IMPACT OF GENDER STREAMING ON PERFORMANCE IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN NIGER STATE

BY

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FEBRUARY, 2014.

DECLARATION

I declare that the work in this dissertation entitled IMPACT OF GENDER STREAMING ON PERFORMANCE IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN NIGER STATEhas been carried out by me. The information derived from literature have been fully acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at this or any other institution.

Gwarjiko Usman Idris	Signature	Date

DEDICATION

This work is dedicated to my late parents,AlhajiIdrisMammanYisa and Hajiya Fatima Idris, for their tutelage, nurturing and prayer and my family members for their patience, endurance and understanding.

CERTIFICATION

This dissertation titled IMPACT OF GENDER STREAMING ON PERFORMANCE IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN NIGER STATE meets the regulation governing the award of the degree of Doctor of Philosophy of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Abstract

The title of this study is "Impact of Gender Streaming on Performance in English Language at Senior Secondary School Level in Niger State." The objective of this study was to investigate the impact of streaming according to gender on the performance of senior secondary school students in English language in Niger State. In the course of the work, the researcher compared the performance of students in single gender and mixed gender streams; male students in single gender and mixed gender streams; females students in single gender and mixed gender streams; male students single gender stream and female students single gender stream; and male and female students in mixed gender stream in English Language at senior secondary school level in Niger State. The population of the study was 53,468 from 248 schools of both single and mixed gender streams. Out of this, a total of one hundred and fifty-nine (159) students were sampled from three senior secondary schools, all in Minna metropolis and the quasi experimental research design was used to conduct the study. A total of 300 students' previous senior secondary school certificate examinations NECO results, spanning five years (2009-2013) from the same three senior secondary schools, all in Minna metropolis, Niger State, were used in an ex-post facto study in order to study the trend in students' performance by gender difference. To test students' performance, the NECO 2011 November/December past question papers was used, after treatment for 8 weeks, using English Language national curriculum content and prepared lesson notes. Frequency counts and Arithmetic means were used for descriptive analysis to answer the research questions. The t-test statistical technique was used for inferential analysis to test the hypotheses. This study is anchored on Bandura (1986)'s social learning theory. The theory emphasises on the importance of biological, social and cultural impacts on human behaviour, development and learning especially on gender and genders specific traits, bevaviour and roles.The results revealed that there was: significant difference between the performance of single gender and mixed gender stream students; significant difference also existed between the male students in single gender and mixed gender streams; there was no significant difference between the female students in single gender and mixed streams; significant difference however, existed between the male and the female students in single gender schools; and no significant difference between the male and the female students in mixed gender stream. In all the cases, the male students outperformed the female students except for the mixed gender stream where the result was generally poor. It was therefore, concluded that the single gender stream instructional environment was found to be more effective in enhancing better students' performance than the mixed gender streaming strategy especially in English language in Niger State. Consequently, it is recommended that the Niger State Government lends more support for the single gender streaming and improve in the provision of infrastructural facilities to enhance the academic performance of female students in single gender stream environment. Equity should also be ensured between schools in the course of such provisions as this will ensure improved students' performance in NECO and WAEC, SSC examinations in English Language in Niger State, Nigeria.

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ABBREVIATIONS

In this study, the abbreviations below were used to mean the words/phrases as indicated.

AF- all-female

AM-all-male

AFS- all female school

AMS- all-male schools

GS-Gender stream(ing)

MG- mixed gender

MGSFS- mixed gender stream female students

MGSMS- mixed gender stream male students

MGS- mixed-gender schools

MGSSS- mixed-gender senior secondary schools

MGSS- mixed-gender secondary students

NECO- National Examinations Council

SGSS- Single gender stream students

SGSFS-Single gender female stream students

SGSMS-Single gender stream male students

SGSSS- single-gender senior secondary schools

SGS- single-gender schools/students

SSCE- Senior Secondary School Certificate Examinations

WAEC - West African Examinations Council

WASC – West African School Certificate

OPERATIONAL DEFINITION OF TERMS

In this study the words/phrases below are used according to the meaning indicated for them:

All-male: This comprises of boys or male students only

All-female: This is made up of girls or female students only

Gender: This refers to cultural and social classification of people as male and female as social groups.

Gender composition: This describes the gender-type a class is composed of (whether a class comprises male or female or mixed (both)

Mixed-gender: This comprises of both male and female students (in school/class).

Placement: It is the allocation of schools or classes to students (according to criteria or certain characteristic features such as gender, ability, aptitude or career/profession/trade).

Respondents: It is the sample population of the students used in the study drawn from the total target population.

Single-gender: This refers to either boys or girls or either male or female students.

Streaming: It is allocation or assigning of schools or classes to students (as in placement).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is obvious that inspirations ginger actions, counteractions and their directions. Therefore, a number of factors motivated this study. The first of such factors is related to gender inequity in education. Thus, the educational growth and development especially in the northern part of Nigeria, is suffering from the problem of educational inequity between females and males in terms of educational opportunities. Gender inequity is manifested in low level of enrollment, alarming withdrawal rate resulting in low completion rate, poor or lack of attention and support for the girl-child education by parents and lack of or inadequate attention being given to female students by teachers particularly in co-educational classrooms especially when taught by male teachers.

Another motivating factor for undertaking this research is the assertion that females have better aptitude and competence in learning language than their male counterparts. Closely related to this assertion is the desire to investigate and evolve a means of improving the poor performance of students across gender in the Senior Secondary Certificate Examinations (SSCE), conducted by the West African Examinations Council (WAEC) and the National Examinations Council (NECO) through empirical studies of this type. This is more desirous due to the availability of studies, especially outside the shores of Nigeria, which indicate that both female and male students perform better when they are separated wherever the former takes more advantage than the later.

One may not, however, be wrong to attribute the reasons for the gender disparities in educational opportunities to the historical development or evolution of western education itself. The history of western education in Nigeria indicates that educating males only was the priority

of the early civilized man. Later, due to the realization of equality of human creation and in appreciation of the economic and development roles females can also play, the need to educate them evolved though on separate grounds initially. With the complexity of our society as it develops, coupled with struggle for equality of gender, especially by women themselves and human right activists, the idea of co-education evolved and gradually became very popular and acceptable in most countries of the world (Wexler, 2009). In most cases, the advocates of mixed gender consider it as a viable means of ensuring inter-gender socialization, integration and enhancement of equity in human beings and it is believed to be highly cost-saving. They also argued that it enhances better academic performance.

It is a fact that the dynamic nature of any given society and its challenges on educational development consequently, affects both the theoretical and practical aspects of the school curriculum implementation as a whole. This is due to the fact that, as the values of society change, so also does the goals and objectives of education. A formal education system necessarily reflects the values of society since its very purpose is to implement those things that the general community or society considers important and valuable, particularly for their development and survival. Therefore, if the general community changes with regard to what is and what is not appropriate, the educational system also must change. This seems to be vitally relevant to the question as to whether coeducational or single-gender schooling system is in the best interest of students, parents and the wider society.

Consequently, because the societal values today are not the same with those of several years back, a great number of people now believe that co-education is, by far, the best choice for students, especially in their teens. The two genders can easily live, work, and play together in the real world in preparation for future adult life. They can learn to appreciate and respect others of

the opposite sex and see how men and women develop appropriate roles in society both as parents and as useful and productive citizens.

Yet, not everyone shares this point of view because many parents today prefer that their teenage children attend gender-segregated schools/classrooms because teen-age pregnancy is a scaring reality in co-educated schools. Undoubtedly, students make strong friendships at school with the opposite sex which is indeed, a great possibility for unwanted pregnancy which can, no doubt, be avoided when contact situation is totally disallowed. Equally too, they will be more likely to concentrate on their academic engagements since they will be free from the distraction of male-female relationships that inevitably, tempts adolescents for explorative reasons (Philiem, 2012 and Farley, 2012).

In addition, since moral values were clearly defined several years back, to most people, it was practically seen and acceptable to be appropriate to separate boys and girls in their formal schooling. The reflection of this way of thinking today is manifested in some Muslim communities in some parts of the world, particularly, in North America as well as in the Middle East and of recent, in many states of Northern Nigeria. Many traditional Christian communities also still retain the old values in their approach to education because they believe that segregation or streaming by gender is morally safe and should therefore, be the norm.

From the discourse above, it is clear that, the gender streaming factor in educational practice evolved from being initially more female exclusive than female inclusive (Wexler, 2009). Of recent, there seems to be a serious shift of attention again from mixed- gender streaming back to single-gender streaming, especially outside the shores of Nigeria. There is the need to mention that the shift, this time around, is not for moral and stereotypical or segregate reasons, but as a strategy for improving students' academic performance (Lee and Bryk, 1986, Marsh, 1989, Lee and Lockheed, 1990, Mallam, 1993, and Sax, 2007). However, there are some

researchers such as Gilson (1999), Pahlke, Hyde and Allison (2014), Rowe 1988 etcetera, who still reported that gender streaming strategy makes no difference in academic achievement. Such scholars therefore, maintain null position (Ian, 2011).

This controversy and inconsistency on gender streaming types has, consequently, attracted a number of renewed studies. Many of these reported research findings show that boys and girls are different in several respects such as hearing acuity, (John Corso in Algoe 2012), the rate and sequence of brain development, (Dianne, 1999, and Lenroot et. al, 2007), language tasks execution (Burman 2008 Gomez, 2011), brain lateralization (Harriet, Robert & Marvin, 1999, Burman, Tali & James, 2008) and learning styles (Hodgins, 2011, Cook, 2012, Williams, 2012 and Algoe, 2012). Each of these research reports poses some pedagogical implications and challenges in the classroom.

One serious issue worthy of note at this point of discourse is that, in Nigeria, the issue of gender factor in placing/streaming students is not considered seriously. During the placement of students into either schools or classrooms, the factors mostly considered are ability, aptitude, occupation or trade or career, science or arts inclination but always at the exclusion of gender streaming factor. Today, students in Niger State, as well as those in most of other states in Nigeria, are haphazardly placed into either mixed-gender or single gender schools simultaneously but without any policy guideline or guiding instrument or research-supported reasons.

However, there are states such as Kaduna, Kano, Katsina, Sokoto and Zamfara that are concerned about single gender streaming/school now in Northern part of Nigeria. They became concerned as a result of the introduction and implementation of Shari'ah law which concerns itself more about the moral challenges of mixed-gender streaming/school. At the moment, the moral discipline advantage may not be the only benefit that this country stands to derive from

single gender streaming system. With the current alarming persistent mass high rate of students' failure in Senior Secondary Certificate Examination by West African Examinations Council (WAEC) and National Examinations Council (NECO), the exploration of other advantages such as the academic performance and its exploitation is a vital one if such a system proves to be so positively impacting. This is inevitably important, considering the important role that English language plays in our educational institutions, in the general administration and business transactions in Nigeria. In Nigeria, for example, no student is qualified for admission into Universities and tertiary institutions unless he/she possesses the minimum number of credit passes including English language. So also, at all levels of our educational institutions, English language is used as the medium of instruction. This, therefore, serves as the source of aims and objectives of teaching and learning English language in Nigerian senior secondary schools. English language teaching focused on the inculcation and development of both receptive and productive aspects that are very much targeted at achieving effective communicative performance in both spoken and written aspects of English language.

This study, therefore, investigated the gender factor in streaming students aimed at enhancing high academic performance amongst the senior secondary students in English Language at the senior secondary school level, in order to curb the high rate of students' failure in West Africa Examinations Council (WAEC) and National Examinations Council (NECO) Senior Secondary Certificate Examinations in Niger State, Nigeria.

1.2 Statement of the Problem

Nigeria as a country, has been suffering from a disgustingly high rate of students' failure in key subjects (Eze, 2011) among which is English Language, the language of administration in government and medium of instruction in Nigerian schools. The Principal Assistant Registrar of West Africa Examinations Council (WAEC), Uduh, cited by Eze, (2011) reveals that the results

of West African Senior School Certificate Examinations (WASCE) of candidates who obtained credit passes in, at least, five subjects, including English Language and Mathematics over a period of five years, show that for 2005, it was 27.53 per cent, 15.56 per cent for 2006, 25.54 per cent for 2007, 13.76 per cent for 2008 and 25.99 per cent for 2009. This failure rate has attracted the attention of educators, educationists and educational researchers in investigating its causes

Unfortunately, not much consideration has been given to the gender factor in streaming students as a possible vital variable that can impact on students' academic performance in Nigeria's educational system. This factor is often conspicuously absent in such enumerations. Consequently, of recent, a deliberate and drastic shift from coeducation, much more to single-gender education is fast gaining ground and has prompted several studies, especially outside the shores of Nigeria. This shift to single gender system today in other parts of the world is attributable to a number of research findings that that male and female genders are different in several respects such as the rate of brain development (Lenroot et. al. 2007), brain lateralization (Harriet, Robert & Marvin, 1999, Burman, Tali & James, 2008), brain tasks execution strategies (Gomez, 2011), seeing and hearing endowed capabilities Corso in Algoe 2012), and activeness in the brain. Other differences reported include learning strategies or styles (Vernon-Gestenfeld, 1989 & Hodgins, 2008); and classroom learning climatic conditions (Hodgins, 2008). Each of these poses some pedagogical challenges and consequently, constraining students' academic performance if not addressed.

This research, therefore, investigated English language academic achievement benefits derivable from streaming students according to gender at the senior secondary schools level in Niger State. In other words, the researcher investigated the academic performance of mixed gender and single streamed students to find out the most effective streaming type that can be

used to improve the academic performance of students at the senior secondary school level particularly in English Language in Niger State.

1.3 Objectives of the Study

The study setout to find out the impact of gender streaming on the academic performance of:

(a) single gender stream students (SGSS) and mixed gender streamstudents (MGSS) in English Language at the senior secondary school level in Niger state.
(b) single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state.
(c) single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state.
(d) single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state.
(e) mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state.

1.4 Research Questions

This study sought answers to the following questions:

Research Question 1: Is there significant impact of gender streaming on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) the students in English Language at senior secondary school level in Niger state?

Research Question 2: Is there significant impact of gender streaming on the academic performance of single gender stream male students (SGSS) and mixed gender stream male students (MGSS) in English Language at the senior secondary school level in Niger state?

Research Question 3: Is the academic performance of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state significantly different due to gender streaming?

Research Question 4: Does gender streaming result into a significant difference in the academic performance in English Language between the single gender stream male students (SGSMS) and single gender stream female students (SGSFS)at the senior secondary school level in Niger State?

Research Question 5: Does gender streaming result into a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state?

1.5 Research Hypotheses

In this study, the following null hypotheses were tested:

(HO_1): Gender streaming has no significant impact on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at the senior secondary school level in Niger state.

(HO_2): Gender streaming does not result into a significant difference in academic performance between single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state.

(HO_3): The academic performance of the single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior

secondary school level in Niger state is not significantly different due to the impact of gender streaming.

(HO_4): Gender streaming does not result into a significant difference in academic performance between single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state.

(HO_5): Gender streaming does not result into a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state.

1.6 Basic Assumptions

In this study, the researcher makes the following basic assumptions:-

1. Consideration of gender difference in students' placement into senior secondary will impact and improve on their academic performance in Senior Secondary Certificate Examinations in English Language in secondary schools in Niger State.
2. Lack of consideration for gender difference in placement of students in senior secondary schools has contributed to the high rate of failure in their Senior Secondary Certificate (SSCE) Examinations in English Language in Niger State.
3. Gender streaming of students into senior secondary schools without policy guidelines is the practice currently in Niger State.
4. Lack of consideration for gender factor in English language teaching in senior secondary schools has contributed to the high rate of poor performance of students in Senior Secondary Certificate (SSCE) Examinations in English Language in Niger State.

5. Male and female students perform equally well in single gender education system.

1.7 Significance of the Study

In Nigeria, it is clear that the government does not give much attention to the issue of gender-type when it comes to the matter of streaming or placing students into senior secondary school level or when allocating classes to them in schools. In most cases, government's concentration is on career/professional predictions such as arts, science, technical or vocation aptitudes, and day or boarding variables. The exploitation of gender streaming strategy for academic performance implications is never viewed with much seriousness. Therefore, since this study is designed to investigate whether or not streaming students according to gender composition can significantly impact on senior secondary students' academic performance particularly, in English Language, its findings may help teachers, school administrators and managers, school counselors, curriculum specialists, teacher trainers and teacher retrainers. The impact on all these stakeholders will result in ameliorating the alarming failure rate in English language in SSCE results in Niger State.

First, this study will be useful to Nigerian teachers in improving their instructional strategies to enhance learning through their better knowledge and understanding of the impact of gender differences. Secondly, this study will help in guiding teachers in students' sitting arrangement in the classroom, bearing in mind the seeing and hearing differences in males and females. This is of particular relevance in mixed gender learning environment. In addition, the knowledge of the fact that males and females learn differently, will positively influence the decision of teachers on the instructional strategies to adopt to cater for the differences in the students.This can be facilitated through their knowledge of the impact of some vital gender differences derivable from the results of this research.

In addition, the result of this study will be useful to teachers in enhancing effective classroom organization and management. Knowledge on the importance of basic differences between males and females will assist teachers while planning their lessons and during teaching, they will be able to make positive concession and consideration for gender differences. This way, the result will, no doubt, help improve the students' performance in their senior secondary examinations.

Furthermore, considering one of the roles and functions of English Language in Nigeria as the language of education (medium of instruction) in our schools, if the results impact on students' performance in English language, it will in turn enhance their effectiveness and proficiency to learn other subjects in the schools.

The result can also be helpful to school administrators and managers in becoming more efficient, tactical, considerate and effective in the administration and management of their schools with the foreknowledge of gender differencesas it may impact on students' academic performance. The study will also be useful to school guidance and counselors in guiding and counseling students in the areas of career choice and professional callings. Equally too, in terms of inter-gender and intra-gender crises, the counselor can help make the students understand themselves better by recognizing that some of the things that happen to them can be explained because of their gender differences. The understanding and acceptance of what oneself is will help in their social adjustment through the guidance of the teacher who has the knowledge and implication of gender difference in students.

Furthermore, curriculum planners and ministry of education officials may also find this study significant to them when considering policy issues that will enhance students' academic performance. This is particularly so when they think of issues relating to gender-stereotype and gender-sensitivity in the area of English Language subject curriculum content,

organization/sequencing, methods, instructional materials and evaluation technique recommended for use by teachers when planning and reviewing the curriculum.

It is also believed that the findings of this study will be significant to the teacher trainers by including in the curriculum those basic knowledge of gender differences that can be useful to student teachers, when they qualify and go into practice. In the same vein, organizers of workshops, capacity building, seminars, on service training and refresher courses for teachers will, no doubt, find the findings of this study significant to them.

There is no doubt that parents are often confused about the choice of school-type for their children. Hence, the result of this study could clear parents from being skeptical and or confused about which gender composition (mixed or single gender) is more helpful to their children.

1.8 Scope of the Study

This study investigated the impact of gender streaming on students' academic performance in English Language in senior secondary schools in Niger State. In the study, the sample size was 159 students sampled out of 53,468 senior secondary 3 (SS3) students from 248 senior secondary schools (SSS) in Niger State.

Secondly, this study involved the gender composition in streaming students to see how it impacts on the academic performance of students. There are several other aspects of the impacts of gender streaming on students' academic performance that are equally important, but were not covered by this study.

Thirdly, this study focused on only English Language out of several other subjects students take at the senior secondary school level. Finally, the study used only public senior secondary schools in Niger State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the two basic aspects covered in literature review are conceptual framework and related empirical studies. The conceptual framework review covered and includesconcept of education, concepts of the terms sex, gender and gender composition, the status and function of English language in Nigeria and streaming in education: a historical survey. In the area of gender and learning, the review captures gender and learning theories, gender cognitive differences and learning, gender and classification of learners and gender and learning styles.

As for gender and language, the review includes gender theories and language use, gender and language cognitive abilities, and language curriculum and instruction.

Other reviewed concepts include mixed-gender education (coeducation), academic achievements and other benefits of mixed-gender students' placement or streaming, concept and types of single-gender school/stream, benefits of single-gender school, contentions on gender factor in students' placement for achievements and null position on school gender-type and academic achievements. Also reviewed are contentions on gender factor in streaming students for academic performance and a reasonable number of empirical studies.

2.2 Conceptual Framework

2.2.1 Concept of 'Sex' and 'Gender'

The terms sex and gender are often perceived to mean one and same thing and are therefore, often used interchangeably or used confusedly due to the difficulty involved in getting the clarity in the difference in their meaning. Thus, the World Health Organisation (WHO) (2013) defines sex as the biological characteristics which define humans as female or male. These sets of

biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females (WHO 2013).

WHO (2013) goes further to enumerate some aspects of sex characteristics asserting that they are universally the same as follows:

1. Women menstruate while men do not.
2. Men have testicles while women do not.
3. Women have developed breasts that are usually capable of lactating, while men have not.
4. Men generally have more massive bones than women (p.1).

"Men are taller than women. But of course there are some women who are taller than some men. Differences are statistical, not categorical" (Grobman 2008:1). Other biological sex characteristics on the top scale, include external genitalia, internal reproductive structures, chromosomes, hormone levels, and secondary sex characteristics such as breasts, facial and body hair, voice, and body shape (Ruchismita 2013). Everyone is born female or male. Biological and physiological conditions as indicated above help us in classification as belonging to either female sex or to a male sex. Only the sexual and reproductive organs are different and all other organs are the same. This is to say that girls and boys are not too significantly different, rather there are more similarities than differences between them.

These biological or physiological differences are creations of nature and are the same in all families, every community and in every country. However, even sex may not be wholly dichotomous as it is made evident by inter-sexed individuals. It is ideal to note that at this point, biology is influenced by environmental, social, economic and cultural factors which are understood as gender (Ruchismita, 2013).

The United Nations International Research and Training Institute for the Advancement of Women (UNIRTIAW) (2013) defines the term gender as “the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis” (p.1). According to Psychology of Men (2013) gender is defined as a set of characteristics or traits that are associated with a certain biological sex (male/female). These characteristics are generally referred to as “masculine” or “feminine. This concept of gender goes close to the WHO’s definition of sex above. WHO (2013) defines gender as “the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women” (p.1).

WHO (2013) has also enumerated some gender characteristics to include the following:-

1. In the United States (and in most other countries), women earn significantly less money than men for similar work.

2. In Vietnam, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
3. In Saudi Arabia men are allowed to drive cars while women are not.

On the difference between the two, UNIRTIAW (2013), states that while “biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changed over time, and it varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them (p.1). According to the Mills (2011), "Gender is cultural and is the term to use when referring to women and men as social groups. Sex is biological; use it when the biological distinction is predominant" (p.1). “Sex is something one is born with, whereas gender is imbibed and learnt through a process of

socialization. Sex does not change and it is constant, whereas gender and gender roles and norms change and vary within and between cultures" (Ruchismita, 2013:2) and with time.

Psychology of Men (2013) puts it that the formation of gender has been highly controversial in many scientific fields because of the controversies on the different perspectives on how much of gender is due to biological, neurochemical and evolutionary factors (nature) how much is due to culture and socialization impact (nurture). The controversy is due to political implications and the claim of by either side as being right.

The discourses on concepts of sex and gender above reveal to us that sex is nature and gender is nurture but the interaction of the two results in what really makes one male or female. In this study, the word gender is used to differentiate or create the group dichotomy (male and female) as the variables for comparison in researcher's analysis. Thus, the word 'gender' is more preferable to be used in the present study.

2.2.2 Concept of 'Education'

Though the word "education" means different thing to different people at different times, attempts have been made by educators and educationists to give the meaning of the word based on their perspectives. The way the term "education" is defined by people is like the proverbial interpretation given to an elephant by blind men which was the result of the parts of the elephant felt by the blind men through mere touch.

Historically, the word "education" has been derived from the Latin term "educatum" which means "the act of teaching or training". A group of educationists say that it has come from another Latin word "Educare" which means "to bring up" or "to raise" or "to lead forth" or "to come out" (Swastik 2010). The meanings above indicate the implication that education seeks to

nourish and draw out the good qualities in man and individual by seeking to develop man's innate capacities.

Some prominent Indian educationists conceive the term education as indicated bellow;

1. Rigved: "Education is something which makes man self-reliant and selfless".
2. Upanishad: "Education is for liberation".
3. Bhagavad Gita: "Nothing is more purifying on earth than wisdom."
4. Shankaracharya: "Education is the realization of self'.
5. Gunrunner: "Education is self-realization and service to people".
6. Kautilya: "Education means training of the country and love of the nation".
7. Panini: "Human education means the training which one gets from nature".
8. Vivekanand: "Education is the manifestation of the divine perfection, already existing in man."
9. Gandhi: "By education, I mean an all-round drawing out of the best in the Child and man's body, mind and spirit."
10. Tagore: "The widest road leading to the solution of all our problems is education."
11. Sri Aurobindo: "Education which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal of every school which calls itself national" (Swastik 2010:1).

Berg (2012) defined education by basing his proposition on what it means to be educated. To him, "an educated person is someone who perceives accurately, thinks clearly, and acts effectively on self-selected goals" (p.1).

Some western philosophers also define the term "education" as follows;

1. Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".
2. Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

3. Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.
4. Rousseau: "Education of man commences at his birth; before he can speak, before he can understand he is already instructed. Experience is the forerunner of the perfect".
5. Herbert Spencer: "Education is complete living".
6. Heinrich Pestalozzi: "Education is natural harmonious and progressive development of man's innate powers".
7. Friedrich Willian Froebel: "Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external" (Swastik, 2010:2).

United Nations System 1998's survey conducted on the meaning of education indicates that some people perceive it as acquisition of the ability to read and write and to relate with others in given environment and to others, it is the acquisition of knowledge and skill necessary for the development of society and self. Many more others define education as the instruction and teaching children in schools and universities. There are several people who conceive education as a process of attaining the overall development of the child socially, physically, intellectually and emotionally. There are some people who perceive education as a meal ticket necessary for earning a living whereas others perceive it a leveler of men.

The above definitions can be summarized and compressed as the process of inculcation of knowledge, skills, competencies and attitudes within and or outside the formal school system, all geared towards the development of a person's mind and personality to capacitate him to contribute to the development of his society and to be useful to self.

The implication of these definitions to the present study on impact of streaming by gender is their inevitability of the as a system as being related to the school, the teacher, and curriculum planners because the curriculum content and its implementation must be mindful of national and human development needs and challenges if a given society is to experience sustainable growth and development. Certainly, positive consideration for gender difference without segregative or discriminative motive allows for equity.

2.3 The Status and Function of English Language in Nigeria

For colonization reason, English Language in Nigeria is a legacy from the British. For the same reason, English Language, impacted on most important aspects of human endeavour such as the government and governance, the education system, the media, the legal system, andgradually the social sphere as well. Hence, English has become one of the uniting forces in Nigeria where more than 300 languages and cultures are in prevalent in diversified form across the country.

Therefore, a large number of people in Nigeria learn anduse English language for different purposes. Consequently, it is noteworthy that though it is a foreign language, it has become a second language since it is the only one, understood, learnt, taught and used by a number of people in Nigeria. It has become themedium of instruction through which all other subjects are taught an all levels of our education in our schools in addition to teaching and learning it as a subject. It has become a compulsory requirement at credit level for admission into our tertiary or post-secondary institutions. It is only through this (English) language that we havedistilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leavinghis own house (Annika, 2003). It is seen as a language, which is rich in literature that has to do with humanistic,scientific and technical information.Atkinson,Berne and Woodworth (1983) opined that if for sentimental reasons, English language is given up, it may result in being cut off from the living stream of academic achievement in English. This is particularly true, especially in the case of Nigeria

because there will be the problem on which one out of about 300 languages, will be unanimously endorsed and adopted. This may lead to another terrible crisis in Nigeria.

No doubt, Nigerian students also need English not only for pursuing their studies but also to communicate in real life situation outside their locality or ethnic group to comprehend and interpret professional material inEnglish, read English books and magazines for information or pleasure andalso communicate with speakers of other languages. Hence, Karthigeyan, and Nirmala, (2012:2) gave a pedagogical proposition that "Our approach to language teaching should then be such that students are enabled to use English for the purpose they would need to use it. English has a respectable place in the society and it has an established socio-linguistic fact that no one learns a second language unless there is a need for it. English is perhaps, best when it is the medium of instruction…" In Nigeria, it has become the language of government and governance, business and social interactions and activities among members of diversified socio-cultural and ethnic groups.

No doubt, the identified role and status of English language in Nigeria results in a saving grace for crisis that may erupt during the decision to adopt a single language day to day interaction by people of different languages. These have also called for giving it a serious attention to curb the high rate of failure in it and to inculcate in students the desirable communicative and receptive competencies and skills to ease its use by students to receive instruction in other subjects irrespective of gender differences. This has made a research of this nature inevitable for guidance to be used to improve students' performance.

2.4 Gender Composition and Streaming in Education: A Brief Historical Survey

In early civilizations, education was simply tailored towards their challenges of life. It was informal and usually within the family unit (Wexler 2009). It was also according to trade or craft of the family or a particular society in the African setting (Bosire, Mondoh & Barmao, 2008). Educating male citizens was the priority, especially in the ancient Chinese and Greek

societies. That was in consonance with the concept of a liberal education for men only propagated by Aristotle. However, it became more formal, structured, and comprehensive when civilizations became more complex. The post-Babylonian Jews and Plato will, forever, be remembered, according to Wexler (2009), for being the first significant advocates of the equality of the sexes. Women, in Plato's ideal state, would have the same rights and duties—and the same educational opportunities as men (Wexler, 2009).

Unfortunately, this aspect of Platonic philosophy had little or no effect on education for many centuries until when, in ancient Rome, the provision of education was gradually extended to women though taught separately from men. Fortunately, the early Christians and medieval Europeans continued the efforts of providing education to both sexes but on separate-gender basis throughout the Reformation period. In U.S.A., for example, education for women, on a separate but equal basis to that provided for men, was becoming a clear responsibility of the society and became popularized by Martin Luther King in his appeal for civil support of schools for all children (Wexler, 2009).

Thus, globally, credit for pioneering and encouraging the establishment of free elementary schools for children of all classes goes to the Roman Catholic Church in the 16th century, at the Council of Trent. That also gave birth to the concept of universal elementary education, regardless of sex, though still in the realm of the single-gender school. In Germany too, for example, before the end of 19th century, it was practically impossible for a girl to get a secondary education, and, when girls' secondary schools were introduced, their status was inferior to that of schools for boys (Encyclopedia Britannica, 2011).

Thus, co-education was first introduced in Western Europe after the Reformation by certain Christian Protestant groups when they urged that girls as well as boys be taught to read the Bible. In Scotland and colonial New England, the practice became popular in schools' enrollment practice. The Society of Friends in England as well as in the United States were

pioneers in co-education as they got engaged in universal education program in the later half of the 18th century as they insisted and that girls got admitted to town schools with boys. The Encyclopedia Britannica (2011) states that "In Quaker settlements in the British colonies, boys and girls generally attended school together. The new free public elementary or common schools, which after the American Revolution supplanted church institutions, were almost always co-educational, and by 1900 most public high schools were co-educational as well" (p.1), Nigeria inclusive.

In many other countries, however, social conditions and religious sanctions have limited the implementation of co-education. For example, in most Arab countries girls tend to drop out of co-educational schools at the age of puberty (Encyclopedia Britannica, 2011). It is ideal to mention that the greatest negative reaction to co-education also prevailed in the educational systems of the Latin countries. Therefore, the sexes were usually separated at both elementary and secondary levels (Wexler, 2009). Of recent, however, there has been a renewed growing research interest in single-gender education in most parts of the world, surprisingly, including in Britain and America. This appears to be a new development that has been really attracting a growing research attention.

In Nigeria, in particular and in traditional African systems, as a whole, in earlier days, informal education tended to separate girls from boys as the knowledge, skills and values given were extremely gender stereotyped. This trend continued even when education became more formalized, structured and comprehensive. Education of the boy child was given greater importance than that of girls like in the most parts of the world. Girls were taught separately from boys, resulting in a predominance of single-sex schools with the gradual extension of education to the girl child (Bosire et. al. (2008).

The co-opting of girls into boys schools was adopted over time due to civil pressure and advocacy for the recognition of equal rights of the girl child in education. With time, although

co-education became a normal system in education structures, it aroused intense interest among not only educators but also the public at large. The subject has been discussed from diverse points of view, particularly moral, economic, social, and educational, especially in secondary schools, with some people arguing for it and others against it (Bosireet. al. (2008). Most times, the rationale for these debates has been on matters of managing students' discipline rather than directly being related to achievement" issues which really is the concern of this study.

2.5 Gender and Learning

Under this literature, discourses related to gender and learning theories, gender in cognitive differences and learning, gender and classification of learners and gender and learning styles were reviewed.

2.5.1 Gender and Learning Theories

Many theories have been proposed to explain gender and learning most of which were linked to gender learning or gender socialization theories. The most prominent to and relevant to this study are psychoanalytic, social learning and cognitive development. Psychoanalytic theory of Freud focuses on children's observable behaviours about their genitals (e.g., castration anxiety, penis envy). One problem with some variants of this perspective is the assumption that children learn gender because it is a natural facet of the world, but this has not got much empirical support.

Gender and learning also can be explained through the proposition of operant conditioning theory which proposes that gender development is regulated just like other behaviours through reinforcement and punishment. The basic idea to operant conditioning is reinforcement which can be positive or negative. Positive reinforcement is when desired thing is given due to a particular behavior. An example is a boy given new football for playing well in a

football game and a girl rewarded with additional pocket money for helping to clean the kitchen. Negative reinforcement is when something undesired is taken away in response to a behavior, for example, if a girl wears the "pretty" dress her grandma got her, she does not have to do the washing up (Harvey, 2011).These "reinforcements reinforce gender-stereotyped behaviour, so that girls will grow up in an environment where they are rewarded for doing "lady-like" roles and boys rewarded for being active and into sports" (Harvey, 2011:2).

The concept of punishment is another vital aspect of operant conditioning theory of learning. Doing something unpleasant to stop or discourage a particular behavior is known as punishment. For instance, talking about gender development and learning, a girl may be punished for play-fighting as this is seen as rough and boyish behaviour, she may be punished by being grounded for a week. Relating to punishment with boys, a boy may play with a doll and is punished by not being allowed to have the doll as it is seen as a girl's toy. The idea of punishment is to stop a behaviour, so that the behaviour is not repeated (Harvey, 2011).

The next one is the behavioralist proponents who rely on reinforcement and modeling explanations of behavior, emphasizing on the fact that the environment is instrumental to what people do and become. This is known as social learning theory. Social learning theories have taken two main approaches to studying gender development. The first were laboratory experimental studies, where various features of the behaviour of models, children were manipulated and measured to determine the effect on an aspect of the children's behavior. The second were naturalistic observations where researchers have observed children and adults in their natural environment and recorded how the adults respond with reinforcement and punishment to the children's behavior (Fagot 1978 and Dweck et. a.l (1978). The theory regards gender identity and role as a set of behaviours that are learned from the environment. They do

this mainly through the process of observational learning which involves four cognitive processes namely: attention, retention, reproduction and motivation (ARRM)(Bandura, 1986).

Bandura,(1986)states that:

> when they observed the people around them behaving in various ways, some of which relate to gender. They pay attention to some of these people (models) and encode their behaviour. At a later time, they may imitate the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex. First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modeled by people the same sex as it is.

On the other way round, Bandura (1986) has it that:

> the people around the child will respond to the behaviour it imitates with either reinforcement or punishment. It is likely that the child will be reinforced for acting in gender appropriate ways and punished or ignored for gender inappropriate behaviour. Third, the child will also have observed the consequences of other people's behaviour and will be motivated to imitate the behaviour it has seen reinforced and avoid imitating the behaviour it has seen punished (vicarious reinforcement and punishment.

Illustrating the concept of social learning, (Harvey 2011:1) has it that a boy learns to play football having seen his father as his role model. Using Bandura's ARRM theory in relation to gender development, the "boy will identify with his father as they are both male, he will observe his father kicking the football; the boy pays attention to the foot contacting to the ball (attention). The boy will then record the information (retention). The boy will then imitate the behaviour by attempting to kick the football (reproduction). The boy will receive praise of his dad for attempting and so will kick the football again (motivation) (Harvey 2011:1).

Explaining further the concept of the social learning theory, Harvey (2011) has it that the Bandura proposed that four main cognitive processes are required for social learning theory which are attention, retention, reproduction, motivation (ARRM). Attention is the stage at which the learner identifies with a role model (e.g. a daughter identifying with her mother due to gender) and observes the role model doing the behaviour and is able to pay attention to the important bits. Retention is the next stage in learning at when the "learner records the

information in the memory; the behaviour is observed and noted. Reproduction involves being able to do the behaviour again. The behaviour is imitated and so is learned and repeated. Lastly, motivation involves a reason for the behaviour being repeated again" (Harvey, 2011:2).

The proposition of social learning theories above reveals the implication that the acquisition of sex-typed behaviours can be explained through observation which will result in children copying same-sex models that are likely to impact on their gender development. One of the strengths of this theory is the possibility to observe and test its proposition which was actually done by a number of researchers such as Dweck, C. S., & Elliot, E. S. (1983), Bandura (1986) and Buss et al., (1990) using scientific and objective research methods facilitating well controlled laboratory experiments that are effectively controlled and cause and effects are well looked at. However, this theory seems to have failed to account for similar behaviours in *societies with different norms and customs. In addition, there are differences between boys and* girls at birth. Cognitive developmental theories positthat "children learn gender (and gender stereotypes) through their mental efforts to organize their social world".

On gender cognitive differences and learning, undoubtedly, it is noteworthy that biologically and physiologically, gender difference is clear and established between males and females since, the creation of man. In other words, boys are clearly different from girls and vice versa and these differences are exhibited in a number of ways most of which have been reported after research works on them.

First, it is ideal to note the documentation of a research result on brain differences in terms of activeness in function. Hodgins (2008) reports that using scans and other brain imaging techniques "the resting female brain is as active as the activated male brain…and two areas of greater functioning in the female are memory and sensory intake. The female brain is never at rest, frequently has trouble sleeping at night, dreams in color, and often causes talking during

sleep" (p.3). He further reveals that "because the male brain is not activated and it often pauses after tasks, his brain often becomes overwhelmed by stimulation more quickly than the female. During the pause state, much information is lost" (p.3). Hodgins (2008) also reports that males can see more than females in bright light. The research reports above suggest a biological rationale for schools to consider placing/streaming students in terms of gender rather than by ability so as to be fairly treated in teaching, learning and examinations because of the differences in ability to recall taught and learnt items due to gender differences.

Secondly, Lenroot et. al. (2007) reveal that the most profound difference in boys and girls is the sequence of development of the various brain regions which was discovered to develop in a different sequence in girls compared with boys. This difference separates girls from boys in their childhood to adolescence. Harriet et. al. (1999) specifically, show that "while the areas of the brain involved in language and fine motor skills mature about six years earlier in girls than in boys, the areas of the brain involved in targeting and spatial memory mature about four years earlier in boys than in girls" (p.2). These researchers concluded that the areas of the brain involved in language, in spatial memory, in motor coordination, and in getting along with other people, develop in a different order, time, and rate in girls compared with boys.

Sax (as cited in NASSPE, VIII, 2011) reveals that boys and girls learn differently and states;

> Boys and girls learn differently because of structural differences between male and female brains. Studies on male and female brains indicate that males and females process information using different sections of their brains. This is evidenced in the ways males and females approach problem solving. For instance, when men are asked to give directions, they access the left hippocampus, and often use abstract concepts such as north and south. Women, on the other hand, access the cerebral cortex, and typically refer to landmarks that can be seen or heard to navigate. Advocates of single-sex education argue that these differences mean that the best method of instruction differs for males and females; a technique that engages girls in the subject matter may bore boys, and vice versa (p.1).

The implication of the revelation above is that boys and girls (even) of the same age bracket should not be taught the same subject content, for example, Mathematics and language arts, together at the time because they cannot equally and effectively learn certain subjects or aspects of subjects. This is because of the significant difference in the maturation rate or speed and brain lateralization. Teachers and educators need to exploit research revelation to facilitate appropriate placement strategies which will lead to effective teaching and learning. Consequently, implicative as this may appear, what the researcher results may call for in our classrooms may not be easily be met because of some pedagogical, management and funding challenges. After all, differences exist even in identical twins of the same and or of different sexes due to non-shared environmental factor (Plomin and Bergeman, 1991 &Plomin, 2010).

2.5.2 Gender,Types of Learners and Learning Styles

Related and relevant gender and learning is the issue on gender and classification of learners. Bosire, Mondoh&Barmao (2008:3), cited Mondoh's argument that people differ in learning based on how they perceive and process reality and this leads to formation of four unique learning styles, referred to as the four-mat system. This system is largely associated with gender, and produces four types of learners.

According to Bosire et al. (2008:6), Mondoh has described each of these types of learner as having:

> Certain attributes that are either compatible or non-compatible with the requisite expectations for learning and understanding. Type one learners perceive information concretely and process it reflectively. They learn best by personal involvement, listening and sharing ideas. Their favourite question is "Why". Teachers, therefore, need to provide them with reasons for learning a particular concept. It is recommended that this type of learner be taught using group work approach. Girls are more likely to be in this category of learners.

The implication of the above category of learner to the classroom situation is where lessons are dominated by teacher and instructions individualized. In this regard, female students may have problem in learning and may lag behind boys, especially in English Language lessons.

The second type of "learners are observers and thinkers who learn better when taught by experimental methods using laboratories and instructional approaches. It is through this approach that the majority of girls are inclined to learning (Mondoh in Bosire et. al. 2008). Girls are therefore, likely to experience learning difficulties where such instructional environment is not available (Nwosu & Omeje, 2008).

The third category of learners-type, according to Mondoh in Bosire et al. (2008) are learners who perceive information abstractly and process it actively. They are courageous and cherish trying things out for themselves. Their favourite question is "How". This category of learners are better in activities that are real, relate and relevant to real life, particularly those within the context of their own lives and environment (FAWE, 1997). Bosire (2008:7), quotes Mondoh asserting "that this category of learner can apply concepts to new situations and cope with lots of homework individually. Boys are recognized to have these attributes, which are also favourable for learning" while females will be at a serious disadvantage.

Reporting Mondoh, Bosire et al. (2008) cited that the type four learners' category are risk takers and are interested in trial and error. Their "favourite question is "If". It is recommended that such type of learners are inclined to work on their own or left on their own to teach themselves and others. Self-discovery is the best method for teaching them. This is also another very good attribute in learning … and is more prevalent in boys than in girls" (p. 7).

Gender and learning styles is also relevant to gender and learning. Gender inequality in educational choices and careers appears to be partially due to the way students learn. The way that a person processes information reveals his/her cognitive styles. It has to do with how the

individual learns new material. The students' ability to learn new information is determined by their cognitive styles (Cook, 2011). Hayden and Brown (1985) reported Kolb as having defined learning style as students' fairly consistent response to and use of stimuli in the context of learning. Thus, peoples' ways of thinking and learning known as cognitive styles and learning styles, have been identified and summarised in ten categories and of five pairs. These are:

1. Reflective versus impulsive;

2. Serialist versus holistic;

3. Field-independent versus field-dependent;

4. Convergence versus divergence; and

5. Confidence versus caution cognitive styles (Mondoh in Bosire et al, 2008 &Barmao in Bosie et al. 2008).

In summary, according to Bosire et al. (2008:9):

> boys are impulsive, holistic in approach, field independent, have convergent tributes and are confident. On the other hand, girls are reflective, serialist, field dependent, divergent in thinking and cautious in the process of dealing with matters. These different cognitive attributes affect boys and girls differently, especially with regard to confidence levels, attitudes, ability to take risks, interaction and intellectual dexterity.

Some of the attributes were considered as favouring boys more than girls in respect of learning and understanding, for example, mathematics (FAWE, 1998). The pedagogical implication of this is for teachers to come up with a diversified instruction to cater for differing cognitive and learning styles of their students in the same class.

Another category a number of students belong to is either holistic or analytical in learning styles. Holist-analytic cognitive styles concern the way a person learns "something, either by starting with a large concept and breaking it down holistically, or by starting with small parts and

building them into a whole analytical" (Cook, 2011:2). Boys are identified generally to be more holistic while females are analytical (Mondoh in Bosire et al. 2008). In other words, some students, especially a great number of males or right-brained females are more comfortable in learning from a broad, general concept and then break it down into specific details. This can be exploited in teaching essay writing to these learners in English language lesson. It might be useful to show them a general outline for a solid essay before teaching them the specifics of introductions, works cited pages, and so on. This can be useful for most boys. On the other hand, students with analytical learning styles learn better when put through with specific components of an essay one after the other and one at a time before combining them later (Cook, 2008).

Within the framework of holist-analytic learning styles, the verbal and, visual learners are embedded. Some learners require visual aids in order to fully grasp new concepts while others do well under oral instruction. In this case, girls are comfortable under oral instructions while boys cope better with visual aids (Mondoh in Bosire et al. 2008 &Hodgins, 2012). This is another pedagogical challenge for teachers. In this case, they will be required to introduce variations and dynamism when planning their instructional methods and strategies) styles to accommodate these different types of learners.

Cook (2008) reports that "sensory preferences in cognitive styles encompass visual, auditory and kinesthetic learning styles. Students who have these specific preferences do better when instruction is aimed at a particular sense" (p. 3). Teachers should have some lessons that include visual presentations/instruction or to aids carter for all of these different categories of students. This will ensure that the lesson has both oral elements and practical exercises. This should be done with every effort to bring to fore a combination of two or three (auditory, visual and kinesthetic) of these senses into lesson plans.

Closely related also to the concept of learning style is that which has to do with hemispheric preferences. According to this concept, learners are classified into either being "left brained" or "right brained." According to Cook, (2008:3) left-hemispheric students are analytical thinkers; they prefer activities involving logic and problem solving. Right-hemispheric students are visual learners who process information holistically rather than in a linear fashion." Mondoh in Bosire et al, (2008) & Williams (2011) classify most males to be right-brained and most females to be left-brained. The implication of the above hemispheric preferences or classifications is that certain school subjects are better suited to particular hemispheric preferences. Hence, teachers need to try to incorporate a variety of activities across the curriculum to allow for these differences in students' cognitive styles.

The theory of Kolb (1976) on experiential learning featured very prominently in the field of gender and learning in the middle layer of the onion model. This, no doubt, is due to the key role experience plays in learning and the differences in the ways individuals approach various tasks and exploit experience. Some learners prefer learning through experimentation while many others prefer to start with observation. Kolb (1976) defines learning style as a student's fairly consistent response to and use of stimuli in the context of learning. Kolb (1984) reports that women tended to prefer concrete learning styles whereas men were more likely to opt for abstract conceptual modes of learning.

Witkin (1979) identifies and categorizes learning styles into field dependence and field independence. He defines field independence as using oneself as the primary referent for processing information and relying less on outside referents. "Field-independent people tend to prefer autonomous activities. They do well in situations where they can learn independently and practise skills on their own. Individual class work, projects and other assignments work best for field-independent learners" (Cook, 2011:1). On the other hand, field-dependent learners prefer

learning situation full of collaborative activities. They thrive in cooperative learning activities since they work better with other people. Hence, group projects and clustered seating arrangements are ideally the best for a class full of field-dependent learners. The field independent mode of processing information is viewed as a stable characteristic, placing this theory in the inner layer of the onion model. (Severiens, 2012).Witkin's (1979) empirical research results show statistically significant gender differences on the dimension of field independence and field dependence and reveal that females are slightly more field dependent than males.

The pedagogical implication would be for the educational system is to accommodate these stable learning styles of men and women. A greater number of persons have a dynamic and diversifying cognitive and learning style ability to "switch from being field-independent to being field-dependent based on the task at hand. So for some learning situation, they prefer to work alone, and for others they do well in a group setting" Cook, 2011:2). Therefore, to enhance an effectively plan instruction, teachers need to include varieties of activities, methods and strategies for this category of learners who may be found among both males and females in a school or classroom.

Vernon-Gerstenfeld (1989) found that women were slightly more reflective in their learning style than men, but again, the differences were not statistically significant. On the interaction effect, she argued that the women tended to be more abstract in their mode of thinking because more women than men in her sample had studied sciences, and thus were quicker to adopt computers.

Nevertheless, Sabine et al (1994) reports Gelwick's review of 1985 which indicated that more women appeared on the concrete end and more men on the abstract end. She ascribed this finding to the effects of child-rearing practices on cognitive development. Consequently,

educators' learning preferences often imply a preference teaching methods and this is of much benefit to some students while others are placed at a disadvantage (Baxter Magolda, 1989). The implication of this, therefore, is the creation of a more desirable learning environment with diversity within a class so as to enhance and value equally all modes of learning where students are mixed-streamed but the best is to gender-stream students.

Another study which seems to be one of the rare studies on gender differences and the development of learning styles in various contexts was conducted by Dippelhofer-Stiem (1989). She undertook a longitudinal study in five European countries (Austria, Germany, the Netherlands, former Yugoslavia and Poland) on research oriented learning styles. She defined the relatively consistent research oriented learning styles as involving critical thinking, autonomy, exploration, a deep approach, relating ideas and intrinsic motivation. Men and women showed gender differences in magnitude and direction in each subject and country in the first semester. Contrary to the initial findings at the beginning of the course, in all countries and disciplines, male respondents displayed a more developed research oriented (experimental) learning style towards the end of their studies. In an effort to explain observed differences, she realized that women's value systems differ from those of men because women were more socially oriented and select their courses accordingly which she attributed to tradition. The explanation she offers for this assumption was that the learning environments are more stimulating to men in terms of developing this research oriented learning style than women. This calls for consideration to vary instructional approaches due to gender difference, which also is the interest of the present study.

More on specifics as regards learning styles, Hodgins (2008:3) shows that boys and girls learn differently and this can be exploited in order to conform with the current best practices for teaching girls compared with teaching boys. Thus, he states that “ males tend to be deductive in

their conceptualizations, sharing their reasoning process frequently from general principle and applying it, to individual cases. Females on the other hand, tend to favor inductive thinking. They tend to begin with concrete examples".

On the precision or otherwise with regards to the aspect of communication, Hodgins (2008:3) reports that "female students do produce more words than males. Females often use words as they learn them, and males often work silently. Even when we study student group processes, we find females in a learning groups using words more than males".

Hodgins (2008:3) reports that:

> males tend to use up more space when they learn, especially at younger ages. When a female and male are put together at a table, the male generally ends up spreading his work into the female's space, not vice versa. Females do not generally need to move around as much while learning. Movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior. Cooperative learning, which is good for all, is often easier for females to master in the early stages of its use.

Hodgins (2008:3) reports an observation on instructional text that "as males get older, they tend toward symbolic texts, diagrams, and graphs. They like the coded quality better than females who tend to prefer written texts. Both males and females like pictures, but males often rely on them in their learning."

The above finding indicates that males are deductive and generalists in reasoning process while females are inductive and tend towards been specific. Males learn better with concrete aids while females are comfortable with abstract situations and while males are precise, females are verbose. Males are movers and active while females are sit-still learners and require less space to learn because they do not move about in the class like boys. Males learn better with visual aids such as pictures, charts, demonstrations, and illustrations and individualistic while the opposite is the case for females. Equally, too, the above report by Hodgins (2008) indicates that while

lecture method can be useful for girls, boys will only end up sleeping in the class. And while boys can work effectively alone, females are better in group or team work.

The implication of the fore-going, therefore is that teachers need to think twice to decide on the most appropriate teaching, methods , techniques, approaches and teaching aids to use when it comes to teaching boys and girls together where it becomes necessary. But ideally, from above Hodgins' narration, boys and girls should be streamed separately to ease and facilitate effective teaching and learning of our secondary school students for equity and better results. The present study is aimed at justifying these propositions from its findings.

2.6 Gender and Language

Gender issues have been given a great deal of attention in the education literature in the immediate past decades. A number of education scholars have researched so as to understand which students are disadvantaged by particular contexts and what can be done to address these inequities, for example, in respect of gender, race, and class. However, two areas remain largely invisible in the larger field of research on gender in education. One has to do with the unique challenges confronting educators that work in linguistically and culturally diverse contexts, where learners have distinct and conflicting gender ideologies and practices. The second issue has to do with those working in foreign Language classrooms, "where students are introduced to the 'imaginary worlds' of other languages whose gender ideologies and practices may appear unfamiliar or perhaps even illegitimate" (Pavlenko_2008:1). In this review, gender theories, language curriculum and gender, gender and language variation or usage and teaching language and gender will be explored briefly. Further discourse bellow explores language and other gender related issues.

2.6.1 Gender and Language Theories

There are a number of theories that came up with propositions on the impact of gender difference and variation on language use. One of the theories known as biological theory defines gender based on biological sex which resulted in polarized and static language differences based on sex. The theory assumes that men outsize and out-power women (Tannen, 1994) and that in language use, gender polarities exist with little or no regard to language individualization (Coates &Johnson, 2001). The biological theory also assumes that gender roles are static and contextually independent.

Another theory very close to or even part of the biological theory, is known as the deficit theory. This kind of study was classified into the "deficit theory since it posits that one gender is deficient in terms of the other. The first publication describing women's speech as deficient relative to that of male is attributed to Otto Jespersen's "The Woman," a chapter in his 1922 book Language: Its Nature and Development. Jespersen's idea went largely unchallenged until Lakoff's work appeared fifty years later (Wolfram &Natalie 2006). According to this theory, women were reviewed as users of inferior language and often as “the muted group” who speak a “powerless language.” Lakoff (1975) identified a "women's register," which functions in maintaining women's (inferior) role in society having argued that they tend to use linguistic forms that reflect and reinforce a subordinate role such as tag questions, question intonation, and "weak" directives.

The deficiency of this view of gender difference and language use was exposed by the prospect of language change based on social and gendered opportunity, lexical and phonological differences, and the idea of genderlects and gender roles influence on language. Conceptualized relationship between language and gender through the notions of difference, dominance and deficit was sparked by early research works of Lakoff (1975) Language and Woman’s Place and

Thorne and Henley (1975) Language and Sex: Difference and Dominance. The dominance theory, according to Lakoff (1975) and Thorne and Henley (1975), “women-as-a-group” were seen as linguistically oppressed and dominated by “men-as-a-group.”

The concept of differences theory introduced by Maltz and Borker (1982) and developed and popularized by Tannen (1990), polarised women-as-a-group and men-as-a-group as speakers of different “genderlects,” and developed through socialization in same-gender peer-groups. In the study of linguistic diversity, this approach explained instances of language shift spearheaded by women as rooted in women’s preference for more prestigious languages and varieties. Tannen (1990) summarised the difference theory into different paired categorized and contrasting use of language by males compared with females. She states for men, the world is a place for competition where conversation and speech are used for status-building. But for the women, the world is a network of connections in which language is used to seek and offer support. She also identified contrastively that while men’s language is full of seeking a solution to the problem, that of women contains seeking comfort and sympathy for their problems. Tannen (1990) states that while men's conversation is message-oriented and focused on communicating information, women conversation is much more based on building relationships and strengthening social links. Another basic difference between men and women language is that men use more of direct imperatives such as "close the door", "switch on the light" and the likes when speaking to others. Whereas women make use of super polite forms such as "let's", "would you mind if ...?". Her analyses report the use that men are more prepared to argue their preferences at the risk of conflict but most women are more likely refusing to oppose or assert themselves, even if it will not get them what they want from the situation just to avoid fights and conflict.

In her analyses of the concept of difference theory, Tannen (1990) asserts that in general, men favour independence while women are more likely to seek intimacy. She demonstrates this

with the example of a husband making a decision without consulting his wife simply because he does not want to feel a loss of independence for consulting his wife first. Contrarily, most women like to consult with their partners as this is considered as a proof of the intimacy of the relationship. Tannen asserts that women, seeing the world as a network of connections and relationships, view intimacy as key to achieving consensus and avoiding the appearance of superiority, whereas men, who are more likely to view the world in terms of status, see independence as being key to establishing their status. Tannen also points out that both men and women seek independence and intimacy, but that men are more likely to be focused on the former, while women are more likely to focus on the latter.

Feminist linguists like Cameron, (1992) & Eckert and McConnell-Ginet, (1992). criticized all the above theory frameworks by the beginning of the early 1990s on their essentialist assumptions about "men" and "women" as homogeneous categories for not recognizing the role of context and power relations, and for lack of sensitivity to the impact of ethnic, racial, social and cultural diversity which are found to greatly moderate gendered behaviors, performances, and outcomes, especially in educational contexts. This led to the propositional theory known as social constructionists' theory. Contrary to the generalizable different assumptions by the biological theorists, Coates (2006) being social constructionists suggested that language and communication are integrated to the context such as interactional context in which they occur.

Researchers like Anderson & Leaper, (1998); Fitzpatrick, Mulac, & Dinidia, (1995); West & Zimmerman, (1983) concluded that because of the capabilities of both genders to use various linguistic strategies and features within different contexts, gender differences in language may be described better in terms of gender preferential rather than gender exclusive. Hyde (2005), asserts that context can create, erase, or reverse gender differences. On the other hand,

the social constructionist theory (Leaper & Smith, 2004) defines gender in the light of social contexts in which interactions occur. It assumes that gender roles are fluid and contextually situated (Leaper & Smith, 2004), that gendered identities are voluntary, and that males and females choose their gendered identities (Leaper & Smith, 2004). Therefore, when we talk of gender and language use, the social constructionist theory assumes that males and females are not confined to one particular language style, but that styles exchange are determined by the social context of their interactions (Coates, 2006; Leaper & Smith, 2004).

The evolution of social reconstructionist theory in the area of education and gender studies resulted into a reconceptualization of gender as a socially construed, constructed and dynamic system of power relations and discursive practices instead of it being perceived previously as an intrinsic trait of a particular individual (Cameron, 1992, Eckert and McConnell-Ginet, 1992). According to Cameron, (2005) as reported in Pavlenko and Piller (2008:3), "women and men are no longer seen as uniform natural categories where all members have common behavioral traits but rather, these labels function as discursive categories imposed by society on individuals through a variety of gender issues practices and accompanying ideologies about "normative" ways of being "men" and "women."

Dennis (2006) also argues and reports a study which indicates that gender role impacts very significantly on language use difference between male and female rather than the sex or gender difference impact and puts it thus;

> Gender differences in the use of English are subtle. Nonetheless, notions of men's and women's language use abound: Men are said to swear a lot, to be more coarse and casual. Studies claim that American women know more color terms and men know tool names; that women use more qualifiers and diminutives; and that young women are more likely than men to end a declarative sentence with a rise in pitch, as if it were a question? In meetings or other professional contexts, men are said to speak more than women and interrupt them more often. On the other hand, women seem to carry the burden in mixed-gender conversations. Clearly, these stereotypes aren't very trustworthy. It's probably not so much gender as gender *roles* that influence linguistic behavior. As gender roles

> change, gender differences in speech frequently disappear. Women who work as mechanics know the names of tools, and men who paint and decorate have to know their color terms. Gender roles change, but they may not disappear. For example, although the taboo against women swearing has eased, both men and women students still report some degree of discomfort when women swear in mixed company (p.3).

The propositions and arguments above on gender and difference in language use indicate that the greatest determinants of language difference using gender as a factor are principally two. The factors are the biological sex difference and the socially and culturally constructed and dichotomized male and female gender grouping. The greatest yardstick for identification and segregation which warrants gender differentiation and gender roles is the physical biological sex appearance. All the features identified in the discourse of two genders are contributions and manifestations of how people are brought up and by who, especially in terms of the mentor's sex identity and the environment. For teachers, the lesson is that equity in the curriculum and classroom interaction and management will create gender-balanced classroom.

2.6.2 Gender and Language Ability

Looking at gender differences with particular reference to language abilities, it has been observed and reported for many years that, for instance, the following differences have been found in researched works:

1. Girls begin to talk sooner and more clearly than boys;
2. The average 20-month old girl has twice the vocabulary of the average 20-month old boy;
3. Boys are much more likely to be diagnosed with stuttering and handwriting; and
4. There are no gender differences in vocabulary knowledge, but females tend to have more advanced spelling and grammar skills. (Burman, 2008).

The above observed differences have led to many questions on whether these language differences or innately or socially inclined. Hence, Burman et. al. (2008) predicted that gender

differences in the brain could be due to biological differences in language abilities. Hence, interestingly, Burman et. al. (2008) reveal that their Functional Magnetic Resonance Imaging (FMRI) study shows that:

> Girls had greater brain activity in three known language areas in comparison to boys when completing reading comprehension or word meaning tasks. Inferior frontal gyrus – an area involved in word meanings and other language functions. Superior temporal gyrus on both sides of the brain – involved in sounds of words.Fusiform gyrus on the left side of the brain – area involved in the spelling of words and their visual identification. Boys, as well as girls, use both sides of their brains for language-related activities, but this is more apparent for girls because their language-related brain activity is stronger. Because the right-side brain activity in boys is weaker, the dominance of their left side is more apparent. Girls' language ability was dominated by auditory/listening areas of the brain for accessing and processing information related to spelling and rhyming. Boys' language ability was dominated by visual areas of the brain for accessing and processing information related to spelling and rhyming (p. 3).

In consonance with Burman et. al's findings, Amin (2006) also reports that "two areas in the frontal and temporal lobes related to language (the areas of Broca and Wernicke) were significantly larger in women, thus providing a biological reason for women's notorious superiority in language-associated thoughts". For men, Amin reveals that;

> Language is most often just in the dominant hemisphere (usually the left side), but a larger number of women seem to be able to use both sides for language. This gives them a distinct advantage. If a woman has a stroke in the left front side of the brain, she may still retain some language from the right front side. Men who have the same left sided damage are less likely to recover as fully (p. 1).

Hodgins, (2012) reporting on differences in how boys and girls process language reveals that, for instance, "when boys read words but did not say them, the information remained largely contained to the visual areas of the brain, and when they heard words but did not read them, the information remained contained in the auditory areas of the brain" (p.2). On the contrary, "girls did not have these limitations. Thus, while boys process language in a very sensory way, girls can process language in more abstract ways". (Hodgins, 2012:2).

On language acquisition, Hodgins, (2012) reveals that boys and girls also differ in speed on how they acquire language skills. Girls tend to begin speaking before boys and tend to have a

larger vocabulary. (Gomez 2011) also added that, girls tend to make more two-word utterances and to make them sooner than boys do because the cognitive changes related to language acquisition take place between the age of 14 and 20 months in girls, while in boys, it is between the age of 20 and 24 months.

The pedagogical implication of the foregoing research reports therefore, is the lack of understanding and or appreciation of gender differences must have been having several unintended and unrealised consequences in the education process of our children when the two genders are stocked together in one class and at the same time, especially during English Language and Mathematics lessons. Consequently, the same subjects is taughtto males and females in the same way, at the time to the same age group, then, we will have females complaining that mathematics is tough and will even hate it. We may also have boys who will not be comfortable with English Language (art) and may even hate it. Equally too, this is why boys appear to be ahead of girls in mathematics and sciences and girls ahead of boys in language and arts when co-educated most times. In other words, boys' and girls' brains get matured and ready for different tasks or subjects at different ages and times.

In addition, the above research results on brain lateralization have serious implication to language teaching and learning. First, the ability of the two sexes to learn language is not the same. Therefore, teaching them the same English language contents in the same class at the same time and to students of the same age bracket is detrimental to both sexes because of their innate or biological differences. The easier solution might be separating them or the boys will lag behind females and they will affect the pace and rate of each gender group's learning. In terms of teaching aids and strategy, females' endowment for sound (auditory) ability to learn is a serious disadvantage to the males who can learn better through visual senses. Hence, the teacher needs to bring the two variables to bear in terms of teaching aids selection and usage, instructional approach and sitting arrangement, on his language lesson in a mixed-gender classroom.

Otherwise, the students should be separated during the language lesson to ensure equity within the genders. The present study was aimed at justifying these concepts from its findings. Such justifications will comfort their exploitation in the classroom to better teaching and for improved students' performance.

2.7 Gender and Language Curriculum and Instruction

Gender equity is a matter of great concern to language curriculum design just as it is to other facets of education and life in general such as in politics, careers and occupation, business, academics, or sports. According to the National Council of Teachers of English (1995), the inequity in the literature is indicated in having more male protagonists and fewer female protagonists represented in books written for children. Unfortunately, only a "few of those young female protagonists are strong enough of mind, body, or will like to serve as positive role models for girls both in and out of our classrooms" (p.1).

Secondly, characters in literature books for students are not characterized as multi-dimensional human beings with strengths as well as weaknesses but rather "both males and females display behavior and traits which reflect stereotypical roles, responsibilities, and expectations. Although, there may be segments of our society which are redefining gender roles, the female and male characterisation children read about, are often locked into traditional jobs and behaviors" (NCTE, 1995:1).

In its own observation, Gender and Education Association (GEA) (2012), expressed with dismay that different subjects of study are associated with gender stereotypes. That is, different subjects are associated with masculinity and femininity resulting in dichotomization of subjects along gender divide or line. For example, mathematics, science and technology are seen as masculine subject areas while humanities and languages are associated with femininity, though this is not as strong as the link between mathematics, science and technology with masculinity.

This gender labeling of particular curriculum subjects affects performance as in the case of England and Wale, for example, in which attainment in mathematics is approximately equal for girls and boys when it is strongly marked as masculine. It is ideal to mention that in the case of Nigeria, the story is much more in favour of more achievement for boys in mathematics and less for females and the other way round for English Language. Hence, a study by Ifegbesan (2010) reports supportively that most of the teachers surveyed in his study were found to directly or indirectly promote gender-stereotypes and therefore recommends:

> that teacher education curricula for both pre-service and in-service must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher-students interaction. In addition, Federal and States Ministries of Education need to develop textbooks and materials, establish mechanisms to monitor and evaluate education policy implementation from a gender equality perspective (p.1).

The GEA, (2012) added that gender marking is construed and constructed by our society which results in young people feeling uncomfortable, inhibits their performance and results in opting out them even if they enjoy or are successful at them. "The big problem with this is that girls and young women are less likely to study mathematics, science and technology, closing the door on high-status and better paid careers later on. Similarly, boys are more likely to opt out of the humanities and modern foreign languages, closing down other options" (p.2).

The GEA (2012) expressed their disgust that teachers teach or treat different materials according to the gender of the students (they are teaching) based on the use of their "commonsense views about what girls and boys are likely to enjoy or relate to when they plan their teaching, especially of single-sex groups. This can cause problems because they may then teach boys and girls differently, leading to an impoverished curriculum for one gender" (p.2). GEA (2012), based the strength of its opinion on the reports of Gabrielle Ivinson and Patricia Murphy who found that "British teachers taught the same material very differently according to

whether they had a class of girls or a class of boys, and that both sexes could lose out, depending on the subject area" (p.1). Similarly, Wayne Martino and Bob Meyenn's research finding in Australia, shows that "teachers teaching English to boy-only groups focused on 'war, guns and cool, tough things" (GEA, 2012:2).

GEA (2012), also alleged that gender issue is frequently addressed in National Curriculum provision although countries like Sweden and South Africa are seriously committed to addressing gender inequality via education. Unfortunately, such requirements do not always make much of a difference in practice to the content or outcomes of the curriculum.

> Most national curricula are based, at least until lower secondary level, on what was originally education provision for elite males in the West. Consequently, there is a tendency to give emphasis to curriculum areas based on reason and rationality, both traditionally associated with masculinity and favoured by males when choosing non-compulsory subjects. National curricula thus have a tendency to mandate a masculine form of and approach to schooling. It is nevertheless the case that, in part because of their association with the masculine, the subjects that are compulsory in most countries are those which are most important for success in employment and for civic life. One measure of the success or otherwise of a national curriculum in combating gender inequalities is, thus, the degree to which equal access to, and performance in, such high-status, masculine, subject areas, is achieved (GEA, 2012:2).

Consequent upon the observations on gender and language curriculum above, recommendations are made. First, there is the need for wide reading of good literature to ensure that "children to have vicarious experiences in which they can identify with strong characters across a wide range of human experiences which cross traditional gender boundaries. But . . . if children's books and the characters in them remain gender-bound, the ideas which might cause children to develop expectations for the future, responses to life's events, and stances on issues may also remain stereotypically gender-bound" (NCTE, 1995:1).

There is also the need to search for books that can initiate conversations and questions about gender roles and the perceptions of appropriate behavior and activities through which:

> teachers and other caring adults can be instrumental in helping the students reflect on gender expectations, reflection that can lead to appreciation and implementation of gender fairness and equity. Although, we need to share books which validate the present experiences of the readers' lives, we also need to challenge those experiences by showing options and alternatives. Doing this will enable readers to begin to challenge the inequities they find in their real worlds (NCTE, 1995:1).

The following ideas can be useful for building a more balanced language arts curriculum:

1. Bring together books about, for, and by women/girls into every aspect of the curriculum;
2. A global view in valuing of language materials in terms of the stories and writing of people of all cultural groups and walks of life is ideal;
3. Promotion of feminine styles/forms of writing by asking students to read and write in many formats, including diaries, journals, and dramas;
4. Inclusion of non-print media that present feminine gender in positive and non-stereotypical roles in the curriculum by selecting materials which portray people involved in inclusive work-related scenarios so as to demonstrate the ability of both genders to select any profession for their life's work;
5. Seek out stories, books, other materials which show girls and women as active participants in life, not passive observers and recipients of the actions and decisions of others. Let readers see that both boys and girls can instigate action, make choices, take the lead; to succeed, both girls and boys must see that passive strategies such as hoping and waiting allow others to make choices for us;
6. Look for story books, picture books, and other materials portraying female ability to succeed in any endeavor, (NCTE, 1995:10);
7. Pair books with similar themes or topics to include both a male and a female protagonist especially on survival story;

8. Looking for story books, picture books, and other materials portraying adults interacting with child characters in roles other than those stereotypically female or male. For example, Dad preparing lunch and Mom fixing the car; a male teacher and a female doctor may;
9. Selecting reading materials purposefully with characterisation of both male and female characters so much that they may wish to emulate them irrespective of the character's gender; and
10. Opportunities provided for discussion of characters' point of view especially that of females.

Council for Women's Concerns (2012), has it that "although there has been an increase in the number of women enrollment in educational institution, "men and women sitting side-by-side in the classroom often have very different educational experiences (p.1). The Council for Women's Concerns (2012), reports that a recent research shows that "women and men respond differently to specific teaching methods, to classroom organization, to questions and to discussion. Even the best of educators--male and female--often treat women and men in ways that limit women's experience of equity in the classroom" (P.1).

To promote classroom participation , Council for Women's Concerns (2012), puts it that the goal of any teaching technique is to set a tone conducive to learning and engaging students in the learning process and participation because these are essential to learning since the students who are actively involved learn more and are more satisfied with their education. Thus, to achieve this, Council for Women's Concerns (2012) puts forward the following recommendations:-

1. Ensuring gender-fair teaching so as to treat all students equally and to recognize and accommodate different learning styles;
2. Waiting for some five seconds or so before calling on female students to answer questions because females often think through an answer before raising their hands which is contrary to males who tend to raise their hands first and then formulate an answer;

3. Maintaining consistency in the way of calling on students. For example, if male students are called by their first names, same should be done to females as well;
4. Encouraging participation from quiet students without calling attention to their reticence. Teachers should watch for non-verbal cues from students such as leaning forward, nodding the head, facial curiosity, etc. indicating a quiet student's willingness to respond; and
5. Avoiding putting down blatantly student's response, instead encourage students with motivating comments and questions like "Tell me more," and "Why do you think that is?" It is more effective for students to realize for themselves why their answer or understanding is incorrect" (p. 2).

The implication of the above by National Council of Teachers of English (1995), Gender Education Association, (2012) and Council for Women Concerns (2012) to teachers has to do with consideration for differences of students at the levels of gender and individualism. These challenges will undoubtedly, bring about extra demands on teachers at the stages of curriculum planning in terms of material selection, teaching preparations, presentations, classroom management and evaluation of teaching and learning generally.

On gender and teaching approach in the case of classroom management, a number of literature highlight the fact that female students do better in group work because they are classified as field dependent in learning styles while males are known to be field independent and therefore cherish lecture method. This has thrown a serious methodological challenge to both male and female teachers where they find themselves teaching students of mixed gender or of gender different from theirs. Adjustment and adaptation to arrive at a varied and or eclectic approach have become very necessary if the teacher is to record a significant success.

2.8 Concept of Mixed Gender Stream/School/Class Composition

The concept of mixed gender education has to do with a situation where boys and girls (both genders) are educated together under the same roof, taught by the same teachers, using the same structural and infrastructural facilities and the same curriculum. According to Encyclopedia Britannica (2011:1) it is a modern phenomenon of educating both males and females in the same

schools. Historical sources have indicated that coeducation was first introduced in "Western Europe after the Reformation, when certain Protestant groups urged that girls as well as boys be taught to read the Bible. The practice became especially marked in Scotland, the northern parts of England, and colonial New England" (Encyclopedia.

On the contrary, it is also believed to have several disadvantages such as unnecessary distractions, sexual harassment, subject stereotyping, and discrimination in classroom participation and interaction. The result of the present study needs close monitorinmg to see how it can be exploited to positively impact on the the curriculum at its different stages.

2.8.1 Academic Achievements and Other Benefits of Mixed Gender Stream/School/Class Composition

A rapid change from traditionally established single gender streaming/school to co-education at a time of our educational development especially after Dale's (1974) research report, no doubt, must have been found to be of many advantages to the students, government and the general public. Coeducational, also known as mixed-gender education system or mixed sex grouping system is seen ordinarily to be economical especially for poor and developing countries in terms of space or classroom accommodation, teaching staff, teaching aids or equipment, and environmentally socialization friendly, among others.

It might be ideal to reason with findings of some researches in England and Wales by Steedman (1985) and in Northern Ireland by Deley (1994) that confirms that single-gender education does not result in superior academic performance for girls in public examinations when student and school background factors are controlled. The above reports clearly support co-educational system stressing the need and importance of equity in the provision of structures and infrastructural facilities irrespective of the school gender-type.

On academic performance in mixed gender school, Pomerantz, E.M.; Altermatt, E. R.l; Saxon, J. L. (2002) reports a study of students' performance in such a school. The result shows that girls outperformed boys in school across all covered subjects.

On other advantages, Harris, (1986) argued that separate schooling can cause great social divisiveness instead. Therefore, co-education results in social integration between two genders. This prepares them for future life at both family or domestic and global social levels. This view of Harris needs a serious consideration because when we think of curriculum offerings educationally, we think of people of all ethnic background, and different sexes that come together in a class room and learn skills for their future careers. In today's world economy, it is obvious that we have men and women who have to work together and often, in groups to complete assignments. They learn when they are young to treat each other with respect and consideration through co-education.

Dale, in Ian (2011) reports that mixed school is a happier community for both staff and pupils than the average single gender school and that the happiness is not at the expense of academic progress. It has also been argued that students in single gender schools may develop outdated and stereotypical attitudes towards the opposite sex (Phillips, 1979) and that co-education can foster interactions leading to a more natural attitude towards the opposite sex (Harris, 1986). Marsh and Rowe, (1996) and Carpenterand Hayden (1987) asserted that academic performance and socioeconomic status (SES) are the major factors responsible for difference in achievement but not the differences in achievement between single sex classes and co-educational classes.

2.9 Single Gender School/Class Composition

Some issues related to single gender education have been discussed in the following discourse. These include the concept and types of single gender school/classes and academic and other related benefits of single gender stream or education.

2.9.1 Concept and Types of Single Gender School/Class Composition

If co-education is defined as a "system of education in which students of both sexes share the same classrooms, faculty and school facilities" (Wexler, 1998:1), single-gender education can be conceived in the opposite as a system of education in which male and female students are educated separately (without sharing the same classrooms and school facilities at the same time).

The practice of single gender education started by sitting boys and girls in the same class but separately; boys in the front and girls at the back. Gradually, it improved its implementation in form of single gender classes, for all boys only or all-girls only, but in a co-educational school. This was done in a variety of ways, ranging from short-term projects to long term ongoing activities. Sometimes, students may attend one or two single gender classes in a day or even a week. In other situations, students spend most of their time in single gender classes in a nominally co-educational school to attend gender specific subjects. Single gender classes also take place as after-school activities, although they constitute an extension of, and are deeply intertwined with the activities of the regular school day. Some schools however, were established as purely single gender schools meaning, for all-female only or for all-males only (Dianne, 1998) and sharing nothing whatsoever at the same time.

2.9.2 Single Gender Stream/School and Academic Performance

It is ideal to mention that anything considered as a disadvantage to proponents of co-education is an advantage to pro-single gender stream advocates. Thus Ian (2011), reveals that in co-educational schools, classroom discipline problems of different kinds are greater which is believed to be a variable that can affect students' academic performance. Also, students in a co-education school might become more consumed by how they appear or present themselves to the opposite sex at the expense of their studies.

Thus, it has been established by some researchers that co-education offers equality of opportunity, but several others discovered that it actually reduces it (equality of opportunity). Thus, Riordan (1990) and Ellen (1998) point out assertively that equality is not automatically generated within mixed gender classrooms because not all students are encouraged or allowed to participate in classroom discussions, nor do all students receive equal attention from their teachers in co-educational settings. Though this observation is, of course vital, we need to note that it is not possible to give every individual child equal opportunity to participate in classroom activities or to be given equal attention by the teachers no matter the kind of school/class-type we evolve. However, teachers need to be fair and equitable with consideration for differences amongst his students in the classroom.

A study commissioned by the American Association of University Women's (AAUW) Educational Foundation in 1992, entitled "How Schools Shortchange Women," highlights the prevalence of bias against females in co-educational classrooms resulting in serious damage to their academic performance. This report also reveals women's subjection to physically, sexually, and emotionally hostile classroom climates. Loss of interest in Mathematics and Science was also reported since they are usually considered to be masculine subjects (AAUW, 1998). Consequently, this feeling of subject gender-stereotyping which causes a psychological self-defeatism and subject-specific phobia can only exist among females in mixed-gender schools.

Deley in Singh et. al. (1998) also reveals lower female students' performance and aspirations in coeducational school settings. Most studies have shown no advantage for boys of all-male classrooms. In addition, girls may feel inhibited and constrained in some mixed gender classes, thus becoming less motivated to engage in classroom activities and in turn performing less well as a result particularly in mathematics, science, and computer-related subjects. Girls are found to receive less attention, fewer opportunities but detrimentally differential opportunities and support for academic engagement, classroom participation, and learning in coeducational classes (Dianne, 1998).

Single gender streaming of students is believed to have a number of academic related benefits. One of the benefits of single gender education system, especially of recent, is to enhance a high level of academic performance. Dianne (1998) states that a study by Perry in 1996 reports that grade point averages were higher for both girls and boys in single gender Mathematics and Science classes than in mixed gender classes. This means that one of the benefits of single gender streaming/school is to enhance academic performance between the genders (Dianne, 1998 and U.S. Department of Education, 2005). It also creates a level playground though this does not go down well with the advocates of gender equality. To them, it is discrimination because even if such institutions are established to run the same curriculum, the facilities and staffing is never the same (Ellen 2011). Dianne (1998), however, tried to punch this assumption previously when she asserts that girls are given less attention and fewer opportunities for learning and problem solving than boys in co-educational schools/classes.

In addition, there is the assumption that by separating the genders, the educationally distracting traits of certain negative manifestations of heterosexual wantonness, materialism, drug use/abuse, violence, and personal irresponsibility which prevail in mixed school, will play a less central role in the academic life of the school (Riordan, 1994) when single gender streamed.

The effective enhancement of classroom social organization, which can lead to effective teaching and learning, is also another benefit for the establishment of single gender schools. It is believed that schools or single-gender classes is a means of improving classroom behavior and participation (Bushweller, 1998; Evans, 1993 and Richardson, 1995).

According to Dianne, (1998), the single gender stream environment eases the management of traditionally believed gender-specific subjects in the classroom, for example, girls for home economics and boys appropriately for agricultural science. It was assumed that these types of gender-specific subjects were necessary to prepare girls and boys for their future life roles as adults.

In other cases, girls and boys were sent to separate schools or classes because of the assumptions about their physical abilities and characteristics, and their social and personal function or traditional beliefs held by adults regarding appropriate interaction among sexes even though the curriculum or subject matter is the same. Physical education and sex education are prime examples (Dianne 1998).

In addition, some single gender schools/classes were established to exclude girls from certain occupations or activities based on gender stereotypes of what were and were not appropriate activities for females. Single gender education, is also believed, to enhance the academic performance of girls and boys in the so-called male-specific subjects such as Mathematics and Sciences in the case of female, Home Economics and Catering in the case of male. (Rowe and 1988, Dianne, 1998) which would have otherwise been scaring in and been looked upon as subjects for boys only. For example, researchers reveal that students in all-girls Nigerian schools favored Mathematics more those in co-educational Nigerian public boarding schools especially when taught by female instructors (Mallam, 1993) taught the subject

Black (1998) also reported that single gender education enhances high level of discipline in schools. Bushweller, (1994:20-25) states that "from the premise that boys engage in more antisocial behavior than girls, among the remedies with positive outcomes reported were all-male classes." Evans (1993) looked at the impact of a specific project that utilized single-gender groups, whereas Richardson (1995) describes a school in which all classes were separated by sex. Both reports improved behavioral outcomes and enthusiasm for both boys and girls. There is no doubt that the support for single-gender education by a number of researchers are attributed to an underlying assumption of developmental characteristics of early adolescents that caused serious difficulties in their ability to cope with the classroom environments. Some principals in California and New Jersey schools have argued in favor of segregating boys and girls, especially in senior secondary school because it curbs teasing, flirting, and self-conscious behavior resulting in acts of indiscipline common at senior secondary school level (Black 1998).

Single-gender streaming programs provide a strong friendly environment for academic development because of the total absence of distractions due to sexual motivation and self-deprivation in attitudes because of the fundamental biological and social differences between the sexes (U.S. Department of Education, 2005 and AAUW Education Foundation, 1998 and NASSPE, 2011).

In addition, in other studies, girls in single-gender schools reveal less stereotypical view of mathematics subject, while boys in single-gender schools had magnified stereotypes of the subject (Lee and Lockheed, 1990). This will no doubt enhance seriousness, confidence and higher academic achievement in these so much feared and sex stereotyped subjects by students.

Studies have also found girls in single-gender schools show higher levels of self-esteem, compared with co-educational environments (Harris 1986 and Haag 2000). Every professional teacher will, no doubt, accept that when students develop higher levels of self-esteem, they are

more likely to participate and have confidence, learn and subsequently, achieve significantly higher academic standards.

Making a case for single-gender education, Ian (2011) reports that researchers like Gilligan, and Spender, have established that boys typically attract more of the teacher's attention than girls in coeducational classrooms making the girls disadvantaged in terms of teacher/student classroom interaction. Spender found that girls were reluctant to express their viewpoints in front of boys while Gill reports that "boys asked more trivial questions merely to gain the teacher's attention", but cautioned that the reluctance of girls to speak up in class does not necessarily mean that they are disadvantaged in terms of their classroom learning or educational achievement.

On the other hand, Lee and Lockheed (1990) studied the influence of gender stream on students' performance in Nigeria in mathematics using for 1,012 ninth grade students and found no significance in gender gap. However, they found that girls in single-sexschools outperformed girls in co-educational schools.

Rowe (1988) sampled 398 Australian middle-school students' scores so as to determine if single gender stream can improved performance in mathematics. The result revealed no significant difference between the single gender streams/classes andthe coeducational ones.Gilson (1999) examined the effects of single-sex classes on girls' performance and attitudes toward math by comparing single sex and co-educational math classes inprivate middle schools in the United States and found no significant difference in their performances.

The positive views of Deley echoed by Singh et, al. (1998), Dianne (1998), U.S. Department of Education, (2005),AAUW Educational Foundation (1998), Busweller (1998), Mallam (1993),Black (1998), Evans (1993), Lee and Lockheed (1990), Harris and Haag (2000), NASSPE (2011) and Ian (2011) above could be true but not in all situations and conditions. The teacher's training, experience, commitment to work, gender sensitivity, skills and ability to

handle cases of students' differences and peculiarities are among what determine the result of teacher-students interactions. Equally too, views of Rowe (1988) and Harker and Nash (1997) indicate that even the school environmental condition or climate, the education policies and implementation are also among other variables that matter in teaching and learning. It may not be easy to dispute the above opinions and findings of any of the above educationists. But a number of variables that come into teaching and learning can easily prove the above findings or otherwise under different conditions, situations and settings when replicated elsewhere.

2.10 Null Position on School Gender-type and Academic Performance

A number of findings, by for example, Miller & Dale; Rutter, Maughan, Mortimore, & Outson, in Lianne, David, & John (2011), indicates no performance differences between children attending single gender and co-educational schools. The school certificate scores of boys and girls in Mathematics and English were compared over a five-year period from 1982 - 1986. In 1982 and 1983, these students had attended single gender classes, while in 1984, 1985 and 1986 they were in co-educational classes. The comparative scores demonstrated clearly that the shift to co-educational classes made no difference to either boys' or girls' performance in Mathematics or English. Girls remained significantly ahead of boys in English over the five year period, while boys scored slightly better than girls over the same period in Mathematics as was also the case when separated (Lianne et al., 2011). Harker and Nash (1997) investigated the performance more than 5,000 eighth grade New Zealand students based on the school type (single or mixed gender). The research found and concluded that school type (gender streamin) was not an important factor in improving math and science performance especially by girls.

2.11 Contentions on Gender Factor in Streaming Students for Performance

While the need for more research on gender factor in streaming students to improve academic performance is clear, it is also important for such research to take into account differences in goals and implementation when considering the outcomes of these streaming types.

American Association for University Women Educational Foundation (1998) cautions that single gender education should not be used to guarantee higher quality education for both boys and girls. The increased government support for these schools is simply because they are inexpensive and easy to implement.

Much as gender difference or factor is very vital in discussing issues that have to do with learning and performance in students, there is the need to remember and consider the influence of non-gender factors that also inevitably come to play in classroom and school environment. Hence, Rothstern (1996); Carpenter (1985) and Ellen & Campbell (1998) therefore caution that before drawing any conclusion on what may be attributed to students' academic performance and social development, variables such as content, pedagogy, students' background, teachers, resources and motives or objectives for single gender arrangement should also reasonably be considered. The above opinion is also ideal because gender as a factor in this study cannot solely impact on students with the interrelationship usually coming into play in the teaching and learning process in the classroom. But it will be ideal to find out the extent of the gender factor impact in the process because it seems to be the most neglected or avoided for, probably, fear of being accused of gender segregation.

Ellen & Campbell (1998) opines that if we really know relatively little from empirical data, the reasons for the institutions' rush to embrace single gender settings as a solution to educational inequities in access and outcome may be due to the following wrong assumptions by them that:

(1) girls and boys are completely different,

(2) boys will be boys and little can be done to change their behavior in the educational environment,

(3) gender equity is about fairness to girls, and

(4) our efforts toward equitable coeducation have failed, leaving no recourse other than single-gender solutions (Ellen & Campbell 1998:2).

Ellen & Campbell (1998), like Deborah, disagrees with the above assumptions of people and contends that the focus of both research and policy needs to begin with the question of what constitutes a good education and if education can be considered excellent if it does not reach the vast majority of students, irrespective of gender-type, colors and abilities.

To Ellen & Campbell (1998), a good and equitable education is that which provides the tools, resources, and environments that enable each and every student to:

(1) think critically, creatively, independently, and deeply;

(2) develop the ability to ask searching, worthwhile questions and identify how and where to find information; and

(3) acquire stores of knowledge and the skills and strategies to expand those stores throughout her or his life (p. 2).

Ellen et al. (1998) argues that many of us will agree that a good education does not differ for girls and boys and will contend that children of both sexes and all backgrounds and abilities are entitled to a high-quality education. To them both sexes are the same but our society treats them as if they are separate species or entities. They contend that there is need to make explicit and address the inequities from all angles and perception so that we can change not just the girls but the boys, the adults, and the entire social organizations in which the educational enterprise operates.

In our attempts to remedy the inequality situation, Ellen and Campbell (1998) observes that, we face difficult dilemmas because separate is not and has never been equal. Ellen & Campbell (1998:3) caution that,

> Even if the motive is to empower rather than to disenfranchise, the danger that separation might once again be used to oppress rather than to liberate is too grave. On the other hand, it is pedagogically and developmentally appropriate to offer a

> variety of choices in the way the teaching and learning processes are conducted. …How do we create learning environments that support all the variations? (p. 3).

In order to know more about what works on the issue of school gender-type and education, Ellen & Campbell (1998) advocate that,

> Making serious investments in experiments so that if future studies examine the substance of the educational process and offerings in relation to resources and gender composition, and look at single-gender and coeducational settings where there is minimal harassment and positive support of both genders, we can anticipate that we will learn a great deal more about strategies that serve both girls and boys well. (p. 2).

Ellen & Campbell (1998) assert that there is much efficacy in coeducation and our thinking needs to be towards high- quality educational access and outcomes for both sexes rather than separation solutions whose effects are poorly understood.

Because of the complexity of the interactions between single gender/coeducational schooling, social class, teacher and curriculum and several other pedagogical variables, Gray concludes that, the school gender-type "makes little difference to gender inequalities (especially those suffered by girls); that single-gender classes for specific purposes in co-educational schools are only of limited value; and that new ways of reducing sexism in all types of school, whether mixed or sex-segregated, must be found" (Gray, 1987: 34).

The study is anchored on the social learning theory because it explains what makes each person what he or she is in terms of gender. Bandura (1986) theorized that people's behaviour are observed in models that are similar to themselves, such as gender. The observed behaviors are then encoded or internalised and imitated. The imitated behaviour that is positively rewarded is likely to be repeated. Thus, four main cognitive processes, according to Bandura (1986), are involved in social learning theory namely: attention, retention, reproduction, motivation (ARRM). Attention involves the learner identifying with the role model such as a daughter identifying with her mother or son identifying with father due to gender; and observes the role model doing the behaviour pays attention to the important bits. Next, is retention which is when

the learner records the information in the memory; the behaviour is observed and noted. Reproduction involves being able to do the behaviour again. The behaviour is imitated and so is learned and repeated. Lastly, motivation involves a reason for the behaviour being repeated. The theory showed that boys are more likely to imitate male models and girls, female models resulting in copying same-sex models which are likely to shape the behaviour and role of the growing individual according to sex-type and difference in life. In summary, this theory emphasises on the importance of biological, social and cultural impacts on human behaviour, development and learning especially on gender and genders specific traits, bevaviour and roles.

Many of the research outcomes on single gender school/classes are mixed. Hence, the need for more aggressive authentic research works such as the present one on gender-type related educational policies and programmes to unravel the controversies. This is particularly vital especially in a country like Nigeria where such is limited and the practice is haphazard due to total absence of operational policy guidelines.

2.12 Empirical Studies

This second part of the literature review has to with empirical studies. No doubt, studies abound that investigated gender composition and streaming in education. Some of these include the England National Foundation for Educational Research (NFER) study, the Australian Council for Educational Research (ACER) study, the Manchester University, England study, the Thurgood Marshall Elementary School, Seattle, Washington experiment, the Shenfield High School, Essex, U.K, study and the Nakuru, Kenyan, study, the Bosire et al Kenyan study, the Akinyele Nigerian study, the Kurmeh et al Nigerian study, the Kang'ahi Nigerian study, the Oludipe Nigerian study the Karthigeyan&Nirmala Indian study. The final part of the chapter contains summary of the literature reviewed.

NASSPE (2011) reported a study by the National Foundation for Educational Research commissioned in England to study the effect of school size and school type (single-sex vs. coed) on academic performance the report of which was given in July, 2002. The Foundation studied 369,341 students from 2,954 public high schools throughout England. They used observational and interview methods in data collection. Frequency counts and simple percentile statistical techniques were utilized in data analyses. The study revealed that even after controlling for students' academic ability and other background factors, both girls and boys did significantly better in single-sex schools than in co-educational schools in all subjects. In this age group (senior high school), the benefits were larger and more consistent across the board for girls than for boys. Specifically, girls at all levels of academic ability did better in single-sex schools than in coed schools (NASSPE, 2011(b).The result of the above study indicates the glaring advantages of single sex education in terms of enhancing academic performance of students. The NFER study and this have a common goal of investigating which of the two streaming types can better enhance students' academic performance.

In Manchester University in England, researchers used *before and after* approach to investigate the effectiveness of single and mixed gender streaming systems in enhancing students' academic achievement. They assigned students at five public schools either to single-sex or to coed classrooms randomly. A standardized test was administered when in coeducational classes.They were then separated, treated and tested again. The researchers also used frequency counts and simple percentile statistical techniques in analysing their data. The result indicates that 68 percent of boys who wereassigned to single-sex classes subsequently passed a standardized test of language skills against 33 percent of boys assigned to coed classes. Among the girls, 89 percent assigned to single-sex classes passed the test against 48 percent of girls assigned to coed classes (Henry Juliet, in NASSPE, 2011).The result in this study also indicates

the advantage of separating boys and girls since both separated boys and girls did better than the boys and girls in the mixed gender schools.

Carol (20006) investigated the effects of single-sex and mixed-sex classes on the academic achievement of middle school students at Stonewall Jackson Middle School in Charleston, West Virginia cutting across the students' sex, minority status, socio-economic status, and special education status using a sample of 279 students. In 2003-2004, the students from which the sample was drawn were in grade 6 mixed gender classes and separated into single gender in the 2004-2005 in their 7^{th} grade.

The instrument used in measuring students' performance which was also the source of the data was the students' end of the year results of West Virginia Education Standards Test (WESTEST). Non-experimental case study type of ex post factor research design was used. Paired-samples t-test and the analysis of variance (ANOVA) were the statistical techniques used in data analysis. The results of the study reveal that the use of single-sex classes significantly improved student achievement in reading/language arts and math with greater advantage for single gender classes for females.

O'Reilly, Judith (2000, August 20) reported on John Fairhurst, the Principal of Shenfield High School, Essex, U.K, who was disturbed because his students' academic performance decline slowly, year by year because his students just did not seem to care about learning any more. Taking his cue from studies suggesting that students at single-sex schools have more zeal for learning, Fairhurst decided to reinvent his school as two single-sex academies under one roof. The students took the same courses from the same teachers, but boys and girls would attend separate classes in 1994. He used the results of the standardized tests when coeducational and after single gender streamed in his comparative analyses. He also used frequency counts and simple percentile in analysing his data. Since then, the results indicate that the proportion of

Shenfield boys achieving high scores on standardized tests has risen by 26 percent. The girls' performance has improved only slightly less, by 22 percent, but the girls still outperformed the boys.The result of this study indicates that single-gender streaming system yields better result than mixed gender stream. It further reveals that though both boys and girls do better in single-gender streamed classes, girls are better advantaged.

Karthigeyan & Nirmala (2012) did a study on gender differences in achievement in English Language in India. The researchers used the Ex-post Facto research method during which the annual examination marks of 195,941 students comprising 102,027 boys and 93,914 girls in English in the previous five years (2007 – 2011) were obtained and used as a measure to assess the academic achievement involving all students studying English in class 10^{th} in Salem and Sankari educational districts of Tamil Nadustate, India. Data collected from the students' examination results were analysed using mean, standard deviation and differential analysis (t-test) and statistical techniques.The research findings revealed that generally, for the five years, the academic achievement of both male and female students in English was average also showing a gradual but steady improvement in the mean scores of the students in their academic performance in English language. The analysis based on different demographic (gender) variables revealed that the girls had a higher mean score compared to the boys in their academic achievement in English over these five years (2007-2011) indicating that the girls performed better than the boys in English Language in both educational districts.

Kang'ahi, Indoshi, Okwach, and Osodo (2012) reported a study on Gender and Students' Academic Achievement in Kiswahili Language in Hamisi District, Vihiga County in Kenya. The purpose of the study is to establish gender differences in achievement in Kiswahili language based on County Evaluation results of 2011. . The study sample was 317 Form 4 students from 32 secondary schools in Hamisi District, descriptive survey design was adopted for the study. Document analysis guide method was used to seek information about students' academic

achievement in Kiswahili language. Mean and t-test statistical techniques were used in data analysis. Major findings of the study were that female students outperformed male students on the average, there was no statistically significant difference between male and female students in achievement in Kiswahili language examination but mean scores of female was higher than that males.

Akinyele (2011) reported a study on gender differences and school location factors as correlate of secondary school students' achievement in physics to investigate the extent to which school location and gender differences determined the academic achievement of secondary school students. Hence the study specifically examined student and teacher gender factors and school location characteristics as they affect students' academic performance. The sample consists of 80 students senior secondary school students (33 male and 47 female) which were randomly selected from secondary schools in Abeokuta North Local Government Area, Ogun State, Nigeria. Two validated Physics Student Achievement Test (PSAT) instruments were used to collect the data. Mean and t-test and analysis of variance (ANOVA) statistical techniques were used for data analysis. The findings revealed that gender difference did not significantly affect students' performance in physics though the female students outperforming the male students in the mean scores.

Oludipe (2012) investigated gender difference in Nigerian junior secondary students' academic achievement in Basic Scienceusing cooperative learning teaching strategy. Total number of one hundred and twenty (120) students obtained from the intact classes of the three selected Junior Secondary Schools in the three selected Local Government Areas of Ogun State, South-west Nigeria, participated in the study. This study employed a quasi-experimental design. Lesson note based on the Jigsaw II Cooperative Learning Strategy and Achievement Test for Basic Science Students (ATBSS) were the instruments used to collect the relevant data. The data collected were analyzed using descriptive and independent samples t-test statistical methods. Findings of this study revealed that there was no significant difference in academic performance of male and female students at the pretest, posttest, and delayed posttest levels

respectively. Though, the difference between the two genders was not statistically significant, the females outperformed the males in their mean scores.

The Australian Council for Educational Research (ACER) (2002)reported the result of a six-year study of 270,000 students, in 53 academic subjects, which compared the performance of students at single-sex and coeducational schools. The researchers used questionnaire, observations and interview methods in collecting their data. In their data analyses, they used frequency counts, simple percentile and means statistical techniques. Their findings demonstrates that both boys and girls who were educated in single-sex classrooms scored, on average, 15 to 22 percentile ranks higher than did boys and girls in coeducational settings (NASSPE, 2011 (2).The result of the above study demonstrates a glaring advantage of single gender schools over mixed gender ones in terms of academic achievement.

Kurumeh, Igyu, and Mohammed (2013) report a study which investigated the difference according to school type, (single-sex schools and mixed schools) in the mathematics and science achievement of WASSCE (2007-2010) in Makurdi Local Government area of Benue state, Nigeria. The researchers adopted ex post facto research design in conducting their study using the already existing data on the mathematics and science achievement of 480 students in six secondary schools in Makurdi Local Government area of Benue state, Nigeria. They used mean and t-test statistical techniques in analyzing their data. The result reports that there was a significant difference in both mathematics and science achievement between single-sex schools and mixed schools in favour of the former (single gender schools).The result of the above study reveals a glaring advantage of single gender schools over mixed gender ones in terms of academic achievement.

Bosire et al. (2008) report the result of their study on the effect of streaming students by gender in Mathematics achievement using 1,489 candidates in four secondary schools in Nakuru District, Kenya. In 2000 and 2001, students were treated by making the mixed sex-segregated

school sit their national examinations after having been taught in single-sex classes for two years preceding the final examinations while the earlier class of 1999 was taught in normal mixed classes. The researchers used ex post factor research design in the course of which they collected their data using documentary search and analysis of mathematics examination results of the sampled population for the years 1999, 2000, and 2001, from the selected four schools. The 1999 results were for the mixed sex-segregated school only. Frequency counts, means and one-way analyses of variance statistical techniques were used in data analyses.

The study results show that in 2000 and 2001, students in the normal mixed school scored higher achievement scores relative to the other schools. Students in the girls' only school scored the lowest mean. Results from the one-way ANOVA revealed an overall statistical significance.

Students in the normal mixed school achieved significantly higher mean scores compared to all the other schools. Equally too, the results reveal that the mean score for girls in the normal mixed gender school was relatively higher compared to that of girls in other types of schools. Results from the one-way ANOVA revealed an overall statistical significance.

Girls in the normal mixed-sex school scored significantly higher than those in girls' only and mixed sex-segregated schools. This result indicates that girls taught in mixed-class scored higher than those taught in single-sex class environments. The results also indicate that the mean scores obtained by boys in the normal mixed-sex school were higher than in the two other types of schools. Boys in the normal mixed-sex school outperformed the other boys in the other types of schools in mathematics. The result from the one-way Analysis of Variance shows an overall significant. The results of the analysis shows that the students in the mixed sex-segregated school performed better in mathematics than when were higher when the students were taught in separate classes.

In the overall, the results improved from an average of 5.4 in 1999 to 6.6 points in 2001, and the differences in student performance for the two cohorts of students were significant. The result of the study shows also that the mean scores of both boys and girls were higher when they were taught mathematics in separate classes (2000 and 2001) than when they were taught in the mixed gender (1999). Girls were found to have recorded a significant improvement after segregation in 2000 and 2001, respectively. Summarily and conclusively, the study reveals that there is a statistically significant difference in the performance of boys and girls in all the three types of schools and that the boys perform better than girls do. Also, students taught in normal mixed classes scored relatively higher than those in either mixed-segregated or single-sex schools. Both girls and boys scored higher in mathematics examinations when taught in normal mixed classes. On the other hand, after segregation, there is an indication that overall performance improved, but there was greater improvement on the part of girls. Summarily, the results indicate that mixed gender stream perform better than the single gender stream with the males generally outperforming females.

Pahlke, Hyde and Allison (2014) did a study on the effects of single-sex compared with coeducational schooling on students' performance and attitudes. In doing so they did a meta-analysis of results of studies including studies of K-12 schools undertaken and published from 1968 to 2013. It was funded by the National Science Foundation, published from 1968 to 2013. Some research methods used in some countries such as studies in Trinidad and Tobago and Korea that randomly assigning thousands of students to single-sex or coed schools and tracked their outcomes. Other examples of more rigorous studies controlled for pre-existing differences between students, such as testing students before and after they enrolled in either a single-sex or coed institution. The total sample was 1,663,662 from 21 countries across the world. The studies examined the performance of students and their attitudes in math and science; verbal skills

among others. The results did not reveal significant evidence to show any difference in the performance between boys and girls in single-sex or coeducational schools/classrooms.

In comparison, all the empirical literature reviewed and this one shared a number of similarities. First, all the studies have the common theme of studying the academic performance of students taught in mixed-gender classroom and in single or segregated classrooms. Many of them are either from the same African continent such as Bosire et. at. (2011), Karthigeyan et. al.(2012) and Kang'ahi et. al.(2012) or from the same country such as Akinyele (2011), Oludipe (2012) and Kurumeh et. al. (2013). Many of these researchers adopted either expost facto, survey or experimental research design. The present one adopted quasi-experimental research design and ex post facto as a backup. Like many researches reviewed, frequency counts, simple percentile, means and t-test statistical techniques were used in data analyses in this study.This research however, vary in terms of procedure for data collection, the duration of study, population and sample from several studies reviewed above.

2.13 Summary

The reviewed literature shows a historical survey of evolution of education as it affects students' placement/streaming in schools/classes with regard to gender factor. The review also reveals some interesting and vital differences between male and female students in terms of the brain lateralization, growth and functioning, differences in visual and hearing endowment or capability and learning and cognitive styles and learning motivation within genders. The review also covers controversial research reports and concepts on gender difference in language theories and variation in language use and styles.

The results of the review are mixed. First, there are a number of reviews which showed positive impact of single gender streaming on improving academic performance especially at the

senior secondary school level (Lee and Lockheed, 1990, Mallam, 1996, and Sax, 2007 etc). Reasons advanced by some scholars include their proposition and findings that males and female are different in several ways such as in hearing acuity, (Corso in Algoe 2012), the rate and sequence of brain development, (Lenroot et al. 2007), language tasks execution (Gomez, 2011), brain lateralization (Harriet, Robert & Marvin, 1999, Burman, Tali & James, 2008) and learning styles (Hodgins, 2011, and Algoe, 2012) and therefore learn differently. No doubt, each of this poses some pedagogical implications and challenges in the classroom. There are also some theoretical reviews on the propositions that males and females vary in their cognitive abilities in language (Burman et al. 2008; Amin, 2006; Hodgins, 2012; Gomez, 2011). Hence, the need to separate them in the course of instruction. Other topics reviewed are gender and language, and gender curriculum and instruction.

Many empirical reviews indicate that single gender stream improves academic performance in favour of females (NASSPE, 2011; O'Reilly, 2000; Akinyele, 2012; Kathigeyan & Nirmala, 2012; Kurmeh et al. 2013 and Bosire et al. 2008 ecetera). Some reviews however, show that gender factor in placement/streaming strategy makes no difference in academic achievement (Rowe, 1988; Oludipe, 2012; Kang'ahi, 2012 etc.).

The found and reviewed empirical literatures above werecontroversial and inconsistent. A number of them reported positive impact of single gender streaming on students' academic performance while a number of them reported negative impacts lending support for mixed gender streaming. Hence, this calls for more research works like the present one in this field of gender streaming in education and the result of which will contribute in resolving the controversy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher discussed the aspects related to research methodology. Specifically, these are research design, population of the study, sample and sampling technique, instrumentation such as instrument for data collection, validation of the instrument, pilot study and reliability of the instrument. The chapter also contains procedure for data collection, treatment in the study, procedure for scoring and procedure for data analysis.

3.2 Research Design

In this study, the researcher used the group pretest-posttest quasi-experimental research backed up by ex-post facto research designs. The non-randomized group pretest-posttest design type of quasi-experimental research methodology was without control group. Rather, the subjects were used to serve as their own control as Bichi, (2004:75) states that "situations arise in which the researcher cannot exercise necessary control to conduct an experiment; either the levels of independent variable cannot be manipulated by the researcher or subjects cannot be randomly assigned to groups." Equally too, Ary, D., Jacobs, L. C., Razavier, A.& Sorensen C. (2006) also state that quasi-experimental research "…involves using subjects as their own controls – assigning the same subjects to all experimental conditions and then obtaining measurements of the subjects." In this case, all the subjects were simultaneously exposed to pretest, experimental treatment and post-test accordingly. The purpose of pretest and treatment was to establish whether the available difference, if any, could be attributed to gender difference only or treatment or other variables. Equally too, through this pretest-posttest quasi-experimental group design, the researcher was able to create a level play field for both genders. In addition, the

researcher, was able to generate the required data from the primary source (directly) with minimized biases or intervening variables

In this quasi-experimental research design, the researcher adopted groups of his sample in their existing natural class status and environment (as they were) in the sampled schools and classes. This is to say that, though the schools were randomly sampled, the classes and the respondents could not be sampled using randomized sampling technique. The classes were of two gender composition classifications:

1. Mixed gender (MG) class of respondents (comprising both male and female students).
2. Single gender of two sub-sets comprising of:-

   A. Single gender class of all-male (AM) respondents

   B. Single gender class of all-female (AF) respondents.

It was in these classified sampled respondents that the treatment took place for two months.

Table 3.1: Diagram of the pretest-posttest quasi-experimental design used.

Sub-groups (Composition)	**Pretest**	**Treatment**	**Posttest**
Mixed Gender (MG) (Male & Female)	X^1	Treatment	X^2
All-Male (AM)	X^1	Treatment	X^2
All-Female (AF)	X^1	Treatment	X^2

In addition to the quasi-experimental design, the researcher made use of ex post facto design because its nature did not allow for a control group, effective manipulation of variables; and it lacks randomization of respondents. In doing this, the researcher collected, studied and analyzed the National Examination Council (NECO) results of the Senior Secondary School Certificate

examinations sat for in the previous 5 years (2009-2012) in the three gender sampled schools that were used for the quasi-experiment. The results of all the students that sat for English Language in NECO for those years were used in drawing the sample.

3.3 Population

The population in this study was made up of 53,468 senior secondary 3 (SS3) students of 2012/13 academic session drawn from 248 senior secondary schools (SSS) spread across Niger State. Of this population, there are 12,071 students from 57 all-male (AM) senior secondary schools, 6,262 students from 27 all-female (AF) senior secondary schools and 22,134 students from 164 mixed-gender (MG) senior secondary schools. This is presented in table 3.2 below.

Table 3.2: Population of the study according to schools and students' gender-type

Gender-type	Number of Schools	Number of Students
Mixed Gender (MG)	164	22,134
No. of All-male (AM)	57	12,071
No. of All-female (AM)	27	6,262
Total	248	53,468

Source: Niger State Ministry of Education (PRS Department)

3.4 Sample and Sampling Technique

In the final sampling exercise, a total of 159 students of the state's 2013/14(SS3) of senior secondary 3 students were selected for this study as contained in table 2.3 below. Of this sample, 115 were from single gender stream constituting 73% while 44 students were from mixed gender stream constituting 27%.

Table 3.3: Gender stream type, gender, number and percentages of respondents

Gender stream type	N	Gender	N	Gender stream No.	%
Single gender stream	115	Male	68	1	43
		Female	47	1	30
Mixed gender stream	44	Male	33	1	20
		Female	11		07
Total	159		159	3	100

The single gender stream comprised of both single gender stream male students (SGSMS) of 68 constituting 43% and single gender stream female students (SGSFS) of 47 constituting 30%, each studied as a gender stream. Table 4.1 also shows that the total of 44 sampled mixed gender stream students used in the study comprised of 33 males and 11 females all treated and studied in one single mixed gender stream (class). The 33 males in the study constitute 20% while the females constitute 7%.

In the sampling exercise, first stratified sampling technique was used. In the course of it, all senior secondary schools in Minna metropolis were stratified first, according to gender classification variables (i.e mixed gender (MG), all-male (AM) and all-female (AF) schools). At the final stage, simple random sampling was used to select the sample schools from each of the gender classified groups in Minna metropolis. Simple balloting sampling technique was used to select a class, each from the three schools where the SS 3 students were in more than one stream. With the above procedures, the researcher sampled one mixed gender (MG) school, one all male (AM) school and one all-female (AF) school amounting to a total of three schools from Minna metropolis, the headquarters of Niger State, Nigeria as presented in table3.3 above.

Table 3.4: Gender Stream Type, Gender, Number and Percentages of Students in Ex-Post Facto Documentary Search

Gender stream type	N	Gender	N	Gender stream No.	%
Single gender stream	200	Male	100	1	33.3
		Female	100	1	33.3
Mixed gender stream	100	Male	NC	1	33
		Female	NC		
Total	300		300	3	100

Note: NC means 'not consistent since it varied yearly.'

As for the ex-post facto, table 3.4 above shows that 200 single gender students constituting 63% comprising of 100 single gender stream male students (SGSMS) constituting 33.3% and 100 single gender stream female students (SGSFS) constituting 33% each comprising one class of gender stream each were sampled and used in this study. The table below shows also that 100 mixed gender stream students constituting 63%, comprising of inconsistent number of males and females due to variation according to years were used in this study.

In the case of ex post facto method, the results of 100 students that sat for NECO Senior Secondary Certificate Examination in the sampled schools for the previous five years were used. The 100 students from each school was selected using systematic sampling technique by selecting students that bear the odd numbers on the result sheets beginning from serial number (1) one.

3.5 Instrument for Data Collection

The first instrument for data collection was researcher prepared lesson notes for teaching the English Language content items selected from the Senior Secondary Schools English Language Curriculum designed by National Educational Research and Development Council, Abuja. The

second instrument for data collection was the selected content items of Senior Secondary Schools English Language Curriculum designed by National Educational Research and Development Council, Abuja.

The third instrument for data collection was two tests using the National Examination Council (NECO) 2011 Senior Secondary Certificate Examination (SSCE) question paper (appendix I refers). The pre-test, which was first administered, took place before treatment. The post-test, which was the second one, was administered after treatment.

The question paper comprised two principal parts. Part 'A' elicited background information revealing characteristics of the students such as sex, age, parent's socio-economic and educational or literacy background or status was used in the analyses across gender difference in further analyses.

Part 'B' was the adopted test items of 2011 SSCE English Language question paper. The Paper I section comprised of items that tested the students on essay, reading comprehension, summary writing. Its administration lasted for 2 hours and 40 minutes. The Paper II comprised of lexis and structure in multiple-choice form and its administration lasted for 1hour.

In the case of ex post facto, as already mentioned, since the data used for analysis in this research was the already scored and recorded S.S.C. examination results of sampled students from the schools, it is implied that the instrument relied upon were standardized tests developed and administered by the NECO usually conducted as a summative examination in June/July of each year.

3.5.1 Validation of the Instrument

For the fact that the test instrument is an adopted 2011 Senior Secondary Certificate Examination (SSCE) question paper E1011 and E1012, I & II of National Examination Council (NECO) the content validity of the tests was on conviction established and also standardized by NECO. That notwithstanding, sample copies were given to each member of the thesis supervision committee for evaluation and comments especially on the section 'A' of the instrument in addition to its subjection to trial testing. These have helped in establishing and achieving both content and face validity.

3.5.2 Pilot Study

It may be ideal to mention that this type of research has been successfully carried out in several countries including America, United Kingdom, India and even in Nigeria and Kenya as indicated in the empirical literature review. This signals the viability of this study. What this researcher has done was a replication of this work in Niger State, Nigeria.

The test instrument was an adopted 2011 Senior Secondary Certificate Examination (SSCE) question paper E1011 and E1012, I & II of National Examination Council (NECO). The researcher has ascertained that the instrument had already undergone series of pilot-testing by NECO to attain its standardization before its usage in 2011, hence it is highly reliable. For the purpose of its use for this study, however, the instrument was further trial-tested using test-retest method. In so doing, the instrument was administered on 30 SS III students twice at the interval of two weeks. The Peasrson product moment correlation coefficient statistical method was used to ascertain the reliability coefficient of the two sets of scores of the same students. The result of these analyses was 0.83. The table value of *r* at 92 degree of freedom at 0.05 alpha level of

significance is 0.205. Since the calculated value of *r* (which was 0.83) was higher than the table value of *r* which is 0.205, it means that the instrument is reliable with a positive correlation.

3.5.3 Reliability of the Instrument.

As earlier mentioned, the test instrument is an adopted 2011 Senior Secondary Certificate Examinations (SSCE) question papers; E1011 and E1012, I & II of National Examinations Council (NECO). Despite the fact that the researcher believes that the instrument had already undergone series of pilot-testing by NECO to attain its reliability, nevertheless, for the purpose of its use for this study, the instrument was further trial-tested using test-retest method. The Peasrson product moment correlation coefficient statistical method was used to ascertain the reliability coefficient of the two sets of scores of the same (30) students and the result of these analyses was 0.83 and the instrument was found to be reliable with a positive correlation since the calculated value of *r* (which is 0.83) is higher than 0.205, the table value of *r*.

3.6 Procedure for Data Collection

The researcher, first of all, got a letter of introduction from the Head of Department, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the office of the Hon. Commissioner, Ministry of Education, Niger State. Another letter of approval to use the selected schools was secured from the Hon. Commissioner and given to the principals of the affected schools to facilitate their cooperation and trust to conduct the experimental studies.

The three classes were pre-tested using an adopted 2011 National Examination Council (NECO) Senior Secondary School Certificate Examination (SSCE) test instrument (appendix II

refers). After the test, the test instrument (question papers) was retrieved from both the students (the respondents) and the research assistant. The treatment exercise commenced and lasted for a period of two months (8 weeks). The same question papers and marking scheme were used for post-test after treatment. (Appendices III & IV refer). The results derived from these tests (i.e. pre-test and post-test) were the data for this study. The result of 2009-2013 NECO, SSCE examination results served as a source of back up data for ex post facto and used in comparism with that of quasi-experimental one.

All the schools selected for the study were visited personally by the researcher as in the case for quasi experiment. Written applications to the principal of each of the schools sampled requesting for results used as data, was made. These were attached to the letter of introduction given and authenticated by the Head of Department of Educational Foundation and Curriculum Studies. The researcher adopted a direct inspection of the original print outs for each set of students ranging from 2009-2012. In the course of the result analysis for each set of students, attention was given to the students' scores in English Language.

3.7 Treatment in the Study

In this study, treatment of the respondents took place. The treatment package and the treatment exercise itself were as discussed below.

3.7.1 Treatment Package

In this research, the treatment package was as follows:-

1. A professional and specialist English teacher was used as the Research Assistant to conduct the treatment exercise,

2. The selected content items culled from the current senior secondary schools English Language curriculum by the National Educational Research and Development Council (NERDC) taught by the research assistants are contained in appendix I and
3. Prepared lesson plans used by all research assistants are contained in appendix II.

3.7.2 Treatment of the Subjects (Respondents)

The three classes (one all-male, one all-female and one-mixed-gender) were pre-tested using an adopted 2011 National Examinations Council (NECO) Senior Secondary School Certificate Examinations question paper (appendix III refers) and the treatment commenced on the three experimental classes to ensure a level playground for respondents, irrespective of the gender difference. After the pre-test, the question paper (the test instrument) was collected and used again for post-test after treatment was given to the three experimental groups.

At the three centers, only one research assistant was used so as to control teacher characteristics intervening variables that could bias the treatment. The teacher, with a qualification of a Bachelor of Education, Language Arts with 25 years of post-qualification experience, was recruited and served as the research assistant.

The research assistant was trained on the expectations that would ensure the success of the programme. Some of these expectations included effectiveness, seriousness, dedication, compliance to professional ethics and utilization or exploitation of professional knowledge and skills that would enhance effective teaching and learning.

The research Assistant worked under the supervision of the Heads of Department (H.O.D.) English and the Principal of the respective schools, hosting the centres to ensure that the treatment of the respondents was effectively and regularly done. At the end of every 40-minutes lesson that held daily from Monday-Friday every week, the research assistant filled and

signed the attendance form under the control of the H.O.D. who also counter endorsed, filed and submitted to the researcher during regular monitoring of the treatment. At the three centres, three research assistants were used to administer the test instruments during both pre-test and post-test and the main research assistant did the marking of the scripts.

The purpose of the experiment was, however, not made known to the research assistant. Every act or opportunity for intervening variables that may bias the experiment was blocked or reduced.The research assistant taught the respondents for a period of two months (8 weeks). During the treatment of the respondents at all the sampled centers, the researcher used the same curriculum content items selected from the SS3 English Language National Curriculum content designed and developed in 2007 by National Educational Research and Development Centre (NERDC), Abuja.

The language skills taught and on which the respondents were tested covered listening, speaking, reading and writing, taking care of productive and receptive skills. Language items that make up these skills include vocabulary development comprising words associated with culture, institutions, and ceremonies, laws and order and collocations. The oral skills include, sentence intonation pattern, word clusters, reading aloud, poetry reading and appreciation, summarizing in a talk, listening to lectures and note-taking, listening to dramatic presentations and identifying the themes and story line. Under oracy skills, there is reading skills for comprehension and items to teach include reading silently to answer questions, to summarise by outlining main points, and reading to summarise expository passages. Under writing skills, there are continuous writing, letter writing and report writing. As for grammatical structure, items taught include, nouns and noun phrases, pronouns and their use, verb and verbal phrases and forms of adjuncts and their functions. (Appendix I attached contains the content items to be used for the treatment). The content items were taught through series of 40 minutes lessons each of the period that was

allocated to English Language throughout the two months. The teachers used the same lesson plans (in appendix II) for the lessons throughout the centres.

The same textbooks, particularly, *Intensive English for Senior Secondary Schools* by Benson, Nnaemeka, Emeka, Sam & Elsie, (2009) and Practical English texts recommended by NERDC, which is the major textbook used throughout Niger State, was used at all the study centers.The use of same materials, teacher and period facilitated treating the respondents under conditions that would have otherwise biased the researchand a level-play ground was created**.**

3.8 Procedure for Scoring

The answer sheet of each student in the English Language tests was marked and scored by the research assistants based on the requirements of the level of correctness as stipulated in the marking guide (appendix II) according to each question and each section of the paper. In doing this, the test instrument was divided into two papers (paper 1 and paper 2). Paper 1 was further subdivided into parts 'A' and 'B'. The part 'A' of the paper tested composition competence and the respondents was assessed and scored out of 50 marks in the following aspects:

A. Content attracted 10 marks
B. Organisation attracted 10 marks
C. Expression attracted 20 marks
D. Mechanical accuracy attracted 10 marks

A-D above have indicated that maximum marks obtainable is 50.

In the part B of the test instrument, the respondents were tested and scored according to the following aspects:

1. Section 'B', comprehension attracted 20 marks

2. Section ‘C’, summary attracted 30 marks.

The maximum total from which a respondent could score from the Paper1 test instrument amounted to 100 marks. As for the Paper II, which were all objective questions, the maximum total mark from which a respondent scored was 50 marks with each correct response, attracting half a mark.

The total or maximum mark from which each student scored was 100 per cent. Therefore, whatever each respondent scored was from 150 marks (paper 1 and 2)and that was reworked and reduced to over 100 per cent.

In the case of ex post facto method, the NECO graded scores (patterned A1, A2, A3, C4, C5, C6, D7, E8 and F9) was rated on nine point weighted scale as follow:

A1 =9 points,

A2 =8 points,

A3 =7 points,

C4 = 6 points,

C5 = 5 points,

C6 = 4 points,

D7 = 3 points,

E8 = 2 points and

F9 = 1 point.

Based on this, the paired group variable totals, percentiles and means were calculated and computed to answer the five research questions and to test the five hypotheses.

3.9 Procedure for Data Analyses

The data collected, which were the students' scores of pretest and posttest, were analyzed first, using frequency counts, then simple percentile and means statistical techniques to answer the research questions. Next, the null hypotheses were tested using the t-test statistical technique. In doing this, first, each student's grade in English language in the tests result was scored. The groups' total means of the pairs were calculated in the following paired gender variables:

1. Single gender streams (SGSS) of both male and females versus mixed gender stream students (MGSS) of both males and females,
2. Single gender stream male students (SGSMS) versus mixed gender stream male students (MGSMS),
3. Single gender stream female students (SGSFS) versus mixed gender stream female students (MGSFS),
4. Single gender stream male students (SGSMS) versus single gender stream female students (SGSFS) and
5. Mixed gender stream male students (MGSMS) versus mixed gender stream female students (MGSFS).

The purpose of this was to find out whether or not there was any difference in test scores in English Language in this study. To further find out whether or not the calculated means scores differences difference of the groups of students (in case of any) were significant at .05 level, further calculations were done according to the stated paired variables 1-5 above using the t-teststatistical technique. The procedure for data analysis above was also applied to expost facto research design – year by year and according to the paired variables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.1 Introduction

This study investigated the impact of gender stream on senior secondary school students' academic performance in English Language in Niger State. In so doing, the researcher used senior secondary school III students of 2013/2014 academic session. The researcher also used both quasi experiment and ex-post facto research designs. This facilitated access to both primary and secondary sources of data.

4.2 Descriptive Analysis of Quasi Experimental Result

To answer all the five research questions in respect of the quasi experimental research, a descriptive analysis was done to find out the mean scores of the variables stated in binary forms as shown below.

Research Question 1: Is there significant impact of gender streaming on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at senior secondary school level in Niger state?

The table 4.1 contains the result of single gender stream and mixed gender stream students' performance in both pre-test and post-test in English Language at senior secondary school level in Niger state.

Table 4.1: Mean Scores ($\bar{x}$) and Standard Deviations for Single Gender Stream Students (SGSS) and Mixed Gender Stream Students (MGSS) in pre-test and post-test

Test	Stream Type	N	Mean ($\bar{x}$)	SD
Pre-test	Single gender stream students	115	20.70	9.30
	Mixed gender stream students	44	14.60	8.72
Post-test	Single gender stream students	115	24.90	7.71
	Mixed gender stream students	44	14.70	9.20

The results in table 4.1 above indicate that the 115 sampled single gender stream students of both genders have a mean score of 20.70 with standard deviation of 9.30 and 44 mixed gender stream students have a mean score of 14.60 with standard deviation of 4.72 in their pre-test. In the post-test, the single gender stream students have a mean score of 24.90 with standard deviation of 7.71 and the mixed gender stream students got 14.70 as their mean score with standard deviation of 9.20.

Research Question 2: Is there significant impact of gender streaming on the academic performance of single gender stream male students (SGSS) and mixed gender stream male students (MGSS) in English Language at the senior secondary school level in Niger state?

Table 4.2 contains results of single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at senior secondary school level in Niger state.

Table 4. 2: Mean Scores ($\bar{x}$) and Standard Deviations for Single Gender Stream Male Students (SGSMS) and Mixed Gender Stream Male Students (MGSMS) in Pretest and Posttest

Test	Stream Type	N	Mean ($\bar{x}$)	SD
Pre-test	Single gender stream male students	68	23.90	9.20
	Mixed gender stream male students	33	15.10	9.29
Post-test	Single gender stream male students	68	25.60	8.85
	Mixed gender stream male students	33	15.10	9.29

The results in table 4.2 above indicate that the 68 sampled single gender stream male students (SGSMS) have a mean score of 23.90 with standard deviation of 9.20 and the 33 mixed gender stream male students (MGSMS) have a mean score of 15.10 with standard deviation of 9.29 in their pre-test in English Language. On the other hand, the 68 single gender stream male students (SGSMS) have a mean score of 25.60 with standard deviation of 8.85 and the 33 mixed gender stream male students (MGSMS) have a mean score of 15.10 with standard deviation of 9.29 in their post-test in English Language at senior secondary school level in Niger state.

Research Question 3: Is the academic performance of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state significantly different due to the impact of gender streaming?

Table 4.3 contains results of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language both in pre-test and post-test at senior secondary school level in Niger state.

Table 4. 3: Mean Scores ($\bar{x}$) and Standard Deviations for Single Gender Stream Female Students (SGSFS) and Mixed Gender Stream Female Students (MGSFS) in Pretest and Posttest

Test	Stream Type	N	Mean ($\bar{x}$)	SD
Pre-test	Single gender stream female students	47	16.00	6.92
	Mixed gender stream female students	11	13.20	9.52
Post-test	Single gender stream female students	47	23.80	5.63
	Mixed gender stream female students	11	12.30	8.73

The results in table 4.3 above indicate that the 47 single gender stream female students (SGSFS) have a mean score of 16.00 with standard deviation of 6.92 whereas the mixed gender stream female students (MGSFS) got a mean score of 13.20 with standard deviation of 9.52 in their pre-test. As for the post-test, the single gender stream female students (SGSFS) have a mean score of 23.80 with standard deviation of 5.63 and the mixed gender stream female students (MGSFS) have a mean score of 12.30 with standard deviation of 8.73 in English Language at senior secondary school level in Niger state.

Research Question 4: Does gender streaming result into a significant difference in the academic performance in English Language between the single gender stream male students (SGSMS) and single gender stream female students (SGSFS)at the senior secondary school level in Niger State?

Table 4.4 below contains results of academic performance of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language in both pre-test and post-test at the senior secondary school level in Niger state.

Table 4. 4: Mean Scores ($\bar{x}$) and Standard Deviations for Single Gender Stream Male Students (SGSMS) and Single Gender Stream Female Students (SGSFS) in Pretest and Posttest

Test	Stream Type	N	Mean ($\bar{x}$)	SD
Pre-test	Single gender stream male students	68	23.90	9.20
	Single gender stream female students	47	16.00	6.92
Post-test	Single gender stream male students	68	25.60	8.8
	Single gender stream female students	47	23.80	6.94

The results in table 4.4 above show that the 68 single gender stream male students (SGSMS) have a mean score of 23.90 with standard deviation of 9.20 and the 47 single gender stream female students (SGSFS) have a mean score of 16.00 with standard deviation of 6.92 in their pre-test. In their post-test on the other hand, the 68 single gender stream male students (SGSMS) have a mean score of 25.60 with the standard deviation of 8.85 and the single gender stream female students (SGSFS) have a mean score of 23.8 with standard deviation of 6.94 in English Language at senior secondary school level in Niger state.

Research Question 5: Does the impact of gender streaming result into a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state?

Table 4.5 below contains the results of academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language in both pre-test and post-test at the senior secondary school level in Niger state.

Table 4.5: Mean Scores ($\bar{x}$) and Standard Deviations for Mixed Gender Stream Male Students (MGSMS) and Mixed Gender Stream Female Students (MGSFS) in Pretest and Posttest

Test	Stream Type	N	Mean ($\bar{x}$)	SD
Pre-test	Mixed gender stream male students	33	15.60	8.63
	Mixed gender stream female students	11	12.30	8.73
Post-test	Mixed gender stream male students	33	15.40	9.51
	Mixed gender stream female students	11	13.20	9.52

The results in table 4. 5 above indicate that the 33 mixed gender stream male students (MGSMS) have a mean score of 15.60 with standard deviation of 8.63 and the 11 mixed gender stream female students (MGSFS) got a mean score of 12.30 with standard deviation of 8.73 in pre-test. The 33 mixed gender stream male students (MGSMS) have a mean score of 15.40 with standard deviation of 9.51 and the mixed gender stream female students (MGSFS) got a mean score of 13.2 with standard deviation of 9.52 in post-test in English Language in senior secondary schools in Niger state.

4.3 Descriptive Analyses of Ex-Post Facto Result

This section presents descriptive analyses of the 2009-2013 NECO results of the sampled 300 students. The result gives performance of the single gender stream students and the mixed gender stream students in the course of which all the research questions were answered cutting across the gender composition in the stream types.

Research Question 1: Is there significant impact of gender streaming on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) the students in English Language at senior secondary school level in Niger state?

To answer this question, the performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in NECO in English Language between 2009 and 2013 in the sampled schools was compiled, analysed and presented in table 4.6 below.

Table 4.6: Mean ($\bar{x}$) Scores and Standard Deviations for Single Gender Stream Students (SGSS) and Mixed Gender Stream Students (MGSS) in 2009-2013 NECO Examinations

Year	Single Gender Stream Students (SGSS)			Mixed Gender Stream Students (MGSS)		
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD
2009	200	2.65	1.40	100	1.09	0.51
2010	200	2.22	3.83	100	1.13	0.39
2011	200	2.35	0.74	100	2.31	2.06
2012	200	2.85	1.48	100	2.69	5.36
2013	200	3.30	1.38	100	1.51	0.81

The results in table 4.6 above show that for the 2009, the 200 single gender stream students (SGSS) sampled in the study have a mean score of 2.65 and standard deviation of 1.40 while the 100 sampled mixed gender stream students (MGSS) have a mean score of 1.09 with standard deviation of 0.51 for the year 2010. table 4.6 shows also that the 200 single gender stream students (SGSS) in the sample have a mean score of 2.22 and have a standard deviation of 3.83 while the 100 mixed gender stream students (MGSS) have a mean score of 1.13 with standard deviation of 0.39 in the NECO Examinations. The table 4.6 above also shows that for the 2011, the 200 single gender stream students (SGSS) have a mean score of 2.35 and a

standard deviation of 0.74 while the 100 mixed gender stream students (MGSS) have a mean score of 2.31 with standard deviation of 2.06 in the NECO Examinations.

Table 4.6 still contains result to answer the research question 1 when it showed that the 200 sampled single gender stream students (SGSS) in 2012 have a mean score of 2.85 and have a standard deviation of 1.48, whereas the 100 sampled mixed gender stream students (MGSS) have a mean score of 2.69 and have standard deviation of 2.06 for 2012 NECO Examinations. As for the year 2013, the 200 sampled single gender stream students (SGSS) have a mean score of 3.30 with standard deviation of 1.38 while the 100 sampled mixed gender stream students have (MGSS) a mean score of 1.51 and standard deviation of 0.81 in their NECO Examinations results as shown in table 4.6 above.

Research Question 2: Is there a significant impact of gender streaming on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at the senior secondary school level in Niger state?

To answer this question, the performance of single gender stream male students (SGSMS) and mixed gender stream Male students (MGSMS) in NECO in English Language between 2009 and 2013 in the sampled schools was compiled, analysed and presented in table 4.7 below.

Table 4.7: Mean ($\bar{x}$) Scores and Standard Deviations for Single Gender Male Students (SGSMS) and Mixed Gender Male Students (MGSMS) in 2009-2013 NECO Examinations

Year	Single Gender Stream Male Students (SGSMS)			Mixed Gender Stream Male Students (MGSMS)		
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD
2009	100	3.48	1.30	68	1.01	2.37
2010	100	3.19	3.56	72	1.14	0.42
2011	100	2.62	0.67	68	2.07	0.80
2012	100	3.87	1.25	68	1.82	0.87
2013	100	4.10	0.85	74	1.08	1.28

Table 4.7 above contains results for the sampled single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS). The table shows that the 100 sampled single gender stream male students (SGSMS) for the 2009 have a mean score of 3.48 with standard deviation of 1.30 compared with 68 sampled mixed gender stream male students' (MGSMS) mean score of 1.01 with standard deviation of 2.37 in their NECO Examination. For the year 2010, the 100 single gender stream male sampled students (SGSMS) have a mean score of 3.19 with standard deviation 3.56 compared with 72 sampled mixed gender stream male students' (MGSMS) mean score of 1.14 and standard deviation of 0.42. Similarly, table 4.9 shows that the sampled 100 single gender stream male students (SGSMS) for 2011 got a mean score of 2.62 and standard deviation of 0.67 whereas the sampled 68 mixed gender stream male students (MGSMS) school have a mean score of 2.08 and standard deviation of 0.80 nine their 2011 NECO examinations. In 2012, the 100 sampled single gender stream male students (SGSMS) have a mean score of 3.87 and standard deviation 0f 1.25 whereas the mixed gender stream male students (MGSMS) have a mean score of 1.56 and standard deviation of 0.873 in their NECO Examinations. The same table 4.7 shows that the sampled 100 2013 single gender stream male students (SGSMS) have a mean score of 4.10 and standard deviation of 0.85

whereas the mixed gender stream male students (MGSMS) have a mean score of 1.58 and standard deviation of 1.28 in their NECO Examinations.

Research Question 3: Is the academic performance of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state significantly different due to the impact of gender streaming?

Table 4.8 below contains the results of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in 2009-2013 in English Language NECO Examinations.

Table 4.8: Mean ($\bar{x}$) Scores and Standard Deviations for Single Gender Stream Female Students (SGSFS) and Mixed Gender Stream Female Students (MGSFS) in 2009-2013 NECO examinations

Year	Single Gender Stream Female Students (SGSMS)			Mixed Gender Stream Female Students (MGSMS)		
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD
2009	100	1.79	0.89	32	1.22	0.90
2010	100	2.31	0.66	27	1.11	0.32
2011	100	2.12	0.70	32	3.00	5.35
2012	100	2.15	0.68	30	1.63	0.92
2013	100	2.74	2.26	26	1.69	1.05

The results in table 4.8 above show that the sampled 100 single gender stream female students (SGSFS) have a mean score 1.79 and standard deviation of 0.89 compared with 32 mixed gender stream female students' (MGSFS) mean score of 1.22 and standard deviation of 0.90 in their English Language Examination. In 2010, the sampled 100 single gender stream female students (SGSFS) have a mean score 1.31 and standard deviation of 0.66 while the 27 sampled mixed gender stream female students (MGSFS) scored 1.11 and 0.32 as mean and

standard deviation, respectively. Table 4.10 above also shows that the sampled 100 single gender stream female students (SGSFS) have a mean score of 2.12 and standard deviation of 0.70 whereas their 32 sampled counterparts in the mixed gender stream female schools (MGSFS) have a mean score of 3.00 and standard deviation of 5.35 in their NECO Examination. For the year 2013, the 100 sampled single gender stream female students' (SGSFS) mean score was 2.74 and standard deviation is 2.26 while the 26 sampled mixed gender stream female students (MGSFS) have a mean score of 1.69 and standard deviation of 1.05 in their NECO 2011 May/June in English Language Examinations.

Research Question 4: Does gender streaming result into a significant difference in the academic performance in English Language between the single gender stream male students (SGSMS) and single gender stream female students (SGSFS)at the senior secondary school level in Niger State?

Table 4.9 contains the results of the result of the academic performance of single gender male stream students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger State between 2009 and 2013.

Table 4.9: Mean ($\bar{x}$) Scores and Standard Deviations for Single Gender Stream Male Students (SGSMS) and Single Gender Stream Female Students (SGSFS) in 2009-2013 NECO Examinations

Year	Single Gender Stream Female Students (SGSMS)			Mixed Gender Stream Female Students (MGSMS)		
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD
2009	100	3.47	1.29	100	1.76	0.87
2010	100	3.19	0.95	100	1.31	0.66
2011	100	2.61	0.72	100	2.12	0.83
2012	100	3.95	1.28	100	2.16	0.90
2013	100	4.10	0.85	100	2.15	1.34

The results in table 4.9 above show that the sampled single gender stream male students have a mean score of 3.47 and standard deviation of 1.29 whereas the 100 single gender stream female students sampled have a mean score of 1.76 and standard deviation 0.87 in their 2009 May/June NECO Examinations. For 2010, the 100 sampled single gender stream male students have a mean score of 2.68 and standard deviation of 0.95 while the 100 sampled single gender stream female students have a mean score of 1.28 and standard deviation of 0.83 in their May/June NECO Examinations. In the same table, the sampled 100 single gender male stream students have a mean score of 3.95 and standard deviation of 1.28 while the 100 sampled single gender stream female students have a mean score of 2.16 and standard deviation of 0.90 in their 2012 May/June NECO Examinations. As the 2013 May/June NECO Examinations, the 100 sampled single gender stream male students have a mean score of 4.12 and standard deviation of 0.856 whereas the single gender stream female students have a mean score of 2.15 and standard deviation of 1.34. Summarily, results in table 4.11 show that the single gender stream male students (SGSMS) have out-performed the single gender stream female students (SGSFS).

Research Question 5: Does the impact of gender streaming result into a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state?

The results in table 4.10 below, which also help in answering the research question 5 contain the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) for the period between 2009 and 2013 in May/June NECO Examination results. The table shows that the 68 sampled mixed gender stream male students (MGSMS) have a mean score of 1.00 and standard deviation of 1.21 while the 32 sampled mixed gender stream female students (MGSFS) in the same stream have a mean score of 1.31 and standard deviation of 1.03 in the 2009 May/June NECO Examination. As for 2010 May/June NECO Examination, the sampled 73 mixed gender stream male students (MGSMS) have a mean score of 1.10 and standard deviation of 0.44 whereas the 28 mixed gender stream female students (MGSFS) have a mean score of 1.07 and standard deviation of 0.26. Equally too, the table 4.12 below shows that for the 2011 May/June NECO Examinations, the 68 sampled mixed gender stream male students (MGSMS) have a mean score of 2.07 and standard deviation of 0.81 while the 32 sampled mixed gender stream female students (MGSFS) have a mean score of 2.25 and standard deviation of 0.76.

Table 4.10: Mean ($\bar{x}$) Scores and Standard Deviations for Mixed Gender Stream Male Students (MGSMS) and Mixed Gender Stream Female Students (MGSFS) in 2009-2013 NECO Examinations

Year	Mixed Gender Stream Male Students (MGSMS)			Mixed Gender Stream Female Students (MGSFS)		
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD
2009	68	1.00	1.21	32	1.31	1.03
2010	72	1.14	0.44	28	1.07	0.26
2011	68	2.07	0.81	32	2.25	0.76
2012	68	1.87	2.63	32	2.53	3.12
2013	74	1.80	2.47	26	1.69	1.05

For 2012, the results in table 4.10 above show that the 68 sampled mixed gender stream male students (MGSMS) have a mean score of 1.87 and standard deviation of 2.63 while the 32 sampled mixed gender stream female students (MGSFS) have a mean score of 2.56 and standard deviation of 3.12 in May/June NECO Examination. Table 4.12 above shows that the 74 sampled mixed gender stream male students (MGSMS) recorded a mean score of 1.80 with standard deviation of 2.47 while the 26 sampled mixed gender stream female students (MGSFS) recorded a mean score of 1.69 and standard deviation of 1.05 in the 2013 May/June NECO Examination. The results show that the mixed gender stream female students (MGSFS) have out-performed the mixed gender stream male students (MGSMS) on the average since the former out-performed the latter for 3 out of 5 years.

4.4 Inferential Analyses of Quasi Experimental Results

In this section, inferential analyses of quass experimental results are presented. The section compares the performance of single gender stream students and mixed gender stream students. In the course of this, all the research hypotheses were tested and reported for quasi experimental.

Table 4.11 contains means and t-test scores for single gender stream students (SGSS) and mixed gender stream students' (MGSS) performance in English Language for both pre-test and post-test.

Hypothesis (HO_1): There is no significant impact of gender streaming on the academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at the senior secondary school level in Niger state

Table 4.11: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Students (SGSS) and Mixed Gender Stream Students (MGSS) in Pre-test and Post-test

Test Type	Stream Type	N	Mean ($\bar{x}$)	SD	calculated t	df	critical t
Pre-test	SGSS	115	20.70	9.30	3.74*	157	1.97
	MGSS	44	14.60	8.72			
Post-test	SGSS	115	24.90	7.71	7.00*	157	1.97
	MGSS	44	14.70	9.20			

* Significant

The results in table 4.11 above indicate that the computed mean scores of 20.70 with standard deviation of 9.30 and 14.60 and standard deviation of 8.72 for pre-test score of single gender stream students (SGSS) and mixed gender stream students (MGSS) resulted in the calculated value of t of 3.74 and was found to be significant with the 1.97 critical value of t at 157 degree of freedom. The table (4.11) also shows that the t-test calculated value of 24.90 with 7.71 standard deviation for mixed gender stream students (MGSS) and 14.70 mean score with standard deviation of 9.20 resulted in the calculated t of 7.00 which is significant with the critical value of t of 1.97 at degree of freedom of 157. The results of the pre-test and post-test reject the hypothesis and are consistent.

Hypothesis (HO_2): Impact of gender streaming does not result into a significant difference in academic performance between single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state.

Table 4.12 below contains results of single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in both pre-test and post-test in English Language.

Table 4.12: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Male Students (SGSMS) and Mixed Gender Stream Male Students (MGSMS) in Pre-test and Post-test

Test Type	Stream Type	N	Mean ($\bar{x}$)	SD	Calculated t	df	Critical t
Pre-test	SGSMS	68	23.90	9.40	4.51*	99	1.98
	MGSMS	33	15.10	9.29			
Post-test	SGSMS	68	25.60	8.85	4.62*	99	1.98
	MGSMS	33	15.10	9.29			

* Significant

The results in table 4.12 above show that the unpaired t-test computation of mean scores 23.90 with standard deviation of 9.40, degree of freedom 99 and 15.10 with standard deviation of 9.29 has resulted in calculated of 4.51. The critical value of t is 1.98 at 99 degree of freedom has indicated that the difference between the gender male stream and mixed gender male stream in the pretest was significant, hence, rejecting the hypothesis 2.

The results in table 4.12 above show that the computed unpaired t-test have mean values of 25.60 in their posttest with 8.85 standard deviation and 15.10 with standard deviation of 9.29 resulted in 4.62 in their post-test which was significant when compared with the critical value of

1.98 at 99 degree of freedom. Based on the results of pre-test and post-test, the hypothesis is rejected as shown in the consistency of both results (pre-test and post-test).

Hypothesis (HO_3): The academic performance of the single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state is not significantly different due to the impact of gender streaming.

Table 4.13 above contains the mean scores and t-test values of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in both pre-test and post-test in English Language at the senior secondary school level in Niger state.

Table 4.13: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Female Students (SGSFS) and Mixed Gender Stream Female Students (MGSFS) in Pre-test and Post-test

Test Type	Stream Type	N	Mean ($\bar{x}$)	SD	Calculated t	df	Critical t
Pre-test	SGSFS	47	16.00	6.92	1.01	56	2.00
	MGSFS	11	13.20	9.20			
Post-test	SGSFS	47	23.80	5.63	4.20*	56	2.00
	MGSFS	11	12.30	8.73			

* Significant

The results in table 4.13 show that the mean scores of 16.00 with standard deviation 6.92 and 13.20 with standard deviation of 9.20 resulted in 1.01 in their unpaired t-test calculation. The critical value of t at 2.00 with 56 degree of freedom has indicated that the difference between the single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in their pretest was not significant. Whereas, the unpaired t-test calculation of mean

scores of 23.80 with 5.63 standard deviation and 12.30 with 8.73 standard deviation resulted in 4.20. The 2.00 critical value of t at 56 degree of freedom has indicated that the difference between the academic performance of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) was significant at .05 level, which consequently, rejects the hypothesis. Thus, results of pre-test and post-test are inconsistent.

Hypothesis (HO_4): Gender streaming does not result into a significant difference in academic performance between single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state.

Table 4.14 contains the mean and t-test scores of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language in pretest and posttest in English Language at the senior secondary school level in Niger state.

Table 4.14: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Male Students (SGSMS) and Single Gender Stream Female Students (SGSFS) in Pre-test and Post-test

Test Type	Stream Type	N	Mean ($\bar{x}$)	SD	Calculated t	df	Critical t
Pre-test	SGSMS	68	23.90	9.20	0.10	113	1.98
	SGSFS	47	23.80	6.94			
Post-test	SGSMS	68	25.60	8.85	1.22	113	1.98
	SGSFS	47	23.80	6.94			

Results in table 4.14 above show that the mean scores of 20.90 with 9.20 standard deviation and 23.80 with standard deviation 6.94 for single gender stream male students (SGSMS) and single gender stream female students (SGSFS) have resulted into the calculated t-

test value of 0.10. The critical value of t at 113 degree of freedom has indicated that the calculated value of t is not significant. This means that the difference between the academic performance of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) was not significant in their pre-test.

Equally too, the results in table 4.14 above show that the mean scores of 25.60 with 6.94 standard deviation for single gender stream male students (SGSMS) and 23.80 with standard deviation of 6.94 for single gender stream female students (SGSFS) have resulted in the t-test value of 1.22. Since critical value of t at 113 degree of freedom is 2.00, the difference between the academic performance of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) was not significant. The difference in their results of pre-test was significant and post-test was insignificant resulting in consistency.

Hypothesis (HO_5): Impact of gender streaming does not result into a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger State.

Table 4.15 below contains the mean and t-test scores of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language in both pre-test and post-test at the senior secondary school level in Niger state.

Table 4.15: Mean ($\bar{x}$) and t-test scores for Mixed Gender Stream Male Students (MGSMS) and Mixed Gender Stream Female Students (MGSFS) in pre-test and post-test

Test Type	Stream Type	N	Mean ($\bar{x}$)	SD	Calculated t	df	Critical t
Pre-test	MGSMS	33	15.60	8.63	1.12	42	2.01
	MGSFS	11	12.30	8.73			
Post-test	MGSMS	33	15.40	9.51	0.68	42	2.01
	MGSFS	11	13.20	9.52			

* Significant

Results in table 4.15 above show that the calculated t-test mean scores of 15.60 with standard deviation 8.63 for mixed gender stream male students (MGSMS) and 12.30 with 8.73 standard deviation is 1.12. The 2.01 critical value of t at 42 degree of freedom has indicated that the difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) was not significant in their pre-test.

Equally too, table 4.15 above show that the mean scores of 15.40 with standard deviation 9.51 and 13.20 with 9.52 standard deviation has resulted in the t-test calculated value of 0.68 in the posttest. The results of the difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) was not significant with the 2.01 critical value of t-test at 42 degree of freedom. The results of both pre-test and post-test were insignificant differences in the mean scores hence consistent.

4.5 Inferential Analyses of Ex-Post Facto Results

Hypothesis (HO_1): There is no significant impact of streaming according gender on the academic performance of single gender stream students and mixed gender stream students in English Language at the senior secondary school level in Niger state.

Table 4.16 contains the mean and t-test scores for single gender stream students (SGSS) and mixed gender stream students (MGSS) in 2009 – 2013 NECO Examination.

Table 4.16: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Students (SGSS) and Mixed Gender Stream Students (MGSS) in 2009-2013 NECO Examination

Year	Single Gender Stream Students (SGSS)			Mixed Gender Stream Students (MGSS)			Calculated t	df	Critical t
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD			
2009	200	2.65	1.40	100	1.09	0.51	10.80*	198	1.97
2010	200	2.22	3.83	100	1.13	0.39	2.82*	198	1.97
2011	200	2.35	0.74	100	2.31	2.06	0.24	198	1.97
2012	200	2.85	1.48	100	2.69	5.36	0.38	198	1.97
2013	200	3.30	1.38	100	1.51	0.81	11.90 *	198	1.97

*Significant

Results in table 4.16 above show that the single gender stream students (SGSS) have a mean score of 2.65 with standard deviation 1.40 and mixes gender stream students (MGSS) have 1.09 with standard deviation of 0.50. The 1.92 critical value of t at 198 degree of freedom indicates that the unpaired calculated t-test value of 10.80 was significant for 2009. This gave room for rejection of the hypothesis.

Results in table 4.16 also show that for 2010, the calculated unpaired t-test of mean scores of 2.20 with 3.80 standard deviation and 1.13 with standard deviation of 0.39 between single gender stream students (SGSS) and mixed gender stream students (MGSS) resulted in the t-test value of 2.80. The critical value of t at 198 degree of freedom showed that the calculated value of t of 2.82 is significant at .05 level. Consequently, the hypothesis was rejected.

Table 4.16 results show that the unpaired t-test calculation of mean score 2.35 with 0.70 standard deviation have resulted in the t-test values of 0.24, which is not significant at .05 level with 198 degree of freedom and with 1.9 critical value of t for the year 2011. The null hypothesis that has to do with the difference between academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) was rejected.

As for the 2012, the results in table 4.16 above show the unpaired t-test calculations of mean scores 2.85 with 1.40 standard deviation and 2.60 with 5.30 standard deviation resulted in the calculated value of 0.3. The 1.90 critical value of t at 198 degree of freedom showed that the difference between academic performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) was not significant at .05 alhpa level. The hypothesis was therefore accepted.

The results in table 4.16 above show that the mean scores of 3.30 with 1.30 standard deviation and 1.5 with standard deviation of 0.8 have resulted in t-test score of 11.90 when unpaired t-test calculation was done for 2013. The 1.9 critical value of t at 198 degree of freedom showed that the calculated value of t was significant. This has resulted in the rejection of the hypothesis.

Hypothesis (HO_2): Impact of gender streaming does not result into a significant difference between the academic performance of single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state.

Table 4.17 below contains the mean and t-test scores for single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in NECO Examinations between 2009 and 2013 at the senior secondary school level in Niger state.

Table 4.17: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Male Students (SGSMS) and Mixed Gender Stream Male Students (MGSM) in 2009-2013 Neco Examinations at the senior secondary school level in Niger state

Year	Single Gender Stream Male Students (SGSMS)			Mixed Gender Stream Male Students (MGSMS)			Calculated t	df	Critical t
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD			
2009	100	3.48	1.30	68	1.01	2.37	15.60*	166	1.97
2010	100	3.19	3.56	72	1.14	0.42	4.85*	170	1.97
2011	100	2.62	0.67	68	2.07	0.80	4.87*	166	1.97
2012	100	3.87	1.25	68	1.82	0.87	13.20*	166	1.97
2013	100	4.10	0.85	74	1.08	1.28	15.50*	172	1.97

*Significant

The results in table 4.17 above show that for 2009, the unpaired t-test calculation of mean scores 3.48 with standard deviation 1.30 and 1.10 with standard deviation of 2.37 resulted in the t-test score of 15.60 for single gender stream male students and mixed gender stream male

students. The 1.90 critical value of t at 166 degree of freedom indicated that the calculated t value was significant at .05 alpha level rejecting the hypothesis.

The results in table 4.17 above also show that for 2010, the unpaired t-test calculation of mean score values of 3.19 with 3.56 standard deviation and 1.14 with standard deviation of 0.42 resulted in the calculated t value of 4.85. The 1.90 critical value of t at 170 degree of freedom showed that the calculated t value was not significant leading to the rejection of the hypothesis at .05 alpha level.

The results in table 4.17 above show that the unpaired t-test calculation of mean values of 2.62 with 0.67 standard deviation and 2.07 with 0.80 standard deviation between single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) resulted in the t-test value of 4.87 for 2011. The 1.97 critical value of t at 166 degree of freedom showed that the calculated value was significant at .05 level. Hence, the hypothesis was rejected.

For 2012, the results in table 4.17 above show that the unpaired t-test calculations of mean values of 3.87 with 1.25 as standard deviation and 1.82 with 0.87 standard deviation resulted in the t-test value of 13.20. The critical table value of 1.97 at 166 degree of freedom indicated that the calculated t-test value is significant resulting in the rejection of the hypothesis on the difference between single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS).

The results in table 4.17 above show that the 2013 unpaired t-test calculation of mean scores 4.10 with 0.85 standard deviation and 1.08 with 1.28 standard deviation in respect of single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) have resulted in the calculated t-test value of 15.50. The 1.97 critical value of t with 172 degree of freedom indicates that the calculated t value was significant at .05 level. Hence, the hypothesis was rejected.

Hypothesis (HO_3): The academic performance of the single gender stream female Students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state is not significantly different due to the impact of gender streaming.

Table 4.18 below contains the mean and t-test scores for single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in NECO Examinations between 2009- 2013 at the senior secondary school level in Niger state.

Table 4.18: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Female Students (SGSFS) and Mixed Gender Stream Female Students (MGSFS) in 2009-2013 NECO Examinations at the senior secondary school level in Niger state

Year	Single Gender Stream Female Students (SGSFS)			Mixed Gender Stream Female Students (MGSFS)			Calculated t	df	Critical t
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD			
2009	100	1.79	0.89	32	1.22	0.90	3.16*	130	1.97
2010	100	2.31	0.66	27	1.11	0.32	1.52	125	1.97
2011	100	2.12	0.70	32	3.00	5.35	1.62	130	1.97
2012	100	2.15	0.68	30	1.63	0.92	3.32*	128	1.97
2013	100	2.74	2.26	26	1.69	1.05	2.30*	124	1.97

*Significant

The results in table 4.18 above show that for 2009, the unpaired t-test calculation of mean scores 1.79 with standard deviation 0.89 and 1.22 with standard deviation of 0.90 has resulted in the t-test score of 3.16 for single gender stream female students and mixed gender stream female students. The 1.97 critical value of t at 130 degree of freedom indicated that the calculated t value was significant at .05 level which calls for rejection of the hypothesis.

The results in table 4.18 above also show that for 2010, the unpaired t-test calculation of mean score values of 2.31 with 0.66 standard deviation and 1.11 with standard deviation of 0.32 resulted in the calculated t value of 1.52. The 1.97 critical value of t at 125 degree of freedom showed that the calculated t value not significant leading to the acceptance of the hypothesis at .05 level.

The results in table 4.18 above show that the unpaired t-test calculation of mean values of 2.12 with 0.70 standard deviation and 3.00 with 5.35 standard deviation between single gender stream female students (SGSFS) and mixed gender stream male students (MGSFS) resulted in the t-test value of 1.62 for 2011. The 1.97 critical value of t at 130 degree of freedom showed that the calculated value is not significant at .05 level. Hence, the hypothesis was accepted.

For 2012, the results in table 4.18 above show that the unpaired t-test calculations of mean values of 2.15 with 0.68 standard deviation and 1.63 with 0.92 standard deviation resulted in the t-test value of 3.32. The critical table value of 1.90 at 128 degree of freedom indicated that the calculated t-test value was significant resulting in the rejection of the hypothesis on the difference between single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS).

The results in table 4.18 above show that the 2013 unpaired t-test calculation of mean scores 2.74 with 2.26 standard deviation and 1.69 with 1.05 standard deviation in respect of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) resulted in the calculated t-test value of 2.30. The 1.97 critical value of t with 124 degree of freedom has indicated that the calculated t value was significant at .05 level. Hence, the hypothesis was rejected.

Hypothesis (HO_4): Gender streaming does not result into significant difference in the academic performance between single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state.

Table 4.19 contains the mean and t-test scores for single gender stream male students (SGSMS) and single gender stream male students (SGSFS) in NECO Examinations between 2009 - 2013 at the senior secondary school level in Niger state.

Table 4.19: Mean ($\bar{x}$) and t-test Scores for Single Gender Stream Male Students (SGSMS) and Single Gender Stream Female Students (SGSFS) in 2009-2013 NECO Examinations at the senior secondary school level in Niger state

Year	Single Gender Stream Male Students (SGSMS)			Single Gender Stream Female Students (SGSFS)			Calculated t	df	Critical t
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD			
2009	100	3.47	1.29	100	1.76	0.87	11.00*	198	1.97
2010	100	3.19	0.95	100	1.31	0.66	12.00*	198	1.97
2011	100	2.61	0.72	100	2.12	0.83	4.44*	198	1.97
2012	100	3.95	1.28	100	2.16	0.90	11.30*	198	1.97
2013	100	4.10	0.85	100	2.15	1.34	10.20*	198	1.97

*Significant

The results in table 4.19 above show that for 2009, the unpaired t-test calculation of mean scores 3.47 with standard deviation 1.29 and 1.76 with standard deviation of 0.87 resulted in the t-test score of 11.00 for single gender stream male students and single gender stream female students. The 1.97 critical value of t at 198 degree of freedom indicated that the calculated t value was significant at .05 level, hence the hypothesis is rejected.

The results in table 4.19 above also show that for 2010, the unpaired t-test calculation of mean score values of 3.19 with 0.95 standard deviation and 1.31 with standard deviation of 0.66 for single gender stream male students and single gender stream female students resulted in the calculated t value of 12.00. The 1.97 critical value of t at 198 degree of freedom showed that the calculated t value was significant leading to the rejection of the hypothesis at .05 level.

The results in table 4.19 above also show that for 2011, the unpaired t-test calculation of mean score values of 2.61 with 0.72 standard deviation and 2.12 with standard deviation of 0.83 for single gender stream male students and single gender stream female students resulted in the calculated t value of 4.44. The 1.97 critical value of t at 198 degree of freedom showed that the calculated t value was significant leading to the rejection of the hypothesis at .05 alpha level.

The results in table 4.19 above also show that for 2011, the unpaired t-test calculation of mean score values of 2.61 with 0.72 standard deviation and 2.12 with standard deviation of 0.83 for single gender stream male students and single gender stream female students resulted in the calculated t value of 4.44. The 1.97 critical value of t at 198 degree of freedom showed that the calculated t value was significant leading to the rejection of the hypothesis at .05 level.

The results in table 4.19 above show that for 2012, the unpaired t-test calculation of mean scores 3.95 with standard deviation 1.28 and 2.16 with standard deviation of 0.90 has resulted in the t-test score of 11.30 for single gender stream male students and single gender stream female students. The 1.97 critical value of t at 198 degree of freedom indicated that the calculated t value was significant at .05 level consequently, rejecting the hypothesis.

The results in table 4.19 above show that for 2013, the unpaired t-test calculation of mean scores 4.10 with standard deviation 0.85 and 2.15 with standard deviation of 1.34 has resulted in the t-test score of 10.20 for single gender stream male students and single gender stream female

students. The 1.97 critical value of t at 198 degree of freedom indicated that the calculated t value of 10.20 was significant at .05 level. Hence the hypothesis was rejected.

Hypothesis (HO_5): Impact of gender streaming does not result into significant difference in the academic performance between mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state.

Table 4.20 contains the mean and t-test scores for mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in 2009–2013 NECO Examinations at the senior secondary school level in Niger state.

Table 4.20: Mean ($\bar{x}$) and t-test Scores for Mixed Gender Stream Male Students (MGSMS) and Mixed Gender Stream Female Students (MGSFS) in 2009-2013 NECO Examinations at the senior secondary school level in Niger state

Year	Mixed Gender Stream Male Students (MGSMS)			Mixed Gender Stream Female Students (MGSFS)			Calculated t	df	Critical t
	N	Mean ($\bar{x}$)	SD	N	Mean ($\bar{x}$)	SD			
2009	68	1.00	1.21	32	1.31	1.03	2.50*	98	1.67
2010	72	1.14	0.44	28	1.07	0.26	0.99	98	1.67
2011	68	2.07	0.81	32	2.25	0.76	1.03	98	1.67
2012	68	1.87	2.63	32	2.53	3.12	1.11	98	1.67
2013	74	1.80	2.47	26	1.69	1.05	0.21	98	1.67

*Significant

The results in table 4.20 above show that the mixed gender stream male students (MGMS) have a mean score of 1.00 with standard deviation of 1.21 and mixed gender stream female students (MGSFS) have 1.31 with standard deviation of 1.03 The 1.67 critical value of t at 98 degree of freedom indicates that the unpaired calculated t-test value of 2.50 was significant for 2009 resulting in the rejection of the hypothesis.

The results in table 4.20 also show that for 2010, the calculated unpaired t-test of mean scores of 1.14 with 0.44 standard deviation and 1.07 with standard deviation of 0.26 between mixed gender stream males students (MGSMS) and mixed gender stream female students (MGSFS) resulted in t-test value of 0.99. The 1.67 critical value of t at 98 degree of freedom showed that the calculated t value of 0.99 was not significant at .05 level. Consequently, the hypothesis was accepted.

The results in table 4.20 also show that for 2011, the calculated unpaired t-test of mean scores of 2.07 with 0.81 standard deviation and 2.25 with standard deviation of 0.76 between mixed gender stream males students (MGSMS) and mixed gender stream female students (MGSFS) resulted in the calculated t-test value of 1.03. The 1.67 critical value of t at 98 degree of freedom showed that the calculated t value of 1.03 was not significant at .05 alpha level. Consequently, the hypothesis was accepted.

The results in table 4.20 also shows that for 2012, the calculated unpaired t-test of mean scores of 1.87 with 2.63 standard deviation and 2.53 with standard deviation of 3.12 between mixed gender stream males students (MGSMS) and mixed gender stream female students (MGSFS) resulted in the calculated t-test value of 1.11. The 1.67 critical value of t at 98 degree of freedom showed that the calculated t value of 1.11 was not significant at .05 alpha level. Consequently, the hypothesis was accepted.

The results in table 4.20 also shows that for 2013, the calculated unpaired t-test of mean scores of 1.80 with 2.47 standard deviation and 1.69 with standard deviation of 1.05 between mixed gender stream males students (MGSMS) and mixed gender stream female students (MGSFS) resulted in the calculated t-test value of 0.21. The 1.67 critical value of t at 98 degree of freedom showed that the calculated t value of 0.21 was not significant at .05 alpha level. Consequently, the hypothesis was accepted.

4.6 Summary of Major Findings

The study revealed the following findings:

1. Gender streaming resulted in a significant difference between the performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at the senior secondary school level in Niger state (calculated t=7.00 and table t=1.97) with the single gender stream students (SGSS) outperforming the mixed gender stream students (MGSS).
2. The academic performance of the single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state revealed a significant difference due to gender streaming (calculated t=74.62 and table t=1.98). The single gender stream male students (SGSMS) performed better than the mixed gender stream male students (MGSMS).
3. Gender streaming has significantly impacted on the academic performances of single gender stream female students (SGSFS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state (calculated t=4.20 and table t=2.00) with the single gender female students outperforming the mixed gender stream female students.
4. Gender streaming did not result in a significant difference between the academic performance of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state (calculated t=1.22 and table t=1.98) though the single gender stream male students slightly performed better than the single gender stream female students in the scores.

5. Impact of gender streaming did not result in significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state (calculated t=0.68 and table t=2.01) though the mixed gender stream female students slightly outperformed the mixed gender stream male students in the mean scores.

4.7 Discussion of Findings

The research investigated the impact of gender streaming on senior secondary school students' performance in English Language in Niger State.Thus, five research questions were asked and answered; and five hypotheses were formulated and tested. The results are discussed below.

The first major finding in this study was that the impact of gender streaming resulted in a significant difference between the performance of single gender stream students (SGSS) and mixed gender stream students (MGSS) in English Language at the senior secondary school level in Niger state with the single gender stream students (SGSS) performing better than the mixed gender stream students (MGSS).This has resulted in the rejection of hypothesis 1. Findings of a number of earlier studies have agreed with this one. One such findings was that of National Association of Single-Sex Public Education (NASSPE) (2011) which revealed that there was a significant difference between the performance of single gender stream students and mixed gender stream students in England. The result indicated that even after controlling for students' academic ability and other background factors, both girls and boys did significantly better in single-sex schools than in coeducational schools in all subjects.

Other research results in agreement with the above finding are those of Dianne (1998) O'Reilly (2000), Henry (2001),Kurmeh et al. (2013)which revealed that there was a significant difference between the performance of single gender and mixed gender stream students.

There are other earlier studies that support the findings of this result such as those of Carol (2006), Bosire et al. (2008), Karthigeyan & Nirmala (2012), Australian Council on Education (ACER 2002) which revealed that there was a significant difference between the performance of single gender and mixed gender stream students and that the single gender stream students outperformed the mixed gender stream students in reading/language arts.

On the contrary, is the result of the earlier study findings of Lee & Lockheed (1990),Rowe(1994), Haker and Nash (1997) andDeley, (1988)that revealed no significant difference between the performance of single and mixed gender stream students.

Earlier findings of Linne (2011) and Pahlke et. al. (2014) also revealed that there was no significant difference was found between the performance of the single gender streams/classes and the coeducational ones, consequently disagreeing with the finding of this study that there was a significant difference between single and mixed gender streams.

Thus, the majority of the findings in the literature indicated that streaming students according to gender has positive impact on their academic performance generally and in English Language in particular. Hence, the adoption of single gender stream instructional environment strategy can go a long way in improving students' performance in WAEC and NECO senior secondary school certificate examinations.

Secondly, the academic performance of the single gender stream male students (SGSMS) and mixed gender stream male students (MGSMS) in English Language at the senior secondary school level in Niger state revealed a significant difference due to the impact of gender streaming. The single gender stream male students (SGSMS) performed better than the mixed gender stream male students (MGSMS).Hence, the hypothesis 2 was also rejected.

some of several earlier findings in agreement with this one are those ofDianne (1998), O'Reilly (2000) Henry (2001), (ACER 2002), Carol (2006), NASSPE (2011) which revealed that in single gender stream male students did better than the mixed gender stream male students.

On the contrary, however, is a very recent report of a meta-analyses by Pahlke, Hyde and Allison (2014) of studies undertaken and published from 1968 to 2013 on the effects of gender streaming on students' performance and attitudes in secondary schools. The studyreported no significant evidence to show any difference in performance between males in single gender stream and males in mixed gender stream.

Thirdly, gender streaming has significantly impacted on the academic performances of single gender and mixed gender streams female students in English Language at the senior secondary school level in Nigerstate. The result also indicatedthat the single gender female students performed better than the mixed gender stream female students.Consequently, the hypothesis 3 was equally rejected.

Some previous findings which are in consonance with the findings of this study are those of Dianne (1998), Henry (2001), (ACER 2002) which revealed that the single gender stream female students did better than those in the mixed gender stream schools. However, Gilson (1999) and Pahlke, Hyde and Allison (2014) found no significant difference in performance between females in single and mixed gender streams.

The three findings above on performance differences between single gender stream and mixed gender stream have been justified by Harvey (2011), Dweck et al. (1983) who asserted that gender difference impact on learning due to differences in terms of reinforcement strategies, sociocultural environmental variables and gender learning due differences in male and female genders.

The reported significant difference between single and mixed stream students' performances in this study was also justified by the conceptual propositions on gender difference on language acquisition,(Hodgins, 2008and Gomez 2011) and brain structural, developmental process and functional differences (Lenroot et al.2007;Burman et al., 2008; Amin, 2006 and Sax in NASSSPE, 2011).

Bosire et al. (2008) & Williams (2011) have justified this finding on gender differences in brain hemispherism making malesto be better in sciences and engineering than females better in language (Arts) and music, Witkin (1979)'s gender differences on the dimension of learning and Cook (2011)'s revelation a dynamic and diversifying cognitive and learning style ability due to gender difference and Gelwick in Kolb (1984), Sabine et al. (1994) and Kolb (1976) indicationsthat that women tended to have concrete learning styles whereas men have abstract style.

Equally too, the result was in agreement with the propositions that males and females vary in their cognitive abilities in language, hence the need to separate them in the course of instruction (Burman et al., 2008; Amin, 2006; Hodgins, 2012; Gomez,2011) and to also be liberated from serious cases of indiscipline (Ian, 2011) such as violence, drug abuse, heterosexual wantonness and personal irresponsibility (Riordan, 1994), unwanted pregnancy (Philium (2012) and Fairley (2012) which are distractive and detrimental to the academic activities and environment. The discrimination the female students suffer from especially when taught by male teachers (Riordan, 1990; Ellen, 1998, AAUW, 1992; Singh et al, 1998) have all justified gender stream programme and the result of this study.

The fourth major finding is that, added to the finding that single gender stream performed better than the mixed gender stream for both males and females, the impact of gender streaming did not result in a significant difference between the academic performance of single gender

stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language at the senior secondary school level in Niger state. The result however, indicated that the single gender stream male students slightly performed better than the single gender stream female students. This finding has agreed with the previous finding of Bosire et al. (2008), Kathigeyan & Nirmala (2012)etcetera.

The observation that there is serious gender inequity in the instructional materials aspect of curriculum and instruction when even the number of female characters in literature books was discovered to be fewer than that of males and that both male and female characters weredisplay traits which are gender stereotypical by National Council of Teachers of English (NCTE, 1995) This also justified the results of the fourth finding of this study which showed a significant difference between the academic performance of single gender stream male students and single gender stream female students.

However, several earlier studies disagreed with the forth finding above. One of them is the (NASSPE, 2011)'s finding that single gender stream female students outperformed the single gender stream male students in England, even after controlling for students' academic ability and other background factors. Another study in England which reported that separated girls (single gender streamed female students) did better than the separated boys (single gender streamed male students) in English is also not in consonance with the forth finding above (Henry, 2001; Carol,2006 & O'Relly, 2000).

The observation by Gender and Education Association (GEA) (2012) that certain subjects are gender stereotyped, for example, males believed to be better in mathematics, sciences and engineering and are therefore, masculine subjects and females believed to be better than males in language arts etc. and therefore a feminine subject is proved otherwise by the forth finding of

this study which reported a significant difference in the performance of male and female students in English language in single gender streams with the male students performing better.

A vital aspect of the research finding number four above worthy of serious noting is that, in addition to the fact that no significant difference was reported between the performance of single gender streams of males and females, the single gender stream of males was found to have slightly performed better than the single gender stream of females in English language in senior secondary schools in Niger State. In other words, the single gender stream male students were found to have significantly outperformed the single gender stream female students. What is most important here is that, irrespective of the controversy on which single gender stream performs better, the single gender stream has proved to have much positive impact on students' academic performance for both male and female students than the coeducational (mixed gender stream) system.

The fifth major finding is that the impact of gender streaming did not result in a significant difference between the academic performance of mixed gender stream male students (MGSMS) and mixed gender stream female students (MGSFS) in English Language at the senior secondary school level in Niger state. The mixed gender stream female students however, slightly performed better than the mixed gender stream male students in the mean scores.The finding was in consonance with the findings of a number of previous studies. Some of such were Lee & Lockheed (1990), Oludipe (2012) and Akinyele (2012) which revealed that no significance between the male and female students in mixed gender stream at the senior secondary level in Niger State. The result however, indicated that the females insignificantly performed better than the males in their mean scores. This is also in consonance with the above fifth finding.Another previous study's findings in consonance with the finding of this study is that of Kathigeyan & Nirmala's (2012) which revealed that females had a higher mean score in English Language in India compared to the males in English language.

In contrast with the fifth finding in this study abovethat there was no significant difference between the male and female students in mixed gender stream, Pomerantz et. al. (2002) reported that there was a significant difference between boys and girls with the girls outperform boys in schools across all subjects.

The report by the Council for Women Concern (2012) that coeducated men and women often have different experience because they respond to different teaching methods, classroom organizations, questions and discussions which could be instrumental to their different performance indices, did not support the fifth finding of this study. Since the study revealed no significant difference in English Language performance between males and females in the coeducated schools. This is because by the postulated position above, a significant difference was anticipated.

From the discussion above, there appeared to be inconsistency in the results of mixed gender male and female students' performance in mixed gender stream (coeducational) environment. However, the results of the greater percentage of the reviewed literature indicate that coeducational system (mixed gender stream) has proved to be less effective and detrimental to both males and females. This, clearly, is in consonance with the fifth finding in this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This section presents the summary of objectives of the study, research questions and hypotheses. The chapter also contains the summary of the literature reviewed, both population of the study and the sample, statistical techniques used in data analysis, methods used in the research, summary of findings, conclusion drawn from the findings, implications of findings and recommendations for further study.

The objective of this study was to investigate the impacts of gender streaming on senior secondary school students' performance in English Language in Niger State. This was stated in in five paired variables based on one single gender male stream, one single gender female stream and one mixed gender stream of males and female based on the paired variables namely: single gender streams versus mixed gender stream, single gender stream male students versus mixed gender stream male students, single gender stream female students versus mixed gender stream female students, single gender stream male students versus single gender stream female students and mixed gender stream male studentsversus mixed gender stream female students. Five research questions were asked and five hypotheses were formulated based on the paired variable as in the objective of the study above.

On the methodology in this study, quasi experimental research design was used; and ex post facto research design was also used as a backup. In so doing, the research examined the relationship between the dependent variable, students' performance in English Language; the independent variable, which is the type of gender streams (single and mixed). The population in this study was 53,468 senior secondary 3 (SS3) students of 2012/13 academic session out of which 159 were sampled As for the ex post facto the 2009-2013 NECO results of 300 students

comprising 100 single gender stream males, 100 single gender stream female and 100 mixed gender stream (comprising of male and female) students were sampled and used for the ex post facto.

The instrument used to measure students' performance which served as the data in this study was the November/December past question paper of National Examinations Council (NECO) 2011 Senior Secondary Certificate Examinations (SSCE) for the quasi experimental research and 2009-2013 May/June Senior Secondary Certificate Examinations (SSCE) results of National Examinations Council (NECO). The curriculum content culled from the National Curriculum and prepared lesson notes used by the research assistant were also instruments used for data collection.

An alpha level of .05 was set as the criterion for the level of significance. Statistical means were used in answering the research questions and t-test was used to test the hypothesis to determine if the difference between the means of the five paired sample variables were significant or not. All the data were analyzed by using the Statistical Package for Social Science (SPSS) computer program

5.2 Conclusions

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

1. For the fact that a significant difference was found between the performance of single gender stream and mixed gender stream with a more encouraging performance by the former, it was concluded that single gender streaming proves to be effective in attaining better academic performance than mixed gender streaming.
2. Since a significant difference was found between the performance of male students in single and mixed gender streams with a more encouraging performance by those in the single

gender stream, it was concluded that single gender streaming proves to be more effective in attaining better academic performance for male students.

3. In view of the fact that a significant difference was found between the performance of female students in single and mixed gender streams with those in the former performing better, it was concluded that single gender streaming proves to be more effective in attaining better academic performance for female students.
4. Since no significant difference was found between the performance of male and female students in single streams though the males performing slightly better than the females and that the two genders did well, it was concluded that single gender streaming proves to be more effective in attaining better academic performance for both male. and female students. The male students, however,were slightly more favoured.
5. No significant difference was found between the performance of male and female students in mixed gender streams though the females performing slightly better than the males.The two genders performed poorly. It was then concluded that the mixed gender stream was less effective in enhancing good academic performance for both genders and was more detrimental to male students.

5.3 Implications

The findings of this research have the following implications:

1. The results of this study indicate that the use of single gender streaming/school environment to deliver instruction in the few schools in operation in Niger State, should not only be sustained but be extended to schools where mixed gender stream is in operation. This is because the effectiveness of single gender streaming system has signaled a solution to high rate of students' failure in English Language in NECO and WAEC senior secondary certificate examinations.

2. The significant differences in the mean and overall scores between males in single gender stream school and males in mixed gender stream in English Language in senior secondary schools and male students outperforming the mixed gender stream male students has proved right the proposition which says that boys and girls learn differently (Sax, 2005, Gurian, 2001, 2003, Riordan, 1990). This has called for the need for separate instructional strategies and environment for both sexes.
3. The finding that a significant difference was found between the academic performance of single gender stream male students (SGSMS) and single gender stream female students (SGSFS) in English Language, as well as the males producing higher mean scores, has the implication that the single gender female students require more and deliberate attention to improve their performance. This is necessary so as to ensure equity with their male counterparts in the single gender education programme. This special attention can be in form of infrastructural facilities, instructional personnel and material in terms of relevance, quantity and quality and other motivational strategies.
4. The findings that the performance of mixed gender male students and mixed gender stream female students did show a significant difference and the mean scores of the two gender streams were abysmally low indicate the overall poor performance of mixed gender stream. This finding has the implication that the use of mixed gender stream environment to deliver instruction has proved ineffective and detrimental to male students. This draws the attention of the state government and stakeholders to use positive means to improve male students' performance in mixed gender stream schools.

5.4 Recommendations

Based on the findings of this study, it is recommended that the Niger State Government should:

1. Evolve a deliberate policy to introduce single gender education.
2. Train teachers specially for single gender education particularly if it is to be adopted. In so doing, teachers should be equipped with the knowledge and pedagogical skills to work with both boys and girls under differing learning styles, conditions and environment.
3. Implement gradually the single gender education programme in the state with every sincerity and dedication, based on deliberate and feasible policy on its planning and implementation as recommended in 1 above.
4. Deemphasise the use of mixed gender stream environment to deliver instruction due to the overall poor performance of both male and female students in them.
5. Adopt appropriate means to enhance the improvement in particular of male students' performance in mixed gender schools.

5.5 Suggestions for Further Research

Based on the findings of this study and since no research can be exhaustive, the following aspects are identified for further research:

1. The scope of this study could be expanded to take care of the limited number of schools and students used for both quasi experimental and ex post facto study.
2. Further research could be carried out in other subject areas in senior secondary schools since the present study focused only on English Language.
3. A similar research covering both private and public schools could be conducted since the present study covered only public senior secondary schools.

4. Studies in other areas of single gender education such as motivation, self-esteem and personality factors, other than the academic aspect is not covered by this study. Any of these aspects could be focus of another study.
5. A similar research that will take a longer period of study could be done since this study lasted for only eight (8) weeks.

5.6 Contributions to Knowledge

Just like any research of this kind, the findings of this study have contributed immensely to the world of knowledge. The first contribution to knowledge is the finding that single gender streaming of students resulted in better performance of male and female students in English language than the mixed gender streaming at the senior secondary school level in Niger State.

The second contribution to knowledge is the revelation that male students in single gender stream performed better than those in mixed gender stream in English language at the senior secondary school level in Niger State.

The third contribution to knowledge is the revelation that female students in single gender stream performed better than those in mixed gender stream in English language at the senior secondary school level in Niger State.

The forth contribution to knowledge made by this research is the findings that single gender streaming of students yielded better performance for both male and female students and that the single gender streamed male students recorded slightly better performance than single gender streamed female students in English language in Niger State.

The finding of this research that coeducating students resulted in a very poor academic performance in English language by both streams and more detrimental to males at the senior secondary school level in Niger State is another contribution to knowledge.

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List of Appendices

Appendix I: Curriculum Content to be taught (used for Treatment).

Theme: Vocabulary Development

Topic	Performance	Content	Activities	Teaching &	Evaluation

	Objectives		Teacher	Student	Learning Materials	Guide
1. Words associated with Culture, Institutions & Ceremonies	Students should be able to: 1. Pronounce the words correctly. 2. Explain the meaning of the words in context and use them in sentences. 3. Use the dictionary to find other meanings of the words.	Words associated with culture 1. Ceremonies Child naming, festivals, rituals, chieftaincy title-taking, chieftaincy affairs, installations etc. 2. Institutions: Social norms, social morality, native customs, social class; marriage, family life etc. 3. Others: Age groups, African arts, sculpture, lyrics.	1. Teacher asks students to mention some ceremonies in their areas. 2. Teacher explains what culture and ceremonies mean. 3. Leads them to pronounce the words and their meanings both in contexts and through the dictionary. 4. Leads them to make simple and correct sentences using the words.	Students to: 1. Mention and describe some ceremonies in their areas. 2. Explain the words culture, and ceremony. 3. List words associated with culture and 4. Pronounce the words correctly and tell their meanings in context. 5. Make sentences using the words. 6. Find other meanings of the words in the dictionary and other ways them can be used.	1. Pictures 2. Charts containing illustrations in their areas. 3. Dictionary 4. Textbooks.	Students to: 1. List 5 other words associated with culture not mentioned in class. 2. Use the words in sentences. 3. Find such words in the dictionary.
2.Vocabulary associated with Law and Order	1. Pronounce the words correctly 2. Explain the meanings	Passages featuring registers related to: 1. Law and	1. Presents passages on the roles and activities of major law	1. Read the passage. 2. Identify words associated	1. Passages on law and order. 2. Textbooks	1. Identify 15 words associated with the maintenance of law and

	of the words and use them in sentences 3. Explain the meanings of the words in context. 4. Use the dictionary to find other meanings of the words.	Order e.g Police Force, Plaintiff, Civil Defence, Mobile Police, Defendant, Court Summon, Prosecutor, Tribunals. 2. Social Order: Social justice, local customs societal norms, human right,	enforcement agents and population family life. 2. Leads students to identify words associated with law and social order. 3. Leads students to find the other meanings and the contextual meaning of the words. 4. Guides students to use the words in sentence.	with law and order in the passages. 3. Discuss the meaning of the words. 4. Use the dictionary to find other meanings of the words. 5. Use the words in sentences.	3. Newspaper cuttings 4. Real objects. 5. Charts.	order. 2. Use 10 of the words in sentences.
3. Collocations	Students should be able to: 1. Identify collocations in sentences and passage. 2. Explain the meanings of collocations. 3. Use them in sentences 4. Find them in the dictionary.	1. A rang of words or expressions which are combined and used in idiomatic way for example. a) The politicians use his loyalists to achieve his whims and caprices. (whims and caprices collocate). b) He	1. Leads students to identify collocations in passages. 2. Explains the meaning of identified collocation. 3. Guides students in suing them in sentences. 4. Leads students in listing more examples of	1. Read a given passage containing some collocations. 2. Identify collocations in the passages. 3. Discuss the meaning of the identified collocations. 4. use them in sentences.	1. Passages containing collocations. 2. Textbook, 3. Pictures, 4. Dictionary.	Students to: 1. List 5 collocations in passages. 2. Explain the meaning of the collocations. 3. Use 5 collocations in sentences.

		swallowed the idea whole and sinker (whole and sinker collocate). 2. A passage containing collocations.	collocations.	5. Search for more collocations in the dictionary.		

Theme 2A: Oracy Skills: Spoken English

Topic	Performance Objectives	Content	Activities		Teaching & Learning Materials	Evaluation Guide
			Teacher	Student		
1. Revision of sentence intonation Pattern	Students should b able to: 1. Recognize the following: a) The falling tone b) The rising tone 2. Use appropriately in speeches 3. Use the arrow to identify the correct tones from a group of sentences.	1. Falling tone e.g a) The students are working hard. b) Muazu will be here anytime. c) Rose is a beautiful girl. 2. Rising tone e.g Yes/No Questions. a) Is this your book b) Did you see them? c) Is the story true	1. Reviews the subject matter – falling intonation pattern and Rising intonation pattern. This is the rise and fall of the voice in speech (or the variation in pitch). 2. Gives examples of falling tone: a. Statement: The students are working hard'. b. WH-	1. Repeat after the teacher 2. Make statements that reflect falling tones and rising tones. 3. Identify falling tones and rising tones from a group of sentence.	1. Tape recorder 2. Chalk board.	Students to: 1. Give examples of the following: • Falling tone • Rising tone 2. Identify the rising and falling tones form a group of sentences given.

			questions: 'Why did you come here?' 'How did you get here?' 3. Rising tone: a. Rising tone is used for yes/no questions e.g. "Is this your book?' b. It is also used to make polite request e.g. 'May I take your coat, please?'			
2. Words with clusters of two consonants occurring in final position	Students should be able to: 1. Identify and correctly pronounce words with a cluster of two consonants occurring in final position.	Words ending in two consonants such as: Sports, banks, sacks, bags, trinkets, thrusts, exist, subsist, task.	Teacher: 1. Pronounces these words clearly. 2. Directs the students to collectively imitate and thereafter let them do same individually. 3. Insists that the	Students collectively repeat these words after the teacher and later individually as he/she may direct.	1. Chalk Board 2. Word Cards 3. Flannel Board.	Students to: 1. Make a list of ten words that end with cluster of two consonants. 2. Identify cluster of two consonants from a given passage.

			two consonants must be clearly pronounced.			
3. Reading aloud confidently.	Students should be able to: 1. Read aloud 2. Read with confidence. 3. Take note of the main points as they read.	1. Suitable passages for reading: a. Stories from story books. b. Extracts from Newspapers and Magazines.	1. Presents appropriate materials. 2. Leads students to identify topic sentences 3. Guides students to use appropriate words and expressions to emphasize main points.	Students to: 1. Read materials 2. Identify topic sentences and key ideas in the passage. 3. Take note of words and expressions that emphasize main points.	1. News papers 2. Identify topic sentences and key ideas in the passage. 3. Take note of words and expressions that emphasize main points.	Students to: 1. Read appropriately various reading materials. 2. Read confidently a given passage. 3. Read aloud taking note of main points.
4. Reading and appreciating Poetry	Students should be able to: 1. Read selections of poems (oral and written poetry). 2. Explain meanings of selected poems. 3. Identify the language of poetry. 4. Write simple	1. Selected poems from Nigerian authors. 2. Poems from the students' text books. 3. Poems from their poetry books.	1. Reads poems to students. 2. Leads students to discuss and explain the content of the poems. 3. Directs students to identify the language of poetry.	1. Students to practice imitation of the teacher's model. 2. Read poems effectively. Discuss and explain context of poems. 4. Identify and list different types of	1. Poetry books 2. Other anthologies.	Students to: 1. Read poems correctly using appropriate rhythm. 2. Identify and explain meanings of poems read. 3. Identify beautiful language forms as you read poem.

	poems on their own.			poetry.		

Theme 2B: Oracy Skills: Listening For Comprehension

Topic	Performance Objectives	Content	Activities		Teaching & Learning Materials	Evaluation Guide
			Teacher	Student		
1. Summarizing a talk or lecture.	Students should be able to: 1. Listen attentively to a talk or lecture. 2. Extract key words and sentences from the talk or lecture. 3. Write a summary of the talk of lecture in their own words by putting the key sentences together.	1. A talk of lecture on any of these topics: health (HIV/AIDS), social studies, (population and family life), corruption, environmental issues, values orientation. 2. Relevant questions that bring out the main points and ideas.	1. Gives a talk on a given topic as indicated in the content column or plays a pre-recorded tape on the topic. 2. Leads students in identifying the main points from the talk or lecture along these guidelines: a. Selection of main points and ideas. b. Avoidance of extraneous materials not mentioned by the	1. Listen attentively to the talk or lecture. 2. Listen to extract main ideas and facts. 3. Summaries the talk or lecture based on the extracted facts and ideas by: a. Selecting relevant facts and ideas b. Not including extraneous materials not mentioned by the lecturer or presenter. c. Polishing	1. Pre-recorded speech. 2. Live broadcast 3. Selected passages on the relevant topics. 4. Pictures or illustrations. 5. Dictionary	Students to: 1. Make a list of topic sentences from a given passage. 2. Write a summary of the passage in their own words.

			presenter. c. Avoidance of unnecessary detail, illustrations or embellishments. d. Ensuring that sentences are clear and grammatically correct.	draft summary by removing unnecessary detail illustrations, embellishments. d. Ensuring that sentences are clear and grammatically correct.		
2. Listing to lectures and Taking notes.	Student should be able to: 1. Listen attentively to lectures. 2. Take adequate and meaningful notes from the lectures. 3. Identify main points from the lecture.	1. A Lecture on any of these topical areas - health, social studies, environmental issues or any other school subject. 2. Guide to note-taking from lectures and speeches. 3. Listening for key words that signal a new point. - First, Second etc - In addition	1. Gives a lecture on a relevant topic or play pre-recorded materials for students to listen to. 2. Guides students in identifying the main points by asking leading questions. 3. Asks students to write down the main points as they give answers to the questions. 4. Reads out the best note in the class.	1. Listen attentively. 2. Answer questions on the key points. 3. Listen to the note read out by the teacher. 4. Re-write their notes appropriately.	1. A pre-recorded passage(s) on relevant topics 2. Illustrations based on the topics 3. Real objects 3. Dictionary	Students to: 1. List key words and sentences in a lecture of speech. 2. Answer questions on the lecture of speech. 3. Develop a note on the lecture for presentation to the class.

3. Listening to Instructions and following them.	Students should be able to: 1. Listen attentively to instructions. 2. Follow instructions, appropriately. 3. Use appropriate words in giving instructions.	1. A passage or a pre-recorded speech giving instructions on certain tasks, e.g. instructions on how to take care of one's health, environment, home school etc. 2. Selected words, phrases used in giving instruction e.g. do, lift, wash, remove from, proceed to.	1. Reads an instruction on how to perform some functions to students. 2. Asks students to carry out such instruction. 3. Leads students to given an instruction on a given activity.	1. Listen attentively to the teacher. 2. Respond to instructions given by the teacher. 3. Use appropriate words and phrases in giving instructions.	1. Passages on instruction 2. Pictures 3. Charts 4. Dictionary	Students to: 1. Give instruction on how to prevent HIV/AIDS. 2. Carry out an instruction given by the teacher.
4. Listening to dramatic presentations and identifying the themes and story lines.	Students should be able to: 1. Listen to dramatic presentations. 2. Dramatize short plays. 3. Answer questions on the plays leading to the identification of the	1. Drama: with particular attention to: a. Theme b. The story line c. Feature of a play. 2. Carefully selected plays by both Nigerian and foreign authors.	1. Guides student to read a selected play. 2. Leads them to discuss the theme. 3. Leads them to narrate the story line. 4. Asks questions on the play	1. Read a given poem while the others listen. 2. Identify the theme. 3. Narrate the storyline. 4. Give answers to the questions asked by the teacher.	1. Supplementary reading materials. 2. Selected plays from textbooks. 3. Relevant pictures.	Students to: 1. State the theme of a play 2. Narrate the storyline

	themes. 4. Narrate the story lines. 5. Identify the themes and story lines.					

Theme 2C: Oracy Skills: Reading Skills For Comprehension And Effective Study

Topic	Performance Objectives	Content	Activities		Teaching & learning materials	Evaluation guide
			Teacher	Student		
1. Reading Silently to answer questions	Students should be able to: 1. Read the passage silently with understanding. 2. Discuss the passage exhaustively and intelligently. 3. Answer questions that cover all levels of comprehension. a. Knowledge level or more recall of facts questions. b. Translation question. c.	1. Silent reading of materials that are topical e.g a. Population Explosion. b. Youth Unemployment c. Youth Restiveness. (disadvantages) d. The Evils of Examination Malpractice e. Being your brother's keeper. f. Acquiring properties illegally as a national malaise. 2. Discussion of selected topics including telling the	1. The teacher leads the students to read the given passage silently. 2. Leads the discussion of the passage by drawing attention to key ideas. 3. Asks questions that cover all levels of comprehension e.g. a. What questions b. Where questions c. How questions	1. Students read the passage silently. 2. Discus the passage to identify key words and sentences. 3. Answer questions that cover all levels of comprehension. 4. Tell the meaning of key words contextually.	1. Reading selections. a. Prose passages. b. Articles from newspapers and magazines. 2. Class text 3. Plays 4. poems 5. Dictionary	Students to: 1. Read one paragraph aloud for stress and intonation. 2. Identify key words and sentences. 3. Answer 2 questions each on the different levels of comprehension. 4. Tell the meaning of 3 key words in context. 5. Find the meaning of 3 other

	Interpretations questions d. Extrapolations questions. 4. Explain the meanings of words in context.	meaning of words in context. 3. Answering questions that cover all levels of difficulty	d. Why questions etc. 4. Leads the students to explain the meaning of words in context and through the dictionary where necessary.	5. Find the meanings of some words in the dictionary.		words form the dictionary. 6. Make sentences with the words.
2. Reading to summarise by outlining main points.	Student should be able to: 1. Read a passage exhaustively 2. State the story line in general terms. 3. Identify the key words that serve as pointers to the theme and explain the meaning of the words in context. 4. Identify the topic sentences in each paragraph. 5. Using linking words, write a summary of a given passage.	1. Silent reading of materials on topics of current national concern e.g a. The evils of fake and adulterated drug. b. There is dignity in hard work. c. Tolerance makes for peace and harmony. d. Corruption destroys the fabric of society. e. Destroy the environment; destroy the future of our children etc. 2. Discussion of selected passage including new and key words.	1. The teacher leads the students to read the passage silently. 2. Leads them to discuss the passage exhaustively through questions and answers. 3. Lead in the discussion of the qualities of a good paragraph. 4. Explains the importance and function of a topic sentence and where they can be	1. The students read the selected passage silently. 2. Discuss the passage exhaustively by answering the teacher's questions. 3. Join the teacher to outline the qualities of a good paragraph. 4. List the importance and functions of a topic sentence and where to find them in a passage.	1. Reading selections of topics of current interest. 2. Newspaper and magazine cuttings. 3. Class text 4. Plays. 5. Dictionary 6. Poems 7. materials selected from other subject texts e.g i. Civics text ii. Health texts iii. History text iv. Biology texts etc.	Students to: 1. Read a paragraph or two aloud for stress and intonation. 2. Explain the meaning of a topic sentence 3. State the possible positions in a paragraph in which they can be found. 4. List 4 topic sentences form the passage. 5. Write a summary of the passage, using the topic sentences

		3. The meaning of topic sentences and where to find them in a paragraph. 3. Qualities of a good paragraph. 4. Summarizing a reading selections effectively.	located in a paragraph. 5. Lead the students to locate the key words and topic sentences in the passage. 6. Encourages them to list sentence linking words. 7. Leads them to write an appropriate summary of the passage using the identified topic sentences and linking words.	5. Identify key words and topic sentences in the passage. 6. List possible sentence liking words 7. Link identified topic sentences with appropriate linking words to form the summary of the passage read.		and the linking words.
3. Reading and summarizing expository passages.	Students should be able to: 1. Identify topic sentences from a given passage. 2. Write out the key ideas from different paragraphs. 3. Identify the words and expressions that redirect attention to	1. Selected passages on Contemporary issues. 2. Presentation of the passages on the following diseases: a. HIV & AIDS b. Malaria fever c. Typhoid fever 3. Managing the population explosion	1. Selects appropriate passages and materials. 2. Explains the meaning of main ideas. 3. Illustrates with specific examples. 4. Asks students to read selected	1. Read selected passages or materials on contemporary issues. 2. Work in groups, developing and answering question on given materials. 3. Pay attention	1. Photographs of patients suffering from these diseases. 2. Dictionary 3. Essays written by teachers and students. 4. Recommended by teachers and students.	Students to: 1. Identify the topic sentences. 2. Write the key ideas from different paragraphs. 3. Summarize the passage. 4. Use some words in sentences of their own.

	the main point.	problem in developing countries etc.	passages in turns. 5. Guides the students to identify and extract the main ideas.	to main ideas. 4. Answer questions from the teacher.	5. Other resources e.g selections from other subject areas, bulletin boards etc.	5. Explain what expository passage mean.

Theme 3: Literacy Skills: Writing For Effective Communication

Topic	Performance Objectives	Content	Activities		Teaching & Learning Materials	Evaluation Guide
			Teacher	Student		
1. Revising Continuous Writing (in length)	Students should be able to: 1. Express themselves clearly through expository essay. Write well punctuated sentences for the expository essay 3. Select appropriate words for writing expository essay. 4. Generate enough topic sentences for a good expository essay. 5. Use	Expository Composition reflecting current issues e.g 1. Describe how external examinations are conducted in the country; this should not be more than 400 words. 2. Elections in this country – Nigeria. 3. Loss of lives through plane crash. 4. Excursion	1. The teacher explains the expository composition. 2. Focuses on choice of words and tenses for expository composition. 3. Explain the need and importance of well punctuated essays for effective communication. 4. Leads the students to discuss and generate topic sentences for their	1. Listen to the teacher and make contributions. 2. Use relevant words for the expository composition. 3. Explain and pick the proper tense for expository compositions. 4. Learn to punctuate properly for effective communication. 5. Generate topic sentences	1. Text books on expository compositions. 2. Story books 3. Charts that can aid narrative writing. 4. Textbooks on punctuation and tense usage. 5. Relevant topics for practice. 6. Model expository topics from literature texts and others e.g (History, Religious books)	Students to: 1. Generate 10 appropriate words for use on a given expository topic. 2. Generate 5 topics sentences for the essay. 3. List 2 appropriate tenses for the essay. 4. Write a good introductory paragraph to the selected topic. 5. Write a befitting conclusion of the topic.

	appropriate tense form and paragraphing.	to Abuja 5. Drug Abuse 6. Corruption in the society.	different paragraphs.	for given topics. 6. Write a good expository essay.		
2. Revising Letter Writing (in given length)	Students should be able to: 1. Explain the types of letters. 2. Write the formats of letter writing. 3. Write the formats of letter writing.	1. Letter Writing (not more than 400 words): a. Types b. Formal c. Informal d. Formats 2. Formal Letters: a. Conventional forms of two addresses b. Opening salutation c. heading d. Body of the letter e. Closing f. Signature. 3. Informal Letters: a. One address b. Salutation c. body of the letter d. closing	1. Guides students to identify the types and formats of letters. 2. Leads students to discuss the types and formats of letters. 3. Writes formats of the two kinds of letters. 4. Guides students to state the differences between formal and informal letter writing.	1. Identify types and formats of letters. 2. Write out ideas provided by the teacher. 3. explain the differences between the two	1. Newspaper and magazine cuttings. 2. Sample letters (formal and informal letters). 3. Recommended texts.	Students to: 1. Write the types of letters. 2. Write the two types of formats of letter writing. 3. Write the differences between formal and informal letters.
3. Revising report writing (in varying	Student should be able to: 1. Explain the two types of	1. Types of reports e.g official and private reports.	1. The Teacher gives a proper explanation of report	1. Students listen to the teacher's explanations of report writing.	1. Text books on report writing. 2. Newspapers	Students to: 1. Explain the two types of report writing,

length)	reports. 2. Give examples of report. 3. Write a report	2. Examples of report e.g An accident which happened near you and which you watched very closely. 3. The report of proceedings of a meeting e.g a. Class meeting b. Debating society c. Press club. 4. Guidelines for writing a report.	witting. 2. Give examples of reports. 3. Explain the guidelines. 4. Illustrates with examples familiar to the students.	2. Give examples of reports they can write in the school e.g class meetings; inter-house sports competition etc.	3. Magazines and other materials with relevant information of reports.	2. Give examples of events they can report 3. Write a report on any of the following: a. Class meeting b. Debating society c. Press Club d. Schools inter-house sports competition.

Source: *National Curriculum by National Education Research and Development Council (NERDC) 2010-2015.*

Appendix II: English Language Lesson Plans for Treatment

SCHOOL:

SUBJECT: English Language

TOPIC: Vocabulary

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Dictionary and class readers (Intensive English III)

BEHAVIOURAL OBJECTIVE: At the end of the lesson, the students should be able to define or find meanings to the key words found from the passage through the use of a dictionary.

INTRODUCTION: The teacher introduces the lesson by referring the students to page 23 of Intensive English where the key words will be picked from the comprehension passages.

STEP I: PRESENTATION: The teacher presents the lesson by referring the students to the passage where the key words are picked as shown below:

reputation	anxious	notorious
appearance	smuggle	magistrate
threatening	profitable	adjourned

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: The teacher leads the students in defining or finding meaning to the key words above through the use of either dictionary or by _____ some of them.

STEP III: STUDENTS' QUESTIONING: Here, students are given the opportunity to ask questions to clear doubts and also to enhance their understanding when the passage is being fully read.

CONCLUSION/EVALUATION: The teacher challenges the students by way of evaluation by using the words in simple sentences.

SCHOOL:

SUBJECT: English Language

TOPIC: Vocabulary

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Dictionary/supplementary reader E.g. Student companion.

BEHAVIOURAL OBJECTIVE: At the end of the lesson, the students should be able to develop vocabulary towards words pronounced the same with a view to using them appropriately.

INTRODUCTION: The teacher introduces the lesson by introducing the students to words similar in sound but should also know that they have different meaning hence the need to take a critical look into such word with a view to using them appropriately.

STEP I: PRESENTATION: The teacher now presents the lesson having introduced the students to these words that are pronounced the same but with different meaning thus:

here	-	hear	cause	-	course
week	-	weak	plane	-	plain
meet	-	meat	flower	-	flour
peace	-	piece	son	-	sun

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: The teacher leads the students in demonstrating various activities leading to the understanding of these words and how each could be effectively used.

STEP III: STUDENTS' QUESTIONING: Here, students are given the opportunity to ask questions to clear doubts and as well enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes his lesson by allowing the students to construct sentences making sure that the words are appropriately used as shown below: which is also same as the evaluation.

i. The man stays <u>here.</u>
ii. "Can you <u>hear</u> me?" asked the man.
iii. There are seven days in a <u>week.</u>
iv. The old man is looking <u>weak.</u>
v. The student was asked to <u>meet</u> the principal.
vi. The boy was served three pieces of <u>meat</u>.
vii. "What is the <u>cause</u> of his failure?" asked the teacher.
viii. "What <u>course</u> of study is he undergoing?" she asks. Etc.

SCHOOL:

SUBJECT: English Language

TOPIC: Word and Syllable stress (Spoken English)

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Chalkboard, tape recorder.

BEHAVIOURAL OBJECTIVE: At the end of the lesson, the students should be able to speak fluently devoid of interferences of any sort especially Language I (L_I).

INTRODUCTION: The teacher introduces the lesson by way of introduction defines the meaning of the term 'stress' and as well as differentiate between the word and syllable then for better usage.

STEP I: PRESENTATION: The teacher now presents the lesson having introduced it by first defining the term 'stress' with relevant examples.

e.g. Word stress simply means or refers to better pronunciation of words.

STEP II: TEACHERS/STUDENTS ACTIVITIES: The teacher leads the students in some meaningful and relevant pronunciation indicating falling and rising tunes especially in the area of functions.Examples:

NOUN	VERB
'OBject	ob'JECT
'CONtest	con'TEST
'CONvict	con'VICT
'PROtest	pro'TEST. Etc

STEP III: STUDENTS' QUESTIONING: The students are here given the opportunity to ask questions to allow for better understanding and avoidance of doubts.

CONCLUSION/EVALUATION: The teacher evaluates his students by challenging them with few questions based on what they have covered thus:

HOStile	conTAIN
EAting	unLESS
DOCtor	preTEND
HOStel	exCEED. Etc

Let them indicate both the falling and rising tunes. All of these same as the teacher's conclusions/chalkboard summary.

SCHOOL:

SUBJECT: English Language (Oracy)

TOPIC: Rising and Falling Tunes

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Tape recorder and the class reader i.e. Intensive English III.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous lesson on word and syllable stress as it all boils down to oracy and language.

STEP I: PRESENTATION: The teacher now presents the lesson having introduced it by practical demonstration of some exercises as shown below:

Rising Tune:

a) Is the WINE SWEET? ↗

b) Will MONday be GOOD for it? ↗

c) Did you EAT LAST NIGHT? ↗

Note: The exercise above i.e. rising tune is used to achieve a special effect or to convey a speaker's attitude.

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Here, some exercises are carried out with the students while the teacher leads. This will enhance the students' understanding.

Rising and Falling Pattern.

a) WHILE the BOYS were WORking, ↗ the GIRLS were PLAying. ↘

b) ALTHOUGH TIRED, ↗ he WENT on with his WORK. ↘

Tag questions with fall and rise pattern.

a) The STUdents are Happy, ↘ AREN't they? ↗

b) You can DO it, ↘ CAN'T you? ↗

STEP III: STUDENTS' QUESTIONING: The students are here given the opportunity to ask some questions to enhance their understanding clear doubts.

CONCLUSION/EVALUATION: The teacher concludes his lesson by collectively asking and answering few questions which equally serves as the blackboard summary or if possible short note is given to the students to copy.

SCHOOL:

SUBJECT: English Language (Oracy)

TOPIC: Rising and Falling Tunes

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: The class reader and tape recorder.

BEHAVIOURAL OBJECTIVE: At the end of the lesson, the students should be able to distinguish between the two tunes of rising and falling with a view to using them correctly and appropriately.

PREVIOUS KNOWLEDGE: The students have been introduced to the same topic in their previous lesson.

STEP I: PRESENTATION: This period is a follow up of the previous one of the previous day and so some exercises are given to the students to work out thus:

INTRODUCTION: Each of the following utterances is said with either a falling tune or a rising tune. Such as the tune used in each utterance.

e.g. Abdullahi likes lice. Falling Tune.

Exercises:

1. Who removed the book from the shelf? _____
2. Stand there. _____
3. David likes bread. _____
4. This is the book I'm looking for _____
5. Did John pass? _____
6. Will you come at ten? _____
7. Have you finished for the day? _____
8. I may come tonight. _____
9. What did you score in English? _____
10. I suppose so. _____

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: The students are to work out the above exercises while the teacher sees them at work as he goes round.

CONCLUSION/EVALUATION: The teacher concludes his lesson by leading the students in doing the correction which also serves as the evaluation.

SCHOOL:

SUBJECT: English Language

TOPIC: Listening Comprehension

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Tape recorded speech, radio broadcast or group discussion.

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

1. listen attentively to a speech, lecture or discussion.

2. identify the main points of a speech, lecture or a discussion.

PREVIOUS KNOWLEDGE: The students have been introduced to oracy skills with a view to giving them the correct and proper pronunciation in their spoken English.

INTRODUCTION: The teacher introduces the lesson by referring to students listening to the news either on NTA Network or Radio Network News. He picks to them some important issues as being part of the benefits of listening to news. e.g. identifying main points of the news or speech or discussion.

STEP I: PRESENTATION: Having introduced the lesson, the teacher now presents it by putting on or playing the recorded speech or discussion for them to listen.

STEP II: STUDENTS' ACTIVITIES: Here, a short debate is required between two selected members of the class on any selected topic. E.g. Merits and demerits of mixed schools.

STEP III: TEACHER'S/STUDENTS' ACTIVITIES: The teacher leads the discussion with the students distinguishing defaults and possible correction. This could also serve as their questioning period where necessary and relevant questions are asked to clear doubts and enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes his lesson by asking the students to identify: (a Main points b) Irrelevant points

c) Points of secondary importance, or d) Speak on some chosen topics while others listen.

SCHOOL:

SUBJECT: English Language

TOPIC: Listening Comprehension

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Selected poems of Nigerian and foreign origins/authors

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

1. listen to a given poem with understanding and pleasure,

2. identify key words/sentences in the poem, explain the meaning of words and be able to tell storyline of the poem.

PREVIOUS KNOWLEDGE: The students have been introduced to oracy skills with a view to giving them the correct and proper pronunciation in their spoken English.

INTRODUCTION: The teacher introduces the lesson by referring students to poems written by both foreign and Nigerian authors. e.g. Shakespear and Wole Soyinka poems.

STEP I: PRESENTATION: The teacher presents two different poems of one being Nigerian author and the other foreign author with particular reference to:

a) Shakespear's Sonnet, and

b) Soyinka's poem. (Telephone conversation, The lost, Abeku).

STEP II: STUDENTS' ACTIVITIES: Here, the teacher does the following:-

i. Reads the poem aloud.

ii. Leads the students to equally read aloud.

iii. Illustrates how poems can be paraphrased along the following guidelines:

   a) Listening

   b) Reading aloud, laying emphasis on specific facts and ideas.

STEP III: TEACHER'S/STUDENTS' ACTIVITIES: Here, the teacher asks the students to identify the key words and sentences form the poem. He as well guides the students to paraphrase any given poem.

CONCLUSION/EVALUATION: Few related questions are asked by way of evaluation by the teacher and are generally answered which equally serve as the conclusion.

SCHOOL:

SUBJECT: English Language

TOPIC: Listening Comprehension

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Pre-recorded speech, live broadcast, pictures and illustrations, dictionary.

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

1. after listening to the talk or lecture on (HIV/AIDS) extract key words and sentences from the talk or lecture.

2. write a summary of the talk or lecture in their own word by putting the key sentences together.

PREVIOUS KNOWLEDGE: The students have been introduced to the listening comprehension in their previous lessons.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous lessons on listening comprehension where tape recorder was used.

STEP I: PRESENTATION: The teacher presents the lesson by having a general discussion with the students particularly on HIV/AIDS. He discusses infection and transmission of HIV/AIDS with the students.

STEP II: TEACHER'S ACTIVITIES: Here, the teacher leads the students in identifying the main points from the talk along these guidelines.

a) Selection of main points and ideas.

b) Avoidance of extraneous materials not mentioned.

c) Avoidance of unnecessary details, illustrations, etc.

STEP III: STUDENTS' QUESTIONING: Students are given the opportunity to ask questions to clear doubts and enhance their understanding.

CONCLUSION/EVALUATION: Few questions are put before the students for general discussion i.e. are together answered by the teacher with the students which serves as the evaluation and blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Reading

CLASS: SS III

DATE:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Class reader and flash cards/dictionary.

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

i) Read the passage thoroughly
ii) Discuss generally the passage particularly the theme
iii) Answer the questions following the passage correctly.
iv) Explain the meaning of keywords in the passage.

PREVIOUS KNOWLEDGE: The students have been introduced to reading comprehension which is same as source of inspiration to them.

INTRODUCTION: The teacher introduces the lesson by introducing the students to the keywords in the passage by way of giving meanings via dictionary.

STEP I: PRESENTATION: The teacher having introduced the lesson now presents it by giving the model reading of the passage once or twice.

STEP II: STUDENTS'/TEACHER'S ACTIVITIES: The students read after the teacher taking note of the pronunciations.

STEP III: STUDENTS' QUESTIONING: Students are given further opportunity to ask questions to clear doubts and enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes his lesson by allowing the students to use the keywords found in the comprehension passage in sentences.

SCHOOL:

SUBJECT: English Language

TOPIC: Reading (Selected passages) on contemporary issues.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Dictionary, essay matters teachers and students, other sources such as selection from other subject areas, bulletin boards, etc.

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

i) Identify topic sentences from a given passage

ii) Write out ideas from different paragraphs

iii) Identify words and expression that re-direct attention to main points.

iv) Lead and summarise a given passage.

PREVIOUS KNOWLEDGE: The students have equally been introduced to reading comprehension in their previous lesson.

INTRODUCTION: The teacher introduces the lesson by picking the keywords found in the comprehension passage. Examples, HIV/AIDS i.e. a passage on HIV/AIDS.

STEP I: PRESENTATION: Having introduced the lesson, a passage on the HIV/AIDS is brought out for reading where the teacher is expected to give a model reading at least two times.

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: Here, the students repeat after the teacher as he reads again taking note of the pronunciations and keywords outlined in the passage.

STEP III: STUDENTS' QUESTIONING: The teacher allows the students to ask questions to clear doubts and enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes his lesson by answering the students' questions and other related questions from the passage which later serves as the summary/conclusion.

SCHOOL:

SUBJECT: English Language

TOPIC: Reading Comprehension

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Chalkboard, class reader and dictionary.

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

i) Read the passage exhaustively.

ii) State the storyline in general _____

iii) Write a summarry of the given passage.

PREVIOUS KNOWLEDGE: The students have been introduced to reading of passages and other materials that will enhance their reading ability.

INTRODUCTION: The teacher introduces his lesson by referring the students to the passage to be read i.e. pages 38-39 of Intensive English, where he picks the keywords first for explanation i.e. giving meaning of such words.

STEP I: PRESENTATION: The teacher gives a model reading of the passage on page 38, paragraphs 1-5 once or twice with a view of taking care of proper pronunciation.

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: The teacher leads while the students repeat after him.

STEP III: STUDENTS' QUESTIONING: The students are allowed to ask questions to clear the necessary doubts and enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes the lesson by using the keywords found in the passage in sentences.

SCHOOL:

SUBJECT: English Language

TOPIC: Writing (Expository composition)

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Story books, textbooks on expository composition, charts that can aid _____ writing etc.

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

i) Express themselves clearly through expository essays.

ii) Write well punctuated sentences.

iii) Select appropriate words for making expository essays.

PREVIOUS KNOWLEDGE: The students have been introduced to reading comprehension as well as spoken and listening comprehension.

INTRODUCTION: The teacher introduces the lesson by generally referring the students to the types of compositions to serve as motivation to them. That is narrative, descriptive and expository essays.

STEP I: PRESENTATION: The teacher presents the lesson having introduced it by specifically referring to expository essay including definitions and nature of that essay.

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: The teacher leads in giving the definition/the nature of an expository essay such as 'clarity' being one of the qualities of a good expository essay.

STEP III: STUDENTS' QUESTIONING: The teacher allows the students to ask more questions to enhance their understanding and to clear doubts.

CONCLUSION/EVALUATION: The teacher concludes his lesson having answered their questions by putting up a general question for general discussion such as corruption, effects of drug abuse or election in the country which will later serve as blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Letter Writing

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Sample letters (formal and informal) and any recommended text.

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

i) Explain the types of letters.

ii) Write the formats of letter writing, and

iii) Write different types of letters.

PREVIOUS KNOWLEDGE: The students have been introduced to rudiments of letter writing with particular references to the formal letters.

INTRODUCTION: The teacher introduces the lesson by referring the students to any type of letter even written by them (formal or informal) in the past.

STEP I: PRESENTATION: The teacher now presents the lesson by referring the students to the types of letters i.e. 'formal and informal'.

Here, differences and similarities are equally discussed with the students for the purpose of understanding and identification. i.e. being able to distinguish between the formal and informal types of letters.

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: The teacher on this note, discusses with the students the important aspects of letter(s). i.e. formal and informal.

Such important aspects include:

i) Address

ii) The data

iii) The salutation

iv) The body of the letter, and

v) The conclusion

vi) The signature

Note: Each of these to be discussed or looked into at different levels of formal and informal.

STEP III: STUDENTS' QUESTIONING: The teacher allows the students to ask questions on either formal or informal types of letters to widen their understanding and also to clear the necessary doubts.

CONCLUSION/EVALUATION: The teacher concludes his lesson by generally discussing those important aspects again with the students which later serve as blackboard summary

SCHOOL:

SUBJECT: English Language

TOPIC: Grammar (Noun and Noun Phrase)

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Substitution tables, appropriate exercise from suitable textbooks.

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

i) Define the terms noun and noun phrase

ii) Identify different types noun

iii) Write out names and noun phrases.

iv) Make sentences with the words.

PREVIOUS KNOWLEDGE: The students have been introduced to the parts of speech generally in their previous lesson.

INTRODUCTION: The teacher now introduces the lesson by defining the terms noun and types of noun before the noun phrase.

STEP I: PRESENTATION: The teacher now presents the lesson by referring and defining the meaning or definition of a noun as well as its types thus:-

'A noun is a name of a person, animal, place or thing.'

Definition should be followed by relevant examples as shown herein:

a) My name is Hassan. (name of person).

b) Hassan has a black dog. (animal).

c) He is native of Kontagora. (place).

d) He has a big chair in his parlour. (thing).

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: In continuation with the definition, the teacher leads the students in identifying types of noun thus:-

i) Common Nouns:- This is a name of common object. e.g. book, ruler, table, tree, fan, etc.

ii) Abstract Noun:- This refers to things we cannot see with our eyes but which we can feel. e.g. air, noise, anger, goodness, etc.

iii) Collective Noun:- This refers to group of similar objects. e.g. a class scholars, a berry of _____, a troop of monkeys, a gang of thieves/robbers, a bench of magistrates, a flock of sheep/birds, etc.

iv) Proper Noun:- They are words used for naming a particular person, place or thing but must start with capital letters. e.g. Abdullahi, Lagos, Nigeria, Ghana, etc.

STEP III: STUDENTS' QUESTIONING: The students are allowed to ask further questions to clear doubts and to enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes the lesson by generally answering the students' questions which equally serves as blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Pronoun/Types of Pronouns

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Chalkboard, dictionary and textbooks.

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

i) Define pronouns

ii) Identify types of pronoun

iii) Explain the different types of pronouns.

iv) Use pronouns in sentences on their own.

PREVIOUS KNOWLEDGE: The students have been introduced to a 'NOUN,' its definition and different types of nouns.

INTRODUCTION: The teacher now introduces the lesson by referring the students to their previous knowledge of a noun where the definition and specific or relevant sentences are used to serve as motivation to students.

STEP I: PRESENTATION: The teacher now presents the lesson having introduced it by giving the definition of the term pronoun thus:-

'A pronoun is used to replace a noun particularly if we want to avoid repeating names.'

E.g. he, she, they, we, you, etc.

STEP II: TEACHER'S/ STUDENTS' ACTIVITIES: Here, the teacher explains further by engaging in a more practical _activities, thus:-

i) Victor is in the class. (Noun) He is in the class. (Pronoun)

ii) Zainabis in the class. (Noun) She is in the school. (Pronoun)

iii) Victor and Zainab are in the market. (Nouns) They are in the market. (Pronouns)

Note: Victor, Zainab in the above examples (which are nouns) are changed to 'He' and she (Pronouns) in the second sentences.

STEP III: FURTHER ACTIVITY: Identification of types of pronouns.

After the explanation and relevant examples, the teacher as well leads the students in identifying types of pronouns which are six (6) in number, namely:-

i) Personal Pronouns: These include words like I, we, you, he, she, they.

ii) Possessive Pronouns: These shows who owns a particular thing and they include words like mine, yours, ours, hers, his, theirs.

iii) Reflective Pronouns: Examples of this pronoun include myself, yourself, ourselves, themselves, himself, herself, etc.

iv) Relative Pronouns: They include words like who, whom, where, which, whose, when.

v) Demonstrative Pronoun: These are words like this, that, these and those.

vi) Interrogative Pronouns: They are words like who, which, whom, whose.

STEP IV: STUDENTS' QUESTIONING: The students are given the opportunity to ask questions to clear doubts and to enhance their understanding.

CONCLUSION/EVALUATION: The teacher concludes his lesson by after answering the students' questions, having a general discussion particularly on the types of pronouns which serve as blackboard summary and if possible, the students are given short notes to guide them.

SCHOOL:

SUBJECT: English Language

TOPIC: Adjectival Clause

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 – 18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Relevant texts and charts.

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

i) Identify and use correct adjectival clauses.

ii) List the functions of adjectival clauses, and

iii) Use them in sentences.

PREVIOUS KNOWLEDGE: The students have been introduced to the parts of speech including 'the adjective.'

INTRODUCTION: The teacher now introduces the lesson by referring the students to their previous knowledge of 'parts of speech' where the adjective is equally dealt with.

STEP I: PRESENTATION: The teacher now presents the lesson having introduced it by giving the definition of an adjective in relation to the adjectival clause thus:-

'An adjective is a word that gives more information about a noun. It also describes a noun or a pronoun. Examples:

A <u>beautiful</u> house

A <u>clever</u> boy.

A <u>reliable</u> student, etc.

<u>Note:</u> 'beautiful,' 'clever,' and 'reliable' describe the nouns 'house,' 'boy' and 'student' respectively.

Adjectival clause on the other hand can be defined or described as a dependent clause that performs the function of an adjective. i.e. qualifying a noun or pronoun.

Words often used to introduce adjectival clauses include who, whose, which, where, when and that. Examples:

i) He saw the man <u>who came here yesterday.</u>

ii) I advised the children <u>who you scolded.</u>

iii) The landlord <u>whose house was demolished</u>, collapse and died.

Note that the underlined clauses perform the function of an adjective.

'who,' 'whom' and 'whose' are used for human beings.

‘that’ and ‘which’ are used for objects, things etc. Although, ‘that’ may also be used to refer to human beings.

STEP II: TEACHER’S/ STUDENTS’ ACTIVITY: Few exercises are outlined to be solved together with students with emphasis on the adjectival clauses mentioned herein.

STEP III: STUDENTS’ QUESTIONING: The teacher allows the students to ask further questions to clear doubts and to enhance their understanding.

CONCLUSION/EVALUATION: The questions answered during the students’ questioning session serves as the conclusion and blackboard summary but if necessary a few notes can be given to the students to aid and guide their understanding.

SCHOOL:

SUBJECT: English Language

TOPIC: Vocabulary: Vocabulary Associated with Law and Order.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 –18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Passages on Law and Order, textbooks, newspapers cuttings, real object and charts.

BFHAVIUORAL OBJECTIVES: At the end of the lesson, the students should be able:

i) Pronounce the words correctly.

ii) Explain the meanings of the words and use them in sentences.

iii) Explain the meanings of the words in context.

iv) Use the dictionary to find other meaning of the words.

PREVIOUS KNOWLEDGE: The students have generally been introduced to vocabularies in their previous lessons of comprehension exercises.

INTRODUCTION: The teacher introduces the lesson by having a general discussion with students concerning law and order thus:

- Definition of law and order
- Who made law?
- Who interprets the law?
- Who enforces the law and order?
- What happens when law and order is not obeyed? Etc…..etc.

STEP I: PRESENTATION: Having introduced the lesson, the teacher now presents the lesson by reading to them a passage on law and order with a view to taking note of key words in the passage.

The key words are found in the passage are shown herein:

offender	bail	jail	oath
judge	sentence	discharge	convict
prosecutor	police	affidavit	court

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Here the teacher discusses with the students specific meanings of these words as they relate to 'Law and Order'. E.g.:

Who is an offender?

Who judges an offender?

Who takes an offender to court?

What is bail and how is it given?

Who enforces the law and order?

STEP III: STUDENTS' QUESTIONING: The students are given the opportunity to ask questions to clear their doubts and also to enhance their understanding.

CONCLUSION/SUMMARY: The teacher concludes his lesson by still challenging the students with further questions/exercises which he generally discusses with the students and are written on the board which will later serve as blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Vocabulary: Vocabulary Associated with Culture, Institution & Ceremonies.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 12 –15 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS:

i) Pictures, charts containing illustrations and diagrams relating cultural norms and ceremonies.
ii) Dictionary, and
iii) Relevant textbooks

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

i) Pronounce the words correctly.
ii) Explain the meanings of the words in context and use them in sentences.
iii) Use the dictionary to find other meaning of the words.

PREVIOUS KNOWLEDGE: The students have been introduced to vocabularies particularly during their comprehension lessons.

INTRODUCTION: The teacher introduces the lesson by having a general discussion with students though they are of various backgrounds but should be able to discuss their culture, institution and ceremonies in their respective localities.

Examples: Hausa cultures in marriage ceremony or naming ceremony. In marriage ceremony, words like:

i) Bride price
ii) Wedding fatiha
iii) Traditional bath
iv) Bride
v) Groom
vi) Representatives, etc.

STEP I: PRESENTATION: The teacher presents the lesson by reading out a passage relating to culture, institution and ceremony with a view to giving the students the meaning to the words mentioned above.

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: The teacher discusses with the students with relevant examples/diagrams, pictures, charts to enhance their understanding.

Note: Before giving the specific meanings of the words, it should be assumed that the definition of culture, institution and ceremony must have been given. Culture: total way of life of a particular people e.g. Nupe, Hausa, Gwari, Ibo, etc.

STEP III: STUDENTS' QUESTIONING: The students are finally given the opportunity to ask questions to clear their doubts and to enhance their understanding.

CONCLUSION/SUMMARY: The teacher concludes his lesson generally going through the topic again with a view to finding out whether the lesson was successful or not.

He does it by still putting some questions them which they answer together with the teacher. Example, meaning of culture, institution and ceremonies with reference to their individual backgrounds which will equally serve as the blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Nouns & Noun Phrases

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 12 –15 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS:

i) Substitution tables

ii) Appropriate exercises from suitable textbooks

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

i) Recognise nouns and noun phrases in sentences.

ii) Write out nouns and noun phrases

iii) Make sentences with words, and

iv) Use generic noun phrases correctly.

PREVIOUS KNOWLEDGE: The students have been introduced to the 'Parts of Speech' and will therefore serve as motivation for them to learn the noun phrases.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous knowledge where parts of speech and in particular types of nouns are dealt with. That is,

i) Common Noun – refers to name of common objects e.g. chair, table, ruler, etc.

ii) Proper Noun – refers to name of a person or place which begins with capital letter e.g. Nigeria, Bida, Abdullahi, Doctor, etc.

iii) Collective Noun – refers to names of similar objects e.g. flock of birds, berry of ladies, troop of monkeys, bench of magistrates, herds of cattle, etc.

iv) Abstract Noun – refers to names of things we can neither see nor touch e.g. noise, knowledge, honesty, beauty, sympathy, etc.

STEP I: PRESENTATION: Having introduced the lesson, the teacher now presents the lesson by referring them to the term 'Noun' and in relation to 'Noun Phrase'.

He does it by first of all getting the students to tell him or give him the full meaning of a noun.

They may say a noun is a name of a person, animal, place or thing. After which the teacher explains to them the meaning of a noun phrase thus:

‘A noun phrase refers to (a group of words without a finite verb) and may perform the four functions mentioned in the same way that a noun (single word) would. Such a phrase is referred to as noun phrase.’

STEP II: TEACHER’S/STUDENTS’ ACTIVITIES: Having presented the lesson as explained above, the teacher now engages the students in some activities relating to noun phrase. E.g.

i) The big yellow bird is noisily.
Noun Phrase

ii) The police arrested those daring thieves.
Noun Phrase

Note: ‘The big yellow bird’ and ‘those daring thieves’ are Noun Phrases performing the function of an object of verb ‘is’ and ‘arrested’.

STEP III: STUDENTS’ QUESTIONING: Here, the teacher allows the students to ask questions to further enhance their understanding and clear doubts.

Conclusion/Summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Pronouns & their uses

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 –18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Textbooks, dictionary and chalkboard.

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

i) Define pronouns
ii) Identify different types of pronouns.
iii) Explain different types of pronouns.
iv) Use pronouns in sentences on their own.

PREVIOUS KNOWLEDGE: The students have been introduced to the 'Parts of Speech' in their previous lessons and classes.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous knowledge of parts of speech with particular reference to pronoun. He gives the definition of pronoun and if possible their types thus:

A pronoun is a word used instead of a noun. Examples:

Abdullahi is a smart boy.
Noun

He is a tall, fair complexioned boy.
Pronoun

He is wearing a light blue shirt and black trouser, etc.

Here, they can also be introduced to the types of pronouns to broaden their knowledge and to serve as the basis for understanding uses/functions of pronouns.

There are about eight types of pronouns namely:

i) Personal pronoun
ii) Possessive pronoun
iii) Demonstrative pronoun
iv) Interrogative pronoun
v) Reflexive pronoun
vi) Relative pronoun

vii) Reciprocal pronoun, and

viii) Indefinite pronoun

Examples of each of these could be given in the course of introduction also.

STEP I: PRESENTATION: Having introduced the lesson, the teacher now presents it by highlighting the uses/functions of a pronoun as relevant examples of definition/types have been given during the introduction.

Functions of pronouns are similar to those of nouns, since they sometimes stand in place of nouns.

i) Pronoun is used or functions as the subject of a sentence. Examples,

   She closed the door.
   Everyone will like to attend the ceremony.

ii) Pronouns also function as the object of a verb. Examples,

   The man slapped him (direct object).
   The girl gave him a the newspaper (indirect object)

iii) Pronouns function as the complement of a subject. Example,

   That is him in the car. ('him' is complement of 'that')

iv) Pronouns also function as complement of an object. Examples,

   He regards James as me. ('me' is the complement of 'James').
   We consider driver to be you. (complement of 'driver').

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Here, some questions are given to students to be discussed together with the teacher to further enhance their understanding. Examples of such questions include:

Identify the pronouns in the following sentences by underlining them:

i) No one is interested in politics.

ii) To whom was the letter addressed?

iii) Everyone is pleased with the way the man preaches.

iv) Hasiya and Hussaina were congratulating each other after their graduation.

v) Many would have attended the party but for the rain. Etc.

STEP III: STUDENTS' QUESTIONING: Here, the students are given further opportunity to ask questions to further enhance their understanding.

CONCLUSION/SUMMARY: The teacher concludes his lesson by answering the students questions which also serves as the blackboard summary and to copy in their notebooks to serve them as a guide.

SCHOOL:

SUBJECT: English Language

TOPIC: Adjectival Clauses.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 –18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS: Relevant texts and relevant charts.

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

v) Identify and use correctly adjectival clauses

vi) List the functions of adjectival clauses

vii) Use them in sentences of their own.

PREVIOUS KNOWLEDGE: The students have been introduced to the 'Parts of Speech' with particular reference to adjective: meaning and types.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous knowledge of parts of speech with particular reference to adjective.

Here, he refers the students to the term adjective where he gives the meaning and if possible types of adjectives with relevant examples thus:

An adjective is a word that gives us more information about a noun or describes or defines a noun or pronoun. Examples:

A <u>beautiful</u> house.
Adjective

A <u>clever</u> boy.
Adjective

A <u>reliable</u> student. Etc.
Adjective

Note: 'beautiful, clever and reliable' describe the nouns 'house, boy and student' respectively.

Classes or types of adjectives:

These are six (6) in number namely:

i) Adjective of quality – tells us kind of things e.g. round, red, heavy, etc.

ii) Demonstrative adjective – words like this, that, those, etc.

iii) Distributive adjective – words like each, either, every, etc.

iv) Adjective of number – this tells us the quantity of something. E.g. how many, how much, some, ten, few, etc.

v) Interrogative adjective – they ask questions about nouns that follow them. E.g. whose, which, where, etc.

vi) Possessive adjective – these are followed by names of object or persons. They are primarily pronouns. E.g. our, your, her, etc.

STEP I: PRESENTATION: Having fully introduced the lesson, the teacher now presents his lesson by giving definitions of adjectival clause for better understanding and with relevant examples thus:

That is the car which Bello bought.

This is the man who killed the tiger.

That is the lorry which the man drives.

Note: 'car, man and lorry' are being referred to as a matter of emphasis i.e. the car being bought by Bello, the tiger being killed by the man and the lorry being driven by the man.

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Further exercises are being spelt out for general discussion with the students i.e. by way of identifying adjectival clauses. Examples,

i) The girl who gave me the bill is a nurse.

ii) Clubs and associations which do not have constitutions do not last long.

Note: '… who gave me the bill …' is a subordinate clause functioning as an adjective.

'… which do not have constitutions…' is also an adjective clause qualifying the nouns, 'clubs and association'.

STEP III: STUDENTS' QUESTIONING: Here, the students are given the opportunity to ask questions to enhance their understanding and clear any doubts.

CONCLUSION/SUMMARY: The teacher concludes his lesson by answering the students questions as said in step III which also serves as the blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Complex Sentences.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 –18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS:

i) Various passages where complex sentences could be sorted
ii) Relevant textbooks
iii) Charts containing relevant illustrations.
iv) Sentence strips
v) Magazines/newspaper cuttings.

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

i) Identify complex sentences
ii) List essential features of complex sentences
iii) Construct complex sentences

PREVIOUS KNOWLEDGE: The students have been introduced to 'The Sentence' in terms of definition and types.

INTRODUCTION: The teacher introduces the lesson by referring the students to their previous knowledge where definition and types of sentences were discussed thus:

A sentence is a word or group of words with a subject and a finite verb which expresses a complete thought or idea. E.g.

i) The book I need was interesting.
ii) Do not open the door.
iii) Where are the children?
iv) Don't you dare touch her!

Note: The four sentences above express complete thought and can thus stand on their own.

A sentence can also be defined as a group of word that makes a complete sense. Example, single words like go, eat, work, etc cannot make much sense by themselves alone but needed to be joined to together with some other words. Examples,

i) Go and bring your pen.
ii) I want to go and eat.

iii) You need to do that work. Etc.

Now, types of sentences.

Sentences are grouped according to function and structure.

i) According to function, we have the following:

a) The declarative sentence (statement). E.g.

Aliyu is playing football.
He prefers vegetable to meat. Etc.

b) The interrogative sentence – this is a question. E.g.

How are you?
When did Ayo return?
Why are some men lazy?

c) The imperative sentence (command). E.g.

Stop writing!
Put your books away.

d) The exclamatory sentence (showing surprise, alarm, anger, etc.). e.g.

How dare you challenge the magistrate!
What a pleasant surprise!
What a beautiful sunset! Etc.

ii) According to structure, we have:

a) The simple sentence. E.g.

His sister has passed the exam.
Listen attentively.
We are very happy. Etc.

b) The compound sentence – this is made up of two or more simple sentences joined together by coordinating conjunctions like and, but, or, nor, for, yet, etc. examples,

The boy opened the door *and* walked into the room.
conj.

John works hard *but* Chris is lazy.
conj.

Shall I write to him *or* will you telephone?
conj.

c) The complex sentence – made up of one main clause and one or more subordinate clause(s). The dependent (subordinate) clauses are linked to the independent (main) clause by subordinate conjunctions like although, as, before, if, though, since, unless, that, until.

STEP I: PRESENTATION: Having fully introduced the lesson, the teacher now presents his lesson by referring them to the complex sentence i.e. defining the term complex sentence. He defines it thus:

A main clause and one or more subordinate clauses together make a 'Complex Sentence'.

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Sentences can be written out to be analyzed along with the students.

i) This is the house that Jack built.

ii) Here is the letter which I received.

iii) Where is the boy who looks after the sheep?

iv) They met a hunter who earned his living by trapping animals.

Analysis:

Main Clause	Subordinate Clause
this is the house	that Jack built
here is the letter	which I received
where is the boy	who looks after the sheep?
they met a hunter	by trapping animals

STEP III: STUDENTS' QUESTIONING: Here, the students are given the opportunity to ask questions to clear any doubts and to enhance their understanding.

CONCLUSION/SUMMARY: Students' questions are generally answered together with the teacher which will also as the blackboard summary.

SCHOOL:

SUBJECT: English Language

TOPIC: Adverbial Clauses.

CLASS: SS III

DATE:

TIME:

AVERAGE AGE: 16 –18 years

DURATION: 40 Minutes

INSTRUCTIONAL MATERIALS:

i) Relevant texts
ii) Manuals
iii) Sentence strips
iv) Story books, and
v) Magazines

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

i) Identify adverbial clauses in passages.
ii) Use adverbial clauses correctly in sentences.

PREVIOUS KNOWLEDGE: The students have been introduced to adjectival clauses in their previous lesson which is expected to serve as motivation for the new lesson or topic.

INTRODUCTION: The teacher introduces the lesson in a similar way he introduced adjectival clause thus:

Defines an adverbial clause first as "a word that modifies a verb, an adjective or another adverb. That is, adverb goes with a verb to tell how an action is done (Adverb of manner), when an action is done (adverb of time), or where an action is done (adverb of place). They are often made by adding "ly" to the adjective; but there are some exceptions.

Adverbs generally go after the verb. Phrases that do the work of adverbs are called Adverb Phrases. Examples:

i) He walks slowly. (Adverb of manner).
ii) He came late. (Adverb of time).
iii) He arrived early. (Adverb of time).

STEP I: PRESENTATION: Having introduced the lesson, the teacher presents the lesson by telling the students what is meant by adverbial clause but defines it in relation to the meaning of an adverb thus:

An adverbial clause is a group of words (dependent clauses) performing the function of an adverb – i.e. modifying or giving more information about the verb in the clause.

Words often used to introduce adverbial clauses are: after, although, as long as, as soon as, because, before, even though, in order that, provided, since, so that, though, till, unless, until, whenever, whether, etc.

Accordingly, examples of usage could be used to enhance the students' understanding thus:

i) As adverbial clause of time. e.g.

The pupils remained standing while the teacher prayed.

ii) As adverbial clause of place. e.g.

She was injured where the building collapsed.

iii) As adverbial clause of reason. e.g.

They sat down because they were tired.

iv) As adverbial clause of purpose. e.g.

The new government was formed so that it could check bribery and corruption.

v) As adverbial clause of manner. e.g.

The employees were treated as if they were slaves.

vi) As adverbial clause of condition. e.g.

Abdullahi will not accept the offer unless the conditions are very attractive.

vii) As adverbial clause of comparison. e.g.

It remained longer than I expected.

STEP II: TEACHER'S/STUDENTS' ACTIVITIES: Here, the students are challenged by putting up few exercises to identify the adverbial clauses thus:

i) I will not attend the party unless you send me a special invitation.

ii) Before the chairman declared the meeting open, prayers were said.

iii) While the robbers were breaking into the apartment, the police were watching them.

iv) They will do the work even if it rains.

STEP III: STUDENTS' QUESTIONING: Here, the students are given the opportunity to ask questions to enhance their understanding and to clear doubts.

CONCLUSION/SUMMARY: After answering the students' questions, the teacher leads the students in answering the exercises in step III which will equally serve as the blackboard summary.

Answers to the questions:

i) unless you send me a special invitation.

ii) before the chairman declared the meeting open.

iii) while the robbers were breaking into the apartment.

iv) even if it rains.

SCHOOL:-

SUBJECT:- English Language

TOPIC:- Informal letter writing

CLASS:- SS III

DATE:- Average Age – 16 – 18 years

TIME:-

DURATIONS:- 40 minutes

INSTRUCTIONAL MATERIALS:- Student text book sample letter (informal). Newspaper.

BEHAVIORAL OBJECTIVES:- Students should be able to (1) Read the format of an informal letter (2) Write informal letter.

Previous knowledge- Students have been introduced to types of letters and the formats of letter writing.

INTRODUCTION:- Teacher introduces the lesson by asking students to list the types of letters and recall the format of an informal letter.

Answer

1. Formal letter
2. Informal letter.

Format of an informal letter:

1. Writer's address
2. Date
3. Salutation
4. Body of the letter.
5. Complimentary close.

PRESENTATION:

STEP I:- Teacher presents the lesson by writing the topic on the board. He proceed to define informal letter you write to relatives, friends and people who are familiar to you. It is a non business and an unofficial letter.

STEP II:- Teacher reads the sample letter on students text book aloud for students to hear. Then ask a student from each row to read one after the other. Later students are guided to ask inurn leads them to discuss how to write an informal letter.

STEP III:- Students are given the opportunity to ask questions where they do not understanding. They are also made to write out answers to the questions provided by the teacher.

CONCLUSION/EVALUATION:- Teacher evaluate the lesson by giving students class work to do.

Question

Imagine you are Joy, write a reply to Rukeme's letter, thanking her for the perfume she sent you. Not more than 400 words.

Teacher goes round to see, correct and mark students letters.

SCHOOL:-

SUBJECT- English Language.

TOPIC- Formal Letter Writing

CLASS- SS 3

DATE-

AVERAGE Age 16 – 18 years

TIME-

DURATION- 40 minutes

INSTRUCTIONAL MATERIALS- Newspaper and sample letter from text book.

BEHAVIORAL OBJECTIVES- Students should be able to (1) Write different types of formal letters (2) Write the format of formal letters. (3) Differentiate between formal and informal letters.

PREVIOUS Knowledge- Students have been taught informal letter writing.

INTRODUCTION- Teacher introduces the lesson by writing the following questions on the board:

(1) List the types of letters that you know

(2) Write the format of an informal letter.

Answers.

1. (a) Informal letter (b) Formal letter.
2. (a) Writer's address (b) Date (c) Salutation (d) Body of the letter (e) Complimentary Close (f) Writer's name

PRESENTATION:

STEP I: Teacher presents the lesson by writing the topic on the board. He then define formal letter thus: Formal letter is a business letter. It is a letter you write to someone who is in an official position to get something done or to achieve a particular result. It is an official letter.

STEP II: Teacher guide the students to identify the formats of a formal letter from the sample letters in their text book thus:

1. Writer's address 2. Date 3. Receiver's destination 4. Receiver's address 5. Official salutation 6. Title of letter 7. Body of letter 8. Complementary close 9. Writer's Signature 10. Writer's full name

STEP III: Teacher reads the same letter from students text book aloud for students to hear. Then ask a student from each row to read one after the other. Letter students are given the opportunity to ask questions where they do not understand. Later teacher guided students to state the differences between informal and formal letter.

CONCLUSION/EVALUATION: Students are given class work to do:

Question I- Write out the format for a formal letter

II- Imagine that you are E.E Bassey write a letter to the Editor of This Day Newspaper about IKotEkpene Bad Roads and their Effects.

III-In not more three sentences, state the differences between formal and informal letters.

Teacher goes round to see, correct and mark students work.

Answer

Format of a formal letter

1. Writer's address 2. Date 3. Receiver's destination 4. Receiver's address 5. Official Salutation 6. Title of letter 7. Body of letter 8. Complementary close 9. Writer's full name

Differences between formal and informal letters.

Formal letter	Informal letter
1. Two addresses: Writer's address and receiver's address	One address: writer's address
2. Receiver's destination	
3. Official salutation	Unofficial salutation
4. Title of letter	
5. Writer's signature	
6. Writer's full name	Writer's first name

SCHOOL-

SUBJECT- English Language

TOPIC- Sentence Intonation Pattern (Raising and failing tone)

CLASS-

DATE-

TIME:

AVERAGE Age- 16-18 years

DURATION- 40: minutes

INSTRUCTIONAL Materials- tape recorder, chalk board.

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

1. recognize the: (a) failing tone (b) rising tone
2. Use the arrow to identify the correct tones from a group of sentences

PREVIOUS KNOWLEDGE- Students have been introduced to this lesson in the previous lesson.

INTRODUCTION- Teacher introduces the lesson by asking students to identify the falling tone and rising tone in the following sentences:

1. Will my money be safe?
2. No one survived the war
3. Whichever day you choose
4. Good evening
5. Who ate the food?
6. Send the car away
7. I need to rest

Teacher reminds students that falling tone is used to make statement e.g The Students are working hard. That rising tone is used to make polite request e.g. May I take your car please?

PRESENTATATION:

STEP I- Teacher presents the lesson by explaining to students that, sometimes rise and fall tones are used in sentences. Rise and fall are specifically used when listing of items or in inconclusive statements. The fall and rise tone is mainly used for questions with tags example of these are as following.

List of items

1. He brought oranges, bread and mangoes
2. She showed the man her car, house and school
3. The teacher lost his book, bicycle and spectacles.

Inconclusive statements

4. Even though he failed he gained admission into the university
5. Though a cripple, he is the coach of a football team

Fall and rise tone

6. He will come tonight, won't he?
7. Let us go, shall we?

STEP II- The teacher reads aloud the above sentences and students repeat after the teacher with emphasis on the rise and fall tone.

Later students are asked to make statements that reflect falling and rising tones.

STEP III- Students are given the opportunity to ask questions where they do not understand.

CONCLUSION/EVALUATION- Teacher evaluates the lesson by asking students to identify falling and rising tones and rising and falling tones from the following:

1. Give us some oranges, apples and bananas
2. Although she always look clean, she does smell a lot
3. HE refused to eat food didn't he?
4. He is sick, isn't he?
5. Ada sold her bag, shoes, and bangles
6. He is tall, isn't he?
7. She will dance tonight, won't she?

Teacher goes round to see, correct and mark students work

SCHOOL-

SUBJECT- English Language.

TOPIC- Reading aloud Confidently

CLASS- SS 3

DATE-

TIME:

AVERAGE Age- 16-18 years

DURATION- 40 minutes

INSTRUCTIONAL MATERIALS- Text book, News paper, Chalkboard.

BEHAVAIOURAL OBJECTIVES- Students should be able to:

1. read aloud
2. read with confidence
3. take note of the main points as they read.

PREVIOUS KNOWLEDGE- Students had been taught sentence intonation pattern.

INTRODUCTION- Teacher introduces the lesson by asking students questions on their previous knowledge. E.g. (1) what is sentence intonation pattern

Answer

This is the rise and fall of the voice in speech or the variation in pitch.

PRESENTATION:

STEP I- Teacher presents the lesson by reading aloud the passage for students to hear. As he reads, he leads students to identify the topic sentences to use appropriate words and expressions to emphasize main points

STEP II- Students are given the opportunity to read silently for two minutes. Teacher later guide students each paragraph.

Topic: sentences in paragraphs

1. Rangoli is an art
2. Three things that make rangoli so unusual.
3. The rengoli design
4. Ways of Creating the design

Later teacher reads out the questions and guide students to use appropriate words and expressions to emphasize main points

STEP III- Students are given the opportunity to ask questions where they do not understand.

CONCLUSION: Teacher concludes the lesson by giving students the following comprehension questions to answer

1. What function does the rangoli art perform?
2. Name three district features of rangoli art as mentioned in this passage.
3. What, in the opinion of the writer, makes the elephant on alternative animal to form part of the design of the rangoli are
4. From each of the following words find another words or phrases that means the same and which can replace it in the passage.

   (i) Performed (ii) Designed (iii) Mythical (iv) Symmetry (v) Intricate

Answers

(1) It protects the home against evil forces

(2) (i) its materials (ii) its locations (iii) it is not expected to last very long

(3) The elephant can easily be treated as a series of curves.

(4) (i) Performed- done (ii) Design-Decoration (iii) Mythical-imaginary, untrue believe (iv) Symmetry-two halves which are exactly the same (v) Intricate-Complicated.

Later teacher goes round to se, correct and mark students work.

SCHOOL-

SUBJECT- English Language

TOPIC- Summarizing a passage

CLASS- SS 3

DATE-

TIME:

AVERAGE Age- 16-18 years

DURATION- 40 minutes

INSTRUCTIONAL Materials- A passage from the students' textbook, pictures and illustrations, Dictionary.

BEHAVIORAL OBJECTIVES- At the end of the lesson students to:

1. Listen attentively to the teacher as he reads aloud for them to hear.
2. Extract key words and sentences from the passage
3. Write a summary of the passage read

INTRODUCTION: Teacher introduces the lesson by asking students to narrate the story of the comprehension passage they read in their last lesson.

STEP I- Teacher presents the lesson by writing the topic on the board. He proceed to read the summary passage for students to hear. He leads students in identifying the main points from the passage.

STEP II- Teacher guides the students to extract main ideas and facts. And summaries the passage based on the extracted facts and ideas by

a. Selecting relevant facts and ideas
b. Not including extraneous materials not mentioned in the passage.

c. Polishing draft summary by removing unnecessary detail illustration, embellishments.

d. Ensuring that sentences are clear and grammatically correct

STEP III- Students are given the opportunity to ask questions where they do not understand.

CONCLUSION/EVALUATION- Teacher evaluates the lesson by asking students the following questions:

1. In one sentence, summarize the central idea of the passage.
2. In full sentences, summarize the factors which are responsible for the collapse of buildings.

Answers

1. The rate at which building structures collapse in towns and cities.
2. (i) A number of house owners circumvent hiring professionals, because they charge fairly high fees.

   (ii) The construction costs of building structures have gone astronomically high

   (iii) Labourers will prefer to save time and energy by circumventing the right procedure of round the clock supervision

   (iv) Labourers are not honest.

Teacher Later goes round to see, correct and mark students work.

3. How was the building of Panama Canal possible?
4. Who proved that the city type of mosquitoes passed yellow fever to human beings?
5. --------- decided that the disease must be carried by something to small be seen

   (i) What grammatical name is given to the above underlined expression?

   (ii) What is its function?

6. For each of the words or phrase find another word or phrase that mean the same and which can replace in the passage.

    i. daring

    ii. advanced

    iii. without doubt

    iv. virus

Answers

Knowledge and sentence

1. i. Dancing, advance, virus, disease, yellow fever.

    ii. Yellow fever is a disease of warm land that is found mainly alone the stores of Atlantic Ocean

2. i. Havana is a state in Cuba.

    ii. Columbus is who discovered America

3. The building of Panama Canal was made possible, when a General from the United State Government dry up the pools. And successfully repeated this operation in panama and in this way made possible the building of the panama Canal

4. Major Read proved that the city type of mosquitoes passed yellow fever to human beings.

5. (i) Noun Clause

    (ii) It function as the object of decide

7. (i) daring-brave

    (ii) advance-put forward

    (iii) without doubt-beyond doubt

(iv) virus-something too small to be seen that causes infections disease.

The teacher goes round to see, correct and mark students work

SCHOOL-

SUBJECT- English

TOPIC- Reading Silently to answer questions

CLASS- SS III

DATE-

TIME:

AVERAGE Age- 16-18 years

DURATION- 40 minutes

INSTRUCTIONAL MATERIALS- Text book, dictionary

BEHAVIOURAL OBJECTIVES- At the end of the lesson student should be able to:

1. Read the passage silently with understanding
2. Answer questions that cover all levels of comprehension
    (a) Knowledge level
    (b) Translation question
    (c) Interpretation questions
3. Discuss the comprehension passage
4. Explain the meaning of words in context.

PREVIOUS KNOWLEDGE- Students have heard or seen examination malpractice.

Introduction- Students are asked questions based on their previous knowledge. e.g. What is examination malpractice?

Answer

Examination malpractice is cheating during examination.

PRESENTATION: STEP I:- Teacher leads the students to read the given passage silently. He further leads the discussion of the passage by drawing attention to key ideas. Later he leads the students to explain the meaning of dictionary where necessary.

STEP II- Students are asked to read the passage silently. Teacher later guide the students to discuss the passage to identify key words and sentences. Also he leads the students to answer questions that cover all levels of comprehension orally.

STEP III- Students are given the opportunity to ask questions where they do not understand.

CONCLUSION/EVALUATION:

Teacher evaluates the lesson by asking students to:

Read one paragraph aloud for stress and intonation

(1) Identify key words and sentences.

(2) What is examination mal practice?

(3) What remained a bone of Nigeria's educational system?

(4) Why is creativity and resourcefulness hampered?

(5) What is the remedy to examination mal practice?

(6) From each of the following words find another word or phrase that means the same and which can replace it in the passage.

(i) bane

(ii) malpractice

(iii)creativity

(iv)resourcefulness.

Answers

1. What then is examination malpractice? - (falling tune)

2. (i) examination, malpractice

   key sentence

   (ii) Examination malpractice has consistently remained a bane of Nigeria's education system.

3. Examination malpractice is a situation in which candidates for and examination are given undue advantages before or after the examination so that the candidate win cheap success thereafter.
4. Examination malpractice remained a bane of Nigeria's educational system.
5. Creativity and resourcefulness are hampered where examination malpractice thrive
6. The remedy is to stamped them out of the country before they wreak greater havoc on the social, religious, economic and political lives of Nigeria.
7. i. Bane:- something that cause unhappiness

   ii. Malpractice:-to give an undue advantage before, during or after an examination so that a candidate win cheap success.

   iii. Creativity:- ability to invent something new, unusual and original.

   iv. Resourcefulness:- finding ways of dealing with problems.

Teacher goes round to see correct and mark students work

Appendix III: Test Instrument for Pre-test and Post-test

Part A: Respondent's Personal Data

Instruction

You are expected to answer the following questions before you start answering the questions in examination question paper.

1. Name of School…….…….

2. Examination Number:……...…….

3. Sex:…….

4. Age……

5. Religion……...

6. Tribe:…….

7. Parent's Occupation: (a) Farmer (b) Civil Servant (c) Teacher

(d) Private Business (e) Others **Tick (√)**

8. Parent's Educational Status: (a) Educated (b) Not Educated **Tick (√)**

9. Parent's Economic Status: (a) Not rich (b) Rich (c) Very Rich **Tick (√)**

10. Why do you learn English Languge in school? (a) because I like it (b) because it is made compulsory. Tick (√)

Part B: Question paper

ENGLISH LANGUAGE **2hrs.45 mins.**

PAPERS I and II

*Do **NOT** open this booklet until you are told to do so. While you are waiting, read the following instruction carefully.*

Examination Number and School in the spaces provided at the top right-hand corner of the answer booklet.

This paper consists of two parts: Papers **I** and **II**. Paper **I** will last for **I hr. 45 mins**.

Answers to paper 1 are to be written in your answer booklet. Instruction for answering questions in this paper is given on the next page.

Do NOT start paper II until you are told to do so.

Paper **II** will last for **1 hour**. Answer it on your objectives test answer sheet. Instruction on how to do this is given at the beginning of the paper. On completion of the paper, the objectives test answer sheet will be collected.

Examination Number:……

ENGLISH LANGUAGE **2hrs.45 mins.**

PAPER I and II

*Do **NOT** open this booklet until you are told to do so. While you are waiting, read the following instruction carefully.*

Write your**Name** and **Examination Number** in the spaces provided at the top right-hand corner of this page.

Answers to paper **I** are to be written in your answer booklet.

You are required to answer **THREE** questions in all, that is **ONE** question from each of Sections **A**, **B** and **C**.

Do NOT start paper II until you are told to do so. NOTE: Paper **I** will last for **1hr. 45mins**.

SECTION A

CONTINOUS WRITING

[50 MARKS]

Answer **ONE** question only from this section. All questions carry equal marks. Your answer should **not be less than 450** words.

You are advised to spend about 50 minutes on this section.

1. A friend has just written to tell you that he/she has tested positive to HIV/AIDS. Write a letter to another friend on ways of contracting it.

2. Write an article for publication in one of the national dailies on the topic: The Problems of Democracy in Nigeria.

3. You are the Chief Speaker in a debate on the proposition: Corporal Punishment should be introduced at the Tertiary Level of Education in Nigeria. Write your contribution *for* or *against* the motion.

4. Write a story that illustrates the saying: *The battle is not always for the strong.*

SECTION B

COMPREHENSION

[20 marks]

5. Read the passage below and answer the questions on it. You are advised to spend about 30 minutes on this section.

The rain had just partially ceased. There was *still an imminent* downpour since the clouds were getting darker and little drops of rain were falling. A cold wind blew roughly across the face of a motor-cyclist who was *hastily* returning home to avoid the next downpour. He was coming from the Mayne avenue end of Howell Street and going up towards St. Mary's school. A casual visitor would find that the whole length of Howell, stretching from Mayne Avenue up to and to Atuambom Street was covered with puddles of considerable depth. One had to manage one's way, through the little strip of land that was left around the standing pools. Road users had to meander to avoid being soaked. This only applied to cyclists and pedestrians, but a car had the alternative of either having both tyres*immersed* or having one tyres on the strip of land and the other inside the pond. The *latter* was only possible *if there was no oncoming vehicle or pedestrian*.

The motorcyclist was meaning his way through when a pick-up van came speedily, splashing the water about. I was sitting inside our parlour at number twenty-four Howell street when suddenly I heard a terrific clash and then a scream *like one in utter despair*. I panicked and rushed out. A *mammoth* crowd had already gathered round a Peugeot pick-up van which was now resting on its back with its tyres facing upwards. A Benly motorcycle had buried its front wheel sticking out of the mud. Its victim, a middle-aged man, stout and black with neatly trimmed hair, in his once-white French suit lay by the side of the road panting. Blood was gushing out of his nostrils and mouth and his right arm was *limp* as a result of the crush by the van. The driver, a boy of 18 years, was grief-stricken and was groaning desperately. He was not spared. He had hit his chest against the steering.

Culled from: EbeleEko's*Effective Writing*

a) Why was the motor-cyclist hastily returning home? (**1 mark)**

b) What were the signs that another downpour was imminent: (**2 marks)**

c) "*The latter* was only possible if …" what is referred to as *the latter* here? **(2 marks)**

d) What condition could compel a car to have both tyres immersed inside the pond? **(2 marks)**

e. "… *if there was no on-coming vehicle or pedestrians.*

i) What grammatical name is given to the expression above? **(1 mark)**

ii) What is its function? **(2 marks)**

f) What three factors caused the clash? **(3 marks)**

g) "…*like one in utter despair.*

What figure of speech is employed in the expression above? **(1 mark)**

h) Find one word or phrase which means the same as and which can replace each of the following words as used in the passage.

Imminent

i) Hastily
ii) Immersed
iii) Despair
iv) Mammoth
v) Limp

One mark for each correct answer i.e 1 mark x 6 = **6marks**

SECTION C
SUMMARY
[30 MARKS]

You are advised to spend about 35 minutes on this section

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

Engineers have found that the technical problems of space enquiry only begin with the placing of the satellite in orbit. The problems involves are quite unlike any has been faced previously, for space is no less hostile to man's engineering than it is to the human body itself. First, there are the problems of the journey. The delicate instrumentation of the tiny space laboratory needs to be strong enough to withstand acceleration and vibration of a most terrific order. Although orbital life is calm and regular, instruments have to be more rugged than small children's toys in order to arrive at their space station. Secondly, we design on earth in the assumption that gravity will be at work all the time; but what if a motor car hit a hump, rose into the air and never came down again! In a satellite, the freedom from gravitational effects means that liquids are suspended in globules and will not run out of containers. Fuel in the tank of the rockets has no natural 'up and down' to aid its flow. Every device which depends on gravity, from the pendulum to the spirit level, has to be replaced by one which is independent of the earth's attraction.

The absence of an atmosphere provides yet another obstacle. So much machinery depends on rotating equipment – in tape recorders, scanning aerials, and gyroscopes. All these need bearings and lubrication. Yet in a vacuum, conventional lubricants are dispersed and even the slight film of grease which metal surface weld together is greatly lowered. As a result, machinery in space would seize up and become useless if a completely new art of lubrication were not worked out….

Fresh hazards lie in the dangerous forces which are active in space. Satellites travel above the protective atmosphere which shields our earth from radiation, and which causes most meteoritic particles to burn up before they reach the earth's surface. The level of radioactivity is so high that in that some parts a man could not survive more than a few hours. Satellites are very vulnerable to this activity. Metals can become magnetized or change their properties. Some plastics are softened or become brittle when exposed to radiation. The electronic circuits of a satellite are also sufferers, as are the delicate solar cells which the vehicle exposes during flight in order to collect fresh energy from the sun. The dangers from large meteorites are luckily much less, although no practicable protection could be found, even against a meteorite as small as a child's marble, for this would be travelling faster than any bullet and would wreak havoc with the delicate machine. On the other hand, such an eventuality needs only be expected in a satellite life of 50 years, so rare are the larger meteorites. A more serious problem lays in the minute particles of dust which arrive almost every second, and which are energetic enough to roughen the skin of the space vehicle and damage exposed equipment. Shields of various kinds have had to be devised against this.

F.T. Evans H.D. Howard, *Outlook on Space*

In **SIX** sentences one for each, state the major problems which confront the designers of artificial satellites.

ENGLISH LANGUAGE **1hour**

PAPER II

*Do **NOT** open this booklet until you are told to do so. While you are waiting, read the following instructions carefully.*

*This paper will last for **1 hour.***

1. Use **HB** pencil throughout.

2. Complete the top section of your answer sheet as follows:

(a) In the space marked *Candidate's Name*, write in capital letters your **Surname** followed by your **Other Names**.

(b) In the space marked *Centre Name*, write the name of your **Centre**, and in the space marked *Subject Name*, write **ENGLISH LANGUAGE.**

(c) In the box marled *Subject Code*, write down the digits **1012** in the spaces. There are numbered spaces in line with each digit. Shade carefully the space with the same number as each digit.

(d) In box marked *Examination Number*, write down your **Examination Number** in the spaces at the top of the box. Shade the corresponding numbered spaces in the same way as for subject code.

3. An example is given below. This is for s candidate whose name is **ABBAS Tunde Obi**, with **Serial Number 0010**, **Examination Number 65432100BD**,and who us offering **Mathematics 1 (5011)**.

Paper II

ANSWER ALL QEUSTIONS

Each question if followed by *five* options lettered A to E. find out the correct option for each question and shade in *pencil* on your answer sheet the answer space that bears the same letter as the option you have chosen. Give only one answer to each question and erase completely ant answer you wish to change. Do all rough work on this question paper. An example is given below:

Traffic congestion means

A. Free flow of traffic

B. A lot of traffic

C. Parked vehicle accident

D. Speeding traffic

The correct answer is 'a lot of traffic' which is lettered B. Therefore answer space B would be shaded

[A] [B] [C] [D] [E]

SECTION 1

Choose from the options lettered A-E the

one that is *most nearly opposite in meaning*
to the word in italic (Nos. 1-10)

1. Theinvestigating officer was *hasty* rather than being _____ in his information gathering
   A. gentle
   B. meticulous
   C. noisy
   D. quick
   E. smart

2. The company has recorded some *gains* now as against the_____ earlier witnessed.
   A. declines
   B. dividends
   C. failures
   D. losses
   E. setbacks

3. While malaria is *endemic* in some hot countries, HIV/AIDS is fast assuming a/an _____ proportion
   A. continental
   B. epidemic
   C. pandemic
   D. sinister
   E. uncontrollable

4. Experts have outlined new factors that lead to either *sparse* or _____ population.
   A. dense
   B. high
   C. light
   D. small
   E. thick

5. The president called for a meeting Between the _____ and the *indigenes*.

A. citizens
B. expatriates
C. natives
D. owners
E. visitors

6. The *destructive* farm pesticide become rather life

A. consuming
B. exterminating
C. giving
D. saving
E. snuffing

7. The *ruthless* officer now advocates for _____ to the people

A. peace
B. serenity
C. settlement
D. simplicity
E. tranquility

8. The students who started *poorly* are now graduating.
   - completely

A. creditably
B. excellently
C. finally
D. happily

9. The first group displayed *mastery* over the other's rather___ _____ performance.

A. amateurish
B. crude
C sloppy
D slovenly
E sluggish

10. The initial _____idea gave way to a *unanimous* choice.

A. collective
B. group
C. mass
D. multitude
E. unilateral

SECTION 2

Complete each of the following sentences with the *most appropriate* of the options lettered **A**-**E** (Nos. **11**-**20**).

11. The weather is only _____, we may not need thick clothes.

A. bright
B. cold
C. cool
D. hot
E. mild

12. Newspapers patronage is on the decline due to _____ price increase

A. acceptable
B. continuous
C. frequent
D. permanent
E. untimely

13. The police Commissioner has assured of _____ the tide of criminal activities in the community

A. creating
B. increasing
C. promoting
D. stemming
E. supporting

14. The Ministry now _____ its resources for an improved performance of the economy.

A. channels
B. drives
C. focuses
D. proves
E. views

15. The manager has _____ all staff to comply with the organisation's new rules.

A. cautioned
B. directed
C. mandated
D. notified
E. permitted

16. The government ordered that all flags should fly at half _____ in honour of the late President.

A. level
B. mask
C. mast
D. mode
E. size

17. Mr. Friday rewards his son for always _____ at sport.

A. engaging
B. excelling
C. progressing
D. promoting
E. succeeding

18. The new staff has just _____ into a well-furnished three- bedroom flat.

A. driven
B. located
C parked
D moved
E resided

19. The rich man couldn't bear the though of_____ with his money.

A. borrowing
B. leaving
C. parting
D. running
E. separating

20. As a mark of _____, the protesting workers have added to their number.

A. defection
B. disagreement
C. opposition
D. resilience
E. solidarity

SECTION 3

Choose from the options lettered **A-E** the one that is the *most appropriate interpretation* for each of the following statements. **(Nos. 21-30).**

21. The leader has been charged to *hit the ground running* on the electricity issue. This means he has to

A. do something successfully without delay.
B. ensure that everyone runs.
C. get water from the ground.
D. make everyone do everything successfully
E. realize that electricity supply is important.

22. Our English Language instructor has aptly been described as a *walking dictionary*. This means the instructor

A. always speaks correct English
B. is an itinerant English teacher.
C. is very effective
D. knows a lot of words.
E. reads quite a lot.

23. John's daddy observed that his son's companions are *too near for comfort*.

This means he is …… with the relationship.

A. happy
B. pleased
C. progressing
D. satisfied
E. uncomfortable

24. Ojo says he *owes a debt of gratitude* to his wife for always giving helping hand.
This means he is
A. always a debtor
B. grateful to her
C. indebted to her family
D. owing her some money
E. ungrateful to her

25. The *law of the jungle* is not acceptable in a truly civilized society. This means___ is not acceptable.

.
A. discrimination against the poor
B. happiness of the minority
C. oppression by the rich
D. prosperity of the rich
E. survival of the strongest

26. The parents advised their son to *make his mark* while in the standard school.

A. friendly.
B. loyal
C. obstinate
D. playful.
E. successful.

27. The principal asked the head boy to *have the nerve* to address the students. This means the head boy should have the _____to accomplish the task.

A. ability
B. agility
C. courage
D. sense
E. wisdom

28. At the Youth Conference, the politicians were enjoined to open *their minds* to the youth.
This means the politicians should be ready to
A. abandon old ways
B accept new ideas
C. admit the youth
D. cross carpet
E. recognize the youth

29. The young lady *asked for the moon* if she would agree to marry Chike.
This means the young lady promise.
A. asked for a reliable
B. claimed she was already engaged
C. did not like Chike.
D. wanted something almost impossible.
E. wanted something very expensive.

30. The man said completing his education was the start of *a run of luck*. This means

A. a series successes
B. his freedom from poverty
C. the most memorable happenings.
A. unexpected miracles
B. unimaginable improvement in his life

SECTION 4

Choose from the options lettered **A-E** the one that is *nearest in meaning* to the expression in italics **(Nos. 31-40)**

31. The *declining* standard of education is being addressed by stakeholders.

A. ascending
B. falling
C. growing
D. stable
E. steady

32. The party's returning officer gave a different *view* about the activities at the poll.

A. meaning
B. opinion
C. sight
D. story
E. touch

33. Government recent *efforts* to boost agricultural production is commended by all.

A. attempts
B. plans
C. promises
D. proposals
E. strategies

34. The explorers came to a point that seemed *insurmountable* for *good* them

A. hazardous
B .hostile
C. insuperable
D. strange
E. unfamiliar

35. The company's is once again *alive* after many years of inactivity.
A. active
B. agile
C. open
D. popular
E. thriving

36. The state is agog with its many excitingprogrammes lined up for the *centenary* celebration.
A. fiftieth year
B fortieth year
C. one hundredth year
D tenth year
E. twenty-fifth year

37. The banking *reform* is beginning to yield some positive result on the economy.

A. changes
B, ideas
C. plans
D. principles
E. suggestions

38. Some speakers attract a lot of admirers because of their *eloquence.*

A. amiability
B. gesticulation
C. personality
D. proficiency
E. versatility

39. The two rival groups on campus had a fierce *combat* recently.

A. clash
B. conflict
C. disagreement
D. dispute
E. misunderstanding

40. The naval officers have *mounted* guard over the zone.

A. carried
B. driven
C. paddled
D. positioned
E. sailed

SECTION 5

Choose from the options lettered A-E the one that *most appropriately completes* each sentence**(41-70).**

41. In recognition of his numerous contributions to his community while alive, the late philanthropist was givena _____ award

A. honorarium
B. honorary
noble
D. philanthropic
E. posthumous

42. The new Head of State has been decorated with the _____ of office.

A. authority
B certificate
C. document
D. insignia
E. staff

43. The doctor and the nurse talked in low tones___ to awaken the patients.

A. as a result
B. in asides
C. in order not
D. so as not
E. so that not

44. At the shout of "thief!thief!!" Kunle ran into his room and shut the door _____ him.

A. against
B. at
C. behind
D. for
E. on

45. Many successful and influential officers today rose through the __ to get to the top.

A. bottom
B. ladder
C. file
D. ranks
E. start

46. You will suffer in retirement if you do not cultivate the habit of C. _____ while you are in active service.

A. borrowing
B. corruption
C. prudence
D. saving
E. spending

47. The new wing of the international airport has been equipped with the state of the _____ facilities.

A. act
B. acts
C. art
D. arts
E. hat

48. The fraudulent manager and his equally corrupt accountant have been asked to go on _____ leave.

A. annual
B. casual
C. compulsory
D. sick
E. study

49. All the party members converged ____ Lagos to receive their National Chairman.

A. at
B. between
C. from
D. in
E. on

50. Money _____ is a serious financial crime which is punishable with imprisonment.

A. Borrowing
B. Grabbing
C. Laundering
D. Lending
E. Transfer

51. The statement, *Jane rejected the dividend,* re-written in the passive Form becomes. The dividend _____ rejected by Jane.

A. had been
B. has been
C. is being
D. was
E. was being

52. The statement, *Cattle ravaged the farm,* re-written in the passive form becomes. The farm _____ ravaged by cattle.

A. has been
B. is
C. is being
D. was
E. was being

53. There are too _____ mistakes in this report!

A few
B. lot
C. many
D. much
E. plenty

54. The horse _____while in the stable

A. barked
B. cried
C. howled
D. mumbled
E. neighed

55. I did not know that I had it in ____ to pass an examination without being aided.

A. I
B. me
C. mine
D. my
E. myself

56. The deep_____ between the police and criminals will continue until the latter change their evil way.

A. affection
B. animosity
C. friendship
D. opposition
E. romance

57. Poor hygiene is _____ to sound health.

A. beneficial
B. inimical
C. irritable
D. pertinent
E. wicked

58. The little girl still preferred to walk _____herself.

A. By
B. For
C. In
D. On
E. With

59. We found that _____ is a good exercise.

A. having walked
B. to walk
C. walk
D. walking
E. walks

60. Amina is the youngest; she is the most hardworking of Mrs. Ojo's children.

A. Although
B. Since
C. So
D. Until
E. While

61. Sade refused to give Kunle her umbrella because she feared he might _____ it.

A. loose
B. lose
C. loosed
D. loss
E. lost

62. If she had studied hard, she _____ passed the exam.

A. may have
B. will had
C. would had
D. would has
E. would have

63. Jide, stop _____ lies!

A. expressing
B. speaking
C. talking
D. telling
E. uttering

64. George received a pat ___the back for his brilliant performance in athletics.

A. at
B. by
C. for
D. in
E. on

65. The kidnapped journalists were released without the _____being paid.

A. compensation
B. fees
C. money
D. ransom
E. reward

66. He was _____ excited at the news of his admission that he could not. Sleep.

A. much
B. over
C. quite
D. so
E. very

67. The meeting was _____because of poor attendance.

A. abrogated
B. banned
C. broken
D. dropped
E. postponed

Choose from the options lettered **A-E** the one that is *wrongly spelt***(Nos. 68-70).**

68.

A. auctioner
B. chancellor
C. equanimity
D. exhaustion
E. rhythm

69.

A. lullaby
B. luminescence
C. masqurade
D. persevere
E. sandwich

70.

A. aerobics
B. au revoir
C. barber
D. precise
E. utterance

SECTION 6

In the following passages, the numbered gaps indicate missing words. Against each number in the list below each passage, five options are offered in columns lettered A-E. fill each numbered gap with the most appropriate of the options.

PASSAGE A

It's so convenient to throw away all our 71 in the same bin. Unfortunately, when we do this it makes it difficult to sort out and 72 , and it ends up being thrown on one 73 rubbish tip. In some cases this can lead to a build-up of 74 gases which, as well as the possibility of 75 , can also wash down through the 76 and 77 local water supplies. However, these problems can easily be solved by sorting your own rubbish out 78 of it appropriately.

There are many towns now which have 79 bins where your family can dispose of their rubbish more 80 . Plus, there are some waste 81 who will collect different types of material, such as paper and tins, from your home. Check out first which 82 they recycle and how best to 83 them. Also think about where you can 84 these items at home before you dispose of them. Old

clothes can be taken to your local charity home, but please make sure they are cleaned first. And, with a bit of luck, there won't be much rubbish left to go in the 85 .

	A	B	C	D	E
71.	clothes	materials	products	baggage	rubbish
72.	burn	crush	destroy	recycle	use
73.	bad	decorated	huge	obstinate	outdated
74.	corrupt	positive	negative	nuclear	poisonous
75.	exploding	decaying	manifesting	scattering	sprinkling
76.	bin	hill	soil	trees	valley
77.	carbonate	change	corrupt	diffuse	pollute
78.	directing	disposing	exposing	handling	transferring
79.	crushing	hole	lorry	manufacturing	recycling
80.	beautifully	carefully	judiciously	negotiably	usefully
81.	beggars	families	management	schools	traders
82.	cream	collection	diet	food	items
83.	buy	control	sell	cover	pack
84.	bake	deposit	export	repose	store
85.	bush	dustbin	house	lorry	warehouse

PASSAGE B

Insomnia is a problem which deserves to be taken 86 by the 87 and their doctors. Yet over a third of patients who are regularly troubled by 88 never consult their doctors. Young people in particular, fail to mention 89 when they visit the surgery although it may be an important 90 of deep-seated troubles.

Even the most 91 person may shout after a few nights of disturbed sleep, for as a recent survey has shown, seventy-five percent of patients who have had a bad night find that the next day they are 92 and 93 . Young people are less 94 after a sleepless night than those who are older. However, only a small fraction, about ten percent of people over sixty-five years find that sleeplessness affects their 95 the next day, possibly because then many are retired and life is demanding.

Conversely, over forty percent of people below forty years think that poor sleep is 96 to their work and concentration and has had an adverse effect on their 97 prospects. One in ten drivers involved in 98 blame it on a poor night's sleep. There is evidence that actually falling asleep at the 99 causes more traffic accidents than too much 100 .

	A	B	C	D	E
86.	actively	firmly	bravely	quickly	seriously
87.	agents	nurses	victims	complaints	sufferers
88.	dizziness	headache	illness	laziness	sleeplessness
89.	diabetes	hypertension	insomnia	obesity	stress
90.	alarm	indication	signal	symptom	warning
91.	amenable	beautiful	reliable	rigid	stubborn
92.	emotional	flexible	moody	prediction	stable
93.	defeated	depressed	stressed	weaken	tired

94.	annoyed	irritable	sensitive	smart	tempered
95.	concentration	eyes	business	feeding	partner
96.	advantageous	betrayal	detrimental	harmful	manageable
97.	academic	career	farm	financial	future
98.	hang-over	clash	road accident	trouble	street-fight
99.	church	home	garage	party	wheel
100.	alcohol	cigarette	distance	food	water

Source: *National Examinations Council (NECO) 2011 May/June English Language examination question paper.*

Appendix IV: Marking Scheme

English Language Paper 1

General Notes on the Marking of Composition Part A

Preamble

1. This paper intend to assess candidates' ability to use English effectively as a means of communication in a given situation or context. This means candidate competence to express themselves clearly and coherently in a manner that is suitable to the audience. Purpose topic and context. The question in the paper covers difference writing skills. Topics description, exposition, narration, argument, letter and other imaginative or creative writing are chose within the candidate's experiences or knowledge.

2. Though the nature of each question is clear candidates may either or completely depart from it in their writing. Such candidate must not penalized without careful consideration where the composition is completely irrelevant, award zero for content, zero for organization and not more than 8 for expression however, such scripts must be referred to the chief examiner or examiner in charge.

3. The assessment of each piece is based on these four clearly defined criteria with the marks indicated against them:

i.	Content	10 marks
ii.	Organization	10 marks
iii.	Expression	20 marks
iv.	Mechanical accuracy	10 marks
		50 marks

i. *Content:* This refers to the statement and development of relevant ideas and points

ii. *Organization:* This refers to the form of the composition i.e the arrangement and ordering of sentences to form paragraphs and the unity of the paragraphs to make a whole composition, the flow o thoughts from the opening through the middle. To the conclusion as well as formal features are also considered here.

iii. *Expression:* The qualities to be considered here include

(a) Use of appropriate style as well as choice of words and other expressions that are apt to the context
(b) Use and proper arrangement of appropriate sentence types and
(c) Imaginative and appropriate use of carefully chosen diction, figurative languages as well as skillful use of punctuation marks.

NOTE: The Examiner, in awarding marks here, must **NOT** be unduly influenced by mechanical errors handwriting of the candidate. Expression errors should be underlined and taken into account in awarding marks.

iii) *Mechanical accuracy*: The errors to be penalized by ringing in this aspect include:

a) Obvious grammatical mistake:

b) Spelling mistakes; and

c) Punctuation mistakes.

Deduct half of a mark (1/2) for each ringed error up to a maximum of 10 marks. This means a candidate should have at least twenty (20) rings to score zero in this aspect.

a) The grammatical errors to be considered include omission or wrong use of sentence elements such as noun, verb, preposition, article, adjective, adjunct and others. The list of grammatical errors to be considered here is **NOT** exhaustive. The above information merely provides the examiner with a guide as to what specific errors to look for in this aspect.

b) Spelling mistakes are to be ringed. However, the candidate is free to use American or British spelling but consistency must be maintained. Penalty should be imposed only **once** on wrong spellings of each word, i.e the first instance of spelling it wrongly. Subsequent instances are to be underlined and considered in awarding marks for expression.

c) Punctuation errors to be ringed include omission or wrong use of such punctuation marks as full stop, question mark, exclamation coma and quotation mark. The candidate is free to used single or double quotation marks but consistency must be maintained. All instances of the use of a small letter to begin a sentence or a proper noun as well as the use of a small letter for personal pronoun "I" are to be penalized.

If a proper noun has more than one word, e.g. National Examinations Council, where each word is supposed to start with a capital letter, ring only one error in the group. If the composition is a letter, all errors in the formal features must be ringed. But the candidate is free to either correctly punctuation his/her address or leave it altogether unpunctuated.

But if a candidate starts punctuating and stops, penalize for the omission. Where an address is written in capital letters, put a bar and a ring at the margin.

Wrong splitting or amalgamation of words should be ringed. So also is wrong syllabification of words at the end of the line.

Abbreviation with or without the full stop mark after each initial letter are acceptable e.g U.N.O. or UNO, F.A.O. or FAO. In writing abbreviations involving the first and the last letter, the omission or use of the terminal full stop mark is acceptable e.g. Mr or Mr., Dr or Dr..

Length Of Composition

4. The composition is expected to be about 450 words long. It is expected that before beginning to mark any composition, the examiner will estimate the required length and draw a double line at the point where the piece is about 450 words long. Mechanical errors below the double line are **NOT** to be ringed. They should be underlined and taken into account in awarding marks for expression.

   If a composition is appreciable shorter than the required length, there should be proportionate reduction in the maximum marks for mechanical accuracy. Where this reduction in M.A. marks is effected, the examiner should indicate the new maximum mark for this aspect.

   The candidate should **NOT** be penalized for a composition that is considered too long. Instead the entire piece must be taken into account in rewarding or penalizing him under content organization and expression.

   Length of composition may be assessed as follows:

11 words per line	40 lines
10 words per line	45 lines
9 words per line	50 lines
8 words per line	Approximately 57 lines
7 words per line	65 lines
6 words per line	75 lines
5 words per line	90 lines
4 words per line	approximately 112 lines

Source: *National Examinations Council (NECO) 2011 May/June English Language examination question paper.*