The similarity of this study to the present research is that: the previous study and the present studies adopted quasi experimental research design. Also, both researches investigated collaborative instructional strategies and ANCOVA was used to test the hypotheses raised. The two studies were different in the sense that the previous study was conducted in Basic Science while the present study was done in essay writing. In addition, JSS II students were used as research subjects in the previous study while SS II studies were used in the present study. Both studies also conducted in Oyo State while the present work was done in Kaduna State.

Serpi & Yeliz (2016) conducted a research on the topic: the impact of portfolios on enhancing writing skills in ESP classes. The study examined the effect of portfolios on developing writing skill in ESP classes. The study was guided by three objectives which were to find out: whether portfolio assessment technique have an impact on the ESP students' achievement in their writing ability; whether portfolio assessment technique have an impact on ESP students' writing ability in terms of focus, elaboration, vocabulary, organization and conventions: and ESP students' attitude towards portfolio assessment. The study adopted the pre-test, post-test quasi experimental design. Fifty two Turkish undergraduate ESP learners at the University of Snop participated in the study. The research sample were randomly divided into experimental and control groups of twenty six students each. Two argumentative essays and an attitudinal questionnaire were used as instruments. The experimental group received portfolio treatment while the control group was taught using the conventional strategy of

teaching writing. Data collected were analyzed using independent t-test. Result showed that the experimental group performed significantly better than the control group. Result from the attitudinal questionnaire also indicated that students have positive attitudes toward using portfolios in improving their writing tasks.

The similarity between Serpi &Yeliz"s work and the present study lie in the fact that both researches investigatedeffects of portfolio writing strategy on essay writing. Quasi experimental design was adopted for both researches. Similar instrument and statistic were also employed in both works. Despite the similarities, differences existed in the two studies. Serpi and Yeliz used undergraduate students as research samples while the present study used senior secondary students. Also, attitudinal questionnaire was not used in the present study.

Fattaneh, Mohsen and Maedeh (2016) explored the topic: portfolio assessment and process writing: its effect on EFL students' L2 writing. The study investigated the effect of portfolio assessment on Iranians EFL learners' L2 writing proficiency. The study adopted a quasi- experimental design with a sample of thirty female EFL learners. The sample was randomly divided into two groups of experimental and control with fifteen students in each group. The experimental group had portfolio assessment treatment while the control group was taught in the conventional strategy. Data collected were analyzed using independent t-test. Research findings indicated that portfolio assessment technique had a positive effect on EFL learners' overall writing ability. The study recommended that portfolio assessment technique can be used to encourage weak writers.

The claim that the positive contributions that portfolio writing makes to teaching and learning of writing and that the technique had a positive effect on EFL learners' overall writing ability stands to be confirmed with essay writing at the end of this study.

2. 11 Summary

This chapter reviewed relevant literature on the evaluation of effects of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria. The chapter discussed the theoretical framework for the study with a review of learning theories such as constructivist learning, socio-cultural functional and participatory. Conceptual clarifications of collaborative writing strategy, portfolio writing strategy, conventional/traditional writing strategy, essay writing, language teaching strategies, process based writing strategies, were discussed in this chapter. Also, the merits, demerits, benefits of collaborative, portfolio and conventional strategies were highlighted. The chapter also presented a review of assessment procedure and dominant responding practices among writing teachers. The chapter concluded with a review of empirical studies both within and outside Nigeria highlighting the areas of similarities and differences of this present study to other works. In view of this numerous works cited in this chapter, none of the empirical studies explored the use of both collaborative and portfolio writing strategies on essay writing of senior secondary students thus, lending credence to the uniqueness of this work. Therefore, the conduct of this study therefore becomes imperative in order to find out the effects of CWS & PWS on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presenteda description of the strategy and procedures used in carrying out this study. This comprised the research design, population, sample and sampling techniques.Instrumentation, validity of instruments, procedure for data collection and procedure for data analysis were also presented.

3.2 Research Design

This study was conducted using the pre-test, post-test, control group, quasi-experimental design. Olayiwola (2007) advocated the use of quasi-experimental design in educational experimentation as it provides some degrees of control over possible extraneous and confounding variables that might affect either the internal or external validity or both.Quasi-experimental design uses intact classes and not randomized selection of subjects. There were three groups in this study: the collaborative writing strategy (EG1), portfolio writing strategy (EG2) and conventional strategy (CG).

$EG_1 \longrightarrow O_1 \longrightarrow X_1 \longrightarrow O_2$

$EG_2 \longrightarrow O_1 \longrightarrow X_2 \longrightarrow O_2$

$CG \longrightarrow O_1 \longrightarrow X_0 \longrightarrow O_2$

Figure 4: Research Design

The symbols represented are as follows:

EG_1=experimental group 1 (collaborative writing strategy)

EG_2=experimental group 2 (portfolio writing strategy)

CG=control group (conventional strategy)

O_1= pre-test

X_1= CWM treatment

X_2= PWM treatment

Xo= no treatment

O2= Post-test

The research subjects were divided into two experimental and one control groups. The three groups were tested using EWPT(1) in order to identify and ascertain their level of equivalence. The experimental groups (EG_1 and EG_2) were exposed to treatment using collaborative and portfolio writing strategies respectively while the control group (CG) was taught using the conventional strategy. The experiment lasted for a period of ten weeks. After the treatment, the three groups were post-tested using EWPT(2).

3.3 Population of the Study

The population of the study comprised the entire forty nine thousand, eight hundred (49,800) SS11 students in the twelve (12) Education Zones of Kaduna State, Nigeria for the 2017/2018 session. There are 267 senior secondary schools in Kaduna State.

Table 2: Population Distribution of SS2 Students in Kaduna State by Educational Zones

S/N	Zone	M	F	Total
1.	Anchau	2824	1353	4177
2.	B/Gwari	785	302	1087
3.	Giwa	1670	870	2540
4.	Godogodo	1632	1144	2779
5.	Kachia	1647	1150	2797
6.	Kaduna	3559	4025	7584
7.	Kafanchan	2206	2198	4404
8.	Lere	2017	1123	3140
9.	Rigachikun	2310	1756	4066
10.	S/Tasha	3912	4005	7917
11.	Zaria	3713	2731	6444
12.	Zonkwa	1622	1243	2865
	Total	**27900**	**21900**	**49800**

Source: Kaduna State Ministry of Education Science and Technology, 2017

3.4 Sample and Sampling Techniques

The sample size for the study consisted of three hundred and seven students (307) from six intact classes in six co-educational government secondary schools in Giwa and Zaria Education Zones of Kaduna State, Nigeria. Martins- Omole (2015) advocated the use of intact classes in quasi-experimental research since randomization of subjects is not possible. The six government schools were: Government Secondary School, Bomo (42), Government Secondary School, Kwangila (50) and Government Secondary School, Hunkuyi (56) represented Giwa

Education Zone while Government Secondary School, Dakace (55), Government Secondary School, Gyallesu (50) and Government Secondary School, Tundun Junkun (54) covered Zaria Education Zone. Streaming of the schools into four experimental and two control groups was done by flipping a coin six times. The side of the coin that has the picture of the head was for the experimental groups while the other side of the coin which was the tail was for the control groups. Intact classes were used to avoid disruption of normal academic programmes of the participating schools. The classification of the samples into control and experimental groups is presented in Table 2:

Table 3: Sample Distribution of Respondents

S/N	Schools	Groups	No of students
1.	Government Secondary School, Kwangila	EG1	50
2.	Government Secondary School, Hunkuyi	EG1	56
3.	Government Secondary School, Bomo	EG2	42
4.	Government Secondary School, Dakace	EG2	55
5.	Government Secondary School, Gyallesu	CG	50
6.	Government Secondary School, T/Jukun	CG	54
	Total		**307**

3.4.1 Determination of Sample Homogeneity

The students sampled for this study were from different educational zones and local government areas of Kaduna State. The sample wasconsidered homogenousbecause the students share similar characteristics like school type (co-educational), operating same syllabus and textbooks, have same status and physical structures. This was done in order to reduce the chances of bias, error variance with either group and inaccurate measurement and evaluation.

3.5 Instrumentation

The instrument tagged Essay Writing Performance Test 1&2 were used in this study for the purpose of data collection. After due consultation with the teachers of English in the six participating schools and using the SS11 English Language Writing Curriculum, past WASSCE and NECO past questions were modified to suit SS11 class. The researcher prepared lesson plans to guide classroom activities; treatment plan to maintain continuity and sequence in the normal scheme of work for the sampled schools. Topics specified in the curriculum were used to prepare lesson plans.Four essay topics were given to students in the experimental and control groups to write using both writing strategies. The topics covered WAEC, NECO and other examining bodies' content areas for SSCE. Each student produced four writing samples. The first and last writing tasks were used for pre-test and post-test respectively. The second and third essay samples were evaluated for comparative effectiveness of the strategies. Assessment of these writings was done using WAEC SSCE marking scheme. Essay topics were drawn from WAEC/NECO past questions from 2011-2015. Pre-test was given before treatment was administered to any of the groups. The test was designed to measure students' comparability level.

3.5.1 Validity of the Instrument

The Essay Writing Performance Test 1 and 2 are WASSCE and SSCE past questions which are already validated by WAEC and NECO respectively. Nevertheless, the questions were still presented to specialists in English language, tests and measurements and researcher's supervisors in the Curriculum and Instruction Section of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University (ABU), Zaria for their inputs. Also, English language teachers in the participating schools also gave useful suggestions with regards to the suitability and appropriateness of the questions for SS2 students. Thus, both face and content validity of the instrument were established by a team of experts.

3.5.2 Pilot Study

Pilot study was conducted to determine the reliability of EWPT (1 and 2) as study instrument. The instrument was administered to an intact class of forty (40) SS11 students of Government Secondary School, Jamaa, Zango, Zaria using a test/ retest strategy. The pilot study lasted for two weeks. EWPT 1 was first administered as pre-test before EWPT 2 after two weeks. The choice of the school was hinged on the fact that the school is within the population of the study but not among those schools selected for the study. The school also shared similar characteristics with the sampled schools. The pilot study was also used to validate the instruments.

3.5.3 Reliability of Instruments

The reliability of the essay topic was considered significant after the inter-rater reliability was calculated and found to be 0.63. A test re-test was administered four days after the first one and the test reliability was found to be 0.75. This indicated that the reliability of the instrument was significant. According to Clarke and Cooke (2007), an instrument can be said to be reliable

when the reliability coefficient can be approximated to one (1) or falls between 0.05 or close to (1)

3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of Educational Foundations and Curriculum, ABU, Zaria which was taken to Giwa and Zaria Education Zonal Offices for permission to undertake research work in some schools under them. A letter of permission was thereafter obtained and presented to the principals of the six participating schools.The researcher had a meeting with the HOD of English and SS2 teachers of English in the participating schools and discussed the research plan and procedure and how they would be involved. A training session was held for twelve English teachers comprising two from each school who acted as research assistants for the experimental and control groups for two days (See Appendix J). The researcher was introduced to the SS2 students in the sampled intact classes to explain the importance and benefits of the study to them and solicited their cooperation. The researcher and the research assistants administered a pre-test to the students in the experimental and control groups respectively using an essay writing performance test 1 before the commencement of treatment. CWS and PWS were used to teach the students for a period of eight weeks. The control groups were taught using the conventional strategy of teaching. All the lessons were taught by the researcher for uniformity and to control extraneous variables. After the treatment, a post-test (EWPT 2)was given to both experimental groups and control groups. Scripts collected were marked, scored and recorded before taken for analysis.

3.6.1 Treatment Procedure

The treatment procedure for the two experimental groups EG1 and EG2 is presented as follows:

Treatment procedure for collaborative writing strategy: In administering the treatment, the following steps were followed:

Step 1: Participants were divided into groups of eight students each

Step 2: A group leader and a secretary were democratically elected by members of the group. The group leader directed the affair of the group thus maintaining law and order while the secretary jotted down points from discussion.

Step 3: An essay writing topic was given to the class

Step 4: Members brainstormed on topic while secretary jots down points

Step 5: Members discussed on points gathered with respect to relevance of ideas, organization and so on.

Step 6: Individual members wrote his/her essay and submitted

Step 7: Essays tasks were marked using both WAEC/NECO assessment guides

Treatment procedure for portfolio writing strategy: The following steps were followed inadministering portfolio writing treatment:

Step 1: Explanation of PW design, goals and assessment criteria was given to participants by the researcher.

Step 2: Essay writing topic was assigned to participants

Step 3: Participants wrote and submitted to instructor

Step 4: Instructor read and gave feedback as comments on each participants essay

Step 5: Students were asked to self-assess themselves by identifying their strength and weaknesses with regards to the assessment criteria

Step 6: Students wrote another draft which was peer reviewed

Step 7: Student revised and wrote up their final drafts in accordance with feedback from instructor and peers

Step 9: Final draft was submitted and kept in individual participant's port folio

Step 10: Final draft was marked and assessed using WAEC/NECO Assessment Guide

3.6.2 Treatment Plan

Table 4: Treatment Plan for the Groups

Week	Procedure	Conducted by
1	Training of teachers of English in participating school as research aides and also meeting with research subjects to solicit their support in the study	Researcher
2	Administration of pre-test and commencement of treatment in experimental groups while the control group will be taught using conventional strategy.	Researcher and the aides
3	Treatment continues in the experimental groups and conventional teaching in the control group	Researcher
4	Same as above	√
5	Same as above	√
6	Same as above	√
7	Same as above–	√
8	Same as above	√
9	Revision	√
10	Administration of post-test	Researcher and the aides

3.6.3 Control of Extraneous Variables

Extraneous variables are undesirable variables that influence the relationship between the variables that an experimenter is examining (Soneye, 2014). These are variables that influence the outcome of an experiment, though they are not variables that are usually of interest. A major goal in research design is to control the influence of these variables as much as possible. To control extraneous variable in this study, the researcher ensured that in every step of the experiment procedure, all participants were treated in the same way. The researcher taught all the lessons in the three groups to ensure uniformity of instruction in order to ensure that errors which

might arise from teacher variable did not affect the findings of the study. EWPTI and EWPT2 were equally marked, scored and compiled by the researcher.

3.7 Procedure for Data Analysis

The demographic data of the subjects were analyzed with descriptive statistics which involved the use of frequencies and percentages while mean and standard deviation were used to answer research questions. The use of descriptive statistics of mean and standard deviation to answer research questions is justified according to Abbas in Alasoluyi (2015) assertion that such statistic is easily obtainable and can easily be interpreted without complication. ANCOVA and Scheffe Multiple Comparison were used to analyze the significant variation in the mean responses from all the test groups. Inferential statistics of independent t-test statistic was used to test hypotheses 1,2 and 3 while ANCOVA and Scheffe Multiple Comparison Test was used to test hypotheses 4,5,6 and 7. T-test is an appropriate statistical tool because it compares the actual difference between the two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means) (Nwana, 2011). ANCOVA was employed to determine whether the differences among three or more independent (unrelated) groups on a dependent variable are significant (Laerd Statistics, 2013). Additionally, Scheffe multiple comparison test was used to identify the most effective strategy among the teaching strategies employed in this study. All the hypotheses were tested at alpha 0.05 level of significance.

Research participants' raw scores were converted to percentages. The study employed t-test independent to check whether or not the difference between the pre-test scores of the E&C groups were significant. The t-test related was used to analyze the pre-test and post-test results of the E&C groups.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the analysis of data collected and the discussion of the result of the study. The presentation and analysis were based on the data collected through the administration of pre-test and post-test. Three hundred and forty (307) SSII students participated in the study. Therefore, the analysis was based on this number of participants. Tables were designed to show the demographic data of the respondents with frequencies (f) and percentages (%). Likewise, tables were designed to present the mean and standard deviation on the research questions, while the independent sample t-test and analysis of covariance (ANCOVA) was used to analyse the significant variations in mean scores from all the test groups. Hence, all the seven null hypotheses were accepted or rejected at 0.05 alpha level of significance.

4.2 Description of Study Variables

The following table presented the frequencies and percentages of the study group variables that is, experimental and control.

Table 5: Group of the Respondents

Groups	Frequency(f)	Percentages (%)
Experimental Group 1	106	34.52
Experimental Group 2	97	31.59
Control Group	104	33.87
Total	**307**	**100**

Table 5 showed the distribution of the respondents into experimental and control groups. A total of 106 respondents representing 34.52% were used as experimental group 1 (Collaborative writing strategy), 97 respondents representing 31.59% were used as experimental group 2 (Portfolio writing strategy) while 104 respondents representing 33.87% were used as the control group (Conventional strategy). This result depicted that the population was fairly distributed.

4.3 Response to Research Questions

The descriptive statistics of mean and standard deviation were used to analyse the data collected which was meant to provide answer to the stated research questions. The questions and the analysis were presented as follows:

Research Question One: What is the effect of collaborative and conventional writing strategies on students' performance in essay writing performance in senior secondary schools in Kaduna State, Nigeria?

In order to provide answer to the stated research question, data collected through the administration of pre-test and post-test were analysed using mean and standard deviation. The analysis of data collected is presented in Table 6:

Table 6: Effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

		Pre-test Scores		Post-test Scores	
Strategy	N	Mean	SD	Mean	SD
Collaborative	106	8.26	4.32	13.68	5.18
Conventional	104	8.42	4.37	10.73	4.66

Table 6 showed the effect of collaborative and conventional strategies on the performance of students in senior secondary schools in Kaduna State. It showed that there was a general increase in the performance means scores of students taught essay writing using collaborative and conventional strategies. For instance, for collaborative strategy, students mean score increased from 8.26 to 13.68 with a corresponding standard deviation of 4.32 and 5.18, while using conventional strategy, students mean score increased from 8.42 to 10.73 with standard deviation ranging from 4.37 to 4.66. These showed that students' mean score gain was 5.42 and 2.31 respectively. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Two: To what extent do portfolio and conventional writing strategies have effect on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?

In order to provide answer to the stated research question, data collected through the administration of pre-test and post-test were analysed using mean and standard deviation. The analysis of data collected is presented in Table 7:

Table 7: Effect of portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

		Pre-test Scores		Post-test Scores	
Strategy	N	Mean	SD	Mean	SD
Portfolio	97	7.72	4.28	11.08	4.43
Conventional	104	8.42	4.37	10.73	4.66

As indicated in Table 7, it was evident that there was no significant difference in students taught essay writing using portfolio and conventional strategies in senior secondary schools in Kaduna State. The table showed that there was a general increase in performance means score for both students taught essay writing using portfolio and conventional strategies. For instance, for portfolio strategy, students' mean score increased from 7.72 to 11.08 with corresponding standard deviation of 4.28 and 4.43, while using the conventional strategy, students' mean score increased from 8.42 to 10.73 with standard deviation ranging from 4.73 and 4.66. This showed that students' mean score gain was 3.36 and 2.31 respectively. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Three: What is the effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?

In order to provide answer to the stated research question, data collected through the administration of pre-test and post-test was analysed using mean and standard deviation. The analysis of data collected is presented in Table 8:

Table 8: Effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

		Pre-test Scores		Post-test Scores	
Strategy	N	Mean	SD	Mean	SD
Collaborative	106	8.17	4.35	13.68	4.43
Portfolio	97	7.81	4.33	11.08	4.66

The analysis on Table 8 showed the differences that existed in the performance of students taught essay writing using collaborative and portfolio strategies in senior secondary schools in Kaduna State. The mean scores as displayed revealed that students taught essay writing using collaborative strategy Kaduna State had the mean score range of 8.17 to 13.68 with corresponding standard deviation of 4.35 and 4.43, while using the portfolio strategy, students' mean score increased from 7.81 to 11.08 with the standard deviation of 4.33 and 4.66 respectively. This showed that students' mean score gain was 5.51 and 3.27 respectively. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Four: To what extent do collaborative, portfolio and conventional writing strategies have effect on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in Table 9:

Table 9: Effect of collaborative, portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD
Collaborative	106	13.68	5.18
Portfolio	97	11.08	4.43
Control	104	10.73	4.66
Total	307	11.83	4.76

The analysis on Table 9 showed the differences that existed in the performance of students taught essay writing analysis using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State. The mean scores as displayed on the table revealed that the students taught essay writing using the collaborative strategy had the mean score of 13.68 with standard deviation of 5.18, while using portfolio strategy, it showed the mean score of 11.08 with standard deviation 4.43, and with the use of conventional strategy, it revealed the mean score of 10.73 with standard deviation of 4.66. These showed the students' mean score difference of 2.95 for collaborative and conventional strategies, and 0.35 for portfolio and conventional strategies. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Five: What is the effect of collaborative, portfolio and conventional writing strategies on students' performance in content of essay writing in senior secondary schools in Kaduna State?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in Table 10:

Table 10:Effect of collaborative, portfolio and conventional writing strategies on students' performance in the content of essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD
Collaborative	106	17.68	5.32
Portfolio	97	14.09	4.12
Conventional	104	12.73	4.63

The analysis on Table 10 showed the differences that existed in the performance on content of student taught essay writing using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State. The mean scores as displayed on the table revealed that the performance of students in the area of content of essay writing using collaborative strategy had a mean score of 17.68 with standard deviation of 5.32, while using portfolio strategy, it showed the mean score of 14.09 with a standard deviation of 4.12 and with the use of conventional strategy, it revealed a mean score of 12.73 with a standard deviation of 4.63. These showed the students' mean score difference of 4.95 for collaborative and conventional strategies, and 1.36 for portfolio and conventional strategies. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Six: To what extent do collaborative, portfolio and conventional writing strategies have effect on students' performance in organization of essay writing in senior secondary schools in Kaduna State?

To answer the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in Table 11:

Table 11: Effect of collaborative, portfolio and conventional writing strategies on students' performance in the organization of essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD
Collaborative	106	22.62	7.88
Portfolio	97	18.28	8.36
Conventional	104	15.86	6.67

The analysis on Table 11 showed the differences that existed in the performance on organization of students taught essay writing using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State. The mean scores as displayed on the table revealed that the performance of students in the area of content of essay writing using collaborative strategy had a mean score of 22.62 with standard deviation of 7.88, while using portfolio strategy, it showed the mean score of 18.28 with a standard deviation of 8.36 and with the use of conventional strategy, it revealed a mean score of 15.86 with a standard deviation of 6.67. These showed the students' mean score difference of 6.76 for collaborative and conventional strategies, and 2.42 for portfolio and conventional strategies. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Seven: What is the effect of collaborative, portfolio and conventional writing strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in Table 12:

Table 12: Effect of collaborative, portfolio and conventional writing strategies on students' performance in the grammatical components of essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD
Collaborative	106	22.48	5.63
Portfolio	97	20.50	5.09
Conventional	104	18.37	4.28

The analysis on Table 12 showed the differences that existed in the performance on expression of students taught essay writing using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State. The mean scores as displayed on the table revealed that the performance of students in the area of expression of essay writing using collaborative strategy had a mean score of 22.48 with standard deviation of 5.63, while using portfolio strategy, it showed the mean score of 20.50 with a standard deviation of 5.09 and with the use of conventional strategy, it revealed a mean score of 18.37 with a standard deviation of 4.28. These showed the students' mean score difference of 4.11 for collaborative and conventional strategies, and 2.13 for portfolio and conventional strategies. The standard deviation at each level implies that students' performance varied very widely from each other.

4.4 Hypotheses Testing

The result of the null hypotheses tested for the study was presented in this section. Altogether, seven (7) null hypotheses were tested using independent t-test and analysis of

covariance (ANCOVA). Hypotheses 1,2 and 3 were tested using t-test while hypotheses 4,5,6 and 7 were tested using ANCOVA. The summary of each of the hypotheses tested was presented in the following order.

Hypotheses One: There is no significant difference in the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

Data obtained from students' post-test scores was analysed using independent sample t-test. The summary of data collected and analyzed in respect of null hypotheses one is presented in Table 13:

Table 13: Summary of independent sample t-test on the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD	Df	X	t-cal	t-crit	Sig.(2tailed)	Decision
Collaborative	106	13.68	5.18	208	0.05	4.33	1.96	.000	Rejected
Conventional	104	10.73	4.66						

Table 13 showed the effect of collaborative and conventional writing strategies on the essay writing performance of senior secondary students in Kaduna state. The table showed that students taught essay writing using collaborative writing strategy had the mean of 13.68 with the standard deviation of 5.18, while the students taught essay writing using conventional writing strategy had the mean of 10.73 with standard deviation of 4.66. the t-calculated is 4.33 and t-crit is 1.96, while the p-value is .000 ($p<-0.005$). The null hypotheses which states that there is no significance difference between the effect of collaborative and conventional writing strategies on students' performance in essay writing of senior secondary students in Kaduna State is hereby

rejected. The implication of this result is that, students taught using collaborative writing strategy performed better than those taught using conventional strategy in senior secondary school in Kaduna state. This could be attributed to the interactive activities engaged by the students in the collaborative group.

Hypothesis Two: There is no significance difference in the effect of portfolio and conventional writing strategies on students' performance in essay writing performance in senior secondary schools in Kaduna State, Nigeria.

Data obtained from post-test was analysed using independent sample t-test on the effect of portfolio and conventional writing strategies on essay writing of senior secondary school students in Kaduna state, Nigeria is presented in Table 14:

Table 14: Summary of independent sample t-test on the effect of portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD	Df	X	t-cal	t-crit	Sig.(2tailed)	Decision
Portfolio	97	11.08	4.43	199	0.05	.547	1.96	.585	Retained
Conventional	104	10.73	4.66						

As indicated in Table 14, it was evident that there was no difference in the performance of students taught essay writing using portfolio and conventional writing strategies in senior secondary schools in Kaduna state, Nigeria. The table showed the mean of 11.08 and standard deviation of 4.43 for students taught essay writing using portfolio writing strategy while students

taught essay writing using conventional writing strategy had the mean of 10.73 with standard deviation of 4.66. The t-cal .547 and t-crit is 1.96, while the p-value is .585 (p>0.005). The null hypothesis is thus retained because there was no significant difference between the effect of portfolio and conventional writing strategies on the performance in essay writing in senior secondary schools in Kaduna State, Nigeria. The implication of this result is that, portfolio writing strategy does not have effect on the performance of senior secondary students essay writing in Kaduna state. This could be as a result of some aspects of the procedure could be used with other strategies in teaching essay writing.

Hypothesis Three: There is no significant difference in the effect of collaborative and portfolio writing strategies on essay writing performance of senior secondary students in Kaduna state, Nigeria.

Data obtained from post-test score was analysed using independent sample t-test. The summary of the analysis is presented in Table 15:

Table 15: Summary of independent sample t-test on effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State

Strategy	N	Mean	SD	Df	X	t-cal	t-crit	Sig.(2tailed)	Decision
Collaborative	106	13.68	5.18	201	0.05	3.79	1.96	.000	Rejected
Portfolio	97	11.08	4.66						

Table 15 showed that the difference between the performance of students taught essay writing using collaborative and portfolio writing strategies in senior secondary schools in Kaduna State. The table revealed that students taught essay writing in collaborative writing strategy had a mean of 13.68 with standard deviation of 5.18 while students taught essay writing

using portfolio writing strategy had a mean of 11.08 with standard deviation of 4.66. the t-cal is 3.79 and t-crit is 1.96, while the p-value is .000 ($p<0.005$). The implication of this result is that students taught essay writing using collaborative writing strategy performed better than those taught using portfolio writing strategy in senior secondary schools in Kaduna State. Thus, the null hypothesis which states that there is no significant difference between the performance of those taught essay writing using collaborative and portfolio writing strategies is hereby rejected. This could be as a result of students engaging in various collaborative activities.

Hypothesis Four: There is no significant difference in the effect of collaborative, portfolio and conventional strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

Data obtained from students' post-test scores was analysed using Analysis of Covariance (ANCOVA). The analysis was based on the three hundred and three (307) retrieved test items constituted 100%. The summary of data collected and analysed in respect of null hypothesis four is presented in Table 16;

Table 16: Summary of Analysis of Covariance (ANCOVA) on the effect of collaborative, portfolio and conventional strategies on students' performance in essay writing in senior secondary schools in Kaduna State

Source	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	422.117*	1	422.117	17 .761	.000
Intercept	9432.387	1	9432.387	396.879	.000
Strategy	422.117	2	422.117	17.761	.000
Error	7248.749	305	23.766		

Total	49255.000	307
Corrected Total	7670.866	306

a. R Squared = .055 (Adjusted R Squared = .052)

Table 16 showed the f-value of (17.761) and the group probability level P (.000) at 0.05 level of significance. Since the group probability level P (.000) is less than 0.05 level of significance, this result established that there is significant difference between the performance of students taught essay writing of senior secondary school students using collaborative, portfolio and conventional strategies in Kaduna State. Consequently, the null hypothesis which says there is no significant difference in the effect of collaborative, portfolio and conventional strategies on the content of essay writing of students in senior secondary schools in Kaduna State, Nigeria is rejected. The source of difference is presented in Table 17:

Table 17 : Summary of Scheffe Multiple Comparison Test on the performance of students taught essay writing using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State

(I) Strategy	(J) Strategy	Mean Difference (I-J)	S E	P
Collaborative Strategy	Portfolio Strategy	2.6204*	.68154	.001
	Conventional Strategy	2.8284*	.66946	.000
Portfolio Strategy	Collaborative Strategy	-2.6204*	.68154	.001
	Conventional Strategy	.2080	.68467	.955
Conventional Strategy	Collaborative Strategy	-2.8284*	.66946	.000
	Portfolio Strategy	-.2080	.68467	.955

Significant at 0.05 alpha levels

The post hoc multiple comparison test in Table 17 was carried out to determine the source of variance or difference shown in the analysis of covariance (ANCOVA). The result showed that significant difference exists among the groups. This means that significant

difference exists between collaborative and conventional strategies as well as collaborative and portfolio strategies. Also, the study further revealed the existence of difference between portfolio and collaborative strategies. Finally, there is a significant difference between conventional and collaborative strategies.

Hypothesis Five: There is no significant difference in the effect of collaborative, portfolio and conventional strategies on students' performance in the content of essay writing in senior secondary school schools in Kaduna State.

Data obtained from students' post-test scores was analysed using Analysis of Covariance (ANCOVA). The analysis was based on the three hundred and three (307) retrieved test items constituted 100%. The summary of data collected and analysed in respect of null hypothesis five is presented in Table 18:

Table 18: Summary of Analysis of Covariance (ANCOVA) on the effect of collaborative, portfolio and conventional strategies on students' performance in content of essay writing in senior secondary schools in Kaduna State

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13.276*	1	6.638	4.298	.014
Intercept	2520.833	1	2520.833	1632.041	.000
Strategy	13.276	2	6.638	4.298	.014
Error	464.921	305	1.545		
Total	3014.000	307			
Corrected Total	478.197	306			

a. R Squared = .028 (Adjusted R Squared = .021)

Table 18 showed the f-value of (4.298) and the group probability level P (.014) at 0.05 level of significance. Since the group probability level P (.014) is less than 0.05 level of significance, the result therefore indicated that there is significant difference between the performance of students taught using collaborative, portfolio and conventional strategies on the content of essay writing of students in senior secondary schools in Kaduna State. Consequently, the null hypothesis which says that there is no significant difference in the effect of collaborative, portfolio and conventional strategies on the content of essay writing of senior secondary school students in Kaduna State was rejected. The source of difference is presented in Table 19:

Table 19: Summary of Scheffe Multiple ComparisonTest on performance of students in content of essay writing using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State

(I)Strategies on Content	(J) Strategies on Content	Mean Difference (I-J)	S E	P
Collaborative	Portfolio	.4971*	.17416	.018
	Conventional	.3404	.17326	.147
Portfolio	Collaborative	-.4971*	.17416	.018
	Conventional	-.1567	.17666	.675
Conventional	Collaborative	-.3404	.17326	.147
	Portfolio	.1567	.17666	.675

Significant at 0.05 alpha levels.

The post hoc multiple comparison test in Table 19 was carried out to determine the source of variance or difference shown in the analysis of covariance (ANCOVA). The result showed that significant difference exists among the groups.

Hypothesis Six: There is no significant difference in the effect of collaborative, portfolio and conventional strategies on students' performance in the organization of essay writing in senior secondary schools in Kaduna State.

Data obtained from students' post-test scores was analysed using Analysis of Covariance (ANCOVA). The analysis was based on the three hundred and three (307) retrieved test items constituted 100%. The summary of data collected and analysed in respect of null hypothesis six is presented in Table 20:

Table 20: Summary of Analysis of Covariance (ANCOVA) on the effect of collaborative, portfolio and conventional strategies on students' performance in the organization of essay writing in senior secondary schools in Kaduna State, Nigeria

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.004*	1	7.502	4.925	.008
Intercept	2648.651	1	2648.651	1738.725	.000
Strategy	15.004	2	7.502	4.925	.008
Error	458.522	305	1.523		
Total	313.000	307			
Corrected Total	473.526	306			

a. R Squared = .032 (Adjusted R Squared = .025)

Table 20 showed the f-value of (4.925) and the group probability level P (.008) at 0.05 level of significance. Since the group probability level P (.008) is less than 0.05 level of significance, the result therefore indicated that there is significant difference between the performances in

organization of students essay writing of senior secondary school students in Kaduna State. Consequently, the null hypothesis which says there is no significant difference in the effect of collaborative, portfolio and conventional strategies on the organization of essay writing of senior secondary school students in Kaduna State was rejected. The source of difference is presented in Table 21:

Table 21: Summary of Scheffe Multiple Comparison Test on the effect of collaborative, portfolio and conventional strategies on students' performance in organization of essay writing in senior secondary schools in Kaduna State

(I)Strategies on Content	(J) Strategies on Content	Mean Difference (I-J)	S E	P
Collaborative	Portfolio	.4682*	.17296	.027
	Conventional	.4642*	.17206	.027
Portfolio	Collaborative	-.4682*	.17296	.027
	Conventional	-.0041*	.17544	.675
Conventional	Collaborative	-.4642*	.17206	.027
	Portfolio	.0041*	.17544	.675

Significant at 0.05 alpha levels.

The post hoc multiple comparison test in Table 21 was carried out to determine the source of variance or difference shown in the analysis of covariance (ANCOVA). The result showed that significant difference exists among the groups.

Hypothesis Seven: There is no significant difference in the effect of collaborative, portfolio and conventional strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State.

Data obtained from students' post-test scores was analysed using Analysis of Covariance (ANCOVA). The analysis was based on the three hundred and three (307) retrieved test items constituted 100%. The summary of data collected and analysed in respect of null hypothesis six is presented in Table 22:

Table 22: Summary of Analysis of Covariance (ANCOVA) on the effect of collaborative, portfolio and conventional strategies on students' performance in the grammatical components of essay writing in senior secondary schools in Kaduna State

Source	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	134.353*	1	67.176	11.286	.000
Intercept	10878.161	1	10878.161	1827.564	.000
Strategy	134.353	2	67.176	11.286	.000
Error	1791.634	305	5.952		
Total	12894.000	307			
Corrected Total	1925.987	306			

a. R Squared = .070 (Adjusted R Squared = .064)

Table 22 showed the f-value of (11.286) and group probability level P (.000) at 0.05 level of significance. Since the group probability level P (.000) is less than 0.05 level of significance, the result therefore indicated that there is significant difference between the performance of students taught essay writing in expression using collaborative, portfolio and conventional strategies in senior secondary schools in Kaduna State. Consequently, the null hypothesis which says there is no significant difference in the effect of collaborative, portfolio and conventional strategies on

the expression of essay writing of senior secondary school students in Kaduna State was rejected. The source of difference is presented in Table 23

Table 23 : Summary of Scheffe Multiple Comparison Test on the effect of collaborative, portfolio and conventional writing strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State

(I)Strategy on Content	(J) Strategy on Content	Mean Difference (I-J)	S E	P
Collaborative	Portfolio	1.3845*	.34189	.000
	Conventional	1.4051*	.34011	.000
Portfolio	Collaborative	-1.3845*	.34189	.000
	Conventional	.0206	.34679	.998
Conventional	Collaborative	-1.4051*	.34011	.000
	Portfolio	-.0206*	.34679	.998

Significant at 0.05 alpha levels

The post hoc multiple comparison test in Table 23 was carried out to determine the source of variance or difference shown in the analysis of covariance (ANCOVA). The result showed that significant difference exists among the groups. This means that significant difference exists between collaborative and conventional strategies as well as collaborative and portfolio strategies. Also, the study further revealed the existence of difference between portfolio and collaborative strategies. Finally, there is a significant difference between conventional and collaborative strategies.

4.5 Summary of Major Findings

The following major findings emerged based on the hypotheses tested for the study:

1. Students taught essay writing using collaborative writing strategy performed significantly better than those taught using conventional writing strategy in senior secondary schools in Kaduna State (p –value . 000 < 0.05).
2. There was no significant difference in the performance of students taught essay writing using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p –value .585 > 0.05).
3. The performance of students taught essay writing using collaborative writing strategy was significantly better than those taught using portfolio writing strategy in senior secondary schools in Kaduna State (p –value .000 < 0.05).
4. The performance of students taught essay writing using collaborative writing strategy was significantly better than those using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p -value .000 < 0.05).
5. Students taught content of essay writing using collaborative writing strategy performed significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (P –value .000 < 0.05).
6. The performance of students taught organization of essay writing using collaborative writing strategy was significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p –value .000 < 0.05).
7. Students taught grammatical components of essay writing using collaborative writing strategy performed significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p-value .000 < 0.05).

4.6 Discussion of Findings

The study set out to investigate the effect of collaborative, portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State.

The first finding centred on the effect of collaborative and conventional writing strategies on essay writing performance of senior secondary students in Kaduna State. Thus, the finding revealed that collaborative writing strategy had significant effect on essay writing performance of senior secondary students in Kaduna State. Thus, the null hypothesis one was rejected because there was significant difference between the effect of collaborative and conventional writing strategies on essay writing performance of senior secondary students in Kaduna State. The implication of the result is that, students taught essay writing using collaborative writing strategy performed better than those taught using conventional writing strategy. This could be as a result of the interactive and participatory activities engaged in the course of writing by the EG1.

This finding is in line with a number of findings by some previous researchers. Other correlational studies have shown similar benefits of process-based strategies of teaching essay writing. Among such are: Rao (2005) whose finding showed that group work was effective in improving students' essay writing performance than conventional writing strategy. Also, Muodumogu and Unwaha (2013) and Ikpi (2000) shared similar view that collaborative and process-based essay writing strategies were more effective than conventional writing strategy. Lin (2015) posited that collaborating writing strategy fosters development of critical thinking through discussion, clarification and evaluation of peers' opinion. Jiang (2009) asserted that CWM helps to build greater confidence and self-esteem. CWM also enhances students' performance in essay writing Gupta (2004).

The mean score shows that respondents exposed to collaborative strategy recorded a higher mean score which is an indication of improvement and high performance in essay writing of students in senior secondary schools in Kaduna State, Nigeria. This can be attributed to the fact that collaborative strategy involves team work on the part of the students through the sharing of different ideas and thus enhances their performance in essay writing. This is an indication of the effectiveness of collaborative strategy of essay writing among senior secondary school students.

The second finding bordered on the effect of portfolio writing strategy and conventional writing strategy on essay writing performance of senior secondary students in Kaduna State. The null hypothesis two was retained because portfolio writing strategy had no significant effect on essay writing performance of senior secondary students in Kaduna State. The mean score revealed that there is no significant difference between portfolio and conventional strategies in the essay writing performance of students in senior secondary schools in Kaduna State, Nigeria. This finding negates the findings of previous studies reviewed in this study which showed that portfolio writing strategy was more effective than conventional writing strategy. This could be as a result of the fact that previous researches were conducted on undergraduate students and with a fewer number of participants while the present study had 97 as research participants. For instance, Serpi and Yeliz (2016) had 26 undergraduates; Ghoorchaei, Tavakoli and Ansari (2010) and Fattaneh, Mohseh and Maedeh (2016) both had 30 undergraduates for the experimental groups. Although Alti (2009) used SS2 as research participants, the experimental group was only 42.This may be as result of the fact that portfolio strategy is not well suited to senior secondary students because it is assumed that a particular level of knowledge of grammatical and linguistic competence is required for its use.

The third finding, centred on the effect of collaborative and portfolio writing strategies on essay writing performance of senior secondary students in Kaduna State. The finding showed that students taught essay writing using collaborative writing strategy performed significantly better than those taught using portfolio writing strategy in senior secondary schools in Kaduna State. The finding revealed that respondents exposed to collaborative writing had a significantly higher mean score than those for portfolio writing. This finding could be due to the fact that collaborative writing strategy provides a platform for students to analyze and synthesize ideas which helped them generate ideas. This finding is in line with the finding of Tengku Nor Rizan (2007) which revealed that collaborative strategy significantly improved students' writing performance in the narrative genre. Also, Olugbade (2001) discovered that interactive activities enhanced senior secondary students' performance in essay writing. Alao (2011) pointed out that interactive group activities facilitated senior secondary students' writing proficiency. This means that collaborative strategy of essay writing is more effective for teaching essay writing in senior secondary schools in Kaduna State than the portfolio strategy.

The fourth finding in this study is on the difference between the performance of students taught essay writing using collaborative, portfolio and conventional writing strategies in senior secondary schools in Kaduna State. The null hypothesis which states that there is no significant difference between students taught essay writing using collaborative, portfolio and conventional writing strategies in senior secondary schools in Kaduna State was rejected. The finding showed that a significant difference exist among the groups. The implication of this finding is that collaborative strategy is more effective in teaching essay writing than portfolio and conventional writing strategies. This finding confirmed the finding of Adeyemi (2012) and Ikpi (2000) which

revealed that process-oriented strategies could be used to enhance teaching and learning of essay writing in senior secondary schools in Kaduna State.

The fifth finding revealed that a significant difference existed in the performance of senior secondary students in the content component of essay writing using collaborative, portfolio and conventional writing strategies. Students taught using collaborative writing strategy had a higher mean score in the content component of their essay writing than those taught using portfolio and conventional writing strategies. This finding supports the view Rao (2005) that collaborative activities were effective in helping students gather ideas for writing. Also, this finding is substantiated by Adeyemi (2012) which recorded that students' inability to compose and lack of ideas could be traced to the use of conventional strategy of teaching essay writing. Pre-writing activities which is one of the high points of the collaborative could be said to have attributed to the significant performance recorded by the collaborative writing group. Higher performance recorded by the collaborative writing group could be attributed to the pre-writing activities engaged by the students. This finding is corroborated by Rao (2005) use of brainstorming strategy to facilitate students' writing in the content component. This finding is also supported by Lin (2015) assertion that collaborative writing strategy enhances critical thinking through discussion and evaluation of peers' opinion. Tengku Nor Rizan's (2007) study indicated that interactivities activities provided a platform for students to write better content in their essay.

The sixth finding focussed on the effect of collaborative, portfolio and conventional writing strategies on organization of essay writing of senior secondary students in Kaduna State. The finding showed that students taught essay writing using collaborative writing performed significantly better than those taught using portfolio and conventional writing strategies in senior

secondary schools in Kaduna State. This was because interactive activities which included grouping, discussion and so forth engaged by students in the collaborative writing helped them to plan, order and re-order their essay writing. Packaging of ideas generated by the students in the collaborative writing group was better at the end of the study. This result could be linked to the group techniques adopted in the collaborative writing strategy. The means gain score of the collaborative writing strategy was higher than those of portfolio and conventional writing strategies. This finding is in line with Tengku Nor Rizan (2007) which recorded that collaborative writing provides a platform for students to analyse and synthesize ideas thus improving their organizational ability in essay writing. Ikpi (2000) revealed that collaborative and interactive activities facilitated students' ability to organize, analyze and synthesize ideas in a coherent manner. This indicated that when students were exposed to collaborative writing activities, they were able to organize their essay better and produce a more coherent piece of writing.

Finally, the seventh finding centred on the effect of collaborative, portfolio and conventional writing strategies on grammatical components of essay writing of senior secondary students in Kaduna State. The finding established that there is significant difference between the performance of students taught essay writing in the grammatical components using collaborative, portfolio and conventional strategies. Students in the collaborative writing group had higher mean score than those in the portfolio and conventional groups. The implication is that collaborative writing strategy is more effective than portfolio and conventional writing strategies. This finding is not unrelated to the fact that students in the EG1 worked together in groups writing, reviewing and peer assessing their essay writing. Students in the EG1 showed significant improvement in the grammatical component of their essay writing. This was evident in the

reduction of grammatical errors in students' writing. Through collaborative writing activities, students in EG1 were able to proof-read, self-edit, peer edit their writing thereby correcting their errors in essay writing. Also, conferencing with the teacher also helped to improve their grammatical component of their essay writing. Olaofe (2012) posited that effective writing is a product of correct forms of words and sentences. This finding proved that students were able to write more grammatically accurate sentences and had better control of the structures after being exposed to collaborative learning.

In hypothesis seven, a two way analysis of covariance (ANCOVA) which was performed in determination of the difference in the expression in essay writing performance scores of the respondents in the three groups. It was revealed that a significant difference exists among the groups. This is in line with the other hypotheses that revealed a significant difference between collaborative strategy and conventional strategy and between the two experimental groups of collaborative and portfolio strategies in essay writing performance of students in senior secondary schools in Kaduna State, Nigeria.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the effects of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria. The study was carried out with seven objectives which are to: examine the effect of collaborative and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State; find out the effect of portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State; determine the effect of collaborative and portfolio writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State; investigate the effect of collaborative, portfolio and conventional writing strategies on students' performance in essay writing in senior secondary schools in Kaduna State; ascertain the effect of collaborative, portfolio and conventional writing strategies on students' performance in content of essay writing in senior secondary schools in Kaduna State; examine the effect of collaborative, portfolio and conventional writing strategies on students' performance in organization of essay writing in senior secondary schools in Kaduna State; and determine the effect of collaborative, portfolio and conventional writing strategies on students' performance in grammatical components of essay writing in senior secondary schools in Kaduna State.

Relevant literatures on: constructivism, socio-cultural, functional and participatory theories, concepts of collaborative, portfolio, conventional writing strategies and other process-oriented, activity-based language teaching strategies were reviewed. Also reviewed were: concepts of essay writing, essay writing components, responding to writing tasks and empirical

studies. The study employed quasi-experimental design. The target population of the study consisted of 49,800 SSII students from the 12 Educational Zones in Kaduna State. The sample size comprised of six intact classes of 307 SSII students who were purposively sampled. The instrument tagged Essay Writing Performance Test (EWPT) was used for data collection. The instrument was pilot tested using a test, re-test strategy. The reliability of the instrument was calculated to be 0.75.

Data for the study was collected through the administration of pre-test and post-test. The demographical data of the respondents were analysed using descriptive statistics which involved the use of frequencies and percentages while mean, standard deviation were used to answer the research questions. Also, t-test and Analysis of Covariance (ANCOVA) were used to analyse the hypotheses postulated for the study. All the hypotheses were tested at Alpha 0.05 level of significance.

Finding one revealed that students taught essay writing using collaborative writing strategy performed significantly better than those taught using conventional writing strategy in senior secondary schools in Kaduna State (p-value .000<0.05). However, finding two showed that there was no significant difference in the performance of students taught essay writing using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p-value .585>0.05). Finding three revealed that the performance of students taught essay writing using collaborative writing strategy was significantly better than those taught using portfolio writing strategy in senior secondary schools in Kaduna State (p-value .000< 0.05). Finding four showed that the performance of students taught using collaborative writing strategy was significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p-value .000<0.05). Likewise, finding five established

that students taught content of essay writing using collaborative writing strategy performed significantly better than those taught using portfolio and conventional writing strategy in senior secondary schools in Kaduna State (p-value .000<0.05). Furthermore, finding six revealed that the performance of students taught organisation essay writing using collaborative writing strategy was significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p-value .000<0.05). Finally, finding seven showed that students taught grammatical component of essay writing using collaborative writing strategy performed significantly better than those taught using portfolio and conventional writing strategies in senior secondary schools in Kaduna State (p-value .000<0.05).

5.2 Conclusion

Based on the findings from this study, conclusion was drawn that the performance of students taught essay writing using collaborative writing strategy was better than their counterparts taught using conventional writing strategy in senior secondary schools in Kaduna State. It was also concluded that the performance of students taught essay writing using portfolio writing strategy was not different from those taught using conventional writing strategy in senior secondary schools in Kaduna State, though the strategy can be used when combined with other strategies in teaching essay writing. In view of the finding from this study, it was concluded that students taught essay writing using collaborative writing strategy had a better mean score than those taught using portfolio writing strategy in senior secondary schools in Kaduna State. Also, based on the finding from this study, it was concluded that students taught essay writing using collaborative writing strategy performed better in the content, organization and grammatical components of essay writing in senior secondary schools in Kaduna State. This indicates that the incorporation of collaborative writing activity strategy provides the mechanism for improving

students' performance in essay writing and at the same time improving other components such as content, organization and grammar which are also vital skills in essay writing. Thus, the benefits of incorporation of collaborative writing strategy are two-fold: not only will the students perform better in their composite score but at the same time, they will improve in other writing components. Thus, this study has confirmed that process-based, interactive, participatory, collaborative writing strategy had positive effects on students' performance in essay writing in senior secondary schools in Kaduna State, Nigeria.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Collaborative writing strategy should be adopted as one of the essay writing teaching strategies in senior secondary schools in Kaduna State. The recursive nature of writing should be emphasized as this will enable students have feedback and opportunity to make improvements during each step of the writing process.
2. Portfolio writing strategy should not be used independently for teaching essay writing in senior secondary schools in Kaduna State. Portfolio classroom model procedure could be used to complement other process-based language teaching strategies in essay writing class.
3. Educational authorities and stakeholders should promote the use of collaborative writing strategy by organizing writing workshops, refresher courses and capacity building for teachers.Also, teachers should be encouraged to develop interest in utilizing the collaborative and portfolio writing strategies in the classroom to improve students' performance in essay writing in senior secondary schools in Kaduna State.

4. Collaborative writing strategy could be used to develop other language skills such as listening, speaking and reading which are used in the pre-writing stage thereby improving the content component of essay writing of senior secondary students in Kaduna State. Teachers of English should consider using double period for essay writing for effective teaching and learning process which will in turn enhance better organization of essay writing in senior secondary schools in Kaduna State.
5. There should be training and re-training of teachers for effective utilization of the collaborative writing strategies for effective teaching of grammatical structures in essay writing in senior secondary schools in Kaduna State.
6. Collaborative writing strategy should be adopted for use in teaching large classes of students in senior secondary schools in Kaduna State.
7. If portfolio writing is painstakingly incorporated into essay writing pedagogy by teachers of English in senior secondary schools in Kaduna State, it has the potential of guarding against examination malpractice. Remedial teaching should be provided for senior secondary students in Kaduna State who have severe cases of writing deficiency.

5.4 Contributions to Knowledge

This study made some contributions to knowledge on the basis that collaborative and portfolio writing strategies have the ability to transform learners from passive learners to active participants in the teaching and learning process. The study has also revealed the need for teachers to allow students gain mastery of their essay writing by giving them enough room to interact with one another in writing before, during and after writing procedure.

This study has also contributed to the body of knowledge that time constraints, large classes and lack of understanding of basic rudiments of language could hamper the gains of portfolio and collaborative writing strategies in senior secondary schools. Based on this, educational authorities should look into these constraints and address accordingly. These strategies could be used to enhance language skills such as listening, reading and speaking which were all engaged in the course of the writing procedure. Also, leadership, group work and other social skills are developed and the general belief that essay writing is laborious and uninteresting coupled with the fact that the teacher is judgmental in his assessment of essay writing is gradually being eroded. The teacher is now seen as a facilitator rather than a judge.

5.5 Suggestions for Further Studies

On the basis of the above findings, it is suggested that further research should be carried out on the:

1. Effects of collaborative and portfolio writing strategies on essay writing of undergraduate students in Nigeria.
2. Effects of portfolio writing assessment on students' performance in essay writing in senior secondary schools in Nigeria.
3. Effects of collaborative and portfolio writing strategies on error treatment of students' essay writing in senior secondary schools in Nigeria.
4. Comparative effects of horizontal division parallel writing and stratified division parallel writing techniques on students' performance in essay writing in senior secondary schools in Nigeria.

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APPENDIX A

LESSON UNITS

Subject: Essay Writing

Week 1: Letter writing

Week 2: Informal Letter

Week 3: Formal Letter

Week 4: Narrative Essay

Week 5: Descriptive Essay

Week 6: Expository Essay

Week 7: Argumentative Essay

Week 8: Revision

APPENDIX B

LESSON PLANS FOR CONVENTIONAL STRATEGY

WEEK ONE

School	-	Government Secondary School, T/Jukun
Date	-	26th September, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Letter Writing
Instructional Material	-	A chart showing different types of letters
Previous Knowledge	-	Students are familiar with letter writing
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. mention types of letter writing ii. mention parts of a letter iii. distinguish between types of letter writing
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention types of letter writing
Step I	-	Teacher explains what letter writing is and why it is important for students to demonstrate mastery in it. Letter writing is a universal means of written communicationthat involves two people at separate points or distance. In letter writing, we express our thoughts and intentions in a written form to our recipient. And because our relationship with people varies, the way we talk to them in writing also vary.

Step II	-	Teacher lists types of letter writing on the chalkboardas: i. informal letter ii. Semi-formal letter iii. Formal letter Teacher explains what each one stands for with examples
Step III	-	Teacher asks students to mention parts of a letter generally. She then goes to write the parts of each type of letter which she discusses with the students. She allows them to ask questions as the lesson progresses
Step IV	-	Teacher uses sample letters to explain and illustrate each part in each type of letter and how it should be written
Evaluation	-	Teacher evaluates the lesson by asking the students to: (i) mention types of letter writing (ii) distinguish between types of letter writing
Conclusion	-	Teacher tells students to copy the chalk board summaryin their notebook

WEEK TWO

School	-	Government Secondary School, T/Jukun
Date	-	3rd October, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Informal Letter
Instructional Material	-	A chart showing a sample informal letter
Previous Knowledge	-	Students are familiar with informal letters and have written before
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. mention parts of an informalletter (ii) discuss orally the contents of a specified letter (iii) write a letter to their father reminding him of the need to pay the SSIII qualifying examination fees beforethe end of the month
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention people to whom we write informal letters
Step I	-	Teacher asks students to mention parts of an informalletter which she lists on the chalkboard. She correctsthe students where accurate order is not followed.
Step II	-	Teacher uses a sample informal letter to illustrate theparts, paragraphing, language use, tone, punctuation,etc.

Step III	-	Teacher tells students to discuss orally the points theywould include in a letter to their father reminding himof the need to pay the SSIII Qualifying Examination fees before the end of the month.
Evaluation	-	Teacher evaluates the lesson by asking the students towrite a letter on the topic in Step III
Conclusion	-	Teacher concludes the lesson by going round the classto collect their work

WEEK THREE

School	-	Government Secondary School, T/Jukun
Date	-	10th October, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Formal Letter
Instructional Material	-	A sample letter of application
Previous Knowledge	-	Students are familiar with formal letters
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention parts of a formal letter (ii) differentiate between formal and informal letter (iii) write an application letter requesting for work as asales person
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to giveexamples of formal letters which the teacher writesand adds more
Step I	-	Teacher asks students to mention parts of a formal letter. Teacher writes them on the board. She asks students to identify the differences between a formal letter and an informal letter
Step II	-	Teacher uses a sample application letter to explain partsof a formal letter with emphasis on correct lay out, punctuation, language and tone.
Step III	-	Teacher tells students to discuss orally the content of aletter of application as a sales clerk.

Evaluation	-	Teacher evaluates the lesson by asking the students to write a letter of application to a supermarket for the post of a sales clerk.
Conclusion	-	Teacher collects students' books for marking

WEEK FOUR

School	-	Government Secondary School, T/Jukun
Date	-	17TH October, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay writing
Topic	-	Narrative Essay
Instructional Material	-	A sample narrative essay
Previous Knowledge	-	Students are familiar with narrative essays and can narrate events orally and in written form
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention features of a narrative essay (ii) make an outline of a narrative essay (iii) write a three paragraph essay on the topic: "my first day in secondary school"
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention types of essay writing
Step I	-	Teacher explains what narrative essay is. It is the type of essay that takes the form of story- telling, where thenarrator is expected to recount the events, activities orhappenings in the past e.g. The day I will never forget,My first day in secondary school, etc. Students are togive more examples
Step II	-	Teacher asks students to mention the features or partsof an essay. These are: title, introduction, body of theessay and conclusion. Teacher explains what studentsare expected to write under each part. She

		tells them that the major tenseused in this type of essay is past tense.
Step III	-	Teacher further explains to students that a good narrative essay must be detailed with good paragraphing, language that is clear and the narration should have a beginning, middle and an end.
Step IV	-	Teacher uses a sample essay to illustrate and explainstep IIIasks students to narrate orally their first day insecondary school
Step V	-	Teacher asks students to narrate orally their first day insecondary school
Evaluation	-	Teacher evaluates the lesson by asking the students tomention features of a narrative essay and make anoutline of the topic: my first day in secondary school
Conclusion	-	Teacher goes round to check students' work.

WEEK FIVE

School	-	Government Secondary School, T/Jukun
Date	-	24th October, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Descriptive Essay
Instructional Material	-	A sample descriptive essay
Previous Knowledge	-	Students are familiar with essay writing and can describe people and objects
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain what a descriptive essay is (ii) give examples of things, objects and events that canbe described (iii) make an outline of a descriptive essay
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to explain what a descriptive essay is
Step I	-	Teacher explains what descriptive is: it is the type of essay that requires a writer to give a clear picture ofsomething, event or process in words. A good descriptive essay should vividly create a mental pictureof what is being described in the mind of the reader.
Step II	-	Teacher lists can be described as a person, an event, a building, an organization, a school, etc. The features ofa descriptive essay just like a narrative essay include: title, introduction, body of the essay

		and conclusion. Agood descriptive essay involves making use of powerof observation.
Step III	-	Teacher uses a model descriptive essay to illustrate points made in Step II which includes paragraph development, sentence construction and correct punctuation.
Evaluation	-	Teacher asks students to explain what descriptive essayis and make an outlinefor a descriptive essay on thetopic “My English teacher”
Conclusion	-	Teacher concludes the lesson by summarizing the lesson by highlighting the major points.
Assignment	-	Teacher tells students to write a four paragraph essay on “My Best Teacher”

WEEK SIX

School	-	Government Secondary School, T/Jukun
Date	-	31st October, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Expository Essay
Instructional Material	-	A sample expository essay
Previous Knowledge	-	Students have been taught descriptive essay in their previous lesson
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i)explain expository essay (ii) make an outline for an expository essay (iii) write an expository essay on how to prepare my favourite food
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by revising the previouslesson
Step I	-	Teacher explains the concept of expository essay. Shedefines expository essay as a type of essay in which the writer is expected to explain, inform, instruct and direct the reader on a given topic or course of action.Expository essay topics could be: how to cook a localfood, how to mend a punctured tyre, drug abuse, causes of examination malpractice, etc. the writerexposes every aspect of the topic with a view to making the reader achieve mastery of every detail

Step II	-	Teacher explains that writing an effective expositor essay demand that a writer should introduce the topic,define the subject matter, give appropriate examples,give sufficient information and explain the procedureinvolved in a sequential order. In this way, the outlinewould be title, introduction, body of the essay andconclusion.
Step III	-	Teacher uses a model expository essay to illustrate thefeatures with emphasis on paragraph development,sequential arrangement of points, etc.
Evaluation	-	Teacher evaluates the lesson by asking the students towrite an essay on how to prepare my favourite food
Conclusion	-	Teacher collects their essay for marking

WEEK SEVEN

School	-	Government Secondary School, T/Jukun
Date	-	7th November, 2017
Class	-	SS II
No of Students	-	54
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Argumentative Essay
Instructional Material	-	A sample argumentative essay
Previous Knowledge	-	Students are familiar with argumentative essays especially debates during their clubs and societies
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain argumentative essay (ii) mention the options in argumentative essay (iii) express themselves in an oral debate in the class onmilitary rule is better than civilian rule.
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to explain what they understand by debate and give thehighlights of any debate they attended.
Step I	-	Teacher explains to students that an argument essay isa type of essay in which the writer is required to argue logically in support or against a given topic. The writer's choice of words should persuade the reader into believing in the writer's point of view. Teacher asksstudents to give examples of argumentative essays.
Step II	-	Teacher explains that there are two options to an argumentative essay: proposition or opposition. If a writer is proposing, he will be writing to support the

	given topic while if he is opposing, he will be writingagainst the given topic. Teacher uses different topics to illustrate.
Step III	- Teacher explains that for an effective argument especially in a debate, there is vocatives (greetings) which is very vital. Teacher shows students differentformats. Other features of argumentative essayinclude introduction, body of the argument andconclusion. It is important for students to alwaysassume that he is writing for an audience and as suchwords like ladies and gentlemen, fellow students,honourable chairman, etc. should be injected in theargument.
Step IV	- Teacher leads the students to engage in an oral debate on "Military rule is better than civilian rule"
Evaluation	- Teacher evaluates the lesson by asking the students to :(i) explain argumentative essay (ii) mention the sides to an argument (iii) list their points for the topic in Step IV
Conclusion	- Teacher goes round to see students' work. She later summarizes the lesson

APPENDIX C

LESSON PLANS FOR EXPERIMENTAL GROUP 1 (COLLABORATIVE WRITING STRATEGY)

WEEK ONE

School - Government Secondary School, Hunkuyi

Date - 29th September, 2017

Class - SS II

No of Students - 56

Period - 1st and 2nd

Duration - 80 minutes

Subject - Essay Writing

Topic - Letter Writing

Instructional Material - A chart showing different types of letters

Previous Knowledge - Students are familiar with letter writing

Behavioural Objectives - At the end of the lesson, students should be able to:

i. mention types of letter writing
ii. mention parts of a letter
iii. distinguish between types of letter writing

Lesson Presentation - The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by asking students tomention types of letter writing. Teacher explains what letter writing is and why it is important for students to demonstrate mastery in it. Letter writing is a universal means of written communication that involves two people at separate points or distance. In letter writing, we express our thoughts and intentions in a written form to our recipient. And because our relationship with people varies, the way we talk to them in writing also vary.

Step 1 - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinionand iii. maintain law and order within the group.groups

Step II - All the groups were assigned the same task. Each group was to list types of letter writing; discuss each type and make an outline of an informal letter. The students will be engaged in discussion, sharing ideas while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, gives suggestion and redirects their discussion where necessary

Step III - Teacher uses sample letters to explain and illustrate each part in each type of letter and how it should bewritten

Culminating Activities - Teacher asks each group to compile, organize and present a report on the tasks assigned to them.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to distinguish between a formal and informal letter and make an outline of an informal letter

Conclusion - Teacher summarizes the lesson by giving the highlights of the lesson

WEEK TWO

School - Government Secondary School, Hunkuyi

Date - 6th October, 2017

Class - SS II

No of Students - 56

Period - 1st and 2nd

Duration - 80 minutes

Subject - Essay Writing

Topic - Informal Letter

Instructional Material - A sample informal letter

Previous Knowledge - Students are familiar with informal letters and have written a few before

Behavioural Objectives - At the end of the lesson, students should be able to:
i. mention parts of an informal letter
(ii) discuss orally the contents of a specified letter

(iii) write a letter to their father reminding him of the need to pay the SSIII qualifying examination fees before the end of the month

Lesson Presentation - The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by showing the students a sample informal letter and asks them what type of letter it is and give reasons for their answers.

Step 1 - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.

Step II - All the groups were assigned the same task. Each group was to write parts of an informal letter; discuss the content of a letter to their father on the need to pay for their SSII Qualifying Examination before the end of the month; write an outline of the letter. The students will be engaged in discussion, sharing ideas while the secretary jots

down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestionswhere necessary

Step III - Teacher uses sample informal letter to explain and illustrate each part in each type of letter and how it should be written

Culminating Activities - Teacher asks each group to compile, organize and present a report on the tasks assigned to them.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write a letter discussed within the group.

Conclusion - Teacher concludes the lesson by going round the class to collect students' work.

WEEK THREE

School	-	Government Secondary School, Hunkuyi
Date	-	13th October, 2017
Class	-	SS II
No of Students	-	56
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Formal Letter
Instructional Material	-	A chart showing a sample letter of application
Previous Knowledge	-	Students are familiar with formal letters
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention parts of a formal letter (ii) differentiate between formal and informal letter (iii) write an application letter requesting for work as a sales person
Lesson Presentation	-	The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by asking the students to give examples of formal letters which the teacher writes on the board.

Step 1 - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.

Step II - All the groups were assigned the same task. Each group was to write out the differences between a formal and an informal letter and discuss the content of a letter of application as a sales clerk. The students will be engaged in discussion, sharing ideas while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestion where necessary

Step III - Teacher uses sample letter of application to explain and illustrate each part emphasizing correct order and layout of the letter.

Culminating Activities - Teacher asks each group to compile, organize and present a draft showing various parts of an application letter and points to be included.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write a letter of application as a sales clerk as discussed within the group.

Conclusion - Teacher concludes the lesson by going round the class to collect students' work.

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WEEK FOUR

School	-	Government Secondary School, Hunkuyi
Date	-	20th October, 2017
Class	-	SS II
No of Students	-	56
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Narrative Essay
Instructional Material	-	A chart showing a sample narrative essay
Previous Knowledge	-	Students are familiar with narrative essays and can narrate orally some events that happened in the past.
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention features of a narrative essay (ii) make an outline of a narrative essay (iii) write a three paragraph essay on the topic: "my first day in secondary school"
Lesson Presentation	-	The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by asking students to mention types of essay writing. Teacher explains what narrative essay is. It is the type of essay that takes the form of story- telling, where the narrator is expected to recount the events, activities or happenings in the past e.g. the day I will never forget, My first day in secondary school, etc. Students are to give more examples.

Step 1 - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.

Step II - All the groups were assigned the same task. Each group was to write out the features of an essay; list the essentials of a good essay and discuss their first day in secondary school. The students will be engaged in discussion, sharing ideas

while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestion where necessary

Step III - Teacher uses a sample narrative essay to explain and illustrate each part of the essay with emphasis on good paragraphing, clear language, arrangement of content, etc.

Culminating Activities - Teacher asks each group to compile, organize their points as an outline

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write an outline of their first day in secondary school as discussed in the group. Students are to itemize the points they intend to include under each part.

Conclusion - Teacher concludes the lesson by going round the class to check students' work while writing.

WEEK FIVE

School	-	Government Secondary School, Hunkuyi
Date	-	27th October, 2017
Class	-	SS II
No of Students	-	56
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Descriptive Essay
Instructional Material	-	A chart showing a sample descriptive essay
Previous Knowledge	-	Students are familiar with essay writing and can describe people and objects
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain what a descriptive essay is (ii) give examples of things, objects and events that can be described (iii) make an outline of a descriptive essay
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to explain what a descriptive essay is. A descriptive essay is the type of essay that requires a writer to give a clear picture of something, event, process in words. A good descriptive essay should vividly create picture of what is being described in the mind of the reader. A good descriptive essay involves making use of power of observation.
Step 1	-	In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.
Step II	-	All the groups were assigned the same task. Each group writes out a list of things or objects that can be described; lists the features of a descriptive essay and write out an outline for a topic: my English teacher. The students will be engaged in

discussion, sharing ideas while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestion where necessary

Step III - Teacher uses a sample descriptive essay to explain and illustrate each part of the essay with emphasis on good paragraphing, clear language, arrangement of content, etc.

Culminating Activities - Teacher asks each group to compile, organize their points and produce an outline for a description of their English teacher.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write an outline of a description of their English teacher as discussed in the group. Students are to itemize the points they intend to include under each part.

Conclusion - Teacher concludes the lesson by going round the class to check students' work while writing.

WEEK SIX

School	-	Government Secondary School, Hunkuyi
Date	-	3rd N0vember, 2017
Class	-	SS II
No of Students	-	56
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Expository Essay
Instructional Material	-	A chart showing a sample expository essay
Previous Knowledge	-	Students have been taught descriptive essay in their previous lesson
Behavioural Objectives	-	At the end of the lesson, students should be able to:(i) explain expository essay (ii) make an outline for an expository essay (iii) write an expository essay on how to prepare my favourite food
Lesson Presentation	-	The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by revising the previous lesson. Teacher explains the concept of expository essay by defining it as a type of essay in which the writer is expected to explain, inform, instruct and direct the reader on a given topic or course of action. Expository essaytopics could be: how to cook a local food, how to mend a punctured tyre, drug abuse, causes of examination malpractice, etc. the writer exposes every aspect of the topic with a view to making the reader achieve mastery of every detail.

Step 1 - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.

Step II - All the groups were assigned the same task. Each group discuss and writes out the essentials of a good expository essay, discuss and share ideas on the consequences of indecent dressing and make an outline for the essay on the assigned topic. The students will be engaged in discussion, sharing ideas while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestion where necessary

Step III - Teacher uses a sample expository essay to explain and illustrate each part of the essay with emphasis on good paragraphing, clear language, arrangement of content, use of correct and well-punctuated sentences, etc.

Culminating Activities - Students brainstorm, compile, organize their points in a logical order and present work done.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write an expository essay on the consequences of indecent dressing as discussed in the group. Students are to first make an outline with points generated during pre-writing before proceeding to the actual writing.

Conclusion - Teacher concludes the lesson by going round the class to check students' work while writing.

WEEK SEVEN

School	-	Government Secondary School, Hunkuyi
Date	-	3rd N0vember, 2017
Class	-	SS II
No of Students	-	56
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Argumentative Essay
Instructional Material	-	A chart showing a sample argumentative essay
Previous Knowledge	-	Students are familiar with argumentative essays especially debates during their clubs and societies
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain argumentative essay (ii) mention the options in argumentative essay (iii) express themselves in an oral debate in the class on the topic military rule is better than civilian rule.
Lesson Presentation	-	The lesson is presented using the following steps:

Introduction - Teacher introduces the lesson by asking students to explain what they understand by debate and give the highlights of any debate they attended.

Step I - Teacher explains to students that an argument essay is a type of essay in which the writer is required to argue logically in support or against a given topic. The writer's choice of words should persuade the reader into believing in the writer's point of view. Teacher asks students to give examples of argumentative essays. Teacher explains that there are usually two options to an argumentative essay: proposition or opposition. If a writer is proposing, he will be writing to support the given topic while if he is opposing, he will be writing against the given topic. Teacher uses different topics to illustrate.

Step 1I - In carrying out the collaborative activities, students were assigned into seven groups of 8 students each. Each group appoints a leader and a secretary among its members. Members were encouraged to: i. be active participants in the group by sharing ideas ii. respect each other's opinion and iii. maintain law and order within the group.

Step III - All the groups were assigned the same task. Each group discusses and lists out the options in an argumentative essay, writies the vocatives, express themselves in an oral debate on the topic: military rule is better than civilian rule. The students will be engaged in discussion, sharing ideas while the secretary jots down points made. Teacher moves round from one group to the other, listens to their discussion, redirects their discussion and gives suggestion where necessary

Step III - Teacher uses a sample argumentative essay to explain and illustrate each part of the essay with emphasis on good paragraphing, clear language, arrangement of content, use of correct and well-punctuated sentences, etc.

Culminating Activities - Students brainstorm, compile, organize their points in a logical order and present work done.

Evaluative Activities - Teacher evaluates the lesson by asking individual students to write a three paragraph essay on the topic of discussion. Students are to first make an outline with points generated during pre-writing before proceeding to the actual writing.

Conclusion - Teacher concludes the lesson by going round the class to check students' work while writing.

APPENDIX D

LESSON PLANS FOR EXPERIMENTAL GROUP 2 (PORTFOLIO WRITING STRATEGY)

WEEK ONE

School	-	Government Secondary School, Dakace
Date	-	26th September, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Letter Writing
Instructional Material	-	A chart showing different types of letters
Previous Knowledge	-	Students are familiar with letter writing
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. mention types of letter writing ii. mention parts of a letter iii. distinguish between types of letter writing
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention types of letter writing
Step I	-	Teacher explains what letter writing is and why it is important for students to demonstrate mastery in it. Letter writing is a universal means of written communication that involves two people at separate points or distance. In letter writing, we express our thoughts and intentions in a written form to our recipient. And because our relationship with people varies, the way we talk to them in writing also vary.

Step II	-	Teacher lists types of letter writing on the chalkboard as: i. informal letter ii. Semi-formal letter iii. Formal letter Teacher explains what each one stands for with examples
Step III	-	Teacher asks students to mention parts of a letter generally. She then goes to write the parts of each type of letter which she discusses with the students. She allows them to ask questions as the lesson progresses
Step IV	-	Teacher uses sample letters to explain and illustrate each part in each type of letter and how it should be written
Evaluation	-	Teacher evaluates the lesson by asking the students to : (i) mention types of letter writing (ii) distinguish between types of letter writing
Conclusion	-	Teacher tells students to copy the chalk board summary in their notebook

WEEK TWO

School	-	Government Secondary School, Dakace
Date	-	3rd October, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Informal Letter
Instructional Material	-	A sample informal letter
Previous Knowledge	-	Students are familiar with informal letters and have written before
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. mention parts of an informal letter (ii) discuss orally the contents of a specified letter (iii) write a letter to their father reminding him of the need to pay the SSIII qualifying examination fees before the end of the month
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention people to whom we write informal letters
Step I	-	Teacher asks students to mention parts of an informal letter which she lists on the chalkboard. She corrects the students where accurate order is not followed.
Step II	-	Teacher uses a sample informal letter to illustrate the parts, paragraphing, language use, tone, punctuation, etc.
Step III	-	Teacher tells students to discuss orally the points they would include in a letter to their father

		reminding him of the need to pay the SSIII Qualifying Examination fees before the end of the month.
Step IV	-	Teacher asks students to write a draft of the letter and she goes round conferencing with them making observations and corrections. After writing, students peer-review their work by exchanging their draft and pointing out errors
Evaluation	-	Teacher evaluates the lesson by asking the students to write the final draft of the letter in step III
Conclusion	-	Teacher concludes the lesson by going round the class to collect their work

WEEK THREE

School	-	Government Secondary School, Dakace
Date	-	10th October, 2017
Class	-	SS II
No of Students	-	55
Period	-	1st and 2nd
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Formal Letter
Instructional Material	-	A sample letter of application
Previous Knowledge	-	Students are familiar with formal letters
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention parts of a formal letter (ii) differentiate between formal and informal letter (iii) write an application letter requesting for work as a sales person
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to give examples of formal letters which the teacher writes and adds more
Step I	-	Teacher asks students to mention parts of a formal letter. Teacher writes them on the board. She asks students to identify the differences between a formal letter and an informal letter
Step II	-	Teacher uses a sample application letter to explain parts of a formal letter with emphasis on correct lay out, punctuation, language and tone.
Step III	-	Teacher tells students to discuss orally the content of a letter of application as a sales clerk. Students write the layout of the letter. Teacher conferences

		with the students making observations and suggestions on the draft.
Step IV	-	Students peer-review their work by exchanging their drafts and pointing out errors noticed in the work.
Evaluation	-	Teacher evaluates the lesson by asking the students to write the final draft of the letter to a supermarket for the post of a sales clerk.
Conclusion	-	Teacher collects students' essays for assessment.

WEEK FOUR

School	-	Government Secondary School, Dakace
Date	-	17TH October, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay writing
Topic	-	Narrative Essay
Instructional Material	-	A sample narrative essay
Previous Knowledge	-	Students are familiar with narrative essays and can narrate events orally and in written form
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) mention features of a narrative essay (ii) make an outline of a narrative essay (iii) write a three paragraph essay on the topic: "my first day in secondary school"
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to mention types of essay writing
Step I	-	Teacher explains what narrative essay is. It is the type of essay that takes the form of story- telling, where the narrator is expected to recount the events, activities or happenings in the past e.g. The day I will never forget, My first day in secondary school, etc. Students are to give more examples
Step II	-	Teacher asks students to mention the features or parts of an essay. These are: title, introduction, body of the essay and conclusion. Teacher explains what students are expected to write under each part. She

		tells them that the major tense used in this type of essay is past tense.
Step III	-	Teacher further explains to students that a good narrative essay must be detailed with good paragraphing, language that is clear and the narration should have a beginning, middle and an end.
Step IV	-	Teacher uses a sample essay to illustrate and explain step III asks students to narrate orally their first day in secondary school.
Evaluation	-	Teacher evaluates the lesson by asking the students to mention features of a narrative essay and make an outline of the essay on the topic: my first day in secondary school. She goes round to check their work thereby making observations and suggestions where necessary. Students also exchange their drafts while peer-reviewing their work.
Conclusion	-	Teacher goes round to check students' work and collects.

WEEK FIVE

School	-	Government Secondary School, Dakace
Date	-	24th October, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Descriptive Essay
Instructional Material	-	A sample descriptive essay
Previous Knowledge	-	Students are familiar with essay writing and can describe people and objects
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain what a descriptive essay is (ii) give examples of things, objects and events that can be described (iii) make an outline of a descriptive essay
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to explain what a descriptive essay is
Step I	-	Teacher explains what descriptive is: it is the type of essay that requires a writer to give a clear picture of something, event or process in words. A good descriptive essay should vividly create a mental picture of what is being described in the mind of the reader.
Step II	-	Teacher lists can be described as a person, an event, a building, an organization, a school, etc. The features of a descriptive essay just like a narrative essay include: title, introduction, body of the essay

		and conclusion. A good descriptive essay involves making use of power of observation.
Step III	-	Teacher uses a model descriptive essay to illustrate points made in Step II which includes paragraph development, sentence construction and correct punctuation.
Evaluation	-	Teacher asks students to explain what descriptive essay is and make an outline for a descriptive essay on the topic “My English teacher”. Teacher goes round the class conferencing with students on points raised giving suggestions where necessary. Teacher asks students to write a draft of the letter which they peer-review with each other pointing out errors in tenses, paragraphing, etc.
Conclusion	-	Teacher concludes the lesson by summarizing the lesson by highlighting the major points.
Assignment	-	Teacher tells students to write a four paragraph essay on “My Best Teacher”

WEEK SIX

School	-	Government Secondary School, Dakace
Date	-	31st October, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Expository Essay
Instructional Material	-	A sample expository essay
Previous Knowledge	-	Students have been taught descriptive essay in their previous lesson
Behavioural Objectives	-	At the end of the lesson, students should be able to: (i) explain expository essay (ii) make an outline for an expository essay (iii) write an expository essay on how to prepare my favourite food
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by revising the previous lesson
Step I	-	Teacher explains the concept of expository essay. She defines expository essay as a type of essay in which the writer is expected to explain, inform, instruct and direct the reader on a given topic or course of action. Expository essay topics could be: how to cook a local food, how to mend a punctured tyre, drug abuse, causes of examination malpractice, etc. the writer exposes every aspect of the topic with a view to making the reader achieve mastery of every detail

Step II	-	Teacher explains that writing an effective expository essay demand that a writer should introduce the topic, define the subject matter, give appropriate examples, give sufficient information and explain the procedure involved in a sequential order. In this way, the outline would be title, introduction, body of the essay and conclusion.
Step III	-	Teacher uses a model expository essay to illustrate the features with emphasis on paragraph development, sequential arrangement of points, etc.
Evaluation	-	Teacher evaluates the lesson by asking the students to write an essay on "how to prepare my favourite food". students write the firstdraft which teacher conferences with them making observations and pointing out errors in the essay. students after writing exchanges their draft with each other in the process of peer- review. They discuss errors noticed and corrections.
Conclusion	-	Teacher collects their final essay for assessment.

WEEK SEVEN

School	-	Government Secondary School, Dakace
Date	-	7th November, 2017
Class	-	SS II
No of Students	-	55
Period	-	4th and 5th
Duration	-	80 minutes
Subject	-	Essay Writing
Topic	-	Argumentative Essay
Instructional Material	-	A sample argumentative essay
Previous Knowledge	-	Students are familiar with argumentative essays especially debates during their clubs and societies
Behavioural Objectives	-	At the end of the lesson, students should be able to:(i) explain argumentative essay (ii) mention the options in argumentative essay (iii) express themselves in an oral debate in the class on military rule is better than civilian rule.
Lesson Presentation	-	The lesson is presented using the following steps:
Introduction	-	Teacher introduces the lesson by asking students to explain what they understand by debate and give the highlights of any debate they attended.
Step I	-	Teacher explains to students that an argument essay is a type of essay in which the writer is required to argue logically in support or against a given topic. The writer's choice of words should persuade the reader into believing in the writer's point of view. Teacher asks students to give examples of argumentative essays.
Step II	-	Teacher explains that there are two options to an argumentative essay: proposition or opposition. If a writer is proposing, he will be writing to support the

		given topic while if he is opposing, he will be writing against the given topic. Teacher uses different topics to illustrate.
Step III	-	Teacher explains that for an effective argument especially in a debate, there is vocatives (greetings) which is very vital. Teacher shows students different formats. Other features of argumentative essay include introduction, body of the argument and conclusion. It is important for students to always assume that he is writing for an audience and as such words like: ladies and gentlemen, fellow students, honourable chairman, etc. should be injected in the argument.
Step IV	-	Teacher leads the students to engage in an oral debate on "Military rule is better than civilian rule"
Evaluation	-	Teacher evaluates the lesson by asking the students to :(i) explain argumentative essay (ii) mention the sides to an argument (iii) list their points for the topic in Step IV. Teacher goes round to check the points raised by the students to guide them and make suggestions. Students later write a draft of the essay which they peer-review with each other.
Conclusion	-	Teacher goes round to see students' work. She later summarizes the lesson

APPENDIX E

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
Email: efceduc@abu.edu.ng

Vice-Chancellor: Professor Abdullahi Mustapha, *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*
Ag. Head of Department: Dr. Bashir Maina, *B.Ed (Unimaid), M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25 Date: 29th March, 2017

The Director,
Kaduna State Ministry of Education
Zonal Office
Giwa

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Modupe Mopelola ALAO, with Registration Number Ph.D/EDUC/46797/2012-13, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Curriculum & Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Effects of Collaborative and Portfolio Writing Methods on Essay Writing of Senior Secondary Students in Kaduna State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

KADUNA STATE MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

ZONAL OFFICE GIWA
P.M.B 103

Our Ref: _____ Date: 29th March, 2017

Your Ref: _____

The Principal,
GSS Bomor (BNR)

_____

RE – LETTER OF INTRODUCTION

The bearer ***Modupe, Mopelola Alao*** *with registration no.* ***Ph.D/EDUC/46797/2012-13*** *is a student of the department of Educational Foundation and Curriculum of the Ahmadu Bello University, Zaria.*

She is currently carrying out a research project. To that I am directed to write and request you to accept her and give her necessary assistance to make her research a success.

Thanks.

Muhtari Mohammed Kaya
AD/Exams
For: Director

KADUNA STATE MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

ZONAL OFFICE GIWA

P.M.B 103

Our Ref:_____ Date: 29th March, 2017

Your Ref:_____

The Principal,

GSS Hunkuyi (SWR)

RE – LETTER OF INTRODUCTION

The bearer ***Modupe, Mopelola Alao*** *with registration no.* ***Ph.D/EDUC/46797/2012-13*** *is a student of the department of Educational Foundation and Curriculum of the Ahmadu Bello University, Zaria.*

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Thanks.

Muhtari Mohammed Kaya
AD/Exams
For: Director

KADUNA STATE MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

ZONAL OFFICE GIWA

P.M.B 103

Our Ref:_____ Date: 29th March, 2017

Your Ref:_____

The Principal,
GSS Kwangila (SOR)

RE – LETTER OF INTRODUCTION

The bearer ***Modupe, Mopelola Alao*** *with registration no.* ***Ph.D/EDUC/46797/2012-13*** *is a student of the department of Educational Foundation and Curriculum of the Ahmadu Bello University, Zaria.*

She is currently carrying out a research project. To that I am directed to write and request you to accept her and give her necessary assistance to make her research a success.

Thanks.

Muhtari Mohammed Kaya
AD/Exams
For: Director

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efceduc@abu.edu.ng

Vice-Chancellor: Professor Abdullahi Mustapha, *B.Sc (Hons) Pharm (ABU). Ph.D (London). FPSN.*

Ag. Head of Department: Dr. Bashir Maina, *B.Ed (Unimaid), M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25 Date: 30/03/17

The Honourable Commissioner,
Ministry of Education, Science & Technology
State Secretariat,
Kaduna

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Modupe Mopelola ALAO, with Registration Number Ph.D/EDUC/46797/2012-B, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Curriculum & Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Effects of Collaborative and Portfolio Writing Methods on Essay Writing of Senior Secondary Students in Kaduna State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efceduc@abu.edu.ng

Vice-Chancellor: Professor Abdullahi Mustapha, *B.Sc (Hons) Pharm (ABU). Ph.D (London). FPSN.*

Head of Department: Dr. Bashir Maina, *B.Ed (Unimaid). M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25

Date: 31st March, 2017

The Director,
Kaduna State Ministry of Educ, Science & Tech,
Zonal Office,
Zaria

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Modupe Mojelola ALAO, with Registration Number PhD/EDUC/46797/2012-13, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Curriculum & Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Effects of Collaborative and Portfolio Writing Methods on Essay Writing of Senior Secondary Students in Kaduna State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

Ministry of Education Science and Technology,

Zonal Office Headquarters,

Zaria.

Date 26th September, 2017

The Principal/Proprietor,

GSS T/JUNKUN

ZARIA

LETTER OF INTRODUCTION

ALAO, MODUPE MOPELOLA (Ph.D/EDUC/46797/12-13)

The bearer is a Ph.D Student in the department of/from Faculty of Education, Ahmadu Bello University, Zaria and wish to conduct a research in the following areas:-

1. Effect of Collaborative and Portfolio Writing
2. Methods on Essay Writing of Senior
3. Secondary Students in Kaduna State
4. Nigeria
5.

I am directed to request you to allow him/her the use of your facilities accordingly please.

Chief Personnel Officer
Education
Zonal Office, Zaria
26/9/17

E.J. USMAN (MRS)

H O D, PRS

For: Director

Ministry of Education Science and Technology,

Zonal Office Headquarters,

Zaria.

Date 26th September, 2017

The Principal/~~Proprietor,~~

GSS Dakface

Zaria.

LETTER OF INTRODUCTION

ALAO, MODUPE MOPELOLA (Ph.D/EDUC/4677/12

The bearer is a Ph.D Student in the department of/from Ahmadu Bello University, Zaria, Faculty of Education and wish to conduct a research in the following areas:-

1. Effects of Collaborative & Portfolio writing
2. Methods on Essay writing of Senior
3. Secondary schools in Kaduna State
4. Nigeria.
5.

I am directed to request you to allow him/her the use of your facilities accordingly please.

Chief Personnel Officer 26
Ministry of Education
Zonal Office, Zaria
9/17

E.J. USMAN (MRS)

H O D, PRS

For: Director

APPENDIX F

LETTER OF REQUEST

Curriculum and InstructionSection,

Department of Educ.Found. & Curr.,

Faculty of Education,

Ahmadu Bello University,

Zaria, Kaduna State.

Dear Respondent,

LETTER OF REQUEST TO PARTICIPATE IN RESEARCH STUDY

This research titled "EVALUATION OF EFFECTS OF COLLABORATIVE AND PORTFOLIO WRITING STRATEGIES ON STUDENTS' PERFORMANCE IN ESSAY WRITING IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA" is being undertaken as an academic exercise. It is part of the requirement for the award of Doctor of Philosophy (Ph.D) in Curriculum and Instruction of the Ahmadu Bello University, Zaria. Your cooperation, engagement and active participation are hereby solicited. Please be as sincere as you can in your writing tasks. Your responses will be used only for this research purpose and treated with high degree of confidentiality. Your cooperation in this regard is highly appreciated.

Yours faithfully,

ALAO, Modupe Mopelola

P16EDFC9373

APPENDIX G

PRE-TEST INSTRUMENT

Instruction: Answer one question only and your answer should not be less than 350 words

- A friend of yours wants to study in your school and has written to you for information and advice. Write a reply to him, telling him all that he needs to know about the school.
- Write an argument for or against the topic: "A boarding school is better than a day school"

APPENDIX H

POST-TEST INSTRUMENT

Instruction: Answer one question only and your answer should not be less than 350 words

- A friend of yours who has been living in Europe for some years has written to invite you to join him. Write a reply to his letter giving, at least, three reasons why you would like to remain in your country.
- Write an argument for or against the topic: " civilian rule is better than military rule"

APPENDIX I
Instrument Validation Form

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

31.10.22
Head of Department (Signature, Date & Official Stamp)

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

Student's Surname: ALAO Other Name: MODUPE MOPELOLA

Registration Number: PHD/EDU/14679/1215 Programme: Ph.D (CURR&INST)

Title of the Instrument: ESSAY WRITING ACHIEVEMENT TEST

Please comment on the following:

1. Appropriateness of the instrument for the research work: Quite appropriate
2. Clarity and simplicity of the language used: simple to understand by all.
3. Suitability of the instrument for the level of respondents: The instrument was given to SS 2 students and it's suitable for their level.
4. The extent in which the items cover the topic it meant to cover: The items adequately covered the topic meant for
5. Is the instrument properly structured in line with objectives and research questions? Yes, it was properly covered structure by structure.
6. Others (grammatical errors, spelling errors and others) well taken care of.

1

7. General comment on the instrument: The instrument used is of standard.

Suggestion(s) for improving the quality of the instrument

1. She use 3 different groups and totalling 340 students which is much
2. The researcher can reduce sample size to 250.
3. .....
4. .....

ATTESTATION SECTION

I hereby testify that the above named student brought ~~his/her~~ instrument for validation

Name of Attester: DR (Mrs) M. A. AJIBOLA

Designation: CHIEF LECTURER/DEAN, STUDIES, FCE, ZARIA UNDERGRADUATE

Name and Address of Institution: FCE, ZARIA

Phone No: 08023604313 E-mail: kadeajibola7@gmail.com

17/10/18

Signature and Date

Thank You

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

31/10/2022
Head of Department (Signature, Date & Official Stamp)

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

Student's Surname: ALAO Other Names: MODUPE MOPELOLA

Registration Number: PHD/EAE/14679/12B Programme: Ph.D (CURR&INST)

Title of the Instrument: ESSAY WRITING ACHIEVEMENT TEST

Please comment on the following:

1. Appropriateness of the instrument for the research work: The instrument used for the research work was quite appropriate.
2. Clarity and simplicity of the language used: The language used was very clear and simple, hence, easily comprehended by the students.
3. Suitability of the instrument to the level of respondents: The research instrument used is very suitable to the level of the respondents
4. The extent in which the items cover the topic it meant to cover: The items were able to cover what is meant to cover, extensively.
5. Is the instrument properly structured in line with objectives and research questions? It was properly structured
6. Others (grammatical errors, spelling errors and others). No grammatical errors, spelling errors nor topographical errors observed.

1

7. General comment on the instrument... The instruments used was most suitable.

Suggestion(s) for improving the quality of the instrument

1. The time frame could have been extended so as to cover and to allow for more writing practice.
2. .....
3. .....
4. .....

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Mal. Muhammad Auwal Aliyu

Designation: Head Department of English

Name and Address of Institution: G.S.S. DAKACE, ZARIA.

Phone No: 08066967134 E-mail: asmason83@gmail.com

APPD 17/10/2018

Signature and Date

Thank You

APPENDIX J

Assessment Guide for Pre-test and Post-test Instruments

Marking Rubric as Developed by West African Examination Council

Content – 10marks

Organization – 10marks

Expression – 20marks

Mechanical Accuracy –10marks

Total – 50 marks

	Excellent	**Very good**	**Good**	**Average**	**Below Average**	**Very weak**	**Illiterate**
Content	8-10	7	6	5	4	2-3	0-1
Organisation	8-10	7	6	5	4	2-3	0-1
Expression	10-20	14-15	11-13	9-10	7-8	5-6	0-4

APPENDIX K

TRAINING MANUAL FOR RESEARCH ASSISTANTS

FOR COLLABORATIVE WRITING STRATEGY

Researcher acquaints the research assistants with the objectives of research

Researcher explains the procedure of the collaborative writing strategy and assessment criteria

Research assistants help in administering pre-test and post-test

Research assistants are to divide students into groups; supervise the process of groups electing their leaders; and also to maintain orderliness among the groups during collaborative activities

They go round the groups offering assistance where necessary. This might be in the aspects of grammar, paragraph development, mechanics, and so on.

They also help to collect scripts and assess homework/ assignment given to students.

FOR PORTFOLIO WRITING STRATEGY

Researcher acquaints the research assistants with the objectives of research

Researcher explains the procedure of the portfolio writing strategy and assessment criteria

Research assistants help in administering pre-test and post-test

While students are writing, research assistants go round the class to maintain orderliness and offer assistance to students where necessary

Evaluative comments such as: sp, tense, cap, punct., etc are to be used while conferencing with students

FOR CONVENTIONAL STRATEGY

Researcher explains research objectives to the aides

Research procedure is explained to research aides

Research assistants help in administering pre-test and post-test

They help to maintain orderliness in the class while the researcher is teaching

APPENDIX L

STUDENTS' PRE-TEST AND POST-TEST SCORES

EXPERIMENTAL GROUP 1(CWS)

	PRE-TEST						POST-TEST				
S/N	**C**	**O**	**E**	**MA**	**T**		**C**	**O**	**E**	**MA**	**T**
1.	2.5	2.5	5	0	10		5	5	11	0	21
2.	1	1	3	0	5		3	3	7	0	13
3.	2	2	4	0	8		4.5	5	10	0	19.5
4.	2.5	2.5	6	0	11		4	4	9	0	17
5.	3	4	8	0	15		5	5	10	0	20
6.	1.5	1.5	3	0	6		2	2	6	0	10
7.	3	3	6	0	12		5	5	10	0	20
8.	0	0	2	0	2		2	2	5	0	9
9.	1	1	2	0	4		3	4	7	0	14
10.	0.5	0.5	2	0	3		2	2	5	0	9
11.	3.5	3.5	7	0	14		4.5	4.5	10	0	19
12.	4	4	8	0	16		5	5	11	0	21
13.	1	1	3	0	5		3	3	6	0	12
14.	1	2	4	0	7		2	3	6	0	11
15.	3	3	6	0	12		4	4	9	0	17
16.	2	2	5	0	9		3	3	6	0	12
17.	1	1	3	0	5		1	3	5	0	9
18.	2	2	4	0	8		3	3	6	0	12
19.	2	2	5	0	9		4	4	9	0	17
20.	3	3	6	0	12		4	4	9	0	17
21.	0	0	2	0	2		2.5	2.5	5	0	10
22.	4	4	9	0	17		5	5	10	0	20
23.	2	2	5	0	9		3	3	6	0	12
24.	2	3	5	0	10		4	4	9	0	18

25.	1	1	2	0	4		2	2	5	0	9
26.	3	3	6	0	12		4	4	8	0	16
27.	2	3	6	0	12		4	4	9	0	17
28.	2	3	6	0	11		3	3	7	0	13
29.	2	2	4	0	8		2 ½	2 ½	5	0	10
30.	2 ½	2 ½	6	0	11		4	4	8	0	16
31.	1	1	3	0	5		3	3	6	0	12
32.	0	0	1	0	1		2	2	5	0	9
33.	2	2	5	0	9		4	4	9	0	17
34.	2	2	4	0	8		4	4	9	0	17
35.	3	3	6	0	12		5	5	10	0	20
36.	1	1	2	0	4		2 ½	2 ½	6	0	11
37.	1 ½	1 ½	3	0	6		3	3	6	0	12
38.	2 ½	2 ½	6	0	11		3	3	7	0	13
39.	0	0	1	0	1		2 ½	2 ½	5	0	10
40.	14	1	3	0	5		3	3	5	0	10
41.	0	0	1	0	1		2	2	5	0	9
42.	1 ½	1 ½	3	0	6		3	3	6	0	12
43.	1	1	2	0	4		4	4	9	0	17
44.	1	1	3	0	5		3	4	8	0	17
45.	3	3	7	0	13		5	5	11	0	21
46.	1	1	2	0	4		2 ½	3	6	0	11 ½
47.	1	2	3	0	6		3	3	6	0	12
48.	3	3	6	0	12		5	5	11	0	21
49.	2	2	5	0	9		3	3	6	0	12
50.	2 ½	2 ½	6	0	11		4	4	9	0	17
51.	4	4	8	0	16		6	6	12	0	24
52.	2	2	5	0	9		2	3	6	0	11
53.	3	3	7	0	13		3	4	8	0	15
54.	1	2	3	0	6		3	3	6	0	12

55.	2	2	5	0	9	4	4	8	0	16
56.	1	1	2	0	4	2	2	5	0	9
57.	0	0	2	0	4	2	2	4	0	8
58.	1	1	3	0	5	3	3	6	0	12
59.	4	5	9	0	18	5	5	11	0	21
60.	3	3	7	0	13	4	4	8	0	16
61.	3 ½	3 ½	8	0	15	5	5	10	0	20
62.	3 ½	3 ½	7	0	14	5	5	11	0	21
63.	3	3	6	0	12	4	4	8	0	16
64.	1	2	4	0	7	3	3	6	0	12
65.	1	1	2	0	4	3	3	7	0	13
66.	0	0	2	0	2	2	2	4	0	8
67.	0	1	2	0	3	2	2	4	0	8
68.	3	4	8	0	15	4	4	9	0	17
69.	0	0	2	0	2	1	1	3	0	5
70.	1	1	3	0	5	2	2	5	0	9
71.	1	1	2	0	4	3	3	6	0	12
72.	1 ½	1 ½	3	0	6	3	3	6	0	12
73.	1	2	4	0	7	3	3	7	0	13
74.	1	1	3	0	5	2	2	4	0	8
75.	3	3	6	0	12	3.5	3.5	8	0	15
76.	2	2	5	0	9	3	3	7	0	13
77.	½	½	2	0	3	1.5	1.5	4	0	7
78.	3	4	8	0	15	4	5	9	0	18
79.	3	3	7	0	13	5	5	11	0	21
80.	0	0	1	0	1	2	2	4	0	8
81.	3.5	3.5	7	0	14	5	5	11	0	21
82.	3	3	6	0	12	4	4	8	0	16
83.	2	2	4	0	8	3	3	7	0	15

84.	2	3	6	0	11		3	3	8	0	14
85.	2	2	5	0	9		3	3	7	0	13
86.	3	3	7	0	13		5	5	10	0	20
87.	2	2	4	0	8		4	4	8	0	16
88.	3	4	8	0	15		5	5	10	0	20
89.	2.5	2.5	6	0	11		3	3	7	0	13
90.	4	4	9	0	17		5.5	5.5	12	0	23
91.	1	1	3	0	5		3	3	6	0	12
92.	0	0	2	0	2		2	2	5	0	9
93.	2	2	5	0	9		3	3	7	0	14
94.	3	3	6	0	12		5	5	10	0	20
95.	1	2	3	0	6		3	3	6	0	12
96.	1	1	2	0	4		2.5	2.5	6	0	11
97.	2	2	4	0	8		3	3	7	0	13
98.	2	2	5	0	9		3	3	6	0	12
99.	1	2	3	0	6		3	3	6	0	12
100.	0	0	1	0	1		1.5	1.5	4	0	7
101.	.5	.5	2	0	3		2	2	5	0	9
102.	1	1	3	0	5		2	2	4	0	8
103.	2	2	4	0	8		3	3	7	0	13
104.	3	3	6	0	12		4	4	8	0	16
105.	2	2	5	0	9		3	3	7	0	13
106.	1.5	1.5	3	0	6		3	3	7	0	13

EXPERIMENTAL GROUP 2(PWS)

	PRE-TEST					POST-TEST				
S/N	**C**	**O**	**E**	**MA**	**T**	**C**	**O**	**E**	**MA**	**T**
1.	0	0	2	0	2	1	2	4	0	8
2.	1	1	3	0	5	2	2	5	0	9
3.	1	2	5	0	8	2	2	6	0	10
4.	1	1	3	0	5	3	3	6	0	12
5.	3	3	6	0	12	4	4	8	0	16
6.	2	2	5	0	9	3	3	6	0	12
7.	.5	.5	2	0	3	1.5	1.5	4	0	7
8.	1	1	3	0	5	2	2	5	0	10
9.	3	3	7	0	13	3.5	3.5	8	0	15
10.	2	2	4	0	8	3	3	7	0	13
11.	0	0	1	0	1	1.5	1.5	4	0	7
12.	3.5	3.5	7	0	14	5	5	9	0	19
13.	1.5	1.5	3	0	6	2.5	2.5	6	0	11
14.	1	1	2	0	4	2	2	4	0	8
15.	0	0	1	0	1	2	2	5	0	9
16.	.5	.5	2	0	3	2	2	5	0	9
17.	3	4	8	0	15	4	4	8	0	16
18.	2	2	5	0	9	3	3	6	0	12
19.	1.5	1.5	3	0	6	3	3	7	0	13
20.	3	3	6	0	12	3.5	3.5	7	0	14
21.	1	1	2	0	4	2	2	4	0	8
22.	3	3	7	0	13	3	3	8	0	14
23.	1	2	4	0	7	2	2	5	0	9
24.	2	2	4	0	8	3	3	6	0	12
25.	1	1	3	0	5	2	2	4	0	8
26.	2	2	5	0	9	3	3	6	0	12
27.	2	3	5	0	10	3	3	7	0	13

28.	1	1	2	0	4
29.	3	3	6	0	12
30.	2	3	6	0	11
31.	2	2	4	0	8
32.	2.5	2.5	6	0	11
33.	1	1	3	0	5
34.	0	0	1	0	1
35.	2	2	5	0	9
36.	2	2	4	0	8
37.	3	3	6	0	12
38.	1	1	2	0	4
39.	1.5	1.5	4	0	7
40.	2.5	2.5	6	0	11
41.	0	0	1	0	1
42.	1	1	3	0	5
43.	0	0	1	0	1
44.	1.5	1.5	3	0	6
45.	1	1	2	0	4
46.	1	1	3	0	5
47.	3	3	7	0	13
48.	1	1	2	0	4
49.	1	2	3	0	6
50.	3	3	6	0	12
51.	2	2	5	0	9
52.	2.5	2.5	6	0	11
53.	4	4	8	0	16
54.	2	2	5	0	9
55.	3	3	7	0	13
56.	1	2	3	0	6
57.	2	2	5	0	9

2	2	4	0	8
3	3	7	0	13
3	3	6	0	12
2.5	2.5	5	0	10
3	3	7	0	13
2	2	4	0	8
2	2	5	0	9
3	3	6	0	12
3	3	5	0	11
5	5	11	0	21
2.5	2.5	6	0	11
2.5	2.5	5	0	10
3	3	6	0	12
2	2	4	0	8
2	2	5	0	9
2	2	5	0	9
3	3	6	0	12
2	2	4	0	8
2	2	4	0	8
4	4	8	0	16
2	2	5	0	9
2	2	5	0	10
2	2	5	0	10
4	4	8	0	17
3	3	5	0	11
5	5	10	0	20
3	3	6	0	11
3.5	3.5	8	0	15
2	2	5	0	9
2	2	6	0	11

58.	1	1	2	0	4	2	2	4	0	8
59.	0	0	2	0	2	1.5	1.5	3	0	6
60.	1	1	3	0	5	2	2	4	0	8
61.	4	5	9	0	18	5	5	10	0	20
62.	3	3	7	0	13	3.5	3.5	8	0	15
63.	3.5	3.5	8	0	15	4	4	9	0	17
64.	3	3	6	0	12	3	3	7	0	13
65.	1	2	4	0	7	2	2	5	0	9
66.	1	1	2	0	4	2	2	5	0	9
67.	0	0	2	0	2	2	2	5	0	9
68.	0	1	2	0	3	1	1	3	0	5
69.	3	4	8	0	15	3	3	8	0	14
70.	2.5	2.5	5	0	10	3	3	6	0	12
71.	1	1	3	0	5	2	2	4	0	8
72.	2.5	2.5	6	0	12	3	3	5	0	11
73.	2	2	4	0	8	3	3	6	0	12
74.	3	4	8	0	15	4	4	8	0	16
75.	1.5	1.5	3	0	6	2.5	2.5	5	0	10
76.	3	3	6	0	12	4	4	8	0	16
77.	2	2	4	0	8	3	3	6	0	13
78.	0	0	2	0	2	2	2	5	0	9
79.	1	1	2	0	4	2	2	5	0	9
80.	.5	.5	2	0	3	2	2	4	0	8
81.	3.5	3.5	7	0	14	4	4	8	0	16
82.	4	4	8	0	16	5	4	10	0	20
83.	1	1	3	0	5	2	2	4	0	8
84.	1	2	4	0	7	2	2	4	0	8
85.	3	3	6	0	12	3.5	3.5	7	0	14
86.	0	0	1	0	1	2	2	4	0	8
87.	0	1	2	0	3	1	1	3	0	5

88.	2	2	5	0	9
89.	1	1	3	0	5
90.	2	2	5	0	9
91.	2	2	4	0	8
92.	1	1	3	0	5
93.	1.5	1.5	3	0	6
94.	1	1	2	0	4
95.	4	5	9	0	18
96.	3	3	7	0	13
97.	2	2	4	0	8

2.5	2.5	6	0	11
2	2	5	0	9
3	3	6	0	12
3	3	5	0	11
2	2	5	0	9
2	3	5	0	10
2.5	2.5	5.5	0	10
5	5	10	0	20
4	4	8	0	16
3	3	7	0	13

CONTROL GROUP

	PRE-TEST					POST-TEST				
S/N	**C**	**O**	**E**	**MA**	**T**	**C**	**O**	**E**	**MA**	**T**
1.	2	2	5	0	9	3	3	6	0	12
2.	0	0	1	0	1	1	1	2	0	4
3.	1	1	2	0	4	2	2	4	0	8
4.	1	1	3	0	5	2	2	4	0	8
5.	3	3	6	0	12	4	4	7	0	15
6.	1.5	1.5	3	0	6	2	2	5	0	9
7.	3	3	7	0	14	4	4	8	0	16
8.	2	2	4	0	8	3	3	6	0	12
9.	1	2	4	0	7	2.5	2.5	5	0	10
10.	0	0	2	0	2	1	1	2	0	4
11.	3	3	7	0	13	3.5	4	8	0	15.5
12.	2	2	5	0	9	3	3	6	0	12
13.	3	4	8	0	15	4	4	8	0	16
14.	0	0	2	0	2	1	1	3	0	5
15.	2	2	4	0	8	3	3	6	0	12
16.	.5	.5	2	0	3	1	1	3	0	5
17.	1	1	3	0	5	2	2	4	0	8
18.	2	2	5	0	9	3	3	6	0	12
19.	2	3	6	0	11	3	3	6	0	12
20.	3	3	6	0	12	3.5	3.5	7	0	14
21.	4	5	9	0	18	5	5	10	0	20
22.	2	2	5	0	9	2.5	2.5	5	0	10
23.	1	1	2	0	4	2	2	4	0	8
24.	1	1	3	0	6	2	2	4	0	8
25.	3	3	6	0	12	4	4	7	0	15
26.	2	2	5	0	9	2	3	5	0	10
27.	2.5	2.5	6	0	11	3	3	6	0	12

28.	4	4	8	0	16
29.	2	2	5	0	9
30.	3	3	7	0	13
31.	1	2	3	0	6
32.	2	2	5	0	9
33.	1	1	2	0	4
34.	1	1	3	0	5
35.	4	5	9	0	18
36.	3	3	7	0	13
37.	3.5	3.5	8	0	15
38.	1	2	4	0	7
39.	0	0	2	0	2
40.	3	3	6	0	12
41.	3.5	3.5	7	0	14
42.	3	4	8	0	15
43.	3	3	7	0	13
44.	1	1	2	0	4
45.	0	1	2	0	3
46.	2	2	4	0	8
47.	2	2	5	0	9
48.	1	1	3	0	5
49.	2	2	5	0	9
50.	0	1	2	0	3
51.	0	0	1	0	1
52.	3	3	6	0	12
53.	1	2	4	0	7
54.	1	1	3	0	5
55.	4	4	8	0	16
56.	3.5	3.5	7	0	14
57.	.5	.5	2	0	3

5	5	10	0	20
2.5	2.5	6	0	11
4	4	8	0	16
2	2	4	0	8
4	4	8	0	16
1	1	3	0	5
2	2	5	0	9
5	5	10	0	20
3	4	7	0	14
4	4	9	0	17
2	3	5	0	10
2	2	4	0	8
4	3	6	0	13
4	4	8	0	16
3	5	8	0	16
4	4	8	0	16
2	2	4	0	8
2	2	4	0	8
3	3	6	0	12
3	3	5	0	11
2	2	4	0	8
2	2	6	0	10
1	1	2	0	4
1	1	2	0	4
3	4	7	0	14
2	2	4	0	8
2	2	5	0	9
5	5	10	0	20
4	4	7	0	15
1	1	4	0	6

58.	1	1	2	0	4	2	2	4	0	8
59.	0	0	2	0	2	2	2	5	0	9
60.	2	2	4	0	8	3	3	5	0	11
61.	3	3	6	0	12	3.5	3.5	7	0	14
62.	1.5	1.5	3	0	6	2	2	4	0	8
63.	3	3	8	0	15	4	4	8	0	16
64.	2	2	4	0	8	2	3	4	0	9
65.	2.5	2.5	6	0	11	3	3	7	0	13
66.	1	1	3	0	5	1	2	3	0	6
67.	2.5	2.5	5	0	10	3	3	6	0	12
68.	2	2	5	0	9	2.5	2.5	6	0	11
69.	3	3	7	0	13	3	4	7	0	14
70.	1	1	3	0	5	2	2	5	0	9
71.	0	0	1	0	1	1	1	3	0	5
72.	1	1	5	0	9	3	3	6	0	11
73.	0	0	2	0	3	1.5	1.5	3	0	6
74.	1	1	4	0	7	2	2	5	0	9
75.	2	2	4	0	8	3	3	5	0	11
76.	3	3	6	0	12	3	3	7	0	13
77.	2.5	2.5	5	0	10	3	3	6	0	12
78.	1	2	3	0	6	2	2	5	0	9
79.	1	1	3	0	5	3	3	6	0	12
80.	1.5	1.5	3	0	6	3	3	6	0	12
81.	2	2	4	0	8	3	3	6	0	12
82.	1	1	3	0	5	2	2	5	0	9
83.	3	3	6	0	12	3	4	7	0	14
84.	0	0	2	0	2	2	1	3	0	6
85.	2	2	4	0	8	2.5	2.5	6	0	11
86.	2.5	2.5	6	0	11	3	3	5	0	11
87.	0	0	1	0	1	2	2	4	0	8

88.	1	1	3	0	5	2	2	4	0	8
89.	3	3	7	0	13	3	3	8	0	14
90.	3.5	3.5	7	0	14	4	4	8	0	16
91.	3	3	6	0	12	4	4	7	0	15
92.	4	4	9	0	17	4	5	9	0	18
93.	3	3	7	0	13	3.5	3.5	8	0	15
94.	2	2	4	0	8	3	3	6	0	12
95.	3	3	6	0	12	5	5	10	0	20
96.	1	1	3	0	5	1	1	3	0	5
97.	2	2	5	0	9	2	3	5	0	10
98.	1	2	3	0	6	2	2	4	0	8
99.	3	4	8	0	15	4	4	9	0	17
100.	3	3	7	0	13	4	4	8	0	16
101.	2	2	4	0	8	3	3	6	0	12
102.	1	1	2	0	4	2.5	2.5	0	0	10
103.	1.5	1.5	3	0	6	2	2	5	0	9
104.	3	3	7	0	13	3.5	3.5	8	0	15

TOTAL MARKS OBTAINABLE = 50

Key

S/N = Serial Number

C = Contents

O = Organization

E = Expression

MA = Mechanical Accuracy

T = Total Score Obtained

APPENDIX M

PHOTOGRAPH EVIDENCE



Researcher teaching in one of the experimental classes



Research assistant in one of the experimental classes



Students engaging in collaborative activities



Students writing during the post-test