EFFECT OF INFORMATION AND COMMUNICATION TECHNOLOGY - BASED COMMUNICATIVE LANGUAGE TEACHING ON THE WRITTEN ENGLISH OF SENIOR SECONDARY STUDENTS IN THE NORTH CENTRAL ZONE OF NIGERIA

BY

Sirajo Magaji ABUBAKAR
P18EDAS9005
B.A. (Ed) UDUS (2008), M. ED, UDUS (2016)

Post – data Seminar

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

SUPERVISORS:

PROF. SADIQ MUHAMMED
PROF. R. JIBIR - DAURA
PROF. JONAH AMODU

AUGUST, 2023

FLY PAGE

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Sirajo Magaji ABUBAKAR
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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN TEACHING ENGLISH AS A SECOND LANGUAGE (PhD, TESL)

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

AUGUST, 2023

DECLARATION

I declare that, the work in this thesis titled EFFECT OF INFORMATION AND COMMUNICATION TECHNOLOGY – BASED COMMUNICATIVE LANGUAGE TEACHING ON THE WRITTEN ENGLISH OF SENIOR SECONDARY STUDENTS IN THE NORTH CENTRAL ZONE OF NIGERIA has been carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged in the text and a list of references has been provided. No part of this thesis was previously presented for another degree at this or any other institution.

Sirajo Magaji ABUBAKAR Signature ……. Date …….

CERTIFICATION

This thesis titled EFFECT OF INFORMATION AND COMMUNICATION TECHNOLOGY - BASED COMMUNICATIVE LANGUAGE TEACHING ON THE WRITTEN ENGLISH OF SENIOR SECONDARY STUDENTS IN THE NORTH CENTRAL ZONE OF NIGERIA by **Sirajo Magaji ABUBAKAR**, meets the regulations governing the award of Doctor of Philosophy in Teaching English as a Second language (PhD. TESL) of the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

Prof. S. Mohammed Chairman, Supervisory Committee	…… Signature	…….. Date
Prof. R. Jibir - Daura Member, Supervisory Committee	…… Signature	…….. Date
Prof. Jonah Amodu Member, Supervisory Committee	…… Signature	…….. Date
Dr. A. M. Aminu Head, Department of Arts and Social Science Education	…… Signature	…….. Date
Prof. Muhammad Nasir Shuaibu Dean, School of Postgraduate Studies	…… Signature	…….. Date

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ABSTRACT

This study explores the Effect of Information and Communication Technology – based Communicative Language Teaching (CLT) on the Written English of Senior Secondary Students in the North Central Zone of Nigeria. The major problem of the study was that the percentage in the performance of students in the English language in the study area has been on the decline consistently. This was evidently conspicuous in their written English. Also, the predominant use of conventional instructional method of verbal explanations by teachers in teaching writing skills to senior secondary students in the study area irrespective of their learning needs was another ugly trend. The population of the study comprised all the senior secondary students in the North Central zone of Nigeria. There were six (6) states and the Federal Capital Territory (FCT) Abuja within the zone. There were four thousand, one hundred and thirty-eight (4138**)** senior secondary schools in the six states and the FCT Abuja. These schools had a population of one hundred and thirty-one thousand, five hundred and thirty students (131530). The sample size of the study was 118 senior secondary students drawn from the two secondary schools using the principles of an intact class in the two selected states within the zone. Quasi experimental pre-test – post-test design was employed for the study. Five research questions guided the study, and five null hypotheses were formulated and statistically tested at α=0.05 level of significance. Independent sample t-test was employed to test the null-hypotheses and descriptive statistics of mean and standard deviation were used to answer the research questions. One null hypothesis was rejected and the other four were accepted. The results of the findings stated that there was no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and that of those taught using ICT – based CLT in the area of content development in essay writing, the performance of students taught writing with conventional method and that of those taught with ICT – based CLT was almost the same in content organisation, the performance of students taught writing with conventional method and those taught with ICT – based CLT was virtually the same in expression, the experimental group performed better in mechanical accuracy than the control group in writing and that the students perform better in the use of vocabulary in writing irrespective of the teaching approach. In view of the research findings, the study recommends amongst other things that ICT – based CLT approach should be employed in teaching writing as well as other language skills, secondary school administrators should encourage teachers to explore the potentials of ICT component in the classroom and also pursue additional multimedia literacy skills through in-house staff training. It is also recommended that Nigeria teacher training institutions should establish Digital Multimedia Laboratories as a human development centre to prepare teachers for the use of emerging digital media as instructional tools to be used in the classroom instructions. Lastly, Publishers of senior secondary schools' English writing materials should consider converting their books into multimedia formats for the benefits of the senior secondary students in the country.

TABLE OF CONTENTS

COVER PAGE.....**i**
FLY PAGE.....**ii**
DECLARATION.....**iv**
CERTIFICATION.....**v**
ACKNOWLEDGEMENTS.....**vi**
ABSTRACT.....**viii**
TABLE OF CONTENTS.....**ix**
LIST OF TABLES.....**xii**
LIST OF APPENDICES.....**xiv**
LIST OF ABBREVIATIONS.....**xv**
OPERATIONAL DEFINITION OF TERMS.....**xvii**
CHAPTER ONE.....**1**
INTRODUCTION.....**1**
1.1 Background to the Study.....**1**
1.2 Statement of the Problem.....**6**
1.3 Research Objectives.....**9**
1.4 Research Questions.....**10**
1.5 Null Hypotheses.....**10**
1.6 Significance of the Study.....**11**
1.7 Scope and Delimitation of the Study.....**13**
CHAPTER TWO.....**15**
REVIEW OF RELATED LITERATURE.....**15**
2.1 Preamble.....**15**
2.2 Conceptual Framework.....**15**
2.2.1 Communicative Language Teaching (CLT).....15
2.2.2 The Communicative Language Teaching Pattern.....24
2.2.3 Features of Communicative Language Teaching (CLT).....26
2.2.4 CLT Activities in the Classroom.....30
2.3 Writing.....**31**
2.3.1 Writing Theories.....35
2.3.2 Types of Writing.....43
2.3.3 Teaching Writing Skills to Secondary School Students.....45

2.3.4 Instructional Resources in Teaching Writing.....52
2.3.5 Challenges against Effective Writing Pedagogy in Nigeria.....54
2.4 Electronics Media and Language Teaching.....58
2.5 Computer-Assisted Language Learning (CALL).....59
2.6 Vocabulary.....62
2.7 Empirical Studies.....68
2.8 Theoretical Framework.....93
2.8.1 Learning by Doing.....93
2.8.2 Language as Communication of Meaning.....95
2.9 Summary of the Reviewed Literature.....98
CHAPTER THREE.....102
RESEARCH METHODOLOGY.....102
3.1 Preamble.....102
3.2 Research Design.....102
3.3 Population of the Study.....103
3.4 Sample and Sampling Technique.....104
3.5 Instrument for Data Collection.....104
3.6 Validity of the Instrument.....105
3.7 Pilot Study.....105
3.8 Reliability of the Instrument.....106
3.9 Procedure for Data Collection.....106
3.10 Procedure for Data Presentation and Analysis.....108
CHAPTER FOUR.....109
DATA PRESENTATION, ANALYSIS, AND DISCUSSION.....109
4.0 Preamble.....109
4.1 Data Presentation.....109
4.2 Answering the Research Questions.....110
4.2.1 Research Question One.....111
4.3. Null-Hypotheses Testing.....113
4.3.1 Hypothesis One.....113
4.3.2 Hypothesis Two.....115
4.3.3 Hypothesis Three.....116
4.3.4 Hypothesis Four.....118
4.3.5 Hypothesis Five.....119

4.4 Summary of Overall Findings.....120
4.5 Discussion of the Findings.....121
CHAPTER FIVE.....124
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....124
5.1 Preamble.....124
5.2 Summary.....124
5.2.1 Implications of the Study.....126
5.3 Conclusion.....127
5.4 Contribution to Knowledge.....128
5.5 Recommendations ..... Error! Bookmark not defined.
5.6 Limitations of the Study.....129
References.....131
APPENDICES.....143

LIST OF TABLES

Table 1:	Summary of the May/June Senior Secondary Certificate Examinations (SSCE)	7
Table 2:	Summary of the Reviewed Works	99
Table 3:	Population of Schools and Number of Students in the Seven States within the North – Central Zone of Nigeria	103
Table 4:	Distribution of Sample	104
Table 5:	Pre – Test and Post – Test of Experimental and Control Groups	110
Table 6:	Effect of ICT – based CLT on students' content development in essay writing	111
Table 7:	Effect of ICT – based CLT on students' content organisation in essay writing	111
Table 8:	Effect of ICT – based CLT on students' expressions in essay writing	112
Table 9:	Effect of ICT – based CLT on students' expressions in essay writing	112
Table 10:	Impact of ICT – based CLT on students' use of vocabulary in essay writing	113
Table 11:	t – test for difference in the content development of students taught writing with conventional method and those taught with ICT – based CLT	114
Table 12:	t – test for difference in the content organisation of students taught writing with conventional method and those taught using ICT – based CLT	115
Table 13:	t – test for difference in the expression of students taught writing with conventional method and those taught via ICT – based CLT	117
Table 14:	t – test for difference in the mechanical accuracy of students taught writing through conventional method and those taught using ICT – based CLT	118
Table 15:	t – test for difference in the use of vocabulary of students taught writing through conventional method and those taught using ICT – based CLT	119

LIST OF FIGURES

Figure 1:	Product Approach Model	36
Figure 2:	Process Approach to Writing	40
Figure 3:	The Hyland's Model of genre teaching and learning cycle	43
Figure 4:	Research Design	102

LIST OF APPENDICES

Appendix I: Writing Performance Test (WPT).....143

Appendix II: Lesson Plans.....144

Appendix III: Samples of Students' Essay.....173

Appendix IV: Video.....188

LIST OF ABBREVIATIONS

CLT:	Communicative Language Teaching
ICT:	Information and Communication Technology
NECO:	National Examinations Council
WAEC:	West African Examinations Council
JAMB:	Joint Admission and Matriculations Board
SSCE:	Senior Secondary Certificate Examination
FCT:	Federal Capital Territory
GGCK:	Government Girls' College Kontagora
GCK:	Government College Keffi
COEMA:	Content, Organisation, Expression and Mechanical Accuracy
SEDC:	State Education Development Commission
ELT:	English language teaching
EFL:	English as a Foreign Language
IELTS:	International English Language Testing System
TOEFL:	Teaching of English as Foreign Language
FRN:	Federal Republic of Nigeria
CALL:	Computer-assisted Language Learning
CMC:	Computer-Mediated Communication
MALL:	Mobile-Assisted Language Learning
TELL:	Technology-Enhanced Language Learning
ITV:	Instructional Television
IBT:	Instructional – based Teaching
EEAT:	English Essay Achievement Test
ANCOVA:	Analysis of Covariance

SS2: Senior Secondary Two

EEAT: English Essay Achievement Test

TTM: Traditional Teaching Method

QASO: Quality Assurance and Standards Officers

TTBA: Technology Task Based Approach

TTM: Traditional Teaching Method

OPERATIONAL DEFINITION OF TERMS

Communicative Language Teaching (CLT): This covers a variety of approaches that focus on helping learners to communicate meaningfully in the target language.

Information and Communication Technology – Based CLT: this involves the use of computer software, videos and add-ons in teaching writing communicatively.

Traditional Method/Conventional Method: this is referred to verbal explanations and drills, a way of teaching language by explaining language aspects and giving examples.

Writing: continuous writing, for example essay writing.

Writing Performance: students' performance in language learning (writing performance).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The English has grown to become a language of instruction in many nations across the globe. Many countries use the language for various purposes and functions. This vividly informs the need to teach and learn the English language effectively. The teaching and learning of English language have become largely international preoccupation. An inventory of language use globally shows that a good percentage of the world's population uses English language for various motives. Countries like China, India, United Arab Emirates (UAE), Kingdom of Saudi Arabia (KSA), Ghana, Morocco, Tanzania, and Niger Republic all make use of the English for various purposes. This indicates that the English has become a global language.

In Nigeria for instance, the English language is used for a number of functions. It is the official language, National language, language of the media/press, language of the military, commerce, science and technology, law, medicine, linguafranca and, above all, as the medium of instruction in Nigerian schools and colleges. It is also used to gain access to materials for the advancement of knowledge in Nigeria.

In view of the above, learners of the English as a second language strive to achieve proficiency in the language with a high level of accuracy. In Nigerian context, parents would want to have their wards learn and speak the language, in some cases, much more than the mother tongue itself. Equally, employers of labour consider good command of the English language as a prerequisite for possible employment in their organizations and or institutions. Fluency in English continues to be a criterion for success and progress in

social spheres. These realistic hopes are in line with Richard's as cited in Uzoma and Ibrahim (2018). They contend that the demand on the English language to provide students with the basic ability to use language for various purposes, especially in the developing countries, has created a big demand for the teaching of the English language around the world.

Conversely, having a good command of English is very helpful in many ways. Socially, good mastery of the target language is regarded as a mark of sophistication, good education, and high intelligence (Lawal, 2015). Fluent English speakers do express thoughts and emotions eloquently and precisely too, this makes them both presentable and well acceptable.

Economically, the employers of labour would always prefer to employ applicants whose English is polished; both spoken and written. Administratively too, those members of staff who could not express themselves fluently in the English language are either sacked or posted to an office or area where they might become redundant and irrelevant. Proficiency in the English language determines success or failure in education specifically and life in general, this is true in many parts of the world, Nigeria inclusive.

Furthermore, the English as a second language forms the bridge across the various ethnic territories, that is it is considered as a lingua franca; connecting different language groups in Nigeria and elsewhere. It also serves as a vehicle via which official functions are carried out in Nigeria. It is the language of media, science and technology, law, advertisement (business). Above all, it is the language of instruction in our schools. A credit in English is a requirement for admission into the Nigerian tertiary institutions.

These and many other functions the language performs in Nigeria and beyond inform this study.

The efforts exerted on the English language teaching as a second language globally, and Nigeria make it mandatory to have a rethink and reflect on the number of factors bordering on the methodology and approaches to the teaching and learning of the English language. This is seen in the adoption of recent techniques and approaches to language teaching. There appears the need to redress from the traditional way to a modern approach expected to be of immense help to the language learning activity. Successful teachers are seen to have many instruments at hand in order to attend to varied students' needs. The use of communicative language teaching (CLT) approach could provide opportunities to students more than those available in traditional contexts.

The CLT approach covers a variety of approaches that focus on helping learners to communicate meaningfully in the target language. It began in Britain in 1960s as a replacement to the earlier structural method called 'Situational Language Teaching'. It is the most widely accepted approach to language teaching. The approach starts with the theory of language as communication. The goal of teaching is to develop communicative competence (Hymes as cited in Lawal, 2015).

The CLT approach focuses on the process of learning and not just presenting information (Shekari, 2015). In a CLT classroom situation, the learners are made to be active; it is participatory in nature. It is also based on the assumption that students have experience and knowledge that they could apply to each given situation. Instead of adding additional knowledge, teachers in such situation make use of the students' already acquired knowledge to assist in the advancement of knowledge. The teacher encourages the

students to develop ideas of connectivity to their own world by constructing meaning of the material.

Further, once a teacher asks questions in class, assigns and checks homework, organizes group discussions, then he is said to have taught in a communicative way. CLT is giving students something to do, getting back what they have done and then assimilating it so that the teacher can decide what would be best to do next. However, learning by doing; a sort of real-life experience has been found to be effective in the teaching and learning of writing. A central principle that has been generally accepted is that everything students learn is constructed by the students themselves. This is to say any agent from outside invariably does not have influence on what the students learn.

A motivating factor provided by the CLT approach is the need for a response to a live classroom task. This arouses students' instincts into action. Whenever teachers engage students to work together in small groups, a discussion naturally ensues which does not only serve to improve students' writing skills but also motivates them to spur more efforts and achieve more in becoming effective writers.

Information and Communication Technology (ICT) has been developing speedily in recent times. However, such technologies as televisions, tape recorders, overhead projectors and video clips have been neglected as teaching materials or channels through which writing lessons could be presented effectively. The ICT components could be in form of hardware as in computers, projectors, digital cameras, overhead projectors, tablets as well as software packages such as Microsoft word, PowerPoint, video clips; the type that this study intends to develop and use in the teaching of writing to senior secondary students learning the English as second language.

In education, ICT is accepted as a resourceful and meaningful platform to be used in the classroom to motivate students to learn. It could empower teachers and learners alike by facilitating communication and interaction especially in the CLT approach and ultimately transforming the teaching and learning of writing into an interactive and fun activity. ICT does not only facilitate communication and interaction but also helps in advancing students' writing skills. It is on this premise that the present study desires to investigate the effect of ICT – based CLT approach on students' written English performance in senior secondary schools in the North-central Zone of Nigeria.

This study is desirable because insufficient knowledge of the English language, in this case, the written aspect especially, may significantly affect the performance of students in many school subjects. Some scholars; Ariyo (2010), Olaofe (2013), Lawal (2015) Bladh, Svedin and Agnafors, (2023), Veloso, Barbosa, Faria, Marcondes, Durães and Novais (2023) as well as Bai and Wang, (2023) believe that failure in English is synonymous with failure in education. That is to say, poor performance in the English language entails poor performance in all other school subjects since the English is the language of instruction.

In a nutshell, the success or otherwise of secondary school learners depends largely on the learners' competence in the English language. This is because they are taught and examined in all subjects (except for other languages being studied) through the medium of the English language. This is what motivates this study to investigate the effect of ICT – Based CLT on the written English performance of senior secondary students in the North-Central Zone of Nigeria with a view to testing the efficacy of ICT – Based CLT as compared to other language teaching approaches.

1.2 Statement of the Problem

Interaction with high school students has evidently shown that, even though the English language is a major social drive that connects the diverse population of the Nigerian community, students at this level still struggle with a couple of fundamental rubrics that make up the language. In the case of spoken English, the population generally adopted the broken English (pidgin) as an alternative to the conventional version. However, written English has apparently recorded no other version, possibly due to its popular use in established official places, unlike the broken version that constantly serves as a social instrument that fosters relationship in the community. Therefore, the need to critically establish an assessment policy in schools becomes necessary.

Also, due to the need for more applicability in terms of knowledge and creativity, students generally perform far below standard in written English. Other aspects of the English language, which may include an understanding of basic grammatical levels, sounds and punctuations apparently do not require such use of creativity and knowledge; however, written English does require more of a combination of all components of the English language. Students thus need to apply grammatical rules, mechanics, diction, alongside a combination of personal experience and imagination to the development of good writing.

It may be difficult to establish a general claim as to what aspect of the English language has contributed to the inconsistencies in students' performance in both internal and external assessments, however, observation shows that students are more likely to be less active in terms of developing writing skills than an acquisition of fundamental knowledge. For instance, an appraisal of students' overall performance in the English

language between 2018 to 2021 shows that the average performance rate of senior secondary school leavers in the NECO, WAEC and JAMB examinations has been fluctuating. In 2018, only 49.98% of the students who sat for the SSCE examinations had credits in at least five (5) subjects, English and Mathematics inclusive. In 2019, the percentage was 64.18. It increased to 81.7% in 2020 and declined to 65.24% in 2021 respectively as shown in table 1 below (Vanguard, 2021).

Furthermore, the most devastating aspect is the percentage in the performance of students in the English language in the study area, as observed by the researcher, which has been on the decline consistently. By implication, over 70% of the secondary school leavers are not legible to pursue undergraduate education as a result of the abysmal low performance in the English language and other subjects. This is a major setback to the education system of the country.

Table 1 below contains the percentage of candidates' performance in the May/June examinations of Senior Secondary School Certificate Examination (SSCE) from 2018 to 2021 with five credits including English and Mathematics in Nigeria:

Table 1: Summary of the May/June Senior Secondary Certificate Examinations (SSCE)

S/no	Year	Registered Candidates	Candidates with five credits (including English and Math.)	Percentage (%)
1	2018	1,572,396	786,016	49.98
2	2019	1,590,173	1,020,519	64.18
3	2020	1,560,261	1,274,784	81.7%
4	2021	1,538,445	1,003,668	65.24%

(Vanguard, 2021)

Table 1 above portrays the performance of students in the external examinations. The inconsistency in the observed performance thus calls for attention because success in

English language facilitates success in all other school subjects. More importantly, many areas of study at the tertiary level require more than just a mere pass in English language for admission.

Secondary school students are expected to communicate in the English language, have access to learning tools, sit for examinations and improve in their academic activities. Not only that, they are expected to demonstrate qualities of good studentship and be relevant in global happenings that require a mastery of English language skills. However, parents, teachers, examiners and the society at large are often worried about the low performance of students in English language, especially in writing skills, where students explicitly demonstrate difficulties in developing good compositions and expressing themselves well through general writing. Majority of them are unable to communicate fluently, let alone in writing which is the representation of the verbal expressions.

Similarly, the English language teachers at secondary school level within the study area, as observed by the researcher, are seeing using the traditional methods of explanations to teach the writing skills. The lessons are therefore translated to the native language (s) of the learners or language of the immediate environment. This will not facilitate an effective learning of writing. This could not be unconnected with the students' phobia for writing; they appear to be so scary of writing.

Furthermore, secondary school teachers within the study area are not encouraged to go for further studies. This overtly has a connection with their reluctance in embracing new technology for use in language teaching and learning. This also affects the language learners in that they could not appreciate the ICT component in learning writing skills in English language properly.

Equally, teachers are not encouraged to attend conferences, workshops and seminars to avail themselves with the recent trends in the English language teaching. This clearly has an implication on their overall performance in language instruction for they will fall short of the requisite knowledge and skills to improve on their students' writing as well as other language skills.

In summary, overdependence on the conventional methods of teaching writing, neglect of ICT components, teachers' lackadaisical attitude to the current trend in the teaching of writing are some of the factors that informed this study to investigate the effect of ICT – based CLT approach on the written English of senior secondary students in the North Central Zone of Nigeria with a view to exploring its efficacy over the conventional way of verbal explanations.

1.3 Research Objectives

The main objective of this study was to investigate the effect of ICT – based CLT approach on the written English performance of senior secondary students in the North Central Zone of Nigeria. In specific terms, the objectives of the study were to:

1. assess the effect of ICT – based CLT on students' content development in essay writing;
2. explore the effect of ICT – based CLT on students' content organisation in essay writing;
3. evaluate the effect of ICT – based CLT on students' expressions in essay writing;
4. examine the effect of ICT – based CLT on students' mechanical accuracy in essay writing; and

5. analyse the effect of ICT – based CLT on students' use of vocabulary in essay writing.

1.4 Research Questions

The following research questions guided the study:

1. to what extent does ICT – based CLT affect students' content development in essay writing?
2. in what ways does ICT – based CLT influence students' content organisation in essay writing?
3. how does ICT – based CLT stimulate students' expressions in essay writing?
4. what is the effect of ICT – based CLT on students' mechanical accuracy in essay writing?
5. how does ICT – based CLT promote students' use of vocabulary in essay writing?

1.5 Null Hypotheses

The following null hypotheses would be tested at $\propto \leq 0.05$ level of significance.

Ho_1 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of content development.

Ho_2 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of content organisation.

Ho_3 there is no significant difference between the mean scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of expression.

Ho_4 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of mechanical accuracy.

Ho_5 there is no significant difference between the performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the use of vocabulary.

1.6 Significance of the Study

This study could be of benefit to the learners of English as second language (ESL). Teachers, parents, school administrators, curriculum planners, ministry officials and even employers of labour would find this study beneficial.

This study is significant for both teachers and students in teaching and learning of writing with ICT. The use of ICT helps the teacher to prepare, produce, store and get back their materials easily and swiftly. The availability of different texts, different topics, quizzes, exercises helps in saving the teachers' time. It is also significant for students to help them in writing and editing their work in order to produce a well published work.

The introduction of ICT into English curriculum may help to arouse students' interest, promote understanding, and build confidence in the utilisation of English grammar in their daily routine. Assimilating grammatical structure in learning English language is essential but teaching grammar is still controversial. The use of ICT in teaching writing

may also help the students to enhance their learning and to meet the demands of the fast-moving world of modern technology.

The students would find it useful because it is expected to facilitate their proper understanding of the English language lessons presented through the ICT –Based CLT approach. This will help boost their written English performance as well as other language skills. Teachers and parents would be made to appreciate other approaches via which language lessons could be presented so that they could augment teachers' efforts at home by providing real life - like scenes for children to learn the target language efficiently and accurately too.

School administrators could become more conversant with the factors that inhibit efficient learning of the English language so they put structures in place to encourage teachers in training to teach the English language using these techniques in order to make way for smooth presentation and comprehension of language lessons as well as the application of the right rules in the written English of students.

Similarly, curriculum planners would also benefit from the findings of this study in that it could create more awareness regarding the place of CLT in the effective teaching and learning of the English language so as to include CLT activities in the act of curriculum drafting and planning especially at the secondary school level.

Officials of Ministry of Education would also have a takeaway from this research. It may open up their eyes and ears to the usefulness of the CLT approach so that they could encourage the use of it in the teaching of the English language at secondary school level and take note of same during school support visits.

Equally, employers of labour could benefit from this study. This would guide them in making available a crop of well-trained staff who could write meaningfully consequent upon a good mastery of the writing skills. This is so because for students to be able to write well they must have been taught by well-trained teachers.

Also, English language teachers would be assisted to discover the appropriateness and role of ICT – Based CLT in language teaching and learning. This might help improve their learners' understanding and appreciation of the English language lessons in writing. Above all, other researchers could also find it a base upon which they could build their research on.

1.7 Scope and Delimitation of the Study

This study focuses on the effect of ICT-based CLT approach on the written English performance of senior secondary students in the North Central Zone of Nigeria. There are seven (7) states in the zone; Kwara, Niger, Kogi, Nassarawa, Plateau, Benue and Federal Capital Territory (FCT) Abuja. Three states were used for the study. These were Kwara, Niger and Nassarawa. Kwara state was used for pilot study whereas Niger and Nassarawa states were chosen as experimental and control groups, respectively. This choice was informed by the design of the study as well as the security challenges bedeviling the other four states (Kogi, Benue, Plateau and FCT Abuja). One school each was used in the two selected states. Government Girls' College Kontagora (GGCK) Niger state and Government College Keffi (GCK) Nassarawa state. In all the two schools, an intact SS 2 class was used for the treatment. SS2A in GGCK and 2E in GCK.

It is concerned with the Senior Secondary 2 students (SS2). This level of learners was selected because of its availability during the time of the execution of the research and

that it comprised students who were to be writing their external examinations of WAEC, NECO and JAMB in which assessment will be made on their competence in the written English language as well as other subjects for transition to the tertiary level. It is this assessment that will eventually qualify them for admission into the higher institutions**.** In addition, the study was interested only in the written English performance of students.

The study was interested in all the four types of essay writing; narrative, argumentative, descriptive and expository. However, the students were given an option to write on any preferred type during the test. This was because the five aspects of Content, Organisation, Expression, Mechanical Accuracy (COEMA) and vocabulary could be adequately assessed from any of the types of writing. Therefore, the study covers all the four types of essay during the treatment but only on one type of essay writing the students were required to write as they had their normal school classes as such asking them to write four different essays covering the four types was a herculean task.

The ICT-Based CLT approach was in form of video clips and power point presentation used in the delivery of writing lessons communicatively and interactively to the students. The focus was on COEMA and vocabulary. These aspects were selected because vocabulary development is key to the improvement of writing skills. Learners who are deficient in vocabulary would not be able to write well. Also, content, organisation, expression and mechanical accuracy are central to writing. For any piece of writing to be presentable, the content must be rich, well organized, expressions must be carefully fashioned out and mechanical accuracy needs to be well adhered to. Consequently therefore, it makes a message well communicated and articulated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Preamble

This chapter reviews literature relevant to the study. The review is presented under the following headings: conceptual review, review of previous studies and theoretical framework that underpins the study and thereafter summary.

2.2 Conceptual Framework

This section reviews concepts that are related to the study. The review is presented under the following subtitles; CLT, pattern of CLT, features of CLT, characteristics of CLT, CLT activities in the classroom, writing, writing theories, types of writing, teaching writing skills to secondary school students, instructional resources in teaching writing, challenges against effective writing pedagogy in Nigeria, electronic media and language teaching and computer – assisted language learning.

2.2.1 Communicative Language Teaching (CLT)

The CLT covers a variety of approaches that focus on assisting learners to communicate meaningfully in the target language. It began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. It is the most widely accepted approach of language teaching**.** The CLT aims at helping language learners with the ability to create and construct utterances (spoken and written), which would have the desired social value (Hymes, as cited in Farooq, 2015).

The CLT approach to language teaching commenced with the theory of language as communication of meaning. The goal of language teaching is to develop communicative

competence. It was coined in order to contrast a communicative perspective of competence and Chomsky's theory of competence (Hymes, as cited in Farooq, 2015)

In Chomsky's words:

> linguistic theory is concerned primarily with an ideal speaker - listener in a completely homogenous speech community who knows its language perfectly and it is unaffected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky,1998 p. 3).

The Chomskian view is that the focus of linguistic theory is to depict the abstract abilities that speakers possess which enable them produce grammatically correct sentences in a language. This is otherwise known as linguistic competence. It is knowing what to say, how to say it and considering the audience also. When writing, an author is expected to have a concept or idea in mind. A thorough research should be conducted, and sketch should also be designed on how to go about developing the material. While developing the material, the author needs to consider audience; very important. The material must appeal to the level of the audience.

Hymes (as cited in Farooq, 2015) held that such a view of linguistic theory is sterile, that linguistic theory should be part of a more general theory incorporating communication and culture. In this perception, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to whether (and to what degree) something is formally possible; whether (and to what degree) something is feasible by virtue of the means of implementation available; whether (and to what degree) something is appropriate (adequate, happy, successful in relation) to a context in which it is used and evaluated; whether (and to what degree) something is in fact done, actually performed, and what doing it entails.

Furthermore, this theory of what knowing a language implies proposed a broader view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. Halliday (as cited in Farooq, 2015) elaborates a powerful theory of the functions of language, which complements Hymes' (as cited in Farooq, 2015) view of communicative competence.

Seven basic functions that language performs for children learning their first language are:

i. the instrumental function;

ii. the regulatory function;

iii. the interactional function;

iv. the personal function;

v. the heuristic function;

vi. the imaginative function; and

vii. the representational function.

The Instrumental Function: One important thing that children use language for is to get what they want. This is what Halliday (as cited in Farooq, 2015) terms as “the instrumental function”; using the language to achieve or get something done. It influences the environment, to cause certain events to happen. Sentences like "This court finds you guilty," "On your mark, get set, go!" or "Don't touch the naked electric wire" have an instrumental function: they are communicative acts that have a specific perlocutionary force; they bring about a particular condition.

The Regulatory Function of Language is the use of language to control events, to regulate or tamper other people’s behaviour, a clear function for anyone who has

observed young children realise very early that they can use language for this purpose, because other people do this to them so often. For example, to stop them touching or playing with dangerous objects. While such control is sometimes difficult to distinguish from the instrumental function, regulatory functions of language are not so much the conferment of certain powers as the maintenance of control. "I pronounce you guilty and sentence you to three years in prison" serves an instrumental function, but the sentence "Upon good behaviour, you will be eligible for parole in 10 months" serves more of a regulatory function. The regulations of encounters among people—approval, disapproval, behaviour control, setting laws and rules—are all regulatory features of language.

Interactional Function: in this case, the language is used by the child to interact with the people around them, as opposed to controlling their behaviour. This includes utterances such as greetings or responding to calls. The caregiver's name is usually first used in this interactional way. For instance, it is usually heard children overgeneralising their father's name in its Interactional function, when 'Papa' becomes any male in the environment. Similarly, interactional function of language comprises when the child wants to focus someone's attention on something: for example, a small girl whose family frequently take her on a tour of her garden, saying 'Ook!' whenever they came across another fascinating stone or twig. Another example comes from a child who became confused about whether adults were using interactional or the Informative function when for example, walking in the forest with him his caregivers would use the word in their language for 'Wow!' when they came across a particularly big tree or fascinating sight. The child may, instead of interpreting this as interactional, take it as informative, and henceforth calls all trees or any fascinating entity 'wow', regardless of their size. Successful interactional

communication requires knowledge of slang, jargon, jokes, folklore, cultural mores, politeness and formality expectations, and other keys to social exchange.

The Personal Function: The fourth function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. It allows a speaker to express feelings, emotions, personality, as well as reactions. A person's individuality is usually characterized by his or her use of the personal function of communication. In the personal nature of language, cognition, effect, and culture all interact. This function includes the expression of personal feelings, such as the noises children make when they find something interesting, or when it tastes nice.

The Heuristic Function involves the use of language to acquire knowledge, to explore the environment. Heuristic functions are often conveyed in the form of questions that will lead to answers. Children typically make good use of the heuristic function in their perpetual queries about the world around them. Inquiry is a heuristic method of eliciting representations of reality from others.

Soon as children recognise the boundary between themselves and the environment, they start exploring what is around them. Halliday (as in Farooq, 2015) calls this the Heuristic function of language. An early use of this function is to use it to ask for the name of something. Later, this develops into the whole range of questions a child uses; an example is when children go through a stage where they ask 'why?' about everything.

The Imaginative Function serves to create imaginary systems or ideas. Telling fairy tales, joking, or writing a novel are all uses of the imaginative function. Poetry, tongue

twisters, puns, and other instances of the pleasurable uses of language also fall into the imaginative function. Through the imaginative dimensions of language, users are free to go beyond the real world to soar to the heights of the beauty of language itself.

The Imaginative function is used by children to create an environment of their own. This may start off with requests for Bo peep (pretending someone is not there) and develops into use in contexts such as story-telling and pretend games where the child takes on the role of someone else.

The Representational Function is the use of language to make statements, convey facts and knowledge, explain, or report that is, to "represent" reality as one sees it. "The earth is spherical in shape." "The president gave a speech last night," or even "The sun sets in the west" all serve representational functions.

Learning a second language was likewise viewed by proponents of CLT as acquiring the linguistic means to perform different kinds of functions. Presentation of second language lessons in this format will enhance learners' correct use of the target language.

Similarly, CLT is seen as an approach to teaching language which has been defined by many writers; Tarlanialiabadi (2022), Jamiu (2023), Amanov (2023), Brahim (u d), Khurramova (2023), Gao (2023), and Amanov (2023). For instance, Richards and Rogers (2001) as a case in point define CLT as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence (Thamarana, 2014). One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as the structural aspects of language, combining these into a more fully communicative view.

Generally, the advocates of CLT go beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and efficiently too. The present study agrees with the proposition that by using the target language in a meaningful way, learners will develop communicative competence. It is on this note that the present study desires to adopt the strategies and techniques provided by the ICT – Based CLT approach to present writing lessons communicatively and interactively to the senior secondary school students learning English as a second language.

Richards and Rogers (as cited in Tarlanialiabadi, 2022) suggest that the CLT approach is fruitful since it focuses on the development of the four basic language skills which are listening, speaking, reading and writing on which language and communication depend. This approach aims at fostering English language learners' competence in communication. Language learners can be communicatively competent in the target language provided they work hard on developing their communicative competence, which is the ability to communicate effectively using the target language within social happenings (Hiep, 2007). Hiep (2007) argues that CLT is based on the idea that learning the target language takes place when classroom practices are meaningful and genuine to the learners; Alwazir and Shukri (2016) add that these practices need to be about real-life situations that involve communication. The central goals of CLT are creating opportunities for learners to use the target language effectively for everyday

communication needs; giving learners the ability to express their opinions clearly without being afraid of judgment; and removing their fears to allow them speak effectively in public (Akhatovna, 2023).

The present study also holds the belief that learning the target language takes place when classroom practices are meaningful and genuine to the learners. They should also be concerned with real-life situations involving communication. Teachers and learners have important roles to contribute to the success of CLT in the classroom.

On the one hand, language learners play the role of negotiators with one another in cooperative rather than individualistic tasks. Instead of relying entirely on the teacher as the source of knowledge, learners feel more comfortable listening to their peers in group tasks (Richards & Rodgers, 2001). Learners are said to be able to learn best through listening to their classmates making mistakes and correcting themselves. Therefore, in CLT, learners are encouraged to be more confident about following their peers' steps in improving their writing skills.

On the other hand, teachers play the role of monitors and facilitators of the learning process instead of models of correct, error-free speech (Richards & Rodgers, 2001). As a result, anxious learners are encouraged to start learning how to predict their own mistakes and correct them accordingly through relying on the teacher as a facilitator of the learning process in the classroom.

Similarly, in terms of the English language education in China, it has been influenced by the introduction of CLT as well. As a case in point, Yu (2001) expresses that efforts of introducing CLT to China were first undertaken by Li Xiaoju and her associates, who composed Communicative English for Chinese Learners, a series of communicative

English books in 1979 (Song, 2018). Following Li, scholars in the field of English language teaching have supported the adoption of CLT in China. However, it was not until 1990s that significant progress was made in applying CLT to the practice of English teaching in China.

In 1992 for example, the State Education Development Commission (SEDC) replaced the 1981 structure-based national unified syllabus with a new one that sets communication as the teaching aim (Zhu, 2017). The newly compiled syllabus requires teachers to teach communicatively and develop students' general ability with listening, speaking, reading and writing. Although the official recommendation of CLT has a certain positive bearing on English language teaching (ELT) in China, the current situation of ELT nevertheless is far from realizing the purpose of improving students' communicative competence.

Equally, since the advent of CLT in Britain, it subsequently enjoyed quick adoption and dissemination on a global scale. As Bjorning-Gyde, Doogan and East (2008) indicate that CLT is the dominant model for teaching English as a foreign language (EFL) and has enjoyed a wider acceptance. This exposition boosts the morale of the present study as it aspires to assess the effect of ICT – Based CLT on the students' written English language amongst senior secondary students in the North Central zone of Nigeria.

Additionally, CLT is the model that is recommended in the teaching enterprise in Cameroon. This could not be unconnected with wider acceptance and benefits derived from the approach at various levels where it was implemented.

In Nigeria, the impact of CLT on the oral performance of learners in giving description was revealed in a study conducted by Lawal (2015). The study reported that the students expressed themselves efficiently and provided vivid descriptions of their friends and

schools with sensory details and features that appealed to the imaginations and emotions of their listeners. Although this study was on oral performance, the use of CLT makes it like the present one even though the present study goes a step further to investigate the ICT – Based CLT approach as against the ordinary CLT that the previous studies researched on. Also, as the former was on oral performance, the latter is interested in secondary school students' writing performance.

2.2.2 The Communicative Language Teaching Pattern

The features of Communicative Language Teaching are many. Ahmad, Shakir, and Siddique, (2023) as a case in point list the principles of CLT as to:

i. Know what you are doing;
ii. The whole is more than the some of its parts (sic);
iii. The processes are as important as their forms;
iv. To learn it, do it;
v. Mistakes are not always mistakes.

Know what you are doing: Learners should always be learning to do something. Every lesson should end with the learner being able to see clearly that he is doing something. The focus is on relevance for the learner, where learning is seen to a purposeful end. Purposes or needs are thus important. This is what communicative language teaching claims. There is also an emphasis on laying down clear communicative activities in teaching, as well as the need to focus on language skills, especially writing in this case.

The whole is more than some of its parts: Earlier, the structural approach emphasized the teaching of discreet units of grammar and vocabulary items, which were graded and built upon, in graded blocks year by year. Structural teaching implied mastery learning

(where one item is mastered before proceeding to the next). The communicative approaches however, called this a synthetic procedure, which involved the learning of forms, rather than of ways and methods of communication.

The processes are as important as their forms: this implies here that there is the need for practising communication in the classroom. There should be some exercises by which students explore their ideas according to the given situations. It is also necessary to choose not only the ideas but also the linguistic forms for their expressions. Controlled exercises and patterned drills do not allow students to practice this skill of making appropriate choices. If language is used for real purposes, the interactional element is of importance. What do you say in response to someone? What strategies and tactics are to be used for effective communication?

To learn it, do it: There is no gain in learning the correct grammatical labels if they are not used correctly. The emphasis is on the learning, then, on problem solving, and on tasks. Only by practicing you can learn to communicate. Practice makes perfect. This means that the organization of tasks is very important. The more learners learn and practice what was studied, then there will be a permanent change in the behaviour. Learning by doing is the best practice.

Mistakes are not always mistakes: mistakes form part of the process of learning. In reading towards the target language, learners must go through stages of approximation to the target language. Errors should not be considered as negative development in learning. Rather, they should be part and parcel of it. It is through the mistakes that learners' progress is measured. The present study is in tandem with the previous one. It is through the mistakes of language learners that teachers could be properly guided on remedial

studies as well as curriculum review and updating. Mistakes are not always seen as negative, rather as a positive development in language teaching and learning. This will subsequently encourage learners to use the language extensively without the fears of making mistakes or been laughed at and by extension fluency will be attained.

2.2.3 Features of Communicative Language Teaching (CLT)

There are many features of CLT. It lays emphasis on function, rather than form. The central point in CLT is on meaning, also fluency, rather than accuracy, is emphasized. In other words, transmission of message is more important than the way it is put into words. Listening and speaking are emphasized. The teacher's overall purpose is to prepare the learners for later communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meanings.

Sarvara, (2023) describes the following major distinctive features of CLT:

- meaning is paramount;
- dialogues, if used, center on communicative functions and are not normally memorized;
- contextualization is a basic premise;
- language learning is learning to communicate;
- effective communication is sought;
- drilling may occur, but peripherally;
- comprehensible pronunciation is sought;
- any device, which helps the learners, is accepted, varying according to their age, interest;
- attempts to communicate may be encouraged from the very beginning;

- judicious use of native language is accepted wherever feasible;
- translation may be used where students need or benefit from it;
- reading and writing can start from the first day, if desired;
- The target linguistic system will be learnt best through the process of struggling to communicate;
- communicative competence is the desired goal (i.e. the ability to use linguistic system effectively and appropriately);
- linguistic variation is a central concept in materials and methodology;
- sequencing is determined by any consideration of content, function or meaning, which is to maintain interest;
- teachers help learners in any way that motivates them to work with the language;
- the individual often through trial and error creates language;
- fluency and acceptable language are the primary goal: accuracy is judged not in the abstract but in context;
- students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings;
- the teacher cannot know exactly what language the students will use; and
- intrinsic motivation which springs from an interest in what is being communicated by the language.

In communicative activities the learners' focus is more on language forms to be learnt than on meanings to be communicated. It is impossible to state whether an individual learner sees purpose as being primarily to communicate meanings intelligibly, to produce correct language and to do both in an equal proportion. To a large extent, this will depend

on how the teacher presents the activity and whether the learner expects his performance to be evaluated according to its communicative effectiveness or both. Similarly, in a question and answer activity designed to practice a specific structure, the teacher may often make the learners perceive the interaction as more communicative if he responds to the content of what they are as well as its linguistic form.

Characteristics of Communicative Language Teaching

Communicative language teaching as an approach has characteristics, some of these characteristics include:

a. it claims to emphasize all the components of communicative competence;
b. “function” instead of “Form” is the organizational unit of syllabus design;
c. fluency, rather than accuracy, is emphasized. In other words, transmission of message is more important than the way it is put into words;
d. use of language by the learner is encouraged in unrehearsed situations; and
e. it advocates exposure to authentic material in language teaching.

Language learning takes place inside the learners and, as a teacher knows, to their frequent frustration; many aspects of it are beyond their pedagogical control. It is likely, that many aspects of language learning can take place only through natural processes, which operate when a person involved is using the language for communication. Communicative activity (inside or outside the classroom) is an important part of the total learning process.

The emphasis in CLT is on the process of communication, rather than mastery of language forms. This leads to different roles for learners from those found in more traditional second language classrooms. There are some more characteristics of CLT:

i. focus on communication rather than structure;
ii. emphasis is on functional uses of language in different social settings;
iii. use of classroom activities that relate language forms with functions;
iv. focus on meaningful tasks;
v. collaboration; and
vi. purposeful interaction.

The functions of CLT emphasize the effective communication skills. Effective communication takes place when situations are given to the learners and they try to communicate according to the situations in the classroom and implement it into the real-life situations. The teacher motivates learners for effective communication and to take part in communicative activities. The teacher may not know exactly what language students will use in each context.

Students are expected to be fluent as well as accurate to some extent. The CLT is learner - centered. The learner attempts to communicate and continues to do so. The situations in which the learner attempts to communicate are sufficiently frequent. In these situations, the learner can comprehend some of what is heard or read. That is, he is able to relate sounds or symbols to meanings. CLT emphasizes all the four skills - listening, speaking, reading and writing, but listening and speaking have special place in CLT. In this case, a gap is identified here and it is on this background that the present study strives to analyse the effect of ICT – Based CLT approach on the written English performance of senior

secondary school students with a view to testing its efficacy over traditional methods of verbal explanations. This is glaring as most of the reviewed works in this section as well as in the subsequent sections that the CLT was mostly used with listening and speaking, this crystalises the gap that the present study aspires to bridge.

2.2.4 CLT Activities in the Classroom

Communicative activities are relevant to facilitate students' communication with each other in the English language class. These activities should vary from simple to more complex ones based on the level of the students. In the same manner, teachers should provide their students with constant feedback for each activity they are involved in (Banciu & Jireghie, 2012). Oradee (2012) asserts that such communicative activities include information gaps, jigsaw activities, problem-solving, and role-playing, all of which can improve students' writing skills.

Similarly, free discussion and role-playing are better for enhancing students' oral production. In the light of the above, such activities could be utilized to facilitate students' writing performance as well. For instance, a passage can be given to students with gaps to be filled in order to compose a story or description of a certain personality or place of their own. Such activities will be used in the current study to help boost students' written ability in English language.

Similarly, Ochoa, Cabrera, Quiñónez, Castillo, and González (2016) examine the relationship between CLT activities and their effect on students' motivation to learn the English language. The research results showed that learners of English language considered CLT activities to be motivating. In addition, the students felt more motivated when they were involved in communicative activities because such activities helped them

improved their fluency, pronunciation, and performance when using English for communication. They felt more confident when they interacted with one another in communicative activities such as class discussions, games, pair/group work, role plays, and oral presentations within groups. The researchers, therefore, recommended that teachers use each communicative activity more than once to promote opportunities for students to practice English, encourage them to be independent learners, and create an efficient, friendly atmosphere for them in the classroom. It was also suggested that teachers need to give students continuous constructive feedback in form of correction on their performance during these activities to motivate them the more and that equal opportunities should be provided for students to participate actively and interact in the classroom to achieve efficient results. This study serves to motivate the present one in that it has found CLT activities to be vital in attending to the learners' varied needs in the previous reviewed related literature. However, it slightly differs from the present study because it was interested in speaking skills whereas the present one is interested in ICT – Based CLT in improving students' written English performance.

2.3 Writing

Writing is one of the four basic language skills that enable people to express their feelings and thoughts. It is employed to clarify thought and ideas, to convey information through prints and bytes (Kolade, 2018). Writing skill is invaluable for helping students to interact, communicate and understand issues of life. It is through this skill that ideas, opinions and perspectives are transmitted from one generation to another.

It is also seen by Akinwamide (2013) as the ability to externalize previously internalised issues, through graphical presentation of thoughts, ideas, concepts and observing for the

purpose of record and communication. The task of expressing oneself in the written form has been the aim of many teachers and students. However, regarding learners of English as a Second Language (ESL), the teachers' effort to produce students who could demonstrate the skill of writing has become a difficult task. This is because writing skill is considered a complex cognitive skill since it requires the students to apply appropriate cognitive strategies, intellectual skills and appropriate motivations. Students face mental block and inability to connect grammar rules with sentence formation as well as the ineptness in using the rhetorical style of the target language. So, this problem makes it difficult for students of ESL to produce a piece of writing which is communicative, clear and concise.

Writing takes part in everyday life, such as taking notes and writing emails. In learning, passive knowledge on students' minds can be transformed into their own language through writing. Moreover, the ability to write in a second language, English for example, is considered a crucial tool. Students desirous of pursuing higher education abroad are required to take an English language proficiency examination such as International English Language Testing System (IELTS) and Teaching of English as Foreign Language (TOEFL), which constitute the assessment of writing skills (Imsa-ard, 2020). Writing is a skill that takes part in everyday life, such as taking notes and writing emails.

Writing is not simply the act of forming symbols that is making marks on a flat surface of some kind. Rather, it is a process of discovery and exploration of ideas together with a construction of a framework to present these ideas in the best way. In other words, it is a

thinking process and a discovery procedure to achieve one's purpose for an intended audience (Taylor, cited in Babni, 2017).

For Murray (as cited in Babni, 2017) writing is an act of recording or communicating and much more. It is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process. It is defined as the socio – psychological process of communicating coherent messages to a given audience in a graphic from and standardised format.

Writing skill cannot develop naturally. It needs training and exposure. Writing demands standard form of grammar, syntax and vocabulary. This indeed makes this skill challenging not only for foreign language learners but also for the native speakers of the language as well. Writing is seen to be more an individual effort and at the same time rule–bound and therefore more error-prone. The writer is expected to produce according to one model of spelling, and usually a reduced range of structures, with one hundred percent accuracy. The writer is supposed also to be consistent in style, avoid ambiguity, and limit redundancy by organising and writing carefully. Writing is, therefore, the most demanding of the four language skills and that is why it should be looked at as a skill and should continue, at every level, to be developed further.

Furthermore, writing is a complex skill that makes the needed sub-skills also complex and very difficult to teach and to learn. This is because of the many issues a writer has to attend to while writing. For Heaton (as cited in Babni 2017), the latter presupposes mastery of not only grammatical and rhetorical devices but also of conceptual and judgmental elements such as:

i. grammatical sub-skills: the ability to write correct sentences;

ii. stylistic sub-skills: the ability to manipulate sentences and use language effectively;
iii. mechanical sub-skills: the ability to use correctly those conventions peculiar to the written language (punctuation and spelling); and
iv. judgment sub-skills: the ability to write in an appropriate manner for a particular purpose, with an audience in mind, together with an ability to select, organise and order relevant information (Heaton, cited in Babni, 2017).

The four sub-skills highlighted above form the backbone of writing in any language. The writer is thus, supposed to master all these before embarking on the writing process. The present study however believes that a mastery of the above four skills is not necessary before beginning to write. This is so because in the course of writing continuously, such skills and even more could be mastered. It was said that the best way to write well is to continue to write. In other words, practice makes perfect.

Writers write to participate in social situations. Writers write for situations, to accomplish things and make statements within situations. Numerous ethnographic studies of writers inside and outside of school show people planning and composing within specific situations, based on personal estimations of situations and one's roles and interests in those situations, whether young children explaining photographs through captions (Castedo & Ferreiro, 2010), citizens engaged in civic activities or scientists attempting to gain attention to their findings and credibility among various audience.

To determine what to write, what material to include, and the most effective way of representing it, writers often consciously gather information about the situation and resources appropriate to the situation. Selzer (as cited in Castedo and Ferreiro 2010)

while studying the writing processes of a working engineer, observe that the subject spent half of the allocated time writing, and of that 80% was devoted to planning, consulting colleagues, and gathering and selecting information. This predominance of planning with an eye to understanding the situation is typical of skilled writers. Similarly, interaction with audience can help writers develop their presentations. In all these cases, writing is a means of continued participation in the forum; maintaining or improving one's presence requires gathering information, planning, and adjusting writing to meet the needs and opportunities of the situation.

2.3.1 Writing Theories

Several theories supporting writing teachers have been developed over a few decades. Gärdenfors and Johansson (2023) identify three main aspects of writing. The first approach focuses on language structures and the products of writing, called a product approach. Instead of focusing on texts, the second approach concentrates on the processes of preparing and creating texts, called a process approach. Attempting to communicate with readers, the third approach focuses more on the communicative purposes of the genre and the viewpoint of the reader, called a genre approach. These are some theories that explain writing and the way it should be taught.

a**.** The Product Approach: this approach encourages students to mimic a model text (Gärdenfors & Johansson, 2023). It is an approach that focuses on how the product is constructed rather than the process, (Harmer, 2015). In this case, a writing teacher provides a model text that students should use to build their written products, hence, accurate use of grammar, correct and consistent spelling, and good organisation are seen as evidence of the student's ability to write in this perspective.

Consequently, in the words of Steele (2015), the product approach to writing constitutes a four-stage process thus;

Stage 1 - Familiarisation: Students are encouraged to learn model texts, and certain grammar and vocabulary are taught through a text. For example, students pay attention to paragraphing and language use in the model texts and focus on what techniques are employed in the model texts. This clearly guides the learners to form their own writing.

Stage 2 – Controlled Writing: In this stage, students are asked to manipulate fixed patterns of the model texts, such as from substitution tables. To illustrate, students may be asked to make polite requests by practicing the structure 'would you mind if …?'

Stage 3 – Guided Writing: Students imitate a model text provided by the teacher. This stage is the most important as this approach believes in the organisation of ideas and the control of language which are mainly focused.

Stage 4 – Free Writing: at this stage, students individually write freely using the patterns they have been taught in order to write the written product. It is the stage at which the learners would be given the chance to compose their own written product borrowing a leaf from the previously studied models and guidance provided by the teacher.

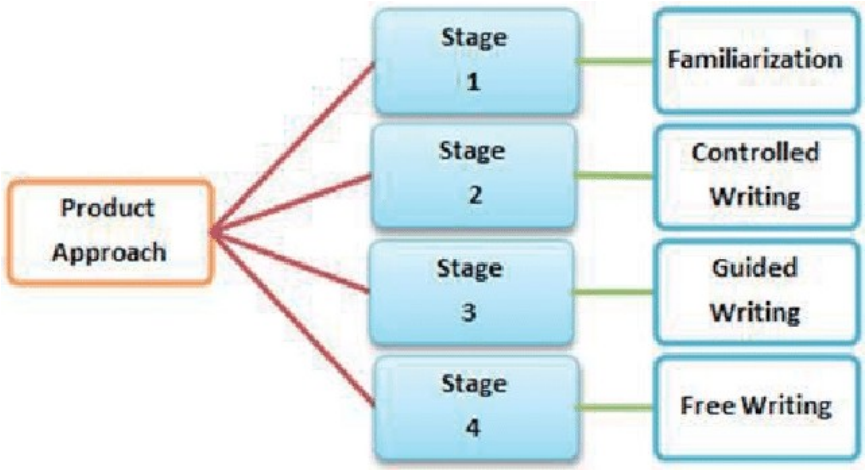


Figure 1: Product Approach Model

b. Process Approach: this approach mainly focuses on form and written product with a concentration on the appropriate use of the linguistic knowledge. It has to do with procedures of drafting and redrafting a piece of written product (Nunan, 2003). The theory pays attention on the actual writing process thus; it is geared toward helping to improve the quality of students' writing. However, contrary to product approach, there is less weight on linguistic knowledge as linguistic skills is focused on the process approach. Such areas as planning and drafting are more pronounced.

In the words of Seow (2002), a set of planned instructions to writing aims to get students accustomed to the processes of writing including planning, drafting, revising and editing. To elaborate, classroom activities and teaching procedures to promote and advance the language use are more focused in the process approach. However, each stage of process writing does not seem to be a linear sequence but recursive and interactive as Zamel, cited in Hyland (2004) demonstrates that writing is seen as a non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning.

Similarly, process writing is a way of writing that enhances students' analyses and organization of ideas, develops cooperation among students, provides the opportunity to manage and control writing, and allows for other varied activities.

Evidently, the process is not arranged in step by step order, a writer can move to any of the identified steps; for instance, prewriting for brainstorming more ideas after revising. According to Hedgecock (2005), the essence of process writing is stated as one that

engages learners in meaningful writing, encourages stages of multiple drafts and revisions, and provides formative feedback through conferencing.

Further, the process approach is executed in a writing class through the following stages of writing task, as follows:

Prewriting and Planning In this stage, a teacher only provides language support where one is required, remaining in the background. The question asked to write is clear and includes what the students should write in their writing task. In this case, the teacher guides students to plan their work prior to writing in order to help the students generate ideas and plot what will be written adequately. Similarly, according to Herman, Manfred and Marie-Laure (2010), 'wh-questions' are to help students in their narrative writing.

Following the above, the students could be asked to write about their favourite moments during their childhood. A teacher needs to encourage students to come up with the ideas and then think of the answers to the guided questions. The students must gather ideas in order to prepare for their writing. Gabrielatos (2002) illustrates that this stage involves making decisions about content and coverage (relevant ideas and/or required information), language (level of formality, style and attitude), layout (type of text), type of organisation, and sequence.

Drafting**:** Next to pre-writing, students need to get their ideas down on paper quickly. According to Gabrielatos (2002), students need to elaborate on the notes by adding more information to the draft. Hedge (2005) suggests fast-writing (or free-writing) technique in order to write by concentrating more on the content rather than on form. In fact, this technique helps students avoid ambiguous statements.

Responding: After the draft, the students need to have their first draft responded to by the tutor. It should also be reviewed by their teacher and/or peers. The comments students receive help them get back to the point where the text is designed and restructured.

Revising and editing: at this stage, students will reorder arguments or review scenes in a narrative, reorder supporting details, and refine the ideas according to the evaluated and reviewed version(s) of the first draft. This stage also involves adding, removing, re-arranging, splitting or combining paragraph. Moreover, correcting spelling, grammar, punctuation and mechanics and organisation of the text are equally done here.

Hedge (2005) as a case in point, demonstrates that revising is part of the writing process which implies assessing what has already been written and this is adjudged to be an important way of learning. This is an invaluable stage in that it provides the opportunity of aligning the whole text to convey a meaningful idea in a structured manner.

Evaluating and Post-Writing: in this stage, a teacher will evaluate the written piece according to the marking guide designed. A teacher needs to assess the overall impression; whether the text is effective. Additionally, the teacher needs to evaluate specific points in accordance with the criteria. After finishing the final draft, sharing writing with classmates through presentation or online can motivate the students to continue writing (Peregoy & Boyle, 2013).

It is evident in the above that the stages of process writing are more effective as it enhances students' writing ability by having them focus on the process of creating texts through steps. As soon the students become familiar with this process, they would be able to produce as many texts as possible and writing will then become fun. This approach supports the cooperative and collaborative learning. The students have opportunities to

gain cooperative assistance from peers through revision stage. In addition, publishing stage at the end promotes motivation in collaborative work as other students will read their work and come up with other ideas for further writing.



Figure 2: Process Approach to Writing (taken from www.mywritingportfolio.net)

c. Genre Approach: Genre approach has been growing in English language classroom. Hasan and Akhand (2010) define genre approach as a socio-cultural practice. The purpose of this writing involves the context of the writing, and the conventions of the target discourse community. The approach focuses on the language and discourse features. However, in Munice's (2002) words, genre approach concentrates more on the readers.

Certain social conventions are followed for organising messages since the writer wants the readers to identify his/her purpose. The central belief is that it is not just written, but it is written to achieve some purposes such as writing letters of complaints, describing a technical process and telling a story. As concentrated on the readers, the writing products

and the way social purposes are expressed effectively; students need to have rhetorical understanding of texts (Munice, 2002).

The writing instructions look beyond subject content, processes and forms and regard writing as a calling to transmit the messages to readers. Like a product approach, the genre approach emphasizes that writing varies with the social context in which it is produced, linked with different situations.

Badger and White (2000) demonstrate that there are common features between product approach and genre approach, where the genre approach is an extension of the product approach and can be considered as predominantly linguistic. However, a teacher needs to take an authoritative role to motivate and support students by giving them models to observe and then asking them to deliberate on and analyse the structure and language use. The demand of the application of genre approach can be mostly found in English for Specific Purposes (ESP) classroom, as the ESP students learn English base on the context they need.

Stages of a Genre Approach

There are four main stages in the genre approach:

i. Building Context: unveiling the genre purposes and the settings in which it is commonly used. In this step, a teacher asks some questions about the topic, enhancing the students' background knowledge about this topic.

ii. Modeling and Deconstructing Text: analysing typical samples of the genre to identify its stages and key features and the dichotomies possible. In this stage, a teacher gives the model of the genre to make students' understanding better on the text-type chosen.

iii. Joint Construction of Texts: guided, teacher-supported practice in the genre through focusing on the functions of the text. In this stage, a teacher encourages and motivates students to construct the text related to the social function.

iv. Independent Construction: independent writing by students to be monitored by the teacher. In this stage, students are expected to produce the text individually.

v. Linking Related Texts: relating what has been learned to other genres and contexts to understand how genres are designed to achieve particular social purposes.

This approach provides students with the understanding of how writing takes place in a social context and how writing becomes a reflection of the motives. Similarly, this approach activates students to take part in the world around them, and to discover how content writing can promote logical organisation. It is supportive and empowering, according to Hyland (2004). A teacher plays a central role in scaffolding students' creativity and learning. Lastly, it provides access to the patterns and possibilities of variation in valued texts and increases a teacher's awareness of texts to facilitate students' writing performance.

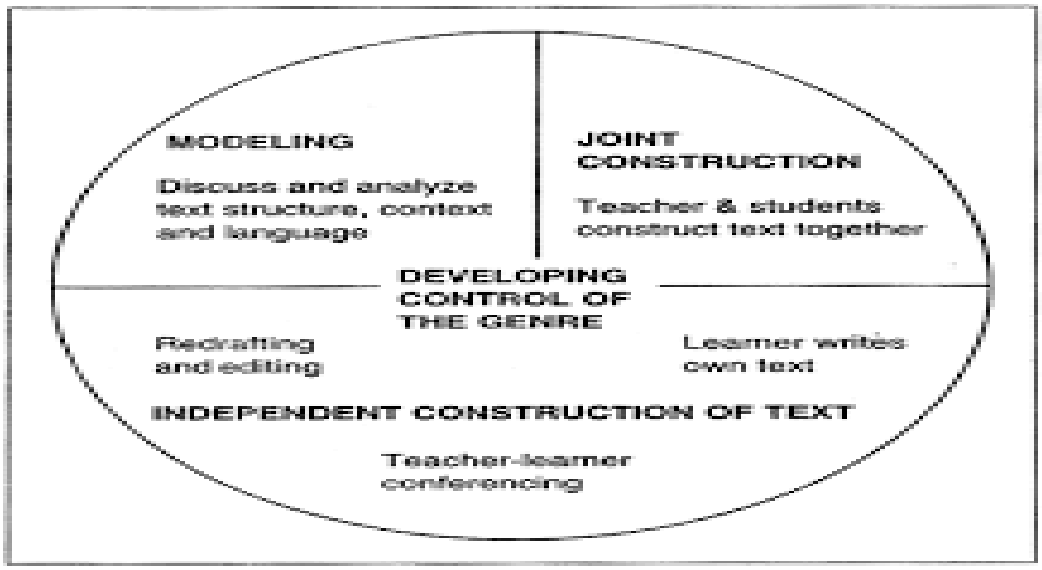


Figure 3: The Hyland's Model of genre teaching and learning cycle

2.3.2 Types of Writing

There are various types of writing. Each has a format basically different from the other. The following are the major types of writing:

a. Narrative Writing

A narrative tells a story or gives an account of events or incidents. The introduction usually indicates time and setting and introduces the characters. The body of which is made up of a number of paragraphs. This series of events contain the development of the plot. Use of past tense and in the first or second person (I, he, she, they, them) dominate the narrative type of writing.

i. Descriptive Writing

Descriptive writing paints a picture with words. One may be required to describe a person, place, situation, process or even feelings. This type of writing relies on details and requires suitable vocabulary, descriptive powers and creativity. The present tense is

often used in this case. Adjectives, adverbs and figures of speech should be used appropriately.

ii. Argumentative Writing

In this type of writing a belief, a point of view or an opinion is expressed. The aim of which is to influence or persuade an audience or readers to agree with one's viewpoint. The writer here takes a stand and supports an opinion. Appropriate use of connecting words such as; furthermore, of equal importance, in addition, it is clear as well as rhetorical questions and repetitions are used for emphasis in the argumentative form of writing.

iii. Expository Writing

Expository writing is another major type of essay. It aims to expound, or to explain. In other words, it tells how something or an action the speaker knows is done. Exposition explains or defines a process. Through definition exposition explains the nature of things or their composition. Other processes involved in exposition are analysis and classification.

What are the essential qualities of a good exposition? Since exposition seeks to explain, it must be accurate in the information it gives. It must be vivid or clear. It must give all that is vital to know about the action or the object. To achieve these objectives, a good exposition must be well organized. Superfluous words that tend to confuse rather than clarify should not be part of a good exposition.

There are many examples of exposition. Scholarly publications on particular topics such as Artificial intelligence, AIDS a killer, The Education industry as well as recipes in Home Economics books are all examples of expository writing.

2.3.3 Teaching Writing Skills to Secondary School Students

Writing skills is important to the academic achievement of students in English language as well as all other fields of human endeavour. This is because essay carries about 40 – 45% out of the 100% that is allotted to the entire English language skills (Okonkwo, 2014). Similarly, Otagburuagu (2002) describing the relevance of essay writing says it exerts an immeasurable impact on humanity. This is so because it is the common tool for dissemination of knowledge. It encourages thinking and learning for it involves communication and makes thought available and presentable.

Good teaching of English language especially in the ESL environment requires the effective teaching of the complex interrelated skills of listening, speaking, reading and writing.

Writing skills is important in the whole language development and learning. It is expensive, it lasts longer than speaking, and often less understood by learners. Writing is the ultimate of language skills and determines to a great extent, the success of students in both internal and external examinations. Good writing skills is required of students to pass at credit level at the West African School Certificate Examinations (WAEC).

Essay and letter writing take the highest of the total marks, followed by comprehension papers I and II, summary, lexis and structure and test of orals respectively in the examination. Despite the important position that writing holds among the language arts skills, it is disheartening to note that its teaching and learning has not been as effective as it should be due to various problems.

This ineffectiveness has been reflecting in the poor performance of students in English language in internally as well as externally conducted terminal examinations. The West

Africa School Certificate Examination May/June 2003 Chief Examiner's report has it that despite all efforts made to simplify the candidates' task, a good percentage of the candidates scored below average.

There are various forms of essay writing; narrative, descriptive, argumentative and expository. Narrative essay tells a story or gives an account of a series of events carefully arranged to develop action, plot or character. The descriptive essay is one that brings something to life by creating a mental picture in the mind of the reader. Expository essay is one which illustrates, defines, compares and explains by a careful selection of coherent and logical argument. The argumentative essay deals with orderly and effective presentation of opinion geared towards persuading the reader or listener to hold the same viewpoint as the writer or speaker (Tinuoye, 2005).

Advocates of the Process Approach to teaching writing see writing as an on-going multi-stage process with emphasis given to each stage in writing. Collins and Sommers cited in Duruamaku-Dim (2006) list the stages as pre-writing (organization), composition, revision and post-writing (i.e. presentation of the write-up).

The Pre-Writing Stage: Basically, the pre-writing stage involves all the preparations the writer makes before writing. Here, the writer organizes the work in a logical and clear manner by selecting the topic if it is not given, forming points of view, searching for facts that could be used in drawing up an outline. Situations exist where one may be given a topic, or one may be asked to select the topic.

Accordingly, one should choose a topic that one is familiar with or knows something about. Getting oneself correctly situated means forming a point of view which involves things about the topic until one discovers what one wants to write. Gathering relevant

ideas means getting information about a topic. Usually, there are two sources of getting information. They are through one's experience and from printed materials like books, journals, magazines.

Thereafter, the writer should put down as quickly as possible ideas as they occur to him and ask questions like what, when, where, how and why? In analyzing and arranging these ideas, one should go over them one after the other. By so doing, therefore, irrelevant ideas are discarded, and relevant ones are arranged logically. Omoni (2008) posits that research has indicated, teachers who are encouraged to engage in an array of pre-writing experiences evidence greater writing.

The Composition Stage or Writing Stage: This is the delivery stage. It is made up of three related parts namely: introduction, development and conclusion. First, an introduction should indicate briefly what the essay is all about and its scope. The purpose of an introduction is to provide information for the understanding of the body of the essay. In addition, the body of the writing should consist of the ideas that were arranged at the preconception stage (pre-writing stage). Each of these ideas would become topic sentence which will be developed fully latter using the various ways of developing a paragraph (linkers) and ultimately an essay. Finally, the conclusion should draw attention to what is discussed in the body of the writing, and the conclusion in a well-organized writing needs just one, two or three sentences, emphasizing the topic.

The Revision Stage: At this stage, the writer makes whatever changes that appear to be necessary in the write up, Revision may involve additions and deletion, changes in syntax, sentence structure and organization. It becomes richer when there are inputs from the teacher and fellow students. Cooperative evaluation should therefore be encouraged.

This means that learners should allow others to give an objective critique of their write-up to enable them to make necessary corrections and adjustment. After the revision stage, the learner re-writes the work after going through several times, making necessary corrections in punctuation and spelling. Essays should not be submitted until they have been read over and all mistakes are corrected.

The Post-Writing or Publication Stage: This refers to the delivery of the writing to its intended audience (readers/listeners). Classmates, parents and members of the school community are amongst the potential audience for students' written work. Students' motivation and achievement are enhanced when their works are published for larger audience than the teacher. Omoni (2008) states that it becomes a form of positive reinforcement to a learner when what he or she has written is given wider publicity.

Learners of English as a second language are required to be grounded in all the various forms of writing in order to make good grades in English language examination (essay writing especially) and all other school subjects in general since it is the medium of instruction. The Federal Republic of Nigeria (FRN) in the National Policy on Education (2004) states that English language is a core subject studied in Nigerian secondary schools and a medium for education in Nigeria, albeit, students find its learning burdensome and boring and this affects the overall performance of the learners.

The above assertion is confirmed by the West African Senior School Certificate Chief Examiner's report of 2006. This difficulty students encounter in essay writing may be as a result of the application of the traditional method (verbal explanations) of teaching by most of the teachers in the secondary schools to teach students. Traditional method is that which makes the teacher assume the conventional roles of an omniscient narrator

while the students remain passive and continue to copy notes that teacher gives them without asking or attempting questions.

The traditional method of teaching is been widely criticized by scholars. For instance, Akinbola (2009) notes that the use of poor teaching method is responsible for students' poor achievement. It is on this note that this study proposes the application of the ICT – based CLT approach to the teaching and learning of writing skills amongst senior secondary school students. The CLT approach to instructional strategy is a type of instruction which involves teachers and students working together, in an interactive way to maximize learning. Learners have a common goal and they attain their goals through interaction and interdependence with one another.

Children learn language skills better via interacting with the adults and other children around them freely in a communicative way. Secondary schools in the study area are seen using traditional method mainly in teaching English language to students. Students perform poorly in essay writing and this affects their performance in English language and other school subjects.

Further, writing is an essential language skill that enables learners as well as other language users to express their feelings and thoughts (Kolade, 2018). It is employed to clarify thoughts and ideas, to disseminate information through prints and bytes. Banat (2007) posits that this skill is an invaluable one in that it helps students interact, communicate and understand issues of life. Similarly, Akinwamide (2013) views writing as the ability to produce text or materials from the previously internalized knowledge and experience, through graphical representation of thoughts, ideas, concepts and observing for the purpose of record and communication.

Furthermore, the task of expressing oneself in the written form has been the aim of many teachers and students. However, with regards to learners of English as a Second Language (ESL), the teachers' effort to produce students who can demonstrate the skill of writing appears to be a great task. This is because writing skill is considered a complex cognitive skill since it requires the students to apply appropriate cognitive strategies, intellectual skills and a commensurate motivation.

As a case in point, Faezah in Kolade, (2018) observes that students face mental block and inability to connect grammar rules with sentence formation as well as falling short of skills in using the rhetorical style of the target language. So, this problem makes it difficult for students of ESL to produce a piece of writing which is communicative, clear and concise. Writing is one of the four basic language skills that needs to be mastered by language learners, thus concerted efforts have been vested by researchers and educators to study the nature of the skill as well as explore the best approaches and methods that could be adopted to teach it effectively and productively too.

Akinwamide (2013) notes that writing as a skill requires students to plan and organize their imagination clearly and in sequential order to fulfill the aim of writing. Recently, there has been a renewed interest in the writing process especially from the leaners' perspective. The ever-decreasing written production performance of students of different age levels in a variety of text types for example, expository, argumentative or narrative should be a strong motivating factor in the development of new models about the writing process, hence, the major intent of the present study. It sets out to test the efficacy of ICT – based CLT in improving students' written English performance amongst senior secondary school students in the North – Central Zone of Nigeria.

Furthermore, there are two earlier approaches that teachers have been adopting in teaching writing. The first approach is the product approach, which is writing as a product. The product approach focuses on the end result of the art of writing. It focuses on the different parts of the text, words, sentences paragraph but there is not much focus on ideas and meaning. The role of the teacher is to examine the product focusing more on linguistic accuracy.

Akinwamide (2003) states that the underlying principle of the product approach is that, if the teacher identifies a model, written by an accomplished and competent writer and this is given to students to read, the students then study the styles and the techniques of the efficient writer and copy such perfect model, the students will become good writers, this represents learning by doing. This therefore is in line with the present study that plans to use interactive activities in presenting language lessons to students in order to improve their written English performance.

However, the written products were seen to be inadequate and were replaced by a new emphasis on the writing process and the writer's production context. Vanessa (2004) corroborates this view by expressing that the product approach does not allow students to write error laden texts, the focus is on accuracy.

Similarly, another approach to writing is the process approach. The process approach focuses on how good writers write. Writers are active thinkers who employ strategies to compose a text. The strategies adopted are generating ideas, reviewing, evaluating, focusing, structuring and drafting. Writing is viewed both as a cognitive process and a socio-cultural activity. The cognitive model of writing is seen as a mental process

involving decision making and problem solving. The skills in writing are not acquired but consciously learnt and transmitted.

The students writing skills do not come naturally but are cultivated through much practice and conscious efforts in practicing writing. The paradigm shift from product approach to process approach has redefined and renegotiated the teacher's role. A teacher is no longer the authority figure in a writing class but acts as a consultant and a facilitator in assisting the students to produce coherent, meaningful and a creative piece of writing.

The teachers' role has changed from an assessor of the written product to a facilitator and co-participant in the process of writing. Khatijah (2004) reiterates that the teacher is to provide learning environment that will enable students to learn about writing, engage in writing and feel enthusiastic about it. The present study believes that once learners are properly motivated and enabling environment is provided then teaching and learning of writing would be effectively conducted**.**

2.3.4 Instructional Resources in Teaching Writing

There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages.

Further, audio-visual materials, including the resources of films, radio and television, help acquaint students with the achievements of modern science and technology, industry and culture with phenomena that are inaccessible to direct observation.

Similarly, Mirkhaydarovna, Irkinovna, Abdimuminovna, Shamsievna, and Kholmamatovna, (2023) report that the visual techniques, which entail the use of

instructional materials that elicit the learners to respond via seeing has been adjudged the most efficient and effective when teaching learners new concepts. Furthermore, concrete words are best described by real objects and pictures. The positive roles instructional materials play in vocabulary teaching at all levels of education cannot be disputed (ibid 2023). This is evident based on the fact that they do not only contribute towards the consolidation of the meanings of vocabularies but also supply concrete basis for conceptual thinking thus eliminating negative matching of the acoustic images with what they signify. This therefore makes vocabulary teaching and learning exciting.

This therefore indicates that there is a significant difference between the way students taught by the means of visual techniques absorb the meaning and use of English vocabulary and those taught via the verbal technique. The utilization of instructional materials would serve as dependable companion to the teacher as well as the learner when it comes to communicative transactions. Abstract concepts need to be concretized, hence, the need for instructional materials. This study even though it was on vocabulary is relevant to the present one in the sense that effective learning takes place when appropriate resources are used in teaching and learning. In this case, the use ICT – based CLT approach is expected to facilitate students' understanding of grammatical structures to be presented and by extension would enhance their written English performance.

Additionally, in the opinion of Hedge (2000) television, film, video-tape, and the now rather neglected but useful radio are extremely good for helping motivation, giving practice in understanding the spoken language in interesting situations, taking the students outside the range of classroom experience. With purely visual aids the quality most desirable is flexibility, he adds. The printed wall picture lacks this entirely and

consequently spends most of its time in the cupboard or hanging unnoticed on a wall. The overhead projector is very flexible in that you can change a display by adding or taking away parts of it as the students are looking at it. The flannel-board is even more flexible because you cannot only add and take away, but also move parts of the display from one point to the other.

From the above exposition, the relevance of instructional materials in the teaching/learning of language entirely and to that of writing can clearly be seen. This is because writing appears to be abstract in nature and the teachers' effort to concretize them augurs well in the presentation of the writing lessons. This is evidently in line with the argument of this work that using ICT – based CLT approach in the presentation of writing lessons would help in the teaching/learning of writing skills among senior secondary school students.

2.3.5 Challenges against Effective Writing Pedagogy in Nigeria

Efficient teaching and learning of writing in Nigeria are faced with several difficulties; this is regrettable in a context where English is the language of instruction in schools and colleges. Some of these lingering challenges could be properly handled by the language teachers as well as the learners' attitude towards the language instructions.

The major desire of Nigerian pupils leaving primary school, which is also the aspiration of their parents, is to acquire secondary education. The National Policy on Education (NPE) anticipates that 60% of the pupils would desire secondary education (Muniru, 2019). In some parts of the country, the percentage is far higher. However, majority of these primary school leavers admitted acquiring secondary education are not as proficient in English as required. In this case, it was noted that many students come to secondary

school knowing little or no English thereby making it necessary for the continued use of mother tongue as a medium for teaching other subjects in some instances.

The task of the English language teacher becomes a daunting one, if not impossible at all. After all, teaching writing in formal schools is guided by certain curriculum; syllabus and scheme of work designed to suit the purpose of the learner and meant to be used within stated period. During the teaching/learning process, the learners who could not express themselves well in the English language are either frustrated or ignorantly satisfied while the teacher is also demoralized. This situation is quite against the major objectives of education generally and secondary education specifically whose aim is to prepare learners for higher challenges and the ability to write and communicate effectively. It is glaring here that effective communication remains the bedrock of language learning.

However, apart from poor products that the teachers of English at the secondary school levels in Nigeria have to contend with, the teachers themselves in most cases are deficient. Olusoji (2012) as a case in point, provides a clue to this deficiency as he argues that majority of the teachers who teach the language are incompetent and this could not be unconnected with the reality that the teachers too are equally victims of incompetent teaching. This presupposes that the problem is rather generational and requires serious measures and commitment to ameliorate. Similarly, Olaofe's (2013) argument that the evil of poor teaching of English at an educational level has a disastrous effect on the other levels is very relevant in this regard.

Lack of competence makes effective teaching a serious challenge to the teachers. Some are seriously deficient in both the knowledge of contents and pedagogy. Others are

simply adamant about being effective. Many practicing teachers stuck to the traditional methods of verbal explanation in teaching writing across levels (Olaofe, 2013). Thus, majority of the teachers fall short of the requisite resourcefulness. They lack the required ability to scrutinize available materials and provide the students with the needed skills.

Teachers of English still disintegrate language skills in the era of integration and as such find it difficult to help the students achieve the desired communicative competence. The dearth of qualified and experienced teachers of English is thus one of the most critical problems facing the Nigerian secondary schools today. This is the fact in some schools within the study area where schools exist without an English teacher at some levels, especially among the private schools where unqualified (for example secondary school leavers) are recruited to teach or some teachers who did not study English at tertiary level are found teaching it. This ugly scenario affects the effective teaching and learning of writing and other language skills in secondary schools.

English is taught and learnt in Nigeria as a second language and the environment is not supportive enough. Most learners in the public secondary schools are from parents who do not speak English language making interaction with their parents in the language impossible. Some educated immigrants in different parts of Nigeria also believe that their children must speak their mother tongues at home which is the only opportunity such children have to acquire their mother tongues. Consequently, they do not speak English in their homes. The children from such homes whether in public or private schools have learnt to characterize English as the school language.

Worse still is the negative attitude of parents especially in the Northern part of the country to English language. Adegbija in Muniru (2019) states clearly concerning the

North that in homes, schools, mosques and even in public offices and functions, the English language is often openly detested. With poor classroom interaction in English emanating from the teachers' limited ability and inappropriate pedagogical approach and unfriendly acceptance from outside the classroom, it is therefore not surprising for the achievements in English teaching and learning to remain poor.

The above assertion is supported by the argument of Afolayan in Muniru (2019) that learners of English as second language, just as the native learners, require exposure to English in its rich data varieties in both its entirety and repetitive manner. Nigerian learners of English in most cases lack opportunity to practice, repeat, access and produce ample texts in the language. The situation in Nigeria is obviously adverse and in such a context as Olaofe (2013) notes that learners of English are exposed to limited comprehensible language input thus leading to gross inadequate output. The kind of English learners hear, imitate, repeat and ultimately produce is largely faulty, erroneous and substandard, especially when the quality of English coming from teachers, newspapers, radio and television broadcasts are full of substandard patterns.

Most likely another major challenge to the teaching-learning of writing is lack of motivation. Most of the teachers nowadays lack the enabling passion and interest in language teaching and English language teaching is hardly seen as a calling. The teachers' salary in most cases is not encouraging and more so in the contest of the demands of modern life and the poor value of Naira.

Consequently, the teachers of English are neither intrinsically nor extrinsically motivated. Besides, the learners' attitude to learning does not motivate the willing teachers. They are hardly cooperative neither willing to spend more time on learning. They prefer spending

their time on social network, uploading their pictures and downloading music and films. Therefore, their interest in English language activities is usually nonexistent (Olaofe, 2013).

2.4 Electronics Media and Language Teaching

Language teachers have been avid users of technology for a very long time, Gramophones records were among the first technological aids to be used by language teachers in order to present students with recording of native speakers' voices, and broadcasts from foreign radio stations were used to make recording on real-to-real recorders. Other examples of technological aids that have been used in the foreign language classroom include slide projectors, film-strip projectors, film projectors, video cassette recorders and DVD players.

In the early 1960s, integrated courses (which were often described as multimedia courses) began to appear. Examples of such courses are Ecouter et Parler (consisting of a course book and tape recordings) and Deutsch durch die audiovisuele Methode (consisting of an illustrated course book, tape recordings and a film-strip-based on the structural Global Audio-visual method) (Davies, 2011). During the 1970s and 1980s, standard microcomputers were incapable of producing sound and they had poor graphics capability. This represented a step backward for language teachers who by this time had become accustomed to using a range of different media in the foreign language classroom.

The arrival of the multimedia computer in the early 1990s was therefore a major breakthrough as it enables text, images, sounds and video to be combined in one device and the integration of the four basic skills of listening, speaking, reading and writing

(Davies, 2011). The present study intends to make use of computer application Softwares, video clips as well as other applications with computer in presenting language lessons to students in order to enhance their writing ability. This clearly indicates that it agrees with the previous research that saw computer as a veritable tool for language teaching and learning.

2.5 Computer-Assisted Language Learning (CALL)

Computer-assisted Language Learning (CALL) is succinctly defined by Weng and Chiu, (2023) as the search for and study of application of the computer in language teaching and learning. CALL embraces a wide range of Information and Communication Technology (ICT) applications and approaches to teaching and learning of foreign languages, from the traditional drill-and-practice programmes that characterized CALL in the 1960s and 1970s to more recent manifestations of CALL for example as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordances, interactive white boards. Computer-Mediated Communication (CMC), language learning in virtual worlds, and Mobile-Assisted Language Learning (MALL). An alternative term, Technology-Enhanced Language Learning (TELL) also emerged around the early 1990s: for example, the TELL Consortium Project, University of Hull (Bush & Terry, 1997).

The current philosophy of CALL puts a strong emphasis on students-centered materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: Interactive learning and individualized learning. CALL is essentially a tool that helps teachers facilitate the language learning process. It can be used to reinforce what has been already learned in

the classroom or as a remedial tool to help learners who require additional support. The present study relies on this fact and desires to tap from the rich materials and content provided by CALL in all its subsidiary components to present language lessons (writing) communicatively and interactively to the learners.

The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (example behaviourist, cognitive, constructivist) and second language learning theories such as Krashen's (1982) Monitor Hypothesis.

A combination of face-to-face teaching and CALL is usually referred to as blended learning. Blended learning is designed to increase potential and is more commonly found than pure CALL (Pegrum, 2009).

Furthermore, Fetsi (u.d.) believe that few teachers nowadays, at least in the Western World, rely solely on chalk and chalkboard. Over the years, more and more technical inventions have taken their place among the educational aids with which teachers surround themselves, so as to make their teaching more effective. What distinguishes the computer from other pieces of equipment, such as tape recorders and film projectors, and what forms in fact the basis of its claim to the title educational aid is its interactive capability.

This scenario differs quietly from what operates in the study area where teachers are seen relying solely on the traditional methods of explanations there by making the language lessons so boring and uninteresting. This study therefore intends to change the narrative in its bid to implore the use of ICT – based CLT approach in teaching English language (writing skills) that would help enhance students' writing performance.

Similarly, the unique property of the computer as a medium for education is its ability to interact with the student. Books and tape recording can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistakes the student has made and react in a manner which leads him not only to correct mistakes, but also to understand the principles behind the correct solution.

Similarly, the popularity of electronic games would seem to imply that the computer holds a kind of fascination for people, particularly the young. Part of this fascination is undoubtedly due to the appeal of the visual effects afforded by modern microcomputer system using TV display screen or overhead projectors. Many of these techniques can be adapted to language teaching applications: movement of words, syllables, or characters around the screen, and simple graphical illustration of key lexical items are two of the most obvious examples in an area likely to become of great importance.

As a result of this unique combination of tutorial, interactive, and visual capabilities, computers frequently have a beneficial effect on leaner motivation. This stimulates the present study to assess the effect of ICT – based CLT approach on students' written English performance.

Finally, on this, Ibrahim, (2010) observes that some scholars have researched on the effect of video on learning and have got encouraging results. For example, Gerling (1994) found that videotaped clips of public service announcements and commercials from Spanish language television provided interesting materials for students to work with in the Spanish foreign language classroom. Similarly, Barnes (as cited in Watson (2023) reported a study conducted by the Teacher's College at Columbia University and WNET Thirteen's staff. The goal of the study was to determine the impact of Instructional

Television (ITV) on students' learning over a six-week period. The summary of the findings concludes the following:

1. ITV students outperformed non-ITV students on tests.
2. ITV students scored higher on writing assignments.
3. ITV students used more figurative language than non-ITV students.
4. ITV students applied more varied and creative approaches to problem solving.
5. ITV students were more active in classroom discussions.
6. ITV students learn better, when more ITV is used.

The studies presented above serve to boost the enthusiasm of the present one which seeks to assess the effect of ICT – based CLT approach on students' written English performance amongst senior secondary school students in the North – Central Zone of Nigeria with the aim of facilitating students' English writing performance.

2.6 Vocabulary

Another important point to speak about is the choice of vocabulary which plays an important role in ensuring the quality of writing. Having a large vocabulary helps students in producing well written text. Kucer cited in Anyifite (2019) sums it up:

> *In writing, selecting is the process of placing the propositions being formulated within short- term memory into a surface representation. The writer must find the appropriate language and syntactic structure that captures the meaning of each proposition (Kucer, 1985, p.331).*

Thus, having a repertoire of vocabulary is very essential in writing because it gives the students the ability to use words appropriately. It does not mean having many long or difficult words; it simply means knowing how to express ideas to facilitate the reader's understanding of the material.

During the last two decades several researchers have proposed general guidelines for vocabulary instruction. Specifically, Irvin (2018) suggested active learning and multiple exposures to words. Similarly, Baumann and Kame'enui (2011) talk about three overall objectives for vocabulary instruction: independence, specific word learning, as well as appreciation and enjoyment. They emphasized the need to teach students how to learn words independently, highlighted the importance of teaching students the meanings of specific words, and focused their attention on helping students to develop an appreciation for words and to experience enjoyment and satisfaction in their use.

Blachowicz and Fisher (2012) summarize all the previous works done in this area and propose four main principles in vocabulary instruction. First, that students should be active in developing their understanding of words and ways to learn those words. Second, they talked about the importance of personalizing word learning in terms of students selecting the words to be taught and students being instructed to use mnemonics to learn new word meanings. Third, students need to be immersed in words through listening and reading. Fourth, they emphasized the need to create word-rich environments, where students would be able to build knowledge of a particular word through repeated exposures and from multiple sources of information.

Blachowicz and Fisher (2012) emphasize the need for students' active engagement in relation to two aspects of vocabulary instruction: (a) making connections between and among words and concepts by using semantic mapping (a technique that graphically represents the relationship between words) and semantic feature analysis (a graphic display that focuses on the features that distinguish words in a particular category) and (b) learning strategies to become independent word learners by using context and word

morphology cues. Guzzetti, Snyder, Glass, and Gamas (2010) also support the active engagement of students in their learning and argue that engaging students in some type of active learning/discussion could facilitate any attempts to identify, confront, and correct students' possible misconceptions.

Even though personalization through student self-selection of words for study has not been extensively investigated Fisher, Blachowicz, and Smith (2011) examine the effects of allowing fourth-grade students in literature circles to select their own words for study. The students did not only select words that were at or above their grade level, but also retained their knowledge of word meanings. A partial replication of this study at seventh grade (Blachowicz, Fisher, Costa, & Pozzi, 2012) found similar results, whereas in another study by Fisher and Danielsen (2010) fourth graders who were allowed to choose their own words for vocabulary and spelling instruction learned the words more effectively and remembered the meanings of the words they chose longer than the meanings of words chosen by the teacher.

The third principle of vocabulary instruction suggested by Blachowicz and Fisher (2012) was immersing students in words. This particular principle is based on the theory of incidental word learning through listening or reading. Even though the extent and nature of learning through this indirect approach to vocabulary instruction are debated, the fact that learning occurs is undisputed, as reported in the available literature (National Reading Panel, 2012).

Blachowicz and Fisher's (2012) last principle of vocabulary instruction was learning through repeated exposures. Instruction that combines definitional information with other active processing, such as adding contextual information (Stahl, 2012), writing (Duin &

Graves, 2006), or rich manipulation of words (Beck & McKeown, 2012) was consistently more effective than definitional instruction alone. Repeated exposures to a word were also found to be important component of word learning (Ryder & Slater, 2013), where several researchers have also emphasized the importance of exposing a word in different contexts (Gipe, 2015; McKeown, 2017; Stanley & Ginther, 2011).

In a review of 50 studies on vocabulary instruction, experts from the National Reading Panel (2012) provided an overview of the principles that govern the process of vocabulary acquisition and identified effective instructional procedures for teaching vocabulary. These procedures were further classified into the following five categories:

a) Direct (explicit) instruction, where students were provided definitions or other attributes of the target words along with specific algorithms to determine meaning or external clues and be able to connect the words with their meanings; common examples of this approach included pre-teaching vocabulary prior to reading a text and analysis of word roots or affixes;

b) Indirect (implicit) instruction, where students were exposed to words or provided opportunities to do a great deal of reading and then asked to infer definitions of words they did not know; example of this approach was any attempt to encourage students' wide reading;

c) Multimedia method, where vocabulary was taught using semantic mapping and graphic representations of word attributes; hypertext was an example for teaching vocabulary under this approach;

d) Capacity method, which allowed students to concentrate on the meaning of words rather than on their orthographic or oral representation; this particular approach was used to reduce students' cognitive capacity devoted to other reading activities by practicing words and making their meanings automatic;

e) Association method, where students were encouraged to draw connections between what they know and words they do not know; these associations could be semantic, contextual, or based on imagery.

Results from this review (National Reading Panel, 2012) showed that:

(a) vocabulary words can be learned through incidental learning and indirect ways (Robbins & Ehri, 2014; Senechal & Cornell, 2010) and that factors such as students' motivation, words' repetition, and richness of text may determine the effectiveness of such approach;

(b) when teachers need to teach specific words, instruction should include both direct and indirect teaching, active engagement in learning tasks, repetition of vocabulary items in learning and in many contexts, as well as multiple exposures to those vocabulary items;

(c) the more connections between the unknown word and familiar words the better the acquisition of that word;

(d) pre-instruction of vocabulary in reading lessons can have significant effects on learning outcomes;

(e) dependence on a single vocabulary instructional method does not result in optimal learning methods, but approaches involving several techniques seem more effective than those involving only one; and

(f) there is not a single best method of vocabulary instruction, but any instruction on vocabulary is better than no instruction at all.

Various ability levels and age differences were also found to significantly influence learning gains from vocabulary instructional methods (National Reading Panel, 2012). Specifically, Tomesen and Aarnoutse (2010) found that poor 4th-grade readers gained better scores in word meaning tests than average readers through reciprocal teaching and direct instruction. Storybook readings were also more beneficial for teaching meanings of unfamiliar words among students with larger rather than with lower vocabularies (Robbins & Ehri, 2014) and among high achievers rather than average- and low-achievers (Nicholson & Whyte 2012).

Biemiller (2018a) found that children can acquire and retain two or three words a day through instruction involving contextualized information and explanation of new words, whereas direct approaches were found to work better for less verbally fluent or lower vocabulary children and adolescents than approaches involving word meaning inferences from context. Lastly, the keyword method was reported to be more beneficial for low ability rather than high and average ability students (McGivern & Levin, 2012).

2.7 Empirical Studies

This section of the study reviews previous related works for the purpose of establishing a research gap for the present study. In view of this, the section is presented under the

following subtitles: ICT and the teaching of English, teaching of writing and ICT – Based CLT.

a. ICT and the Teaching of English (Writing Skills)

This section reviews works on ICT and teaching of writing.

Sharlene, Leanne and Graham (2009) as a case in point reported a study conducted on Teaching Writing to High School Students: A National Survey. The study examined how high school teachers in the United States taught writing. A random sample of Language Arts, Social Studies, and Science High School Teachers (N 361; 53% women) from the United States were surveyed about what their students wrote, their use of evidence based writing practices, the adaptations they made for weaker writers, how they assessed writing, their preparation to teach writing, beliefs about the importance of writing, and judgments about their students' writing capabilities.

A 76-item survey was created to obtain information about the writing practices and beliefs of High School Teachers. The survey used a variety of question formats, including Likert-type items, checklists, and open-ended questions. The survey was piloted with six Language Arts, Science, and Social Studies Teachers. The feedback from these teachers was used to further fine-tune the questionnaire before it was mailed to the participating teachers. The total time needed to complete the survey materials was 15 to 20 minutes.

The findings from this survey raised some concerns about the quality of High School writing instruction. The writing activities they were assigned most frequently by teachers involved little analysis and interpretation, and almost one half of the participating teachers did not assign at least one multi paragraph writing assignment monthly. Although most High School teachers did apply most of the evidence-based practices and

adaptations included in the survey, they used these practices infrequently. Most teachers did not believe their college teacher education programme adequately prepared them to teach writing.

A sizable minority of language arts and social studies teachers indicated that their in-service preparation was inadequate too. For science teachers this was close to 60%. This is line with the present study's assertion that learners of English as second language find writing to be a daunting task. In this study, it is glaring that even the teachers who are supposed to be role models to the younger learners were reported to have believed that their college teacher education programme did not adequately prepare them to teach writing. Now the argument is if the teachers are not adequately groomed to teach writing, how then will their students cultivate good writing habit?

Fahim and Hashtroodi (2012) investigated the effects of teaching techniques on the development and writing of argumentative essay writing by Iranian students. They used 63 EFL university students for the study divided into experimental and control groups. They treated the experimental groups with the Communicative approach while the control group was exposed to conventional methodology. They found that the improvement was positive as the experimental groups exposed to Communicative approach performed excellently well. This study is related to the present one in that it made use of communicative language teaching approach in the teaching and learning of writing. This encourages the present study even though the two investigations differ, as the former was on communicative approach only, the latter is interested in ICT – Based CLT. The present study desires to use the ICT provided model in language teaching and learning.

Shiri (2013) reported a study on the Effect of Collaborative Writing on EFL Learners' Writing Ability at Elementary Level using 38 female and 26 male EFL learners of differing majors studying at the University of Tehran, Kish International Campus. The treatment group consisted of 31 students (17 female and 14 male), while the control group consisted of 33 students (21 female and 12 male) students. They took the writing course as part of an English package offered to every new student at that university. Their age ranged from 20 to 37, with an age mean of 26. Convenience sampling was used in this research. 64 learners in two groups (treatment & control) participated in the study. The Learners in treatment group wrote their writings collaboratively while the other group wrote them individually. The writing samples were rated based on the TOEFL iBT task 2 writing scoring rubric (ETS, 2006).

The results showed that both the treatment group and the control group improved significantly from the beginning to the end of the instruction as assessed through the use of two paired samples t - tests (Treatment Group $t(30) = -26.42$, $p = .000$; Control Group $t(32) = -15.70$, $p = .000$). However, the two groups showed a significant difference in their posttest ($t(62) = 2.64$, $p = .01$). The results obtained showed that both groups significantly improved over time, which shows that the instruction has been successful for both groups.

However, while being almost the same at the pretest, the two groups significantly differed from each other at the end of the instruction. The treatment group outperformed the control group by almost half a band score on TOEFL iBT task 2 writing scoring rubric. This improvement shows that teamwork can help learners improve their writing

ability in English. In this study it is evident that the treatment given to both the two groups was significant.

Conversely, at posttest the difference was clear. The experimental group outshined the control group. This is considered to be so as a result of the application of task-based activities which is similar to the pattern of the present study that seeks to investigate the effect of ICT – Based CLT as it relates to the teaching and learning of writing. It is therefore hoped to be advancement to the previous studies.

Okonkwo (2014) reported a study on the effects of Collaborative Instructional Strategy on Students' Achievement in Essay Writing in English in Abakaliki Urban Education Zone of Ebonyi State, Nigeria. The study investigated the effects of collaborative instructional strategy on students' achievement in English essay writing. The design of the study was quasi experimental study of pretest, post-test non-equivalent control group. The population of the study was 1797 students in senior secondary two classes in Abakaliki Urban Secondary Schools in Ebonyi State.

The sample of the study comprised 191 students in four co-educational secondary schools. Two experimental groups were taught essay writing in English. Experimental groups were taught using collaborative instructional strategy while the control groups were taught using conventional teaching method. Data were collected using English Essay Achievement Test (EEAT). Mean and standard deviation were used to analyze the research questions while Analysis of Covariance ANCOVA was used to test the hypothesis at alpha level of 0.05 significance.

Results obtained showed that the experimental groups taught with collaborative instructional strategy performed much better than the control groups taught using the

conventional teaching method. Test of significance indicated that a significant difference existed in the achievement mean score of students taught with collaborative instruction.

It was recommended that teachers should use instructional strategy that is more yielding in teaching essay writing and that the government should train, retrain teachers in the field and employ more English language teachers. The present study capitalizes on the findings of this study as the two studies have a convergence on writing skills and are divergent in their approaches. While the former made use of Collaborative Instructional Strategy, the latter is centred on ICT – Based CLT. Similarly, the previous study made use of descriptive statistics and ANCOVA, whereas the present one uses descriptive statistics and t-test for data analysis.

Okonkwo (2014) investigated the effects of Collaborative Instructional Strategy (Communicative approach) on students' achievement in English essay writing using a quasi–experimental design and a total sample of 191 Senior Secondary Two (SS2) students in two experimental groups and two control groups. She taught the experimental groups essay writing using the Communicative Approach while the two control groups were taught essay writing using conventional teaching methods (Traditional Teaching Method). The data was collected using English Essay Achievement Test (EEAT) and analysed the data using Analysis of Covariance (ANCOVA).

The result of the study showed that the experimental groups taught essay writing using the Communicative approach performed much better than the control groups taught essay writing using Traditional Teaching Method (TTM). This is an energizer to the present study as the treatment of communicative approach proved superior to the conventional method of verbal explanations. The two studies are similar in their design and

instruments. Whilst they differ in terms of their approaches. The previous one used communicative approach in form of collaborative instructional strategies, whereas the present one uses ICT – Based CLT approach.

Kalemesi (2016) conducted a study on The Role of Pictures in Teaching English Composition Writing in Upper Primary School in Emuhaya Sub County, Vihiga County, Kenya. The study sought to establish the role of pictures and its effect on composition writing and language achievement in upper primary schools. This study was based on constructivism theory with two proponents, Jean Piaget and Vygostsky. Two categories of schools were selected; public and private. The sample population was about 10% of learners in Emuhaya Sub-county, who constituted upper primary pupils from six schools, twelve English panel leaders (teachers) and two Quality Assurance and Standards Officers (QASO).

The sample population constituted class seven pupils of the six schools. The learners were twenty per group, within the age group of 11-14 years. The research methodology employed in the study was an experimental design. The experimental groups received the treatment with the use of pictures, whereas the comparison group was taught conventionally. Four instruments that were used in this study were questionnaire, tests, interviews and observation schedules.

This study was piloted to establish whether the instruments were valid and reliable before the actual study. The data was analyzed using SPSS software package version 21. From the study, there was significant difference ($p=0.001$) among groups where there was use of pictures and the controls.

Basing on the findings of the study, it was established that teachers rarely taught composition using pictures due to the short preparation time and therefore this lowered performance in composition writing. This study recommended a similar study on the use of pictures in middle primary school to compare the results. It also recommended a study on the adequacy and appropriateness of texts used by teachers in teaching English composition. This study is similar to the present one in terms of its design; however, it is not clear as to what kind of experimental study was carried out. The present study is going to be carried out using the quasi pretest posttest experimental design.

Hussaini (2017) carried out a study on the Effect of Using Technology Task Based Approach on English Language Achievement among Primary Four School Students in Nigeria. This study aimed to investigate the effect of TTBA on English proficiency skills in Nigerian primary schools. A quasi-experimental was employed as the research design in this study. The respondents of the study consisted of 62 primary school students in Nigerian primary schools that form into two (2) groups which were experimental group and control group. The experimental group was instructed using TTBA while the control group was taught using the traditional method. The period of the treatment lasted for eight (8) weeks. The collected data through pre-test and post-test was analyzed using independent t-test and paired sample test at .05 level of significance.

The findings of the study indicated that there is a significant effect of TTBA on the students' reading, speaking and writing skills.

The results of the study revealed statistically significant differences in scores between the experimental group and control group. The result also showed that teachers and students have positive attitudes towards the application of TTBA. This teaching approach also

proved that it can enhance students' interest in studying English. Thus, it is recommended that primary school students should reflect on the tasks, strategies, and activities of learning in TTBA and apply them in learning English. Primary school teachers should integrate tasks with technology in language teaching to improve students' language proficiency skills. Teachers should encourage students to join in the tasks and group activities with interest and attentiveness.

Meanwhile the Nigerian Ministry of Education should organize teacher training on how to apply TTBA in language teaching. This study shared some things in common with the present one. The design, use of technology – Based materials and writing skills. However, the present one is interested in ICT – Based CLT as it is expected to facilitate students' language performance in writing skills.

Uzoma and Ibrahim (2018) conducted a study on the Effects of Communicative Language Teaching Approach on Students' Performance in Narrative Essay and Informal Letter Writing among Senior Secondary Schools in Sokoto State, Nigeria. This study investigated the effects of Communicative Language Teaching approach (CLT) on students' performance in narrative essay and informal letter writing among 33 secondary schools in Sokoto State, Nigeria.

The major objective of the study was to find out if teaching students essay writing skills using the CLT approach as against a traditional teaching method, the Audio-Lingual Method (ALM), would make them perform better in their narrative essay and informal letter writing. The SS1 students' population of the eight selected senior secondary schools was 3,104 and the population sample of the study comprised of 644 Senior Secondary One (SS1) students drawn into four comparison groups from eight secondary

schools in Sokoto State, Nigeria. The design for the study was quasi experimental and intact classes were used.

The study's instrument was Language Performance Tests (LPT), with four separate designs. The groups were subjected to a pretest before they were exposed to treatments. The experimental groups were exposed to treatment using the CLT approach while the control groups were exposed to treatment using the ALM. The groups were also subjected to a posttest. The study tested four null hypotheses. The hypotheses were tested at 0.05 alpha level of significance using statistical procedures of mean, standard deviation, and the t-test. The four hypotheses were rejected.

The findings of the study showed that students taught aspects of narrative essay and letter writing using the CLT approach performed better in their essay writing than students taught the same using the ALM. The researchers recommended that teachers should adopt CLT that makes the learner perform better in essay writing and that teachers should be trained and re-trained on the application of the method to teaching essay and letter writing skills in particular and English Language in general. This study also is in agreement with the present study. However, the present differs in that it is concerned with ICT – Based CLT and the area of study also is not the same. In which case, there is expected to be difference in the way and manner the two investigations were carried out.

Similarly, Kolade, (2018) conducted a study on Enhanced Collaborative Teaching Method on the Performance of Students in Essay Writing Task at the Senior Secondary School level in Ekiti state, Nigeria. The study adopted a quasi-experimental design approach. The sample consisted of 50 Senior Secondary School final year students. The data generated were subjected to statistical analysis and the results of the analysis showed

that there was no significant difference between the pre-test scores of both the control and experimental group which established the homogeneity of both control and experimental groups before the application of treatment on the experimental group.

There was no significant difference in the pre-test and post test scores of the students in control group. However, the collaborative method which was the treatment had significant effect on students' overall performance in essay writing. Therefore, the study recommended that English language teachers could employ this method for improved performance among students. Also, teachers should encourage teamwork among students for the exchange of novel ideas. To this effect, educational institutions could organise and train teachers on how to secure better performance through collaborative pedagogical inputs.

The above reviewed studies boost the morale of the present one, although this study differs from the above reviewed ones in the sense that the formers were all either on communicative or collaborative approach whilst the latter centres on ICT – Based CLT. A gap is therefore identified where this study intends to bridge by assessing the impact of ICT – Based CLT approach on the written English performance of senior secondary school students in the North-central Geo-political Zone of Nigeria as against the earlier studies that applied CLT on general English achievement or speaking skills as it has been clearly indicated in the foregoing section. Also, no such study was discovered in the study area. This motivates the researcher to try to bring new idea and innovation into the teaching and learning of English language on a general note and specifically in writing skills.

b. ICT – Based Communicative Language Teaching (CLT)

This section of the review centres on related works to the ICT – Based CLT.

Lu, Hou and Huang (2010) conducted a research on a Student – Centred Teaching Model in an ICT – Based English Audio – Video Speaking Class. The research examined the feasibility of the student-centred teaching model utilised in an English audio-video speaking class (EAVSC) in computer-assisted language learning (CALL) environments at the authors' university by carrying out two quantitative longitudinal case studies. The research was aimed at examining kind of role the ICT facility, in particular, the Digital Learning System (WELL6000) play in the EAVSC and identifying the teaching model in the "student-centred" EAVSC in CALL environments achieve feasibility and effectiveness in enhancing students' speaking abilities and their communicative language abilities. All the data were collected from two quantitative longitudinal case studies for the purpose of investigating the feasibility and effectiveness of this "student-centred" teaching model in the student-centred EAVSC in CALL environments. The whole process lasted for two semesters (Semester 1: Sept. 2008 – Jan. 2009, Semester 2: Feb. 2009 – Jun. 2009).

All the contents of the textbook and related in-class activities were covered in one semester. There were 130 students (registered in year 2006, juniors) in total, 66 in the first semester, and 64 in the second. All the subjects were non-English majors, specialising in the fields of Computer Science and Technology, Information and Communication Engineering, and Electronic Engineering. They all took the National College English Test Band Four (CET-4)2 in P. R. China and scored above 576 (out of 710) on the test.

In each semester, the subjects were divided into two independent classes and both were instructed by the same teacher – the first author. Questionnaire and test were used as instruments for data collection.

All the data were processed using SPSS 14.0: Descriptive statistics (mean, variance, standard deviation, percentage) were used to analyse the students' responses to the questionnaire and the two test scores; A Pearson Correlation Test was employed to illustrate the correlation between the students' CET-4 scores and their pre-test scores; A Spearman Correlation Test was applied to evaluate the two teachers' degree of agreement on ratings. A Paired Samples t- test was employed to discover the changes in the students' two test scores. Analysis of correlated data showed that the specific teaching model in general was both plausible and effective in improving students' communicative language abilities, especially in their speaking abilities.

The research concluded that the teaching model counts not only a good exploration of teaching speaking in the specific context at the authors' university, but also serves as a good reference for English teachers in China as well as for researchers and scholars whose teaching background are similar to that of the authors. This study shares ICT, design and instrument in common with the present one. Despite this, the two studies differ in that the previous one was interested in speaking skills whilst the latter is on ICT – Based CLT approach on writing skills. Also, the former had university students as its population whereas the present is on senior secondary school students.

Reza, Keikha, and Nour-Mohammad (2011) conducted a study on The Impact of Information and Communication Technology (ICT) on Educational Improvement. The research aimed to study the effect of information and communication technology on the

educational improvement of third grade high school students in Khash-Iran. The research was a descriptive survey. The population included the third-grade high school students of Khash city who were about 1900 people studying in 35 educational units in 2010. The sample size was determined using Kirgizia and Morgan statistical tables and was determined to be 320 people.

Random multistep method was employed for sampling among male and female students in proportion with the community size. A researcher-made 24-question questionnaire with a grading scale of Likert type was used for data collection whose validity and reliability were confirmed by Cronbach's α. The method of measurement type was used for data analysis; frequency distribution table, frequency percentage and diagram drafting were used in the descriptive statistics section, The Ki (chi-square), U Mann –Whitney and Kruskal-Wallis statistical tests were used in inferential statistics section with regard to the measurement scale. SPSS was used to analyze data. Research findings revealed that using information and communication technology is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school marks. It is generally effective on third grade high school students' educational improvement to a great extent.

This effect was the same among male and female students with different average scores, ages and fields. However, its effect on vocational and high schools' students was different. The present study only benefitted from this study by way of using the ICT – based materials. Otherwise, the two studies differ in their methodology. The fact that the research findings revealed that using ICT is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school

marks encourages the present study to want to investigate the impact of ICT – Based CLT approach on the language performance of senior secondary school students in the North Central Geo-Political Zone of Nigeria with a view to making language learning a fun and rewarding one.

Zulfeqar and Ahmed (2012) reported a study on Promoting CLT within a Computer Assisted Learning Environment: A Survey of the Communicative English Course of FLTC. This study was based on a survey of the Communicative English Language Certificate (CELC) course run by the Foreign Language Training Center (FLTC), a Project under the Ministry of Education, Bangladesh. The study therefore was set explore how aspects of CALL were being integrated within a framework of Communicative Language Teaching (CLT).

The survey was conducted on 425 learners who had completed the CELC course at the selected four centers of FLTC. The study provided a brief overview of how computers were being used for teaching communicative English. It was found that the trainees gave a positive response about the contents, facilities, and organization of the course but not completely satisfied with the teaching techniques and participants' role as independent learners. It was recommended that there is a need for making the computer-based learning materials more accessible to the learners so that they can use them more independently in and outside the language lab.

This study is similar to the present one because it aimed at Promoting CLT within a Computer Assisted Learning Environment, in other words, the ICT components. The two differ in that the former was on Communicative English Language Certificate (CELC) course run by the Foreign Language Training Center (FLTC), a Project under the

Ministry of Education, Bangladesh while the latter was on ICT – Based CLT as it relates to the teaching and learning of language in senior secondary schools in North Central Geo-Political Zone of Nigeria. However, the previous study boosts the morale of the present one to find out whether or not there would differently results amongst the two studies from different countries. The two studies differ in their methodology; the former was survey whilst the latter is going to be an experimental one.

Karlsson, A. (2014) carried out an investigation on How can blogging in foreign language education improve pupils´ writing skills? A research synthesis. The purpose of the research synthesis was to investigate how using blogs and Facebook in foreign language teaching can improve pupils´ writing skills in the target language. According to the theoretic framework around which the results of this research synthesis were organized, linguistic, pragmatic, intercultural and strategic competence are part of writing skills.

The results showed that out of the 8 studies included in the research synthesis five showed an improvement in linguistic competence, three out of those five showed an improvement in pragmatic competence as well, and another three studies also showed an improvement in pragmatic competence. None of the studies showed an improvement in intercultural or strategic competence.

This study was on blogging and face book as they relate to foreign language teaching in the improvement of pupils´ writing skills in the target language. It shares writing skills and ICT component with the present one. Just like there was a positive effect of blogging and face book on the linguistic competence, the present study hopes to record similar or better improvement in students' writing performance via ICT – Based CLT.

In a study conducted by Sokolova, Golovacheva and Chernaya (2015) on Professionally-Oriented Communicative Language Teaching Approach by the Design of a Computer Assisted ESP Course: Analysis of Results, Professionally-Oriented Communicative Language Teaching is an effective approach widely recognized among scientists and teachers which involves learners in authentic environment and communication and helps develop communicative competence of non-native speakers studying English for Specific Purposes (ESP).

The subjects of the study were sixty students, including students from Vietnam and the Czech Republic studying ESP at the Institute of Power Engineering of Tomsk Polytechnic University. The lab where students were studying was equipped with 20 computers, a TV, a DVD player, video-recorders, and discussion tables to accommodate groups of 8–10 students. The sessions lasted 90 minutes and were held once a week. The data was collected over a period of two years from the results of students' performance and a questionnaire survey concerning feedback on students' communicative language activities conducted during the course.

The results indicated variations in the attitude of students from different countries to the developed communication activities. As the students stated, however, the e-learning ESP course provided communicative situations similar to real ones and gave an opportunity to use the acquired knowledge in practical, professional, and research activity.

Anthonio and Elena (2017) carried out a study on The Influence of ICTs in Vocabulary Learning. The population of the study comprised 19 third year students of "Maestro de Lengua Extranjera (Inglés) randomly chosen and the proportion of male and female was similar to that of the total of the class (15 females, 4 males). A personal developed

questionnaire was used as instrument for data collection. It was an experimental research carried out in the Faculty of Education at the University of Córdoba with a group of twenty third year students studying to be English teachers.

The results were revealing, as the students showed learning differences in their command of the terms related to assessment before and after the intervention. To end up, though ICTs are not the panacea for the learning process, it was considered that the experiment has demonstrated that, correctly applied, with a proper guidance and, above all, with the moderation that the context demands, they are good instruments to be used by the teacher (and, very especially, by the language teacher).

This study was on The Influence of ICTs in Vocabulary Learning: An Empirical Study. It is related to the present one in terms of the ICT component, vocabulary learning and methodology. However, it differs from the present in that the present study concerns itself with ICT – Based CLT in the improvement of students' writing performance. Also, the former had university students as its population whilst the latter is going to be carried out using senior secondary school students in North Central Geo-Political Zone of Nigeria. The present study agrees with the findings of the previous one reaffirming that ICT is a good tool for language teaching and learning.

Vo (2019) conducted a study on an investigation of ICT policy implementation in an EFL teacher education programme in Vietnam. The study investigated the process of implementing ICT into a pre-service EFL teacher education programme. It was aimed at exploring and understanding lecturers' and pre-service EFL teachers' perceptions, knowledge and skills in the use of ICT in their teaching and learning practice, particularly as they related to pedagogical reforms in EFL that were occurring at the same time. The

theoretical framework for this study, derived from Fullan's (2007) Educational Change and the TPACK framework in order to determine the factors that affected the implementation of new policies and reforms in the use of ICT in EFL teacher education in Vietnam.

The study applied a mixed method design involving a quantitative data collection phase followed by a qualitative data collection phase through an analysis of national ICT policy, institutional translation and classroom implementation. At each level the analysis provided useful insights into the factors that impeded and supported the implementation progress. The quantitative data were derived from a questionnaire, and the qualitative data, from document analysis, focus groups and face-to-face interviews. Additional data were provided from analyses of policies, teacher education and course documents, lecturers' teaching outlines and pre-service teachers' lesson plans. The participants included faculty managers, EFL lecturers and pre-service teachers.

The key findings of the study were that, despite the noble goals of national ICT policies, conducive conditions at the university and the positive perceptions of lecturers and pre-service teachers, ICT was not fully integrated into the teacher training programme. Based on the findings, a number of recommendations have been provided to address the development, translation and embedding of ICT policies and assist all stakeholders to solve the relevant issues.

Chin, Yunus and Suliman (2019) conducted a study on ICT: An Effective Platform to Promote Writing Skills among Chinese Primary School Pupils. The study aimed to explore the practicality of ICT in promoting pupils' writing skills. Hence, social media served as the core of the entire study. A quantitative survey study was carried out by

distributing questionnaires to 60 respondents. The items in the questionnaire served a purpose of exploring pupils' perception of utilizing various types of social media in promoting writing skills among Chinese primary school pupils.

The study was to investigate the effectiveness of social media as a tool to promote writing skills among Chinese Primary School pupils. The research instrument was a questionnaire which consisted of six major parts. Part A was the demographic profile of respondents, Part B their access to ICT tools, Part C was on the use of social media, and Part D was the competency in social media. Next, Part E was the factors affecting the use of social media and then followed by the last part, which was Part F, the influence of social media towards promoting writing skills.

As a qualitative research, the study was conducted to illustrate the relationship between the use of social media and its role in promoting writing skills among 60 primary school pupils from Kota Bharu, Kelantan, Malaysia. The research findings revealed that ICT serves as one of the useful and practical tools in promoting writing skills among the pupils. The study believed that ICT and social media help to promote writing skills among pupils, especially in learning English as a second language.

The study recommended that, it would be better to expose the pupils to write through social media under the surveillance of adults or teachers to make sure the learners are on the right track. The fact that findings of the study revealed that ICT serves as one of the useful and practical tools in promoting writing skills among the pupils motivates the present study. The two studies converged on the use of ICT – Based components in the teaching and learning of writing. Although they differ in methodology, it is expected that the present study will yield better results.

Mahmud, N. K. and Kuddus, K. (2020) reported a study on Integrating ICT in English Language Teaching in Bangladesh: Teachers' Perceptions and Challenges, the study aimed to investigate the secondary level English language teachers' attitude towards integration of ICT in Communicative Language Teaching (CLT) and the factors inhibiting the use of it. Two research questions guided the study. A quantitative research designed with a close ended questionnaire to collect the data from a sample of 100 secondary English language teachers of various schools of Bangladesh was employed. Questionnaire and survey were used as research instruments.

The data of the responses was quantified and analyzed by SPSS 20 programme. The obtained data from the questionnaire was examined in order to investigate the perceptions of the secondary level English language teachers towards ICT integrated language teaching and the challenges of the implementation of ICT in ELT.

The outcome of the research provided significant information about the attitude of the teachers towards ICT integration in ELT and the challenges faced by them and hence, the study helped the policy makers and the teachers to enhance the effectiveness of using ICT in ELT. This study is in line with the present one, especially as it applied ICT component of CLT. However, it differs from the present in the sense that it was a quantitative design and that the population was teachers whereas the present is interested in senior secondary school students in the North Central Geo-Political Zone of Nigeria.

Yang, Jing Wen and Qi (2020) carried out an analytical study on Information and Communication Technology in English Language Education: A Review and Future Research Directions. The study investigated the current research progress of the integration of Information and Communication Technology (ICT) in English Language

Teaching (ELT) and its educational implication by drawing upon the empirical evidences provided by recent related studies. The findings showed that current ELT research on ICT usage became more detailed with specific ELT skills.

Among the four basic sub-skills, the integration of ICT into receptive skills including reading and listening seemed to be more successful than that of productive skills (writing and speaking). The research also found out that possible challenges for using ICT in ELT included financial concerns from schools, technical concerns of limited ICT skills and stability of Internet, and also pedagogical concerns of classroom management issues from teachers, implying that more detailed and comprehensive studies should be conducted into the relevant field.

The study concluded that teaching process can be much more motivating and interesting with the help of ICT. It could offer a helping hand in different domains of ELT. This study motivates the present one in that it discovered that ICT integration in language teaching could offer a helping hand in different domains of ELT. This is in line with the anticipation of the present study. However, the previous found out that that current ELT research on ICT usage became more detailed with specific ELT skills. Among the four basic sub-skills, the integration of ICT into receptive skills including reading and listening seemed to be more successful than that of productive skills (writing and speaking).

The present study aspires to investigate the impact of ICT – Based CLT approach on the written English language performance of senior secondary school students in the North Central Geo-Political Zone of Nigeria with a view to recommending same to the English language teachers in order to facilitate effective language teaching and learning.

Bibi (2020) reported a study on the Effectiveness of Information Communication Technology in Teaching Grammar with Communicative Language Teaching Approach on the Academic Achievement of Students at Secondary School Level in Pakistan. The study was aimed at determining the effectiveness of Information and Communication Technology (ICT) in teaching English Grammar through communicative approach at secondary school level and in Pakistani situation. The objectives of the study were : (a) to find the effectiveness of teaching English Grammar to class IX through communicative language approach on academic achievement of students (b) to explore the effectiveness of teaching English Grammar to class ix through communicative language approach on academic achievement of students with the use of Information Communication Technology(ICT), (c) to find out the difference on academic achievement of students in teaching English Grammar to class IX through Communicative Language Approach (CLT) with and without the use of Information Communication Technology (ICT) and (d) to determine the effectiveness of ICT on the academic achievement of students in English language at secondary school level.

The population of the study comprised all male and female students studying English at secondary level from Fauji Foundation Model schools affiliated with the Federal Board of Intermediate and Secondary Education (FBI&SE). A sample of 100 students was taken from Fauji foundation Model School Haripur in 2016-2017 academic year. Two groups were made on the basis of 1st quarter examination results of students in English. Stratified random sampling technique was used to select the required sample. The sample was divided into two equal groups, i.e. experimental group and control group.

Every group contained fifty students, which were further divided into equal numbers of male and female students. The students of the experimental group were taught through ICT, whereas the students of control group were taught English without using ICT. Achievement posttest was administered at the completion of experiment after twenty-four weeks. All tests were scored by English teacher (researcher) using ICT. The topics taught to both the groups were the same which were mainly consisted of grammar. Grammar included parts of speech, tenses, active and passive voice from the High School English Grammar and Composition by Wren and Martin. For statistical analysis, t-test and Analysis of Variance (ANOVA) were applied.

The results of students on post-test indicated that the implementation of ICT was found effective in teaching English as compared to teaching English without the use of ICT for both male and female students at secondary school level. The study recommended amongst other things that ICT should be introduced as a separate discipline in the curriculum of Pakistan from the primary school level.

Nguyen (2022) conducted a study on Integration of ICT in Teaching English as a Foreign Language at a Private University in Southeast Vietnam. This empirical study focused on issues relating to the integration of ICTs into the teaching of English as a Foreign Language (EFL) at tertiary level. It investigates EFL teachers' perceptions of their knowledge and skills associated with this integration at a private university in Southeast Vietnam. The study adopted a case study approach, as is appropriate for the investigation of how EFL teachers feel about their own experience and professional practice. It has used the Technological Pedagogical and Content Knowledge (TPACK) theoretical framework as the analytical lens for both data collection and analysis.

Data were collected via semi structured interviews, and teachers were requested to supply samples of teaching and learning artifacts to illustrate what they are doing in real practice in their classrooms. Semi-structured interviews were conducted via Zoom, while the collection of teaching artifacts involved collecting lesson plans, PowerPoint slides, handouts, and ICT links. The interview data were transcribed, and the language was translated from Vietnamese into English then imported into NVivo 12 Plus software for coding and thematic analysis.

The teaching artifacts were reviewed, interpreted, summarised, and then imported into the NVivo software for storing and analysis. Findings from the interview data revealed that EFL teachers vary significantly in terms of knowledge and skills relating to the EFL content to be taught, of pedagogies or teaching methods associated with teaching in their context, and of ways to use technologies productively in everyday classroom practice.

The findings from the artifacts identified three levels of ICT integration and suggested that there is a growing momentum to move toward more student-centred approaches with the help of ICT. The study contributed to three knowledge areas: general knowledge relating to ICT integration in the EFL context, knowledge about TPACK applications in English teaching, and more general understanding of practice. In terms of contributing to more general knowledge, the study contributed useful data in forming the integration of ICTs into the field of EFL; and the use of data from semi-structured interviews conducted via Zoom, together with the collection and analysis of a range of artifacts used by the teachers, contributes to additional understanding of EFL teachers' perceptions and practices. The study also provided empirical evidence relating to VTU (the university where the research was conducted) EFL teachers in regard to the need for appropriate

professional training programmes. The integration of ICT into contemporary teaching practices invites connection with different methodological approaches, such as Communicative Language Teaching (CLT) which prioritises student-centred learning and the objective of developing authentic communicative competence.

Lastly and importantly too, the study provided empirical evidence to present to University management generally and VTU leadership specifically to further invest in ICT infrastructure, and to support the adoption of pedagogies that align with MoET's policy objectives and proposed changes relating to the role to be played by ICT applications in the context of teaching and learning of foreign languages.

From the forgone discussion, evidence of a gap emerged. This is crystalised in the fact that none of the studies reviewed so far was on ICT – Based CLT, majority of them were on ICT and one other aspect of CLT. Also, a large number of them were surveys, while a few were experimental. The present study which is on the Effect of ICT – Based CLT approach on the written English performance of senior secondary students in the North Central Zone of Nigeria is novel in its kind in the study area as well as in the literature reviewed so far. The present study therefore is motivated by the previous ones.

2.8 Theoretical Framework

Two theories underlie this study. They are John Dewey's theory of learning by doing and language as communication of meaning.

2.8.1 Learning by Doing

The proponent of this theory is John Dewey, he was born in 1859 in Burlington, Vermont (Gutek, 2014). He grew up in a family that was very active in the social community in Vermont, and in the democratic vision of the political community; these experiences

influenced who he later became; an educator and philosopher. Dewey believed strongly in groups of people coming together to solve problems in a peaceful way, through a process of discussion, debate, and decision making (Gutek, 2014). Dewey's beliefs about democracy, community, and problem solving, guided the development of his social and educational philosophies. John Dewey could have been said to be the most well-known and influential philosopher to have influenced education globally and specifically in Nigeria.

John Dewey was known as a pragmatist, progressivist, educator, philosopher, and social reformer (Williams, 2017). Dewey's various roles enormously influenced education as he was amongst the most influential educational philosophers the history ever had. Dewey's influence on education was especially evidently identified in his theory about social learning; the theory believed that school should be representative of a social environment and that students learn best when in natural social settings (Flinders & Thornton, 2013).

Similarly, Dewey's ideas affected education in another way because he believed that students were all unique learners. He was a proponent of students' interest - driven teacher instruction (Dewey, 1938). Education in most classrooms today is what Dewey would have described as a traditional classroom setting. He believed that traditional classroom settings were not developmentally appropriate for young learners (Dewey, 1938). This proposition is in line with the present study which posits that presentation of English language lessons via traditional methods of explanation and drills hampers the students' proper understanding of the English language lessons. If not for anything, it makes the lessons boring and unsuccessful in that students are seen reciting definitions without being able to bring to bear the proper application of the rules of the language.

Dewey's beliefs and philosophy about education and learning have induced many educators over the years and are applicable in various learning theories such as progressive education, constructivism, learner-centered theory, and experiential knowledge, all of which differ from what Dewey describes as a traditional classroom setting (Dewey in Schiro, 2012).

Dewey (1938) explained progressive education as a product of discontent with traditional education which imposes adult standards, subject matter, and methodologies. He opined that traditional education was beyond the scope of young learners. Progressive education as described by Dewey should include socially engaging learning experiences that are developmentally appropriate for young children. He maintained that effective education primarily came through social interactions and that the school setting should be considered a social institution (Flinders and Thornton, 2013). He considered education to be a process of living and not a preparation for future living. These believes make Dewey unique amongst other philosophers that supported traditional classroom settings.

In a sharp contrast to traditional classrooms, Dewey believes that schools and classrooms should be representative of real-life situations, allowing learners to participate in learning activities interchangeably and flexibly in a variety of social settings. He was of the idea that abruptly introducing too much academic content, out of context with children's social lives, bordered on unethical teaching behaviour (Flinders & Thornton, 2013). It is in the same vein that the present study advocates the use of ICT-based CLT approach in order to present English language lessons contextually; in a real-life like manner and interactively too. The ICT – based CLT approach also is flexible and contains varied

activities and scenarios through which English language lessons could be interactively and communicatively presented to students.

2.8.2 Language as Communication of Meaning

This theory of language as communication of meaning is the second theory that underscores the present study. It focuses on achieving communicative competence (Uzoma & Ibrahim, 2018). Linguistic competence as suggested by Chomsky (1998) focused on characterizing the abstract capabilities speakers possess that empower them to produce grammatically correct sentences in a language; this has also been referred to as grammatical competence.

Hymes (1971) assumes that L2 learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components (Tsinghong, 2009). Built on Hymes' theory, Canale and Swain (1980) proposed the communicative competence, which reflects the use of the linguistic system and the functional aspects of communication respectively.

Communicative competence is the hub of Communicative Approach. Broadly speaking, communicative competence is the ability to interact well with others. Put differently, it is the ability to communicate in a personally effective and socially appropriate manner (Hymes, 1972). An analysis of communicative competence is found in Canale and Swain (1980), that the communicative competence is made up of four major strands: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Grammatical competence being an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In order to convey meaning, English as Foreign Language (EFL) learners must have the knowledge of words and sentences; they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and without any difficulty. This consequently contributes to their fluency.

Sociolinguistic competence is that which involves knowing what is expected socially and culturally by users of the target language. Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to respond nonverbally according to the purpose of the talk. Therefore, adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly (Tsinghong, 2009).

Discourse competence is concerned with inter sentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way. In communication both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both

previous and preceding sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. Consequently, learners can manage turn-taking in conversation.

Similarly, Hymes (2002) held that a good theory of language should incorporate not only linguistic competence but communicative competence because in his opinion, a person who acquires communicative competence acquires both knowledge and ability for language use. He posited that language is not exemplified merely in its grammatical and structural features, but also in the categories of functions and communicative meaning as applicable in discourse. He noted that language as communication is for the expression of meaning and the primary function is for interaction and communication. The theory of language as communication of meaning is backed up by some linguists; Robinson (2008), Richards and Rodgers (2001) as case in point, supported this theory to language learning when they stated that language is a vehicle for the transportation of meaning.

The present study is hinged on the theory of language as communication of meaning, this is so because everything done with language is expected to be meaningful to both the interlocutors. The main aim of communication is the passage of information from the speaker to a listener. Therefore, communication is only said to have taken place within instructional period or elsewhere when the message is finally processed to the point of grasping the gist of it. And this is the motive behind the choice of ICT – based CLT in order to facilitate the presentation of writing lessons so that meaning would be deduced in communication by the students through which they will acquire communicative competence.

2.9 Summary of the Reviewed Literature

Table 2 below presents the summary of the reviewed related literature thereby identifying the aspects reviewed and those borrowed.

Table 2: Summary of the Reviewed Works

Author	Aspect Reviewed	Aspect Borrowed
Hymes, (1972)	Concept of communicative language teaching (CLT)	
Halliday (1975)	Functions of language to children	
Morrow (1981)	Principles of CLT	
Finocchiard and Brumit (1983)	Features of CLT	
Banciu and Jireghie (2012)	CLT Activities in the classroom	
Kolade (2018), Banat (2007)	Concept of writing	
Imsa-ard (2020)	Concept of writing	
Babni (2017)	Concept of writing	
Gärdenfors and Johansson (2023)	Writing theories	
Gabrielatos (2002)	Writing theories	Theory
Okonkwo (2014)	Teaching of writing	
Mirkhaydarovna, Irkinovna, Abdimuminovna, Shamsievna, and Kholmamatovna, (2023)	Instructional materials in teaching writing	
Olaofe (2013)	Challenges to the teaching of writing	
Minuru (2019)	Challenges to the teaching of writing	
Davies (2011	Electronic media and language teaching	
Weng and Chiu, (2023)	Computer Assisted Language Learning (CALL)	
Fashim and Hashtroodi (2012)	Teaching of writing	Methodology
Okonkwo (2014)	Teaching of writing	Design
Uzoma and Ibrahim (2018)	Teaching of writing	Methodology, theoretical framework
Kolade (2018)	Teaching of writing	Design
Shiri (2013)	Teaching of writing	Methodology
Kalemesi (2016)	Teaching of writing	Methodology
Sharlene, Leanne and Graham (2009)	Teaching of writing	
Hussaini (2017)	Teaching writing	ICT-approach and design
Gutek (2014)	Learning by Doing	Theory
Williams (2017)	Learning by Doing	Theory
Dewey (1938)	Learning by Doing	Theory
Hymes (1971)	Language as Communication of meaning	Theory
Chomsky (1998)	Language as Communication	Theory

	of meaning	
Lu, Hou and Huang (2010)	ICT Based Model	Student Centred teaching
Reza, Keikha and Nour-Mohammmad (2011)	ICT	
Zulfeqar and Ahmed (2012)	CLT, CALL	
Karlsson (2014)	ICT Component (blogging) Writing skills	
Sokolova, Golovacheva and Chernaya (2015)	CLT, CALL	ICT component
Anthonio and Elena (2017)	ICT, Vocabulary learning	
Vo (2019)	ICT	ICT component
Chin, Yunus and Suliman (2019)	ICT, Writing skills	ICT component
Mahmud and Kuddus (2020)	ICT, Language teaching	CLT
Yang, Jin Wen and Qi (2020)	ICT	
Bibi (2020)	ICT, CLT	Design procedure, instrument for data analysis-t-test
Nguyen (2022)	ICT	

The review of related literature to the study of the effect of ICT – based CLT on students' written English performance amongst senior secondary school students in the North – Central zone of Nigeria showed fruitful results. This is because many similar and relevant works that were consulted serve as guide to the present study. Similarly, in some cases, the present study benefited from the previous works by borrowing one or two things from them. This therefore encourages the present study in its bid to assess the effect of ICT – based CLT on students' written English performance amongst senior secondary school students in the North-Central Zone of Nigeria.

However, this study is unique in that it focused on students' written English performance as against most of the reviewed works that centered either on listening or speaking skills. Finally, as most of the works reviewed in this section were conducted either using primary school pupils or A-level students as the target population, this study was

concerned with senior secondary school students; consequently therefore, this study seeks to bridge the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Preamble

This chapter presents the methodology which includes research design, population of the study, sample and sampling techniques, instrumentation, pilot study, validity and reliability of the instrument, procedure for data collection and procedure for data presentation and analysis.

3.2 Research Design

The study was conducted using pre-test, post-test Quasi-experimental design. It is an experiment where random assignment of subjects to experimental and control groups is not possible (Kong & Hurless 2023). In this case, the principle of an intact class was used for the study. The two groups were compared before and after being exposed to the treatment.

The groups were assigned thus:

NR – E_G – $X_1 – X_0 – X_2$

NR – C_G – $X_1 – X_0 – X_2$

Figure 4: Research Design

Key:

NR – Non - Randomized

EG – Experimental Group

CG – Control Group

X_1 – Pre-test

X_0 – Treatment

X_2 - Post-test

The independent variables in this study were the two presentation formats under investigation – presentation of English writing lessons through the traditional method of verbal explanations on one hand, and the ICT – based CLT package on the other. The dependent variable was the students' performance in the learning of writing with emphasis on COEMA and vocabulary.

3.3 Population of the Study

The population of this study comprised all the Senior Secondary Students II (SSII) in the North – Central zone of Nigeria. There were four thousand, one hundred and thirty-eight (4138) senior secondary schools in the six states and the Federal Capital Territory (FCT) Abuja according to the data provided by the Statistics Departments, Ministries of Education in the six states and the FCT Abuja within the Zone (MOEs, 2021). These schools had a population of one hundred and thirty-one thousand, five hundred and thirty students (131530).

Table 3: Population of Schools and Number of Students in the Seven States within the North – Central zone of Nigeria

	S/no.	State	No. of Senior Sec. Sch.	No. of SSII Students
1.	1.	Abuja	77	30977
2.	2.	Benue	1892	4589
3.	3.	Kogi	285	13839
4.	4.	Kwara	376	5033
5.	5.	Nassarawa	897	3194
6.	6.	Niger	303	59754
7.	7.	Plateau	308	14144
	Total =		**4138**	**131530**

3.4 Sample and Sampling Technique

The sample for the study was selected using purposive sampling techniques. Three states were selected from the North-Central zone of Nigeria. These were: Kwara, Nassarawa and Niger states. Kwara state was used for the pilot study whereas; Nassarawa and Niger states were used for the study. In each of the two states, one school was selected and assigned to either control or experimental group: Niger state was used as experimental and Nassarawa as control. Similarly, one intact class of SS II students was randomly selected from each of the two schools giving a total of two intact classes; SS2A in Niger and SS2E in Nassarawa respectively. Based on this process a sample size of 118 students was obtained. This is shown in Table 4 below:

Table 4: Distribution of Sample

S/NO	SCHOOL	CLASS	SAMPLE	STATUS
1.	GGC Kontagora, Niger state	SS 2A	74	Experimental
2.	GC Keffi, Nassarawa state	SS 2E	44	Control
	Total =		118	

3.5 Instrument for Data Collection

The instrument for data collection was Magaji's Writing Performance Test (MWPT) designed to measure the students' written English performance in the areas of COEMA and vocabulary use. The instrument was adopted from the students' textbook, Senior Secondary English textbook 2. This was because the texts were approved for use within the zone, so they were familiar to the learners. Also, the texts were written by experts and they were comparable to the West African Examinations Council's (WAEC) standards.

The MWPT covered the four types of writing: narrative, argumentative, descriptive and expository geared toward assessing the five focal areas of COEMA and vocabulary. The students were instructed to write on only one topic of their choice. Each of the questions carried equal marks. Content – 10 marks, organisation – 10 marks, Expression – 10 marks, Mechanical Accuracy – 10 marks and Vocabulary – 10 marks, totaling 50 marks. It was administered before the treatment as pretest to measure the cognitive load of the participants and after the administration of the treatment as posttest to measure the cognitive gained.

3.6 Validity of the Instrument

The construct, criterion and content validity of the MWPT was determined by specialists in Federal College of Education (FCE) Demonstration School, Kontagora, English Department, FCE Kontagora, departments of Arts and Social Science Education and Science Education, Faculty of Education and Department of English and Literary Studies, Faculty of Arts, Ahmadu Bello University, Zaria. Their observations, comments, and contributions were accepted and effected.

3.7 Pilot Study

A pilot study was conducted using SS 2 (28 students) students of Government Day Secondary School Amule, Kwara state. The treatment was administered using test – re-test method at two-week interval. The test-retest technique was said to be feasible in most experimental and quasi-experimental designs that make use of a no-treatment control group. In this design a control group that was measured on two occasions (pre – test and post – test) was established (John, 2015). Pearson Product Moment Correlation

Coefficient (PPMC) was used to analyse the scores in order to ensure the reliability of the instrument.

3.8 Reliability of the Instrument

The reliability of the MWPT was determined by a pilot treatment administered on an intact SS 2 class in Government Day Secondary School Amule, Kwara state. A reliability index of 0.82 was arrived at. This indicated that the instrument was reliable.

3.9 Procedure for Data Collection

An introduction letter was collected from the Department of Arts and Social Science Education (DASSE), Faculty of Education, Ahmadu Bello University, Zaria for the purpose of introducing the researcher to the schools for treatment administration and data collection. The researcher proceeded to the Ministry of Education in the two states for approval and then to the selected schools for the study.

On reaching each of the two schools, the researcher reported to the Principal's office. Having obtained permission, a pre-test was administered on both the groups to measure their cognitive load before the treatment. This helped the researcher ensure that both groups were equal on the cognitive functioning prior to the treatment.

A week after, the treatment commenced by teaching the students writing skills via ICT-based CLT for the experimental group and traditional method of verbal explanations in respect of the control group respectively for the period of twelve (12) weeks from 13th February 2023 to May 1, 2023. The post-test was administered on the two groups after the treatment to measure the students' written English performance.

Similarly, one research assistant was employed to teach the students in the control group in Government College Keffi, Nassarawa state as the researcher took care of the treatment group in Kontagora, Niger state. This was to ensure good co-ordination and smooth teaching activities. The research assistants were trained and given sample lesson plans to be used in teaching the control group (see appendix II). This was to ensure that all the groups (treatment and control) were given equal and fair treatment for the smooth conduct of the experiment and to avoid bias of any kind.

The treatment comprised series of lesson presentations using ICT-based CLT package in form of video clips downloaded from YouTube (see appendix DVD plate), PowerPoint and overhead projector were used in the presentation of writing lessons. The focus was on COEMA and vocabulary projected to the students aimed at presenting writing lessons interactively and communicatively too.

The videos were 14 covering steps of academic writing process, essay writing, argumentative essay, descriptive essay, expository and narrative essays. They were presented in a communicative and interactive manner with the speakers exploring the above mentioned areas in simple language that attracted and sustained the attention of the students.

The students were arranged in such a way as to facilitate communication and interaction in the ICT unit of the school, see appendix (DVD plate) for videos. Each of the video clips lasted between 5-15 minutes. This was to allow the investigator play back the materials as many times as possible in an instructional period.

Writing lessons were presented to both the two groups. The treatment group was taught writing through ICT-Based CLT and the control group was taught the same topics but using traditional method of explanations. Each of the lessons lasted for 45 minutes. As such, the whole treatment was 24 lessons, two lessons per week and approximately one thousand and eighty (1080) minutes; eighteen (18) hours over a period of twelve (12) weeks. The teaching was done with the help of a computer laptop with overhead projector to ensure visibility to all the students.

In the case of the control group, the teaching activity was guided by lesson plans which comprised classroom activities that involved the subjects in exploring the writing lessons in areas of COEMA and vocabulary communicatively and interactively.

The administration and collection of the data was done within the period of twelve (12) weeks from 13th February 2023 to May 1, 2023 during the Second Term through the third term of the 2022/2023 Academic Session.

3.10 Procedure for Data Presentation and Analysis

The data was arranged and presented in a tabular form. The analysis was done according to the research questions and the null hypotheses. Mean scores and standard deviation were used in answering the research questions while the independent sample t-test was used to test the null hypotheses at $P \leq 0.05$ level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Preamble

This section presents the data gathered after the treatment on the Effect of ICT – based CLT Approach on the Written English of Senior Secondary Students in the North Central zone of Nigeria. The data were presented in tabular form. Descriptive statistics in form of mean and standard deviation were employed to answer the research questions whilst the independent sample t-test was used to test the Null-hypotheses at $\alpha \leq 0.05$ level of significance respectively. Samples of the students' essays (pre and posttests) are attached as appendix iii (see page 173).

4.1 Data Presentation

This section presents the post-test performance of the students taught writing using ICT – based CLT and that of those taught in the traditional way of verbal explanations. The data in this section is presented descriptively in form of mean and standard deviation to answer the research questions.

DATA

Table 5: Pre – Test and Post – Test of Experimental and Control Groups

Group	Parameter	Pre - Test		Post – Test	
		Total Score	Mean	Total Score	Mean
Experimental (N=74)	CONTENT	34.5	0.47	137	1.85
	ORG.	17.5	0.24	187	2.53
	EXPRES.	31	0.42	189	2.55
	MA	36	0.49	184	2.49
	VOC.	14.5	0.2	177	2.39
Total		**133.5**		**874**	
Control (N=44)	CONTENT	19	0.43	104	2.36
	ORG.	13	0.3	96	2.18
	EXPRES.	14	0.32	94	2.14
	MA	16.5	0.38	89	2.02
	VOC.	2	0.05	94	2.14
Total		**64.5**		**477**	

Table 5 presents the pre – test and post – test total scores and mean values for each group of students based on the parameters of content, organisation, expression, mechanical accuracy and vocabulary. The two groups performed better in post – test compared with pre – test particularly experimental group with highest total score of 189 and 187 with mean value of 2.55 and 2.53 in expression and organisation respectively. This translates that the treatment of ICT – based CLT had some effects on the experimental group making it better than the control group taught without the ICT component.

4.2 Answering the Research Questions

The five research questions that guided the study are answered in this section. To answer the research questions, the data is presented descriptively in form of mean and standard deviation.

4.2.1 Research Question One

To what extent does ICT – based CLT affect students' content development in essay writing?

Table 6: Effect of ICT – based CLT on students' content development in essay writing

Variable	Group	N	Mean	Std. Dev.
Content	Control	44	2.36	1.780
	Experimental	74	1.85	2.124

Table 6 gives the effect of ICT – based CLT on students' content development in essay writing. The average performance of the students in the experimental group was *1.85±2.124* which seems to be very low as compared with that of control group. This therefore translates that students perform better in the area of content development in essay writing irrespective of the teaching approach employed.

4.2.2 Research Question Two

In what ways does ICT – based CLT influence students' content organisation in essay writing?

Table 7: Effect of ICT – based CLT on students' content organisation in essay writing

Variable	Group	N	Mean	Std. Dev.
Organisation	Control	44	2.18	1.334
	Experimental	74	2.53	1.347

Table 6 displays the effect of ICT – based CLT on students' content organisation in essay writing. The average performance of the experimental group was *2.53±1.347* which seems to be very low but still better than that of control group's 2.18±1.334. This indicates that students taught content organisation in essay writing via ICT -based CLT approach performed better than those taught without it.

2.2.3 Research Question Three

How does ICT – based CLT stimulate students' expressions in essay writing?

Table 8: Effect of ICT – based CLT on students' expressions in essay writing

Variable	Group	N	Mean	Std. Dev.
Expression	Control	44	2.14	1.112
	Experimental	74	2.55	1.386

Table 7 above shows the effect of ICT – based CLT on students' expressions in essay writing. The average performance of the experimental was *2.55±1.386* which obviously is very low but still better than that of the control. This expresses that students who were taught expressions in essay writing through ICT – based CLT perform better that their counterparts taught via the conventional way of verbal explanations and drills.

4.2.4 Research Question Four

what is the effect of ICT – based CLT on students' mechanical accuracy in essay writing?

Table 9: Effect of ICT – based CLT on students' mechanical accuracy in essay writing

Variable	Group	N	Mean	Std. Dev.
Mechanical Accuracy	Control	44	2.02	1.000
	Experimental	74	2.49	1.252

Table 8 shows the mean performance of the experimental and control groups on the effect of ICT – based CLT on students' mechanical accuracy in essay writing. The average performance of the experimental group was *2.49±1.252* which clearly is very low but still better than that of the control group. This means that students taught mechanical accuracy in essay writing with the use of ICT – based CLT approach outperform their colleagues who were via the conventional method of verbal explanations and drills.

2.4.5 Research Question Five

How does ICT – based CLT promote students' use of vocabulary in essay writing?

Table 10: Impact of ICT – based CLT on students' use of vocabulary in essay writing

Variable	Group	N	Mean	Std. Dev.
Vocabulary	Control	44	2.14	1.193
	Experimental	74	2.39	1.373

Table 9 portrays the mean performance of the experimental and control groups on the effect of ICT – based CLT on students' use of vocabulary in essay writing. The average performance of the experimental group was *2.39±1.373* which is visibly low albeit better than that of the control group. This states that students taught vocabulary development in essay writing through the ICT – based CLT outshine those taught without it.

4.3. Null-Hypotheses Testing

This section presents the five null hypotheses that were tested at $\alpha \leq 0.05$ level of significance. Independent Sample t-test was employed in testing the null hypotheses. Samples of students' essays are attached as appendix iii (see page 173).

4.3.1 Hypothesis One

Ho_1 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of content development.

Table 11: t – test for difference in the content development of students taught writing with conventional method and those taught with ICT – based CLT

Variable	Group	N	Mean	Std. Dev.	t	df	P – value	Remarks
Content	Control	44	2.36	1.780	1.343	116	0.182	*NS*
	Experimental	74	1.85	2.124				

α = level of significance, 0.05
NS= Not Significant

Table 10 presents the t – test result for difference in the content development of students taught writing with conventional method (control) and those taught with ICT – based CLT (experimental) along with their corresponding average performance of *2.36±1.780* and *1.85±2.124* respectively. At level of significance, *0.05*, there is no significant difference in the content development of students taught writing with conventional method and those taught with ICT – based CLT with $t\ (116) = 1.343,\ p > 0.05$, hence the hypothesis is not rejected. This implies that there is no significant difference between the mean performance scores of students taught writing with traditional method of verbal explanations and those taught using ICT – based CLT in the area of content development in essay writing.

The mean performance scores of the pre and posttests of 0.47 and 0.43 for experimental and control groups respectively affirms this result. Therefore, the above result suggested that both the students taught writing with traditional method and those taught with ICT – based CLT performed relatively equal (well) in content development, so none of them was far ahead of the other.

An extract from the students' posttest compositions speaks volume:

Control: 'A festival is a celebration that his don every one day of a year people according to there culture have set a date of there festival for remendarance of the past and tha history of there culture (sic)'

Experimental: 'once open a time their was a very nice and friendly day i went to our village they are celebration their farm crop they have harvested e.g. maize, millet, rice, guinea corn e.t.c. (sic)'

A cursory look at the two extracts above reveals that both are on festival celebration. However, there are some grammatical cum mechanical issues within them but they have addressed the right topic which was festival celebration.

4.3.2 Hypothesis Two

Ho_2 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of content organisation.

Table 12: t – test for difference in the content organisation of students taught writing with conventional method and those taught using ICT – based CLT

Variable	Group	N	Mean	Std. Dev.	T	Df	p – value	Remarks
Organisation	Control	44	2.18	1.334	1.351	116	0.179	*NS*
	Experimental	74	2.53	1.347				

α = level of significance, 0.05
NS= Not Significant

Table 11 presents the t – test result for difference in the content organisation of students taught writing with conventional method (control) and those taught with ICT – based CLT (experimental) along with their corresponding average performance of *2.18±1.334* and *2.53±1.347* respectively. At level of significance, *0.05*, there is no significant difference in the content organisation of students taught writing with traditional method

and those taught with ICT – based CLT with $t\ (116) = 1.351,\ p > 0.05$, hence the hypothesis is not rejected.

Consequently, the above result implies that performance of students taught writing with conventional method and those taught with ICT – based CLT was almost the same in content organisation, as such, none of them was better than the other.

The following excerpts from the two groups buttress this point.

> *Control: 'A festival in my home town was held in my state, in the place were I lived. It was a new yam festival in my locality.*
>
> *In that festival of yam, many farmers that have already harvested their crops in the farm…(sic)'*
>
> *Experimental: 'Once open a time there live a man who was very proud of himself he live in a large town was call meena and he was a very handsome man who name was adam. Adam was a very rode man he speak to people anyhow and he no respect for his elder… (sic)'*

A careful look at the above excerpts indicates that in terms of content organisation both the two groups performed better. This means that the teaching had affected their performance and so there is improvement in content organisation.

4.3.3 Hypothesis Three

Ho_3 there is no significant difference between the mean scores of students taught writing with conventional method of verbal explanations and drills and those taught using ICT – based CLT in the area of expression.

Table 13: t – test for difference in the expression of students taught writing with conventional method and those taught via ICT – based CLT

Variable	Group	N	Mean	Std. Dev.	T	df	p – value	Remarks
Expression	Control	44	2.14	1.112	1.699	116	0.092	*NS*
	Experimental	74	2.55	1.386				

α = level of significance, 0.05
NS= Not Significant

Table 12 displays the t – test result for difference in the expression of students taught writing with conventional method (control) and those taught via ICT – based CLT (experimental) along with their corresponding average performance of *2.14±1.112* and *2.55±1.386* respectively. At level of significance, *0.05*, there is no significant difference in the expression of students taught writing with conventional method and those taught via ICT – based CLT with $t\ (116) = 1.699, p > 0.05$, hence the hypothesis is not rejected.

This means that the above result indicated that performance of students taught writing with conventional method and those taught with ICT – based CLT was virtually the same in expression, as such, none of them was better than the other.

Looking at some of the test scripts it was found that the students have some challenges expressing themselves, for instance:

> *Experimental: 'Once upon a time there was a man that have two children yakubu and ummar there was in a village.*
>
> *One was a wicked and one was kind yakubu go to the farm and he fine a sanke…(sic)'*
>
> *Control: 'there event that wern going on wern all exsiting and wall present but the event that captura by heart the most wara the masqurate. There were deferand typas of masqurate in the festival…(sic)'*

The above expressions are hardly discerned if not by some efforts and experience in the writing style of the students. They are full of misspellings, concord issues and most importantly not properly connected to express meaning.

4.3.4 Hypothesis Four

Ho_4 there is no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the area of mechanical accuracy.

Table 14: t – test for difference in the mechanical accuracy of students taught writing through conventional method and those taught using ICT – based CLT

Variable	Group	N	Mean	Std. Dev.	T	df	p – value	Remarks
Mechanical Accuracy	Control	4 4	2.02	1.000	2.091	116	0.039	*Sig.*
	Experimental	7 4	2.49	1.252				

α = level of significance, 0.05
Sig.= Significant

Table 13 displays the t – test result for difference in the mechanical accuracy of students taught writing through conventional method (control) and those taught using ICT – based CLT (experimental) along with their corresponding average performance of *2.02±1.000* and *2.49±1.252* respectively. At level of significance, *0.05*, there is significant difference in the mechanical accuracy of students taught writing through conventional method and those taught using ICT – based CLT with $t\ (116) = 2.091, p < 0.05$, hence the hypothesis is rejected.

Here, the above result specifies that performance of students taught writing with conventional method and those taught using ICT – based CLT were not the same in mechanical accuracy, this means that the experimental group taught using ICT – based CLT performed better in mechanical accuracy than the control that was taught with the traditional method of verbal explanations.

> *Control: 'one day david was on his way to school he saw an old woman carring a Fire world he stop to carry the Fire wold to the old human house and the old human bless him and he went to school in the school his parent give 50₦ to speed during break and his Friend do not have any money and he give his friend 20₦ and carry 30₦ the school closs on his way to home a man saw him his bag was turn…(sic)'*
>
> *Experimental: 'In that festival of yam, many farmers that have already harvested their crops in the farm carried different types of yam. Although it was a yam festival many other crops were presented in the festival'.*

A close look at the two excerpts expresses that that of the control group is full of mechanical issues ranging from misspellings, capitalization, punctuation and wrong application of the naira sign on one hand. On the other hand, that of the experimental group was carefully fashioned out. This indicates that the treatment had some positive effects on the experimental group's mechanical performance.

4.3.5 Hypothesis Five

Ho_5 there is no significant difference between the performance scores of students taught writing with conventional method of verbal explanations and those taught using ICT – based CLT in the use of vocabulary.

Table 15: t – test for difference in the use of vocabulary of students taught writing through conventional method and those taught using ICT – based CLT

Variable	Group	N	Mean	Std. Dev.	T	df	p – value	Remarks
Vocabulary	Control	44	2.14	1.193	1.025	116	0.307	*NS*

Experimental	74	2.39	1.373

α = level of significance, 0.05
NS= Not Significant

Table 14 shows the t – test result for difference in the use of vocabulary of students taught writing through conventional method (control) and those taught using ICT – based CLT (experimental) along with their corresponding average performance of *2.14±1.193* and *2.39±1.373* respectively. At level of significance, *0.05*, there is no significant difference in the use of vocabulary of students taught writing through conventional method and those taught using ICT – based CLT with $t\ (116) = 1.025,\ p > 0.05$, hence the hypothesis is not rejected.

The above result suggests that performance of students taught writing with conventional method and that of those taught using ICT – based CLT was the same in the use of vocabulary, this implied that both the two groups of students, those taught writing with traditional method and those taught using ICT – based CLT performed equally in the use of vocabulary.

4.4 Summary of Overall Findings

This section summarises the overall findings of the study in relation to the research questions answered and the null hypotheses tested respectively. The following is the summary of the findings of the study:

a. there was no significant difference between the mean performance scores of students taught writing with traditional method of verbal explanations and that of

those taught using ICT – based CLT in the area of content development in essay writing;

b. the performance of students taught writing with traditional method and that of those taught with ICT – based CLT was almost the same in content organisation, as such, none of them was better than the other;

c. the performance of students taught writing with traditional method and those taught with ICT – based CLT was virtually the same in expression, as such, none of them was better than the other;

d. the experimental group performed better in mechanical accuracy than the control group in writing;

e. students perform better in the use of vocabulary in writing irrespective of the teaching approach.

4.5 Discussion of the Findings

This study explores the effect of ICT – based CLT on the written English of senior secondary students in the North Central Zone of Nigeria. In this section, the research findings will be discussed around the five null hypotheses tested.

The first finding of the study states that there was no significant difference between the mean performance scores of students taught writing with conventional method of verbal explanations and drills and that of those taught using ICT – based CLT in the area of content development in essay writing. This practically agrees with that of Shiri's (2013) whose results showed that both the treatment and control groups improved significantly from the beginning to the end of the instruction. This therefore indicates that the treatment has been successful for both the two groups. However, this study differs

considerably with the one conducted by Okonkwo (2014) who investigated the effects of communicative approach on students' achievement in English essay writing using a Quasi experimental design, the results of which showed that the experiment group performed better than the control group.

The second finding of the study states that the performance of students taught writing with conventional method and that of those taught with ICT – based CLT was almost the same in content organisation, as such, none of them was better than the other. This also corroborates the Shiri's (2013) who found no significant difference in the performance of the experimental and control groups. This translates to mean that both the two groups benefitted from the treatment and as such the result informs this clearly. Contrastively, this finding is against that of Uzoma and Ibrahim (2018) who conducted a study on the effects of CLT on students' performance in narrative essay and letter writing whose findings indicated the experimental group performed better in their essay writing that the control group.

The third finding states that the performance of students taught writing with conventional method and those taught with ICT – based CLT was virtually the same in expression, as such, none of them was better than the other. This confirms that of Kolade (2018) who found that there was no significant difference between the performance of both control and experimental groups. That the treatment had significant effects on students' overall performance in essay writing is in total agreement with the present study. In contrast, Fahim and Hashtroodi (2012) reported a positive improvement on the part of experimental group which was exposed to treatment in form of communicative approach.

The fourth finding of the study expresses that the experimental group performed better in mechanical accuracy than the control group in writing. This outrightly agrees with those of Fahim and Hashtroodi (2012), Okonkwo (2014) and Uzoma and Ibrahim (2018) who found out significant difference between the performance of the experimental and control groups having that of the experimental being better than that of the control groups. On the contrary, this finding does not agree with that of Kolade (2018) found that there was no significant difference between the performance of both control and experimental groups.

The fifth finding states that students perform better in the use of vocabulary in writing irrespective of the teaching approach. This conspicuously agrees with that of Shiri (2013) who found no significant difference in the performance of the experimental and control groups. This implies that both the two groups benefitted from the treatment. However, it contradicts the findings of Anthonio and Elena (2017) who found the results to be revealing as the students showed learning differences in their command of the terms related to assessment before and after the intervention.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Preamble

This chapter discusses the summary, implications, conclusions and recommendations based on the findings of the study. The chapter also provides areas for further studies.

5.2 Summary

This study explored the Effect of Information and Communication Technology – based Communicative Language Teaching (CLT) on the Written English of Senior Secondary Students in the North Central Zone of Nigeria. The major problem of the study was that the percentage in the performance of students in the English language in the study area has been on the decline consistently. This was evidently conspicuous in their written English. Also, the predominant use of traditional instructional method of verbal explanations by teachers in teaching writing skills to senior secondary school students in the study area irrespective of their learning condition was another ugly trend.

The population of the study comprised all the senior secondary students in the North Central Zone of Nigeria. There were seven (6) states and Federal Capital Territory (FCT) Abuja within the zone. There were four thousand, one hundred and thirty-eight (4138**)** senior secondary schools in the six states and the FCT Abuja in the Zone. These schools had a population of One hundred and thirty-one thousand, five hundred and thirty students (131530).

The sample size of the study was 118 senior secondary students drawn from the two (one from each) secondary schools using the principle of an intact class in the two selected

states within the zone. Quasi experimental pre-test – post-test design was employed for the study. Five research questions guided the study, and five null hypotheses were formulated and statistically tested at $\alpha=0.05$ level of significance. Independent sample t-test was employed to test the null-hypotheses and descriptive statistics of mean and standard deviation were used to answer the research questions.

The results of the findings stated that there was no significant difference between the mean performance scores of students taught writing with traditional method of verbal explanations and that of those taught using ICT – based CLT in the area of content development in essay writing, the performance of students taught writing with traditional method and that of those taught with ICT – based CLT was almost the same in content organisation, the performance of students taught writing with conventional method and those taught with ICT – based CLT was virtually the same in expression, the experimental group performed better in mechanical accuracy than the control group in writing and that the students performed better in the use of vocabulary in writing irrespective of the teaching approach.

In view of the research findings, the study recommended amongst other things that ICT – based CLT approach should be employed in teaching writing as well as other language skills, secondary school administrators should encourage teachers to explore the potentials of ICT component in the classroom and also pursue additional Multimedia literacy skills through in-house staff training. It was also recommended that Nigerian teacher training institutions should establish Digital Multimedia Laboratories as a human development centre to prepare teachers for the use of emerging digital media as instructional tools to be used in the classroom instructions. Lastly, Publishers of senior

secondary schools' English reading materials should consider converting their books into multimedia formats for the benefits of the senior secondary students in the country.

5.2.1 Implications of the Study

The findings of this study inform that the ICT – based CLT was found to be friendly to the students as it attracted and sustained their attention to the instruction which will surely boost their writing performance as well as other language skills.

The study also advocates that, senior secondary school teachers should not remain as mono-skilled-traditionally centred-teachers. Nonetheless, they should try as much as possible to be versatile operators of digital technology in the classroom of the 21st century. This could be achieved by enrolling into professionally development programmes, particularly in the areas of ICT – based CLT to develop their digital teaching skills. Such programmes would facilitate the teachers to integrate mobile devices as assistive gadgets across curriculum to carter for the learners varied needs.

The school administrators should encourage their teachers to pursue additional digital and visual literacy skills through in-house staff training. Through this effort, the teachers in the study area would gradually obtain the necessary digital and visual literacy skills to integrate mobile-learning strategy into their various schools.

The findings of this study have added to the existing literature that, senior secondary students learn best when instruction is presented in different approaches, especially the modern ones provided by the ICT component. The implication here is, the curriculum planners should integrate the ICT component in order to achieve efficiency in language teaching and learning.

The findings of this study revealed that the ICT – based CLT approach was sociable to both the students and teachers. Therefore, teacher training institutions – such as colleges of education and universities should review their curriculum to embed multimedia literacy. Also, a unit for Multimedia literacy should be established for this purpose.

Based on the findings of the study, publishers of senior secondary school reading materials should be converting their materials into multimedia components. This was due to the effect this study reveals of the ICT – based CLT on students' performance.

5.3 Conclusion

The aim of this study was to explore the effect of ICT – based CLT on the written English of senior secondary students in the North Central Zone of Nigeria. Based on the findings of this study, it is concluded that:

1. the ICT – based CLT approach has the potential of influencing the written English performance of the senior secondary students in the study area;
2. the ICT components in form of Multimedia elements have the capacity to enhance the written English of the students exposed to the strategy in the study area;
3. the strategy has increased the writing performance of the students in the study area;
4. the study has shed new light that the ICT – based CLT approach was appealing to both the students and teachers in the study area; and
5. the ICT – based CLT approach has proven to be an inclusive learning strategy that could be deployed to provide equal access to teaching and learning in an inclusive classroom setting.

5.4 Contribution to Knowledge

The contributions of this study are enumerated as follows:

a. This study was seen to have risen and sustained the interest of students in learning writing through the use of ICT – based CLT approach. This is a major contribution to knowledge because it is when learners' attention and interest are well captured that proper learning takes place. Besides, the study has broken a ground, that the ICT – based CLT approach enhances the written English performance of senior secondary students especially in the areas of mechanical accuracy and vocabulary use.

b. Based on the review of the existing literature, the study discovered that the ICT – based CLT approach was not commonly used for teaching writing; most studies were on CLT in speaking, listening or reading skills and with primary pupils and /or A level students. This study therefore has bridged some geographical and sample gaps by conducting the study in Nigeria with a special interest on the senior secondary students. The study thereby contributes to knowledge by bridging these two literature gaps.

c. The study employed ICT components in form of video clips displayed through the use of overhead projector in presenting writing lessons communicatively and with some fun to facilitate students' writing performance. It has succeeded in breaking the phobia for ICT facilities in teaching and learning thereby encouraging learners to embrace the ICT facilities to facilitate learning of writing as well as other topics in language learning. This is another contribution of the study.

5.5 Recommendations

Considering the usefulness of the digital technology in changing the narratives in the area of language teaching and learning, particularly in the present competitive digital era, the following recommendations were made based on the findings of the study:

a. that ICT – based CLT approach should be employed in teaching writing as well as other language skills;

b. secondary school administrators should encourage teachers to explore the potentials of ICT component in the classroom;

c. teachers should pursue additional Multimedia literacy skills through in-house staff training;

d. that Nigerian teacher training institutions should establish Digital Multimedia Laboratories as a human development centre to prepare teachers for the use of emerging digital media as instructional tools to be used in the classroom instructions; and

e. publishers of senior secondary school English reading materials should consider converting their books into multimedia formats for the benefits of the senior secondary students in the country.

5.6 Limitations of the Study

The following are the limitations of this study:

The study was restricted to the North Central zone of Nigeria and on senior secondary II students only.

Secondly, the study employed a quasi-experimental pre-test, post-test design.

The use of video clips and overhead projector for the study was another limitation. This is because of insufficient computers as well as other electronic gadgets like smart phones that would have gone round for every student given the economic downturn.

The study was unfortunately conducted during the 2023 Nigerian general elections period, consequent upon which public holidays affected the treatment.

A more serious challenge to this study was that, the whole senior secondary schools in the study area were closed for three weeks for Ramadan and sallah breaks. Owing to the students' behaviour of not resuming promptly after the end of the break, the duration of the study was completed later in the third term of the same session after the students have resumed fully.

5.7 Suggestions for Further Studies

Considering the limitations of this study, the following areas are suggested for further studies:

a. effect of ICT – based CLT approach on the spoken performance of senior secondary students;
b. effect of ICT – based CLT approach on the listening skills performance of secondary school students;
c. effect of ICT – based CLT approach on the reading performance of senior secondary students;
d. effect of ICT – based CLT approach on the language performance primary school pupils.

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APPENDICES

Appendix I:

TEST
MAGAJI'S WRITING PERFORMANCE TEST (MWPT)

Section A: Bio-data

Name of School: State:

Town: Class:

Date: Time: 1 hour.

SECTION B: Essay Writing

Instruction: Write on any of the following topics in not less than 250 words:

1. Write a story that illustrates the saying: 'You reap what you sow'.
2. 'Bribery and corruption are worse enemies of our country than armed robbery'. Write your speech for or against the topic.
3. Write an article suitable for publication in a national newspaper on 'the menace of indecent dressing in the society'.
4. Describe any festival celebration that you have ever attended in your locality.

Appendix II

LESSON PLANS

GENERAL INFORMATION

Teaching Subject: English language

Topic: Essay Writing

Sub-topic: Stages in Essay Writing

Class: SS2E

Number of Learners: 45 students

Date: 13th – 17th February 2023

Time/Duration: 45 minutes

Sex of Learners: Males

Average Age of Learners**:**

Instructional Materials: Sample of essay written boldly on a cardboard paper

Method of Instruction: discussion, demonstration

Behavioural Objectives: at the end of the lesson the students should be able to:

a. Define essay writing;

b. Indicate interest in exploring the various stages in essay writing;

c. Identify the three stages in essay writing;

d. Using the sketch, write an essay on: My Best Friend**.**

Entry Behaviour: the students are used to writing simple essays.

PRESENTATION OF THE LESSON

Introduction: The Teacher introduces the lesson by guiding the students to identify the three parts of essay writing: introduction, body and conclusion.

Step I: Teacher's Activities: She informs the students that essays are not written all at once. One needs to spend time thinking about what to write and come up with points to include in the essay then form an outline from the points developed.

Learners' Activities: The **s**tudents observe as the teacher explains and brainstorm on the sketch the teacher provided on the topic: 'My Best Friend'.

Fleck – next door – thin, short hair – sit together – neighbouring park – likes eating chocolates and cakes – drawing and colouring – loves animals – pet dog, Jumper – daydreaming – tells me stories – asks lots of questions – quiet but mischievous – makes funny faces – likes learning new things – help each other – love spending time with him.

Step II: Teacher's Activities: The teacher defines essay as a composition made up of several paragraphs. Each of these paragraphs has a collection of connected sentences on a given topic. A well-written essay usually has a title and a minimum of three paragraphs. She informs the students that Zizi is writing an essay on her friend – Fleck and she has given it a title: My Best Friend! The outline of her essay needs to be elaborated in at least three paragraphs.

Learners' Activities: The students listen attentively and ask questions.

Step III: Teacher's Activities: The teacher guides the students to develop the outline. She further educates them that an essay is written on the basis of a given topic. Before beginning to write, do the following:

1. Spend time thinking about the topic, this will help you to come up with points to include in the essay;
2. Ask questions related to the topic and find answers to them. E.g. Does the essay have a good title? Is there enough relevant matter to include in the essay?
3. To come up with points to include in an essay we can refer to various sources of information such as books, media, people to get more information needed for the essay;
4. Jot down ideas and information as points to draft an outline for the essay. The points may not be full sentences, but they help to begin writing the essay;
5. Arrange the points carefully in a proper order to give a suitable flow to the essay.

Learners' Activities: the students now begin to draft the essay.

Step IV: Teacher's Activities: The teacher calls on the students' attention to the structure of an essay – the title which should give an idea of the main topic and capture the interest of the reader. An essay is divided into three distinct parts – introduction or beginning, the body or middle and the conclusion or end.

The introduction – to introduce the topic to the reader - My Best Friend – Fleck. It is usually shorter than the following paragraphs as it only tells the reader what to expect in the essay.

The body – middle of the essay that gives the most amount of detail about the topic. It is the main section of the essay that follows the introduction. It can be divided into several paragraphs with one major point being covered in each paragraph. However,

for a short essay, the body can have only one paragraph with several small ideas included within it. The body can include reasons, examples, quotations, statistics, opinions or personal stories of the writer.

The conclusion – last section – most important part of the essay. It follows the body and must smoothly end the essay. It sums up the essay and restates the important points of the topic, including the writer's views and opinions within one paragraph. The conclusion uses words or sentences that signal the end of the essay.

Learners' Activities: The students ask questions on how to write what and where considering the basic parts or features of an essay.

Step V: Teacher's Activities: The teacher facilitates the students to put the points under the three parts of the essay to build the outline: Title-My Best Friend – Fleck.

Introduction – name, description and how Zizi became his friend. The reader will be introduced to Fleck.

Body – includes some more detail about Fleck such as his hobbies, the activities Zizi and Fleck do together. The body can be extended beyond one paragraph.

Conclusion – ends the essay – this can include Zizi's thoughts about Fleck to give it a proper ending.

Learners' Activities – the students continue with the development of the points.

Teacher's activities – the teacher now leads the students to write the essay. He calls their attention to remember to use the outline as the basis of the essay and make sure that all the points are included. Fresh ideas could be included too.

He continues to support the students **–** Writing an essay – Helpful Pointers:

a. Use the outline as the foundation for the essay. Develop sentences based on the points noted down;
b. Include any new ideas conceived while writing at the right places;
c. Use appropriate words and good vocabulary to heighten the effect of what is to be said and how it should sound;
d. Ensure that words are spelt right, and sentences are grammatically correct.

The writing must be enjoyable for the reader. A bit of humour can be included in the sentences to make it lively.

Students' activity: The students present the completed essay to the teacher for checking.

My Best Friend

My best friend's name is Fleck. He lives in the house next door. He is very thin and smaller than the other boys. He has very short brown hair and a naughty smile. I met him in the neighbouring park while playing with my friends in the evening. He smiled shyly and softly told me his name and I told him mine. We played together and had ice-cream and we've been inseparable since. Fleck loves eating chocolates and cakes and always gets into trouble for eating too many. He also likes drawing and colouring and he won a few art competitions too.

Fleck is very gentle and kind with animals. He likes feeding birds at the park and loves taking care of his pet dog, Jumper. He takes Jumper to the park every evening. Jumper as his name suggests, is very energetic, just like Fleck!

Fleck likes daydreaming too. He gets into a lot of trouble at school because of this. Fleck is very quiet around people he doesn't know. But in reality, he is very mischievous and makes funny faces at me when I study.

Fleck is also a good listener. He loves listening to fascinating stories. He roars with laugher when I tell him a joke or a funny story. He also pesters me with his stories and questions. Sometimes he asks me about things he has heard in his class and I try my best to explain them to him.

Though naughty, Fleck likes learning new things and is curious about things he doesn't understand. He is a good friend and is very helpful I love spending time with him and hope we remain best friends forever.

Teacher's activity: the teacher remarks that before finalizing, it needs to be revised. Read through, revise and make appropriate changes to it where necessary. One could also ask others to read the essay so that they could know how the essay looks to a potential reader.

Evaluation: the teacher evaluates the lesson by asking the following questions:

a. Define essay writing;

b. Identify the three stages in essay writing;

c. Explain two stages in essay writing;

Summary/Conclusion: the teacher concludes by revising the salient points and finally recaps the lesson.

Assignment: Using the sketch, write an essay on: My Best Friend

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Essay Writing

Sub-topic: Five Steps of the Academic Writing Process

Class: SS2

Number of Learners: 45

Date: 20th to 25th February 2022

Time/Duration: 45

Sex of Learners: Male

Average Age of Learners:

Instructional Materials: Cardboard paper portraying the five steps of academic writing

Method of Instruction: demonstration and discussion

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

a. Identify the five steps of the academic writing;
b. Indicate interest in identifying the five steps;
c. Explain three steps of academic writing.

Entry Behaviour: The students are familiar with essay writing.

PRESENTATION OF THE LESSON

Introduction: The teacher introduces the lesson by informing the students that good academic writing requires planning, drafting and revision. The writing process looks

different for everyone but there are five basic steps that will help a writer to structure time in writing any type of text.

Step I: Teacher's Activities: The teacher identifies the five steps thus; prewriting, planning and outlining, writing a first draft, redrafting and revising and editing and proofreading.

Learners' Activities: The students contribute as the teacher guides them to identify the five steps.

Step II: Teacher's Activities: The teacher explains the first step – Prewriting - it is at this stage that a writer could come up with a topic. It could be anything that intrigued, interested or confused the writer. They can be those that left one with additional questions. One needs to narrow down idea to a specific topic or questions, for example 19th Century Literature – Novels in the Romantic Period – The Novels of Jane Austen – The Theme of Theatre in Mansfield Park. Then search for sources and relevant information. Searching for sources, reading relevant texts if one is into literary analysis, collecting data for experiments or surveys.

Learners' Activities: The learners respond to teacher's questions and ask more questions.

Step III: Teacher's Activities: The teacher presents the second step – Planning and outlining – he then gives the students room to brainstorm - it is important to use a logical structure to convey information effectively, creating an outline is useful before beginning to write. This will help work out main ideas one wants to focus on and how they should be organised. For instance, Introduction – describes the theatricality of

Austen's works, outline the role theatre plays in Mansfield Park, introduce the research question: How does Austen use theatre to express the characters' morality in Mansfield Park?

Learners' Activities: the students interact and brainstorm to come up with points under the guidance of the teacher.

Step IV: Teacher's Activities: the teacher leads the students to discuss the third step – writing a first draft – this does not have to be linear, for example, one could begin with the main body saving the introduction for later once the main idea is identified. One should start by writing each paragraph in a systematic way, introduce the point of the paragraph with a topic sentence, e.g. The character of Mrs. Norris provides another example of the performance of morals in Mansfield Park. Secondly, provide evidence in relation to the arguments, explain the evidence, express the conclusion. The goal is to get the job completed.

Learners' Activities: the students work in pairs to come up with points on writing the first draft as the teacher guides them through.

Step V: Teacher's Activities: the teacher leads the students through the fourth step – Redrafting and revising – it is at this level that the writer will critically look at the first draft with a view to finding potential areas for improving it. Look for larger issues like – unclear or illogical arguments, poorly ordered information, incomplete or short passages and or irrelevant passages.

Learners' Activities: the students make efforts to identify such areas of corrections and adjustments.

Step VI: Teacher's activities: the teacher directs the students to identify the fifth step – Editing and proofreading – we edit to ensure that a text is clear. In this case, we look out for grammatical errors, ambiguous phrasings, redundancy and repetition. Check for consistency, whether you use American or British spellings:

UK	**US**
Analyse	**analyze**
Apologise	**apologize**
Capitalise	**capitalize, etc.**

Also, do make sure that the headings are well formatted and do not forget to cite sources.

Evaluation: the teacher evaluates the lesson by asking the following questions:

a. Identify the five steps of the academic writing;
b. Explain three steps of academic writing.

Summary/Conclusion: the teacher revisits the salient points and finally recaps the lesson.

Assignment:

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Essay Writing

Sub-topic: Creating an Outline

Class: SS2

Number of Learners: 45

Date: 27th February to 3rd March, 2023

Time/Duration: 45 minutes

Sex of Learners: Males

Average Age of Learners:

Instructional Materials: cardboard paper portraying a sample outline of an essay

Method of Instruction: discussion and demonstration

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

a. Identify features of an outline;
b. Indicate interest in identifying outline;
c. Develop outline of an essay.

Entry Behaviour: the students are familiar with the features, stages of essay writing.

PRESENTATION OF THE LESSON

Introduction: the teacher introduces the lesson by informing the students that before before beginning to write, there is the need to map out an outline to help in writing and keep on track.

Step I: Teacher's Activities: the teacher guides the students to identify that while creating an outline there is the need to write a quick summary sentences or phrases for every point in each paragraph. One needs to structure how an argument will unfold.

Learners' Activities: the students pay attention to the teacher's explanation.

Step II: Teacher's Activities: the teacher leads the students to identify the topic: The Development of Braille System and guides them to develop an outline. To do this there is the need to have an initial thesis.

Learners' Activities: the students start to develop the outline under the guidance of the teacher.

Step III: Teacher's Activities: the teacher suggests the initial thesis to be: 'The development of Braille helped transform blind people's social status in the nineteenth century'. The teacher further explains that by the time a writer has an idea of the overall argument one can then begin to organise the material in a way it will suit the topic.

Learners' Activities: the students listen attentively, begin to organise the material and ask questions.

Step IV: Teacher's Activities: the teacher explains that creating categories is the next stage. At this stage you already have a lot of different ideas and potential

sources. Start by grouping the ideas together and identify themes. So, for this essay, ideas could be grouped in three ways:

Theme 1 – The situation before Braille;

Theme 2 – The invention and spread of Braille;

Theme 3 - The consequences of Braille's invention.

All the above themes support the overall argument.

Learners' Activities: the students observe their work as the teacher explains

Step V: Teacher's Activities: the teacher goes to the next level to talk about planning out the points. He mentions for instance part 1 – the situation of blind people before Braille's invention, the invention and spread of Braille, the consequences of Braille's invention. Each point should be related to the Braille system. An essay does not just list everything known about a given topic, it is about building a superior argument, for example Part 2 – The invention and spread of the Braille system – point A: Existing tactile reading systems were not suitable for everyday use. Point B: Braille was much more relevant and accessible for blind students.

Learners' Activities: the students continue to develop the outline while brainstorming amongst themselves.

Step V: Teacher's Activities: the teacher now talks about order of information. When you have the materials and arguments organised into themes consider what order they should appear in. Consider:

Is there an obvious starting point for the argument?
Do some points need to be set up by discussing other points first?
Is there one subject that provides an essay transition into another?

In this case the arrangement should be in chronological order – Event 1, Event 2, Event 3 and explaining how they are related as you go. This is just one of the many ways to structure an essay.

Learners' Activities: the students ask questions as they discuss among themselves to come up with an outline.

Step V: Teacher's Activities: the teacher now states that after planning ideas and putting them into logical order, start to think about the analysis and points used to support the ideas – for example part 2 – The invention and spread of the Braille system. Point A – Existing tactile reading systems were not suitable for everyday use. To support this point two systems were used:

1. Hauy's embossed letter system – based on the sighted alphabet and difficult to use.

2. Barbiers night writing – used raised dots but developed for military purposes and only effective for short messages.

Learners' Activities: the students tidy up their outline.

Evaluation: the teacher evaluates the lesson by asking the students to develop the outline.

Summary/Conclusion: the teacher concludes the lesson by revisiting the salient points and finally recaps the lesson.

Assignment:

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Writing

Sub-topic: Argumentative Essay

Class: SS2

Number of Learners:

Date:

Time/Duration: 45 minutes

Sex of Learners:

Average Age of Learners:

Instructional Materials: a cardboard paper portraying the outline and features of an argumentative essay.

Method of Instruction: discussion and demonstration

Behavioural Objectives: at the end of the lesson the students should be able to:

1. Identify the main thrust of an argumentative essay;
2. Indicate interest in identifying argumentative essay;
3. Write an argumentative essay using the outline given to you by the teacher.

Entry Behaviour: the students are familiar with argument for and against a motion.

PRESENTATION OF THE LESSON

Introduction: the teacher presents the topic: corruption should be fought from the top to the bottom, who are the supporters? Who opposes?

Step I: Teacher's Activities – the teacher identifies argumentative essay as one that requires you to present a subject with a view to persuading your reader to agree with your own point of view against another one**.**

Learners' Activities – the students pay attention to the explanations.

Step II: Teacher's Activities – the teacher goes further to mention the features of an argumentative essay as follows:

Features

Heading: preferably written in capitals;

Introduction: A paragraph which contains a statement of purpose;

Body/Content: At least three well developed paragraphs, each with a topic sentence;

Conclusion: (A paragraph) Recommendations.

Learners' Activities: the students observe the teacher's explanation and elaboration of the concept. They also ask questions where need be.

Step III: Teacher's Activities – the teacher guides the students to attempt an outline of argumentative essay on a topic:

Outline:

Heading: CORRUPTION SHOULD BE FOUGHT FROM THE TOP TO THE BOTTOM.

Paragraph 1: Introduction – Definition of corruption: The percentage of the population that constitutes the top against the population at the bottom;

Paragraph 2: The fight against corruption starts from bottom as it is not perpetuated only by those at the top;

Paragraph 3: Mass mobilization, education of the youth in the fight against corruption;

Paragraph 4: Teaching of values starts from the root-family;

Paragraph 5: The community should stop celebrating corruption;

Paragraph 6 (conclusion): Recommendation to the government, members of the public on the need to fight corruption.

Learners' Activities: the students participate actively in developing the outline.

Step IV: Teacher's Activities – the teacher expatiates on the outline and responds to the students' questions.

Learners' Activities – the students observe keenly.

Evaluation: the teacher evaluates the lesson by asking the students to write an argumentative essay using the outline made by the students under the teacher's guidance.

Summary/Conclusion: the teacher summarizes the lesson by repeating the salient points and finally recaps the lesson.

Assignment: pick a topic of interest and argue for or against the motion by providing convincing points**.**

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Writing

Sub-topic: Descriptive writing

Class: SS2

Number of Learners:

Date:

Time/Duration: 45 minutes

Sex of Learners: mixed

Average Age of Learners:

Instructional Materials: a cardboard paper showing an outline of a descriptive essay.

Method of Instruction: discussion and demonstration

Behavioural Objectives: at the end of the lesson the students should be able to:

1. Describe descriptive essay;
2. Show interest in studying descriptive writing;
3. Using the outline given, write a full essay on the topic.

Entry Behaviour: the students are familiar with description of some persons, places and events. For instance, they could tell how their school could be located.

PRESENTATION OF THE LESSON

Introduction: the teacher introduces the lesson by asking the students: A friend of yours who has not attended your school's valedictory ceremony before has requested you

to give a description of your school's valedictory service, how would you go about doing that?

Step I: Teacher's Activities – the teacher presents that a descriptive essay is one that requires the writer to describe a thing, place or a person. The subject for description could be an object, a person, a place, an animal, a scene or an incident. The main preoccupation here is to describe. Description does not place emphasis on action but on definite qualities or characteristics. Here are other things you should do in order to write good descriptive essays.

Learners' Activities – the students listen attentively and actively too to the presentation.

Step II: Teacher's Activities – the teacher guides the students to identify an outline of a format of descriptive essay:

Outline

1. Form a good mental picture of what you want to describe.
2. Make your description true to life by translating your mental picture into words.
3. Get yourself fully involved in your description.

Avoid flat enumeration of facts or the qualities of the thing or person you are describing**.**

Learners' Activities: the students make frantic efforts to identify the outline of a descriptive essay.

Step III: Teacher's Activities – the teacher drills the students on the outline and answer their questions.

Learners' Activities: the students pay attention to the details.

Step IV: Teacher's Activities – the teacher provides a sample question on descriptive essay and guides the students to form a sketch.

Sample Question

A friend of yours who has not attended your school's valedictory ceremony before has requested you to give a description of your school's valedictory service.

Outline

Heading: VALEDICTORY CEREMONY IN MY SCHOOL

Paragraph 1 (Introduction): Begin by stating where and when the programme usually holds. Include the arrangement put in place before the commencement of the programme;

Paragraph 2 and 3: Mention the dignitaries that are always in attendance, the activities that usually take place. Describe the peculiarity of each event that happens;

Paragraph 4: Describe one spectacular thing that happens in the course of the programme which catches the attention of all parents and students present (e.g. prize and award giving ceremony);

Paragraph 5: Conclusion.

Learners' Activities – the students strive to make the outline appropriately together with the teacher.

Step V: Teacher's Activities – the teacher drills the students on the outline formed.

Learners' Activities – the students brainstorm on how such an outline could be developed to a full essay.

Evaluation: the teacher evaluates the lesson by asking the students to write a full descriptive essay on the topic using the outline given.

Summary/Conclusion: the teacher summarizes the lesson by repeating the salient points in it and finally recaps the lesson.

Assignment: write a descriptive essay on any prominent personality in your village.

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Expository essay

Sub-topic: Meaning, features and outline

Class: SS2

Number of Learners: 45

Date:

Time/Duration: 45 minutes

Sex of Learners: male

Average Age of Learners:

Instructional Materials: A cardboard paper containing an outline of expository e

essay

Method of Instruction: discussion and demonstration methods

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

a. Identify expository essay;
b. Indicate interest in identifying expository essay;
c. Write an expository essay on the topic: 'The Helpful Creature'.

Entry Behaviour: the students are familiar with a descriptive essay which shares some features with expository essay.

PRESENTATION OF THE LESSON

Introduction: the teacher introduces the lesson by informing the students that expository writing means writing to explain something, it is the process of writing to explain.

Step I: Teacher's Activities: the teacher explains that expository compositions are written to explain how to do something, how something works or simply to provide information on a topic.

Learners' Activities: the students observe as the teacher explains the concept.

Step II: Teacher's Activities: the teacher further explains that expository writing begins with a topic sentence. Topic sentence includes a central or main idea; this sentence tells a reader what the composition is all about.

Learners' Activities: the students ask and respond to the teacher's questions.

Step III: Teacher's Activities: the teacher informs the students that expository essay also includes supporting sentences, details and facts about a topic. It also ends with a conclusion which restates the main idea.

Learners' Activities: the students pay attention as the teacher explains further. Step IV: Teacher's Activities: the teacher provides a topic (The Helpful Creature) and guides the students to make an outline.

Learners' Activities: the students begin to form an outline:

Introduction - talks about dog as man's best friend, what it does to man and how it relates with them;

Body – provides main idea, explanation, and details on the topic;

Conclusion – summarises by pointing out the usefulness of dogs to man.

Step V: Teacher's Activities: the teacher applauds the efforts of the students and corrects some of their mistakes.

Learners' Activities: the students observe and brainstorm the more on the topic.

Evaluation: the teacher evaluates the lesson by asking the students to develop the outline and write out the essay.

Summary/Conclusion: the teacher summarises the lesson by revisiting the salient points and finally recaps the lesson.

Assignment:

Remarks:

GENERAL INFORMATION

Teaching Subject: English language

Topic: Writing – Narrative

Sub-topic: A Place of Interest I Visited

Class: SS2

Number of Learners:

Date:

Time/Duration: 45 minutes

Sex of Learners: mixed

Average Age of Learners:

Instructional Materials: a cardboard paper containing a sample passage boldly written.

Method of Instruction: discussion and demonstration

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

a. Identify the steps to be followed in writing narrative essay;
b. Indicate interest in identifying features and stages in narrative essay;
c. Sketch a narrative essay to be developed.

Entry Behaviour: the students are used to narrating events.

PRESENTATION OF THE LESSON

Introduction: the teacher introduces the lesson by asking the students to narrate an event they have ever witnessed or read about.

Step I: Teacher's Activities – the teacher informs the students that a narrative essay tells a story or gives an account of events or incidents as they had occurred.

Learners' Activities – the students listen attentively as the teacher explains narrative essay.

Step II: Teacher's Activities – the teacher informs the students that to write a good narrative, the following must be done:

(1) Use the past tense forms of verbs to give an account of events which happened in the past.

(2) Present the events or actions in a natural sequence.

(3) Divide the tune in which the actions took place into small periods.

(4) Discuss one main idea or event in a paragraph.

(5) Drop the ideas or points which do not contribute to the unity and the coherence of the narrative.

Learners' Activities: the students pay attention to the presentation and ask questions.

Step III: Teacher's Activities – the teacher provides a sample question for narrative writing:

Write a narrative essay on the topic. "A Place of Interest I Visited"

Learners' Activities: observe the topic and brainstorm on ways to go about it.

Step IV: Teacher's Activities – the teacher gives an outline of the topic above:

Outline

Heading: A PLACE OF INTEREST I VISITED

Paragraph 1: Description of the place you visited;

Paragraph 2: Preparations made or put in place before the journey was embarked on;

Paragraph 3: The events that took place there;

Paragraph 4: Narrate one spectacular event or incident that caught your attention or that affected you;

Paragraph 5: (Conclusion) Narrate how it all ended.

Learners' Activities – the students compare their points with those of the teacher.

Step V: Teacher's Activities – the teacher drills the students on the outline and how to go about developing the paragraphs.

Learners' Activities – observe carefully and respond to questions**.**

Evaluation: the teacher evaluates the lesson by asking the students to develop the essay from the outline provided.

Summary/Conclusion: the teacher summarizes the lesson by repeating the salient points and finally recaps the lesson.

Assignment: write on your first day in school.

Remarks:

Appendix III

Samples of Students' Essay

Appendix IV

Videos