

**EXPLORING THE TEACHING AND LEARNING OF ENGLISH
(L2) WRITING: A CASE OF THREE JUNIOR SECONDARY
SCHOOLS IN NIGERIA**

CAROLINE MODUPE AKINYEYE

A thesis submitted in fulfillment of the requirements of the degree of Doctor of Philosophy
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Supervisor: Prof. Vuyokazi NOMLOMO

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DEDICATION

I dedicate this thesis to God, the giver of life, the bearer of my life and my sustenance. Thank you for carrying me thus far.

ABSTRACT

Nigeria is one of the most multilingual nations in Africa which consists of over 450 languages (Adegbija, 2004; Danladi, 2013). It has a population of more than 150 million people, with three major languages, namely Hausa, Yoruba and Igbo, and a number of minority languages. Despite its linguistic and cultural diversity, English is the main medium of instruction from primary to tertiary education. The negative effects of learning through the medium of English second language (L2) are evidenced in the learners' poor achievement in the external examination results of the National Examination Council (NECO) and the West African Examination Council (WAEC). There is an assumption that learners' poor performance in English (L2) is due to little attention given to English writing in schools, and the use of less appropriate or effective teaching approaches (Babalola, 2011).

There is a special concern about the poor writing proficiency levels of learners, particularly in the Junior Secondary School (JSS) phase which is an exit to Senior Secondary School level where learners are expected to show strong academic literacy skills. Writing is a process which is central to learners' learning across the curriculum and it enables learners not only to access knowledge from different sources, but also to display the acquired knowledge in different domains. Learners' poor writing skills are a great concern given that English (L2) is the main medium of instruction at all levels of education in Nigeria.

In light of the above, this study set out to explore the pedagogical strategies and problems encountered by both teachers and learners in English (L2) academic writing in Junior Secondary School (JSS 3) classrooms in the Ekiti State, Nigeria. Guided by Second Language Acquisition theory, the study explored the factors that influence second language learning, in relation to the sociocultural and contextual factors that influence learners' writing abilities. Through the lens of the Genre Pedagogical Theory and the Social Constructivist theory, it investigated teachers' pedagogical strategies in English (L2) writing, and analysed learners' written texts in order to understand the extent to which they reflected the features of specific genres that support learners' writing skills.

Four JSS 3 teachers in three schools were purposively selected to participate in the study. The study employed a qualitative research paradigm, underpinned by the interpretive theory. Through the use of an ethnographic design, the day-to-day happenings such as thoughts and engagements of both teachers and students in the English (L2) lessons were observed and recorded by means of an audio-recorder in order to build a comprehensive record of the participants' practice in the classroom. In addition, both semi-structured and unstructured interviews were conducted with the individual teachers. The students' written texts and other relevant documents were collected and analysed for the purpose of data triangulation. Ethical considerations such as informed consent, voluntary participation, respect and anonymity of participants were observed throughout the study.

In this study, the findings show that the teaching of English (L2) writing is still a challenge to many teachers due to a variety of factors which include linguistic, pedagogical and structural factors. As a result, learners' academic writing suffers, especially writing to learn at secondary school level. Specifically, the findings of this study indicate that the teachers made use of traditional teaching approaches in the teaching of English (L2) writing as against the approaches recommended in the curriculum. The study also reveals that most of the JSS(3) students' level of proficiency in English writing is below the expected levels stipulated in the curriculum document, although some of them displayed good basic interpersonal communication skills (BICS). Other contributing factors to the learners' low academic writing proficiency in English (L2) include teachers' limited understanding and application of the Genre-Based Approach in teaching writing, inadequate language teaching and learning resources, learners' limited exposure to English (L2) and limited writing opportunities.

The study concludes that while the use of the Genre-Based Approach is not the only strategy to enhance learners' writing skills, the teaching of writing remains crucial as it is central to language use in different knowledge domains. Students' writing proficiency is critical for cognitive and socio-economic development as it has implications for students' access to knowledge and academic literacy which spills over to tertiary education. In a country like Nigeria where the main language of instruction is English, there is a need to prioritise teacher

development and to revisit the curriculum to determine how it meets the academic needs of learners in this century.

KEYWORDS

Writing, English, Second Language (L2), Genres, Genre-Based Approach, Curriculum, Junior Secondary School (JSS), Nigeria, Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP)

DECLARATION

I, Caroline Modupe Akinyeye, declare that **EXPLORING THE TEACHING AND LEARNING OF ENGLISH (L2) WRITING: A CASE OF THREE JUNIOR SECONDARY SCHOOLS IN NIGERIA**, is my own work and has not been submitted for any degree or examination in any other university and that all sources I have cited or quoted have been indicated and adequately acknowledged by complete references.

Caroline Modupe AKINYEYE

December, 2015

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Caroline Modupe Akinyeye

LIST OF ABBREVIATIONS AND ACRONYMS

B.Ed	Bachelor in Education
BEC	Basic Education Curriculum
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CLT	Communicative Language Teaching
CMS	Christian Missionary Society
ECCDE	Early Childhood Care and Development Education
ELT	English Language Teaching
FME	Federal Ministry of Education
FRN	Federal Republic of Education
HOD	Head of Department
HSRC	Human Science Research Council
ICT	Information and Communication Technology
JSCE	Junior Secondary Certificate Examination
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
LERN	Literacy and Education Research Network
LOLT	Language of learning and Teaching
MKO	More Knowledgeable Other
MOI	Medium of Instruction
MT	Mother Tongue
MTM	Mother Tongue Medium
NCE	National Certificate in Education
NECO	National Examination Council
JSS	Junior Secondary School
NERDC	Nigeria Educational Research and Development Council
NMC	National Mathematical Centre

NPE	National Policy on Education
PEIP	Primary Education Improvement Project
S	Student
SFL	Systemic Functional Linguistics
SLA	Second Language Acquisition
Ss	Students
SSCE	Senior Secondary Certificate Examination
SSS	Senior Secondary School
SYPP	Six Year Primary Project
T	Teacher
TL	Target Language
TRC	Teachers Registration Council
UBE	Universal Basic Education
UN	United Nations
UNESCO	United Nation Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's' Fund
UPE	Universal Primary Education
WAEC	West African Examination Council
WASSC	West African Senior School Certificate
ZPD	Zone of Proximal Development

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CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This chapter presents the background to the study and the problem statement which underpins this study. It discusses the rationale for the study in order to illuminate the main argument of the study. It further highlights the research objectives and the research questions which guide this study. The chapter describes the methodology it employed to address the research questions. Finally, the chapter highlights the chapter outline of the thesis.

1.2 BACKGROUND TO THE STUDY

Nigeria is a heterogeneous nation located in the western part of Africa, with a population of about 166.2 million people, and 450 languages. Of the 450 languages, only three of them, namely Igbo, Hausa, and Yoruba are spoken widely by the majority of people and learnt in schools as subjects. Nigeria is one of the African countries which were colonised by Britain. Since the colonial era, English has been the language of instruction, and the majority of middle class people and families have adopted it as a means of communication at their homes because of its official status.

Even though English is a foreign language and taught as a second language (L2), it is universally spoken. As stated above, English is a language that cuts across the three major linguistic regions in the country, with Hausa, Igbo, and Yoruba as minority languages in terms of socio-economic status. It is also the official language of the nation. English is also the language of computer, science and technology, and also the medium of instruction in schools at all levels. As a result, English has gained the status of being one of the compulsory subjects to be passed at a minimum credit level of 50% in schools for learners to be promoted to the next class, and to be admitted into institutions of higher learning. Nevertheless, it is still one of the subjects that are mostly failed by learners, both in internal and external examinations. The most challenging areas of

English (L2) learning are reading and writing. Language and education researchers, like Awodele, (1998), (2003); Kolawole, (1998); Anoma, (2005) and Fakeye, (2010) claim that learners' performance in English language is poor.

After gaining independence in 1960, the Nigerian government saw the need to change the national policy on education and the school curriculum from that of the British Educational System to one that would be workable and applicable to the Nigerian context, in order to reduce the level of illiteracy. To achieve this, there was an educational conference in 1969 which deliberated and initiated the National Policy on Education (NPE). This brought about the drastic change of the school curriculum (Ivowi, 2000). The curriculum was changed to include the stories and history of the country for learners to easily relate to their immediate environment. They were no more taught the history and geography of Britain. In the primary schools, the major regional indigenous languages, namely Hausa, Igbo, and Yoruba were to be the languages of learning and teaching (LOLT) in each region (UNESCO, 2000), but even today this has not been implemented in the primary schools (Ivowi, 2000) because of the high status of English in the country. All parents want their children to be taught in English because of its prestige and its association with better socio-economic benefits.

The National Policy on Education was enacted in 1977, and was revised in 1981 and in 1999 respectively (Federal Republic of Nigeria (FRN), 1977; 1981; 1999). This was to replace the pre-colonial and post-colonial educational system of six years of primary education, five years of secondary, and four years of university education (6-5-4) and also to improve the standard of education. In 1982, the system of six years of primary schooling, three years of junior secondary school, three years of senior secondary school, and four years of university education (6-3-3-4) was introduced and officially implemented in schools in 1983 (Nwagwu, 1983). The 6-3-3-4 system of education stressed that every child is entitled to education, and so the government made the first six years of primary education compulsory and free for all learners to promote literacy among citizens of the country.

The National Policy in Education (NPE) was reformed in April 2004 and enacted into law in the Universal Basic Education Act of 2004 which was implemented in schools in 2005. The current

Universal Basic Education (UBE) Scheme is tagged as nine years of primary education, three years of secondary education, and four years of university education (9-3-4). UBE comprises Early Childhood Care and Development Education (ECCDE), nine years which comprise six years of Primary Education, and three years of Junior Secondary Education (JSS). The other three years are spent in Senior Secondary School (SSS) while the remaining four years are for a minimum university education (FME, 2008). As against the 6-3-3-4 system, which was introduced in 1982, the current government requires that the minimum education certificate a child should obtain is a JSS certificate, and at this level the child should be able to read and write and do some simple arithmetic. Also, at this level the child could either proceed to Senior Secondary School (SSS) or decide to follow the vocational route. All these educational levels are put in place to achieve the aim that every individual should be developed into a sound and effective citizen, and have equal access to educational opportunities (FRN, 2004). Further details about the various reforms and changes in the National Education Policy are discussed in chapter two.

Despite the government's efforts and commitment to education through the series of changes and reforms in the educational policy and curriculum over the years, the standard of education is dropping due to socio-cultural, economic, political and infrastructural factors. Little has been achieved through the various educational reform programmes put in place by the various governments in improving the standard of education in Nigeria. In addition, little is said about the strategies and approaches to teaching and learning, particularly English (L2) reading and writing which is the main language of instruction. Akinlua (2007, p. 99) declares that "while the content of curricula kept changing from time to time, structure and practice remained unchanged." The use of traditional approaches is still prevalent in teaching and learning (Akinlua, 2007). Furthermore, the large class sizes are usually overwhelming and teachers often adopt the easiest and most convenient methods which do not require much exposure to writing tasks (Babalola, 2012).

Throughout my years of teaching English (L2) in secondary schools, reading and writing have always been the most challenging aspects for learners. By the time most learners get to JSS 1 (Grade 7), they are still experiencing difficulties in reading, and they also struggle to write

coherent and meaningful texts in English. In view of the above, this study set out to explore the teaching of writing in English as a second language (L2) in three secondary schools in Ekiti State, Nigeria. The study focuses on Junior Secondary School (JSS 3) classes as they are the exit classes to senior secondary school education.

1.3 PROBLEM STATEMENT

Like other countries of the world, high values are placed on education in Nigeria because it is seen as the major means of self-empowerment, both socially and economically, and in other spheres of life. There is an ongoing vociferation in Nigeria by researchers and the government that learners are not performing to expectations in English (L2). There is a special concern about the poor writing proficiency levels of learners, as writing is central to learners' learning across the curriculum. Learners' poor performance in English (L2) is a general phenomenon that cuts across schools. Evidence could be seen in the external examination results of the National Examination Council (NECO) and West African Examination Council (WAEC) of previous years. For example, in 2000, the pass rate in the Senior Secondary Certificate (SSCE) in WAEC was 44.07%. In the following year (2001), it was 43.02%, and in 2002 it was 42.61%. In 2003, the pass rate was 33% (Fakeye, 2010). The above WAEC statistics shows that from 2000 to 2003, there has been a decrease in pass rates (Fakeye 2010), and this is a concern because English (L2) determines learners' promotion and progress in education.

Recently, Dr. Uyi Uwadia, the Head of the Nigeria national office for West African Examination Council (WAEC) released an online report that out of 1,540,250 candidates who sat for the 2011 May/June examinations, only 838,314 candidates (55.34%) obtained a credit pass of 50% in English (L2). Also, in 2012, out of the total number of 324,998 candidates who sat for the May/June examinations, only 133,507 candidates (43.06%) obtained a credit pass of 50% in English (L2) (The Economy Magazine, 2 April 2013). The above statistical analysis shows consistent decline in the learners' performance in English (L2) in the WAEC examination results. Likewise, in the 2012 NECO examination, only 20.1% of the 244,456 candidates who sat for the examination passed English (L2) at an average score of 50%. This suggests that learners face serious challenges in English as a second language which is increasingly used for

learning across the curriculum. This is a great concern, given that English (L2) is the main medium of instruction at all levels of education in Nigeria. In essence, the outcome performance of learners in the Senior Secondary School (SSS) examinations could be predicted from how well learners perform in their Junior Secondary School (JSS) examinations (Adeyemi, 2008).

It is assumed that learners' poor performance in English (L2) is due to little attention given to English writing (essay types) in schools, and the use of less appropriate and less effective teaching approaches (Babalola, 2011). Despite the fact that the Federal Ministry of Education (FME) (2008) states that the guiding principle in the teaching and learning process should be learner-centred to support learners' communicative competence, the use of teacher-centred methods, generally known as traditional approaches, is still prevalent in many classes (Ibukun and Aboluwodi, 2010). This is echoed by Woolman (2001, p. 41) who claims that "African school systems today still follow the rigid structure of time, periods and grade-level progression found in Western education." These approaches do not support the learner-centred approach which promotes active participation of learners. It is alleged that teachers often face time constraints to finish the syllabus, and as a result, do not get deeper into different learning tasks. Consequently, learners do not get sufficient exposure to the different language aspects that support their reading and writing skills in English (L2). It is thus of interest to explore why learners' performance is low in English (L2). In particular, it becomes imperative to explore the problems encountered by both teachers and learners in the English (L2) classroom, and to observe how English (L2) teachers teach writing across the different genres or text types, and the extent to which learning is scaffolded for learners' understanding of the subject content.

The reforms in the curriculum do not make any difference, nor improve the educational standard in the country. The reforms either substitute one subject for the other or drop out some subjects and this does not address the literacy problem in schools. Marinho (2009) posits that even though the curriculum content is contextualised to the Nigerian setting, issues such as learning and teaching practices are grounded on the British system introduced during colonisation. That is, teaching still focuses on certification instead of skills acquisition (Imam, 2012). The stipulation on learner-centred methods of teaching is only on paper, and not in practice. Researchers propose that there is a need for effective essay teaching in secondary schools in Nigeria because there is a

belief that there is a correlation between learners' ability to write proficiently and their success in other areas of English learning (Fakeye, 2001; Adegbite, 2005). Fakeye (2001) further argues that learners with good writing skills often perform well in other content subject areas through the medium of English (L2). Therefore, if researchers and the government are concerned about the learners' performance in English (L2), especially writing, it is imperative to explore and identify how teachers approach English (L2) writing in schools so that necessary measures could be considered to improve the current situation of English (L2) teaching and learning.

Writing is the end product of other language skills which include listening, speaking, and reading. It is an aspect that most learners find difficult, and so it needs to be given much attention. In essence, learners' attitude to writing is not encouraging. Researchers like Zwiers (2008), Schleppegrell (2004) and Scarcella (2003) also observed that learners in the United States, China and in some African countries lack the required academic language to write texts. As mentioned earlier, Nigerian researchers like Adebile (1985), Aboderin (1992), Iyagba (1993), Awodele (1998, 2003) and Kolawole (1998) claim that learners perform poorly in English (L2) particularly in writing. They argue that the cause of the low performance could be linked to teaching practices and learners' attitudes, and motivation in writing. Research on how English (L2) genre or text types are taught in the classroom could be useful to enhance learners' writing skills. Thus, this study focuses on how English (L2) teachers teach writing in the curriculum in JSS 3 classes. There is need to examine the teaching of genres or text types in English (L2) to determine how the text types support learners' writing skills. Therefore, this study explores how teachers approach writing as one of the language skills that have to be developed for subsequent learning.

1.4 RATIONALE FOR THE STUDY

The genre-based approach to the teaching of writing is relatively new in Africa. Countries like South Africa have enacted its use in the school curriculum and there is literature on it (Bayat, 2002; Mali-Mali, 2007; Van Heerden, 2008; Mthembu-Funeka, 2009). Some of the literature investigated and explored the use of Genre-Based Approach in the teaching of writing in English (L2) classrooms, particularly in primary schools (Ko, 2010; Schulze, 2011; Ahu, 2012; Van

Heerden, 2008). Other studies focused on the use of the Genre-Based Approach in secondary schools (Bayat, 2002; Lingzhu, 2009; Myskow and Gordon, 2009; Mthembu-Funeka, 2009). Specifically, Mthembu-Funeka's, (2009) study explored the use of Genre-Based Approach in the teaching of isiXhosa in South Africa, and this study showed that its use in isiXhosa teaching enhanced the learners' performance in their writing in English (L2). These studies showed that there were improvements in learners' writing when the Genre-Based Approach was used.

In other countries like Tanzania and Namibia research on the use of the Genre-Based Approach to develop learners' writing skills is growing (Josua, 2009; Shumbusho, 2009) but Nigeria has limited research on the use of Genre-Based Approach in language teaching (Babalola, 2012). This could be explained on the basis that the Genre-Based Approach is not prescribed in the language curriculum. However, the use of genre-based pedagogical theory is used in this study as an analytical framework for the learners' written texts. In addition, the teaching of genre types is an aspect on its own in English teaching. Moreover, individual genre types are different from one another in terms of language features and schematic structure. Therefore, it would be interesting to explore the teachers' pedagogical strategies in teaching writing in English (L2). The use of the genre pedagogical theory is not meant to evaluate the teachers, but rather to do a thorough analysis of both the teachers' classroom practices and learners' written texts. More importantly, the teaching of academic genre types for writing in secondary schools using qualitative research is not fully explored in Nigeria. This study will contribute to new knowledge in this area.

1.5 AIM OF THE STUDY

The study aims to investigate and understand the teaching of English (L2) genre or text types in Junior Secondary School (JSS) 3 classrooms in three secondary schools situated in Ekiti State, Nigeria. The study focuses on the teachers' pedagogical strategies and the teaching and learning interaction that takes place in the classroom during the teaching of writing through the lens of the Genre-Pedagogical Theory.

1.6 OBJECTIVES OF THE STUDY

The objectives of the study are listed below:

1. To observe and identify the pedagogical strategies employed by teachers in the teaching of text types in English (L2) writing in JSS3 classes.
2. To investigate how teachers understand and interpret the English (L2) writing curriculum content in practice.
3. To explore what is contained in the English (L2) writing curriculum of JSS 3 classes.
4. To examine and analyse JSS3 learners' written tasks in English (L2).

1.7 RESEARCH QUESTION

This study was guided by this main research question:

How are genres or text types taught in English (L2) writing lessons in the JSS3 classes?

The following sub-questions will be considered to unpack the main research question:

1. What are the pedagogical strategies employed by teachers in the teaching of English (L2) writing?
2. How do teachers interpret and implement the JSS 3 English (L2) writing curriculum content in practice?
3. How do learners engage with the genre or text types to make meaning of what they are writing?
4. How can the Genre Pedagogical Theory be used as a viable tool to enhance JSS 3 learners' English (L2) writing skills for learning across the curriculum?

1.8 RESEARCH DESIGN AND METHODOLOGY

This research follows an ethnographic research design within a qualitative research paradigm which believes that a human subject is better studied in its natural setting in order to gain an in-depth understanding of the problem under investigation (Hammersley and Atkinson, 2007).

Since the study deals with human actions in a natural setting (Richards, 2003), the qualitative research paradigm is found appropriate in the in-depth understanding of the issues under study. Maxwell (2005) claims that qualitative research is the act of concentrating on the everyday affairs of subjects at workplaces, and interpreting how factors or interventions have a particular effect on the subjects. Through the use of ethnographic design, the day-to-day happenings such as thoughts and engagements of both teachers and learners in the English lessons were captured with the use of an audio recorder so as to build a comprehensive record of the participants' practices.

Furthermore, this study does not include the use of statistical procedures to arrive at its findings (Strauss and Corbin, 1990). As a result, I used methods that involved the use of interviews (unstructured and semi-structured) and subject observations in their naturalistic settings (Winter, 2000, cited in Golafshani, 2003) as well as document analysis. Research methodology is dealt with in detail in Chapter Four of this study.

1.9 SIGNIFICANCE OF THE STUDY

This study is significant because English (L2) is the official language in Nigeria and it is the language of instruction in all schools. Therefore, it is important for learners to have strong writing skills in English as early as possible. Given that English is a global language, the learners' proficiency in this language is vital for communication and interaction both in written and oral form with people across the globe.

Hopefully, this study will serve as an eye opener to finding appropriate strategies to improve the standard of English (L2) writing to support learners at all educational levels. It is envisaged that this study will be of great benefit to curriculum planners, teachers and learners, in particular, because the findings will serve as a basis for future curriculum reforms, particularly in the teaching of writing.

1.10 THE SCOPE OF THE STUDY

This study focuses on the teaching and learning of English (L2) writing to JSS3 learners because learners' language proficiency is mostly assessed against evidence that they produce on paper in the form of writing. It also explores how teachers interpret and implement the English (L2) writing curriculum in a multilingual setting in Nigeria. The three selected schools accommodate learners from different language backgrounds, i.e. there are learners from all the three major languages of Nigeria, namely, Hausa, Igbo and Yoruba and other variants of the major languages which are regarded as minor languages in education.

As indicated earlier, English is a second language to both teachers and students in Nigeria, and JSS 3 is the last class where learners are expected to have grasped the reasonable reading and writing skills in English (L2) before they graduate to the Senior Secondary School (SSS), where English (L2) competence matters most across the curriculum. While this study acknowledges the importance of language learning skills (e.g. listening, speaking, reading and writing) as a means of language and literacy development, its focus is limited to the teaching and learning of writing in JSS3. It sets out to understand how adolescent learners (average age of 14 - 15 years) gain access to writing literacy. Given this, the study explored classroom interaction in English lessons to establish the extent to which English (L2) writing literacy was enhanced.

1.11 CHAPTER OUTLINE

The study is organised into seven chapters, with each chapter focusing on a specific aspect as indicated below:

Chapter 1: Introduction and orientation of the study

This chapter presents the introduction and background to the study, the research problem, the rationale for the study, the aims, the objectives, and the research questions. The research methodology employed is discussed briefly.

Chapter 2: Nigeria education context

Chapter two presents an overview of the education system in Nigeria focusing more on the English (L2) curriculum and the theories that underpin the teaching of English writing. It discusses at length the Junior Secondary School (JSS), English language curriculum in Nigeria, and provides the geographical and historical overview of Nigeria. This is followed by the discussion of the National Policy on Education from independence to date and language policy planning in relation to Nigeria context. It further discusses language and globalisation and the position of English globally and in Nigeria.

Chapter 3: Theoretical framework and literature review

Chapter three focuses on the theoretical framework that underpins the study. Writing is discussed in detail, with emphasis on writing as a process and as a product. The framework comprises theories that deal with the teaching and learning of a language, namely Second Language Acquisition, the Genre Pedagogical Theory and Constructivist theories of teaching and learning. All these theories are discussed in relation to how they support the language teaching and learning.

Chapter 4: Methodology

Chapter four deals with research methodology which is underpinned by ethnography research design within a qualitative research paradigm. The chapter discusses issues relating to research designs, sampling, data collection tools, (i.e. interviews, observations, and documents) in detail. Furthermore, data analysis procedures, trustworthiness, reflexivity, ethical issues and research limitations are spelt out for better understanding of how the research was carried out.

Chapter 5: Presentation of data

Chapter five presents the data collected through classroom observations and interviews which were conducted with the participants in order to understand how teachers approached the teaching of writing in JSS 3. Learners' written texts are also presented in order to gain an understanding of how learners made sense of the writing lessons in English (L2).

Chapter 6: Data analysis and discussions

Chapter six analyses the data collected according to relevant themes in relation to the objectives and questions of the study. This chapter integrates appropriate literature to support the emerging findings.

Chapter 7: Summary, conclusion and recommendation of the study

Chapter seven provides the summary of the findings. It also provides conclusions, recommendations on the basis of the research findings and the contribution of the study to knowledge.

1.12 SUMMARY

This chapter presented the background to the study and also discussed the rationale for the study and the research problem. It shed light on the contextual problems of learners' poor performance in English as a content subject in secondary schools in Nigeria. It further highlighted the research objectives and the research questions. The chapter briefly described the ethnography research design it employed to address the research questions. Finally, the chapter provided the chapter outline of the thesis. In the following chapter, I discuss literature which sheds light on language policy issues in Nigeria.

CHAPTER TWO

EDUCATION AND LANGUAGE POLICY IN NIGERIA

2.1 INTRODUCTION

Education is recognised internationally as a vital development index. As a result, different nations of the world have made emphatic efforts to make education accessible to all citizens in their different countries (Odukoya, 2009). Specifically, the education policy often calls for a continuous critical debate in developing countries in Africa (Tikly, 2001) since education is regarded as a tool for development. Apparently and most importantly, language is a resource to actualise education. It is likewise contested that “education cannot be examined in isolation from the political and socio-economic imperatives that operate within society” (November, 1991 p. 65). This implies that in order to get the clues to the educational success or failure of learners, political and socio-economic issues of the particular context should be investigated. Therefore, the success of education in any country is determined by the sociocultural history, economic status, political stability, and linguistic background of such a nation. Thus, education in Nigeria is more of a public initiative that has witnessed government active participation and constant intervention from the Federal Government of Nigeria (FRN, 1981). English as a second language to the majority of people of Nigeria plays a big role in education.

To have a better understanding of the place and status of English (L2) in the curriculum, an overview of the document that spells out the guiding principles of education is referred to in the discussion of language policy and the teaching of English (L2) in Nigeria. Likewise, the goals and objectives of the teaching and learning of English (L2) are discussed. In a nutshell, the aim of this chapter is to discuss the Nigerian Education Policy and how it relates to the language policy of this country. The place and role of English in this era of globalisation are also discussed. Finally, I identify what the curriculum stipulates in the teaching of English in schools, with an emphasis on writing which is one of the aspects of language learning. The next section elaborates on the education system in Nigeria in relation to secondary school English writing.

2.2 OVERVIEW OF THE EDUCATION SYSTEM IN NIGERIA

In order to gain a deeper understanding of education and language issues in Nigeria, it is important to provide a brief overview of the education system. The educational system of Nigeria begins from pre-primary education to university level. The education levels are divided into three: basic education (nine years), post-basic or senior secondary (three years), and tertiary level (four years and above) (FRN, 2011). Below is the structure of the various levels of education in Nigeria. But for the purpose of this study, the focus will be on secondary education particularly Junior Secondary Education.

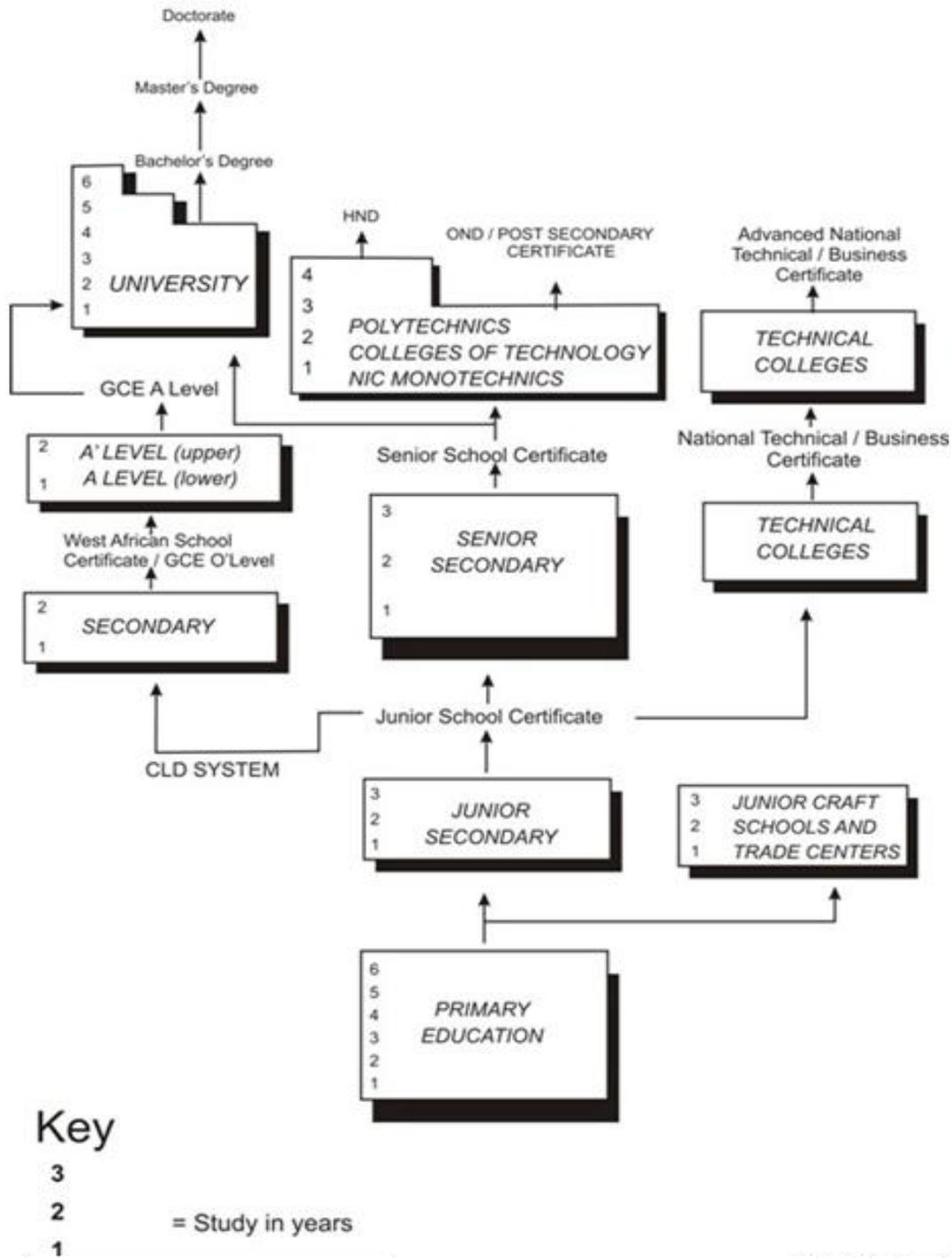


Figure 1: Nigeria Educational Level (FRN, 2011)

2.2.1 Secondary Education

Secondary education commences after primary education and before tertiary education (FRN, 2004 p. 18). This study focuses on the junior secondary school which is the first level of the secondary school education. This level of education is crucial because it is the median point in the education system in Nigeria and it reveals how the educational foundation has been laid and how the future of education would be. It is for this reason that it is important to take a closer look at how teaching and learning takes place at this level. The policy stipulates that the “secondary school education should raise a generation of people who can think for themselves” and also to “inspire learners with a desire for self improvement and achievement of excellence” (FRN, 2004 p. 18). This goal clearly indicates that the secondary school education is meant to develop critical thinkers who should be able to apply knowledge in other content subject areas. Their acquired knowledge should provide trained human resources in technology, applied science, commerce and sub-professional grades. In addition, secondary education should provide technical knowledge and vocational skills for industrial, economic, agricultural and commercial development. For all these to be achieved, learners need adequate competence in the language of instruction through which they learn and write. Therefore, English as the MOI should be handled with seriousness because it is also one of the vital prerequisites for higher education. More importantly, this study explores the teaching of English (L2) writing in order to have a perception of how learners write texts which have a carry-over effect on other content subjects across the curriculum.

According to the policy, the Junior Secondary School education is pre-vocational and academic. The three year duration is tuition free and it focuses on the teaching of basic subjects that will enable learners to acquire further knowledge and skills. It is stipulated that every learner shall offer “a minimum of ten (10) and a maximum of thirteen (13) subjects. The NPE categorises all subjects into three groups. Group A comprises the core subjects which are English, French and mathematics, the learner’s L1, any of the major languages apart from the mother tongue, Integrated Science, Social Studies or Citizenship Education, and Introductory Technology. In Groups B and C learners are expected to choose at least one subject each from the groups (FRN, 2004, p. 19-20). English is one of the core subjects and the MOI, and also it is mandatory for all

learners to obtain at least an average score of 50% before being considered to be promoted to the next class. Therefore, learners' proficiency in it is highly essential and thus this study is interested in how English writing in the aspect of genre or text types is presented in classes and how it could be improved upon.

The policy envisages that at the end of the three year duration of Junior Secondary School (JSS) learners shall be streamed into the senior secondary school, the technical college and an-out-of-school vocational training centre; or apprenticeship scheme. The streaming of learners into the various schools occurs according to the learners' academic performance and ability, aptitude and vocational interest. This process allows for even distribution of learners to the ratio of 50:50 into the various schools.

2.2.2 The JSS English Curriculum

In line with the adoption of the 9-3-4 system of education termed the Universal Basic Education (UBE) in 2004 in the National Policy on Education (NPE), the Nigeria Educational Research and Development Council (NERDC) developed the school curricula for all levels of educational system in Nigeria. The school curricula are developed to meet the standards of each level of education. Therefore, the JSS 1-3 English language curriculum was first developed and implemented in 2006. However, it was revised in 2007 on the basis of the feedback from schools on the nine-year Basic Education Curriculum (BEC) that the subjects offered to the learners were too many and that there was duplication of subject matter in some of the subjects taught. The feedback attracted global and national concerns which caused the NERDC to revise the nine-year BEC. Therefore, the subjects were reduced while some subjects were merged to create electives (Federal Ministry of Education (FME), 2007 p. v).

Despite the collapse and merging of some subjects, English remained compulsory and one of the core subjects to be taken by all learners. In all schools, English is taught at least four times per week for forty minutes per period. According to FME (2007) English serves as the medium of instruction (MOI) and also 'the medium of interpersonal, inter-ethnic, government and business communication' (p. iv). It further stipulates that the new English curriculum is structured to

equip learners with adequate range of words and sentences that should prepare them to effectively communicate competently in different contexts of everyday living (FME, 2007 p. iv).

The objective of the curriculum (JSS 1-3) is to tackle the language deficiency that learners brought from the lower levels, and to develop language proficiency in both basic and post basic education (FME, 2007 p. iv). According to these objectives, the place of English in Nigerian schools cannot be underrated. English is used in the teaching of all subjects with the exception of the indigenous languages (Yoruba, Hausa and Igbo), French and Arabic. For this reason, it is vital that the teaching of English be geared towards the actualisation of the set objectives.

The curriculum also stipulates that English teaching should comprise the teaching of the basic language skills which are listening, speaking, reading, and writing; grammatical accuracy and literacy. The purpose of engaging in all these skills is for learners to attain communicative competence (FME, 2007 p. iv). This can be done through intensive and extensive practice sessions. It is advised that there should be teacher-learner interaction in lessons (FME, 2007 p. iv). In addition, FME (2007) encourages the use of the process approach to teaching English writing so that the learners could be able to exercise their communicative competence in the target language. It is believed that the gain of writing is manifested in all subjects across the curriculum. Thus, this study explores how writing is taught at the JSS (3) level, given that this level is regarded as the most crucial stage to advance to secondary and tertiary education

2.2.3 The teaching and learning of writing

‘Writing is an accurate representation of ideas on paper’ (FME, 2007, p. viii). In order for learners to be able to present logical ideas in writing, they need to communicate in the target language proficiently. All the learning skills especially speaking, reading and writing are very essential. The process approach is suggested for the learners to go through the writing process which entails pre-writing, observation, discussion and presentation of drafts so learners could be able to write and present logical written texts. It is also envisaged that by implementing all the above, the learners would be adequately empowered for the world of work (FME, 2007 p. vii). The concept of writing is discussed at length in the next chapter.

The curriculum encourages learners to initiate their own topics of interest so that they would be motivated to write. Teachers should be prepared to recycle and relay life experiences that could assist the learners to write efficiently and logically. They should also engage learners in letter writing (formal and informal), compositions (narrative, descriptive, expository, and argumentative), report, creative and summary writing (FME, 2007 p. 52-53). In addition, teachers are encouraged to enrich the content with relevant materials and information from their immediate environment. They should be able to lead learners to re-arrange ideas in a logical sequence in order to produce a first draft with an introduction, body and conclusion. Teachers should also guide learners to review the draft (edit, proof read, review and amend) and finally submit an edited version of their work. Learners' activities should include identifying different types of composition or essay (i.e. genre or text), and be able to list the elements of the composition. (FME, 2007). It is the responsibility of the teacher to provide appropriate teaching and learning resources such as textbooks, supplementary readers, passages, selected topics, etc. to achieve this goal.

Overall, the curriculum highlights how the teaching and learning of writing should be presented. However, the curriculum is not detailed and explicit enough in terms of what teachers are expected to do and the assessment methods of writing composition are not included. The teachers have to design their own assessment rubrics to evaluate learners' written tasks. In this study, the English curriculum content as well as the teaching approaches used by teachers to teach writing have been investigated. The next section discusses national education policy in Nigeria from independence till date.

2.3 NATIONAL EDUCATION POLICY IN NIGERIA

2.3.1 National Education Policy: 1960s-1970s

In 1969, there was a National Curriculum Conference which had in attendance a cross section of Nigerians who had general dissatisfaction with the then education system that had been in operation before Nigeria independence in 1960. It was decided that the education curriculum had

become obsolete and irrelevant to the nation's needs, goals and aspirations. At the end of the National Curriculum Conference in 1969, the need for National Policy on Education was proposed. Years after the National Curriculum Conference of 1969, experts were drawn from a wide range of interested groups of experts to a seminar which included non-governmental organisations and external bodies in 1973. These groups of people deliberated and planned what a national policy on education should be, in an independent country like Nigeria. The outcome of the seminar was the first draft of the National Policy on Education (NPE) which was made open for comments for all the states of the country, stakeholders in education, and other interested groups. The final document of NPE was published in 1977.

The NPE (FRN, 1977) worked towards addressing the problems created by the old system of education and to provide education that was relevant and at the same time, to address the needs and aspirations of the population (Imam, 2012). The policy also aimed at creating a self-reliant and self-sufficient nation in order to address the developmental needs of the nation (Osinubi, 2006). It also aimed to promote national unity and to establish national integration. To accomplish these aims, the government took responsibility of controlling the funding of education as against the decentralisation system of education before this period. This was done to drift from the colonial system of education (Imam, 2012). The policy envisaged a very ambitious Universal Primary Education (UPE) to enable learners from the age of six to twelve to have access to free education, but education was not compulsory (Imam, 2012). The policy promised to make primary education free when practicable. The policy introduced the 6-3-3-4 system of education modelled after the American educational system of six years in the primary school education, three years of junior secondary school, three years of senior secondary school, and four years of university education (Nwagwu, 2007). It is noteworthy that before the introduction of the 6-3-3-4 system of education, the learning of the indigenous languages was not mandated in the school curriculum. Therefore, learners were left to choose to study or not to study any of the three major languages, that is, Hausa, Igbo, and Yoruba.

Another issue that affected Nigeria education in 1977 was in the area of funding. Even though the NPE was full of promises, the sudden shortage of funds to implement them caused a set back to the educational administration. In the early 1980s, Nigeria experienced a drastic decline of her

major sources of revenue as a result of the fall in the price of petroleum products in the world market (Nwagwu, 2011). Therefore, the free Universal Primary Education (UPE) programme which was wholly managed and funded by the Federal Government was prematurely handed over to the state governments.

Learners (especially the primary school pupils) were not given the foundation needed in each subject (English language inclusive) and so this brought about their poor performance in schools. In addition, there was overpopulation in primary schools, since it was free education, and there was shortage of infrastructure, facilities, writing material, and teachers to cater for the influx of learners. Consequently, the teaching and learning was haphazard and the NPE was superficially implemented. Dr. Sofolahan, the chairman of the Implementation Committee on the NPE declared in his 1991 report that “The National Policy (language policy inclusive) was conceived in times of oil boom, born in times of oil glut, and nurtured in times of economic depression” (Nwagwu, 1997, p. 90). This led to the devaluation of the currency and tremendous increases in the prices of goods and services (Nwagwu, 1997). This led to teachers’ strikes, because the government was unable to fund education both at national and state level (Imam, 2012). Schools were closed down and learners were left to wander in the streets and this led to a decline in literacy rates of the learners (Odukoya, 2009).

As a result of the financial crisis in the nation’s economy, fees were reintroduced in primary education. As a result, the learners’ enrolment into schools reduced in some states (Osili, 2005). In addition, there was an increase in tuition fees for schools, including both federal and state universities. All these adjustments were put in place in order to pay up the pending salaries of teachers and university lecturers. Parents and guardians were advised to provide for their children’s desks and chairs in schools to ease the burden. All these led to the failure of the National Policy on Education (NPE) between 1977 and 1998. In other words, the objectives of the NPE could not be achieved in the absence of political, socio-cultural and economic stability in the nation. All the above mentioned factors affected education since 1977 because the necessary assistance and resources needed by the learners were not provided for or were not sufficiently catered for by the government of the time.

2.3.2 National Education Policy: 1980s-1990s

The National Policy on Education (NPE) was subsequently revised in 1981 as a result of political and social changes, as well as some demands on education. Prior to this year, Nigeria was ushered to her second attempt of democratic system of government and this led to the review of the constitution and education was among the issues to be reviewed or addressed. The responsibility of education was shared among the three tiers of government (i.e. Federal, State and Local Governments). The greater responsibility of post-primary, technological and professional education was on the Federal Government, but the university education was solely controlled and funded by the Federal Government. The primary education sector was to be controlled by both the state and local government, but the local government was responsible for teachers' salaries.

There was the introduction of continuous assessment and examination for evaluation and promotion of learners as against the automatic promotion for all into the next class. The policy laid emphasis on certification rather than on skills acquisition. There was an awareness of the importance of language in the promotion of culture and fostering of national unity. The NPE (1981) introduced the multilingual language policy. It was included in the policy that every learner should be encouraged to learn any of the three major languages (i.e. Hausa, Igbo, and Yoruba) in addition to their mother tongue (Federal Republic of Nigeria (FRN, 1981). However, the place of English did not change as a MOI. Therefore, there was no contention about its place in the school curriculum.

The NPE was revised again in 1998. The policy prescribed Universal Basic Education (UBE) to replace Universal Free Primary Education (UPE). The policy aimed at providing Education for All in order to eliminate illiteracy in the nation and also to provide equal educational opportunities for all. It also aimed at equipping individuals with the necessary knowledge, skills and attitudes to live fulfilled lives (Fafunwa, 2004). The system of education changed from the 6-3-3-4 system to 9-3-4 system of education. The six years of primary education and the three years of junior secondary school education were combined together to make nine years of compulsory education, followed by the three years of senior secondary education and lastly, the

four years of university education. In this version, education was free and compulsory for all learners in primary to junior secondary school level of education, (i.e. the learners' first nine years of education).

By the end of the nine years all learners sat for a national examination called the Junior Secondary School Certificate Examination. The certificate obtained by learners enabled them go further into senior secondary school, for vocational training programmes or apprenticeship training (Olaniyan and Obadara, 2008). The NPE of 1998 (third edition) was adopted by the Federal Government as an excellent instrument that could affect national development (FRN, 1998).

During this period, the language policy stipulated that learners should learn another indigenous language, in addition to the language of the environment or community. Unfortunately there were not enough teachers in this area. The policy upgraded the standard of qualification in the teaching profession from Teacher Grade II Certificate to the National Certificate in Education (NCE) (Imam, 2012). The policy was further extended to accommodate Nomadic Education for cattle rearing in the northern part of the country and the Ijaw fishermen/women in the southern part of the country. But the children who attended Qur'anic schools were not catered for in this policy (Imam, 2012). The policy also promoted the increase in the intake of learners in science oriented courses to 60%, while the humanity oriented courses were at 40% (Nwagwu, 2007). The policy failed in the area of higher education because the economy, science and technology were underdeveloped and there was insufficient manpower to manage the department. Therefore, graduates with limited skills of self-reliance remained jobless (Odukoya, 2009).

2.3.3 National Education Policy: 2000s

The need for a fourth revised edition of the NPE in 2004, which is the current one in usage, emanated from urgent policy changes and innovation to update the third edition. The policy prescribes an inclusive education to cater for children identified as having special needs. The policy also prescribes the integration of Qur'anic school programme and programmes for out of school children. The policy stresses the implementation of the UBE programme and the 9-3-4

system of education. The primary education aims are to provide functional literacy and numeracy, cultivate positive attitudes in the learners, which should lead to cooperation and continuous learning that support national development (Woolman, 2001, FRN, 2004).

To implement the revised NPE 2004, some reforms and changes were put in place. For example, the Open and Distance Learning programme was re-instituted by the government. Likewise, the National Mathematical Centre (NMC) was revived and expanded. The Teachers' Registration Councils (TRC) was established in order to professionalise teaching. There was also the introduction of Information and Communication Technology (ICT) in the school systems in order for both teachers and learners to be computer literate and also to compete in the contemporary world.

According to the revised NPE (2004), French was prescribed as a second official language in the primary and secondary school curriculum. It was compulsory for learners from primary school to junior secondary school, but optional for learners in the secondary school. Furthermore, the minimum number of subjects to be taken in Senior Secondary Certificate Examination (SSCE) by learners was prescribed. The Basic Science Education was introduced in Quranic schools to provide equal opportunity and effective execution of Universal Basic Education (UBE). For optimum performance in the scheme of national education science, technical and vocational educations were repositioned. There was overall contextual change to reflect the state of professional practice in education (FRN, 2004, p. 5).

The government believed that the reforms put in place in the NPE would transform all aspects of education over a period of time. For this to be enforced, the Government set up a NPE Implementation Committee to translate it into a workable blue print. The simplified version of the policy was intended to guide the different bodies that would implement it. The committee was also given the responsibility to develop monitoring measures for the educational plan. For the NPE to be made clear, the philosophy and goals of education were spelt out.

The overall philosophy of the policy envisages people who will be united and live harmoniously “as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of

freedom, equality and justice” (FRN, 2004, p. 6). One of the ways a nation can actualise her philosophy and goals is through education. Likewise, the policy stipulates that the national goals of education are to build:

A free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land full of bright opportunities for all citizens (FRN, 2004, p. 6).

According to the language policy, learners are required to study another indigenous language in addition to the language of their immediate environment so that they could be bilingual, and at the long run, be able to interact with other language speakers in the country. Likewise, learners should learn French up to the junior secondary level since it is one of the official languages. All these are put in place so that communication locally, nationally and internationally would be facilitated and there would be equity and unity in the country.

In line with the above, it is stated in the NPE (FRN, 2004, p. 7) that for the philosophy to be in agreement with Nigeria’s national goals, education should:

Be geared towards self-realisation, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political; scientific and technological progress.

The National Policy on Education (FRN, 2004) emphasises the importance of language as a means of promoting social interaction and national cohesion, and preserving cultures. Thus every child should learn the language of the immediate environment. Furthermore, for national unity, it is beneficial that every child learn one of the three major Nigerian languages: Hausa, Igbo and Yoruba in addition to their mother tongue. In order to communicate with French speaking neighbouring countries, it is desirable for every Nigerian to speak French. Therefore, French is the second official language in Nigeria and it is compulsory in primary and Junior Secondary School while it is a non-vocational elective at the Senior Secondary School (FRN, 2004, p. 10).

The national goals with regard to language policy are a good initiative to benefit the nation as a whole and to realise the philosophy of Education-For-All in the near future. However, Education for All may not be attained if the question of language in education is not properly addressed. Therefore, this study seeks to understand how the teaching of English writing is actualised for learners to be able to communicate both in spoken and written forms to access knowledge in realisation of the Education for All initiative. Below, I describe language policy planning as a key component of language choice in speech communities in order to highlight its relevance to the Nigerian context.

2.4 LANGUAGE POLICY PLANNING

Language is a human means of communication (Hameso, 1997), both verbal and non-verbal. Simply put, language is an aspect of human behaviour that allows for meaningful and systemic expression, communication of thoughts and feelings (Nomlomo, 2007). It is a complex but dynamic resource that changes from time to time. This is one of the reasons why language policies have to be reviewed to meet the needs of the various government sectors such as education, judiciary, business and legislature (Reagan, 2001). Therefore, language is crucial to human existence. This necessitates its planning in order for it to function effectively in all spheres of human living.

‘Language planning refers to deliberate efforts to influence the behaviour of others with respect to the acquisition of their language codes’ (Cooper, 1989 p. 45). Language planning was first used by Haugen (1959) to address the issues of language standardisation in Norway, and gradually it became a broader term used by researchers like Fishman, Ferguson and Das Gupta (1968), Antia, (2000) and Hornberger (2006). It is often used as a means to solve language problems (Cooper, 1984; Rubin, 1984). It could also be defined as an organised decision on language choice at a national level (Jernudd & Das Gupta, 1971). Furthermore, language planning is defined as the choice of a specific language among other varieties for national functions (Fasold, 1984). It could also mean the deliberate change from a language variety to another most effective one in order to solve language problems (Rubin and Jernudd, 1971). Language planning leads to the development of a language policy. A language policy is an

official document on how to implement the plans made on language in a particular context, which could incorporate language rights, language use or language behaviour. In view of the above definitions, it is not out of point to conclude that language planning covers a wide range of human existence, ranging from the government control of use of languages for education, politics, media and formal functions of a particular nation.

A language policy is viewed from a wider perspective of language planning. It is usually attached to the language ideology of a particular society in terms of its historical, economic and political situation. It is an overall decision on the organisation and the management of official language usage and choice at the national level. Therefore, the formulation and implementation of language planning and language policy are important elements in education and society. They are crucial, especially in the developing world where issues of colonialism are prominent, as well as issues of language diversity (Weinstein, 1990; Schiffman, 1996; Mazrui and Mazrui, 1998) where rights of minority groups need to be protected. There are also debates on how to distinguish from national and official languages in countries like Nigeria that have diverse languages and cultures. Furthermore, the issue of language policy revolves around education, social politics and economic purposes which are the regular on-going issues in different nations of the world (Reagan, 2001). This is an indication that language planning and language policy are interrelated and they are relevant to all spheres of human life.

Decision on language policy is always at the highest governmental level of any nation. Language policy planning could be determined bilaterally, that is from both 'top-down and down-top' of the social class rungs for its implementation (Phillipson, 2006, p. 346). The top-down language policy means that the government of the nation enforces the maintenance of the national language, that is, language policy decision is made from the top considering the nation first in terms of politics, economics and education. This is referred to as a top-bottom type of decision making (Corson, 1990; Heugh, 2003; Dye, 2001). On the other hand, the down-top means that the government, at the same time, makes efforts to secure linguistic diversity in the nation. Therefore, the top-bottom system takes little account of the needs of the masses, mostly the minority group. In this case, the language policy of a particular country could be on paper, but not in practice. That is why most countries in Africa (e.g. Nigeria, Ghana, Cameroon, Cote

d’vore and Botswana) have language policies that favour and promote the use and retention of the colonial languages such as English, French and Portuguese in education at the expense of the indigenous languages (Heugh, 2003; Prah, 2003; Alidou, 2004; Tollefson & Tsui, 2004).

2.4.1 Language Planning Models

Many researchers have proposed different models of language planning problems in the world. For example, Kaplan and Baldauf (1997 p. 311) propose an eco-system to language policy and planning, which Muhlhausler (2002 p. 303) refers to as ecological thinking. Ecological language planning is the process whereby both the internal and external environmental ecology of the language is considered (Muhlhausler, 2002). This implies that the environmental ecology of language system such as culture and environment politics should be considered during language planning as language is not an isolated system (Muhlhausler, 2002). In all, the ecological approach to language planning considers the effect of decision made on mono-culturalism and places in high esteem the benefit of linguistic diversity which is a priority across the globe (Muhlhausler 2002).

Haugen (1972, 1983) proposed four stage models in language planning which include norm selection, codification, implementation, and evaluation or elaboration. Norm selection is the process of selecting the language to be used for a particular purpose while codification provides orthography for the chosen language. Implementation is the putting into use of the language, while evaluation is the assessment of the language and how to improve its use. However, Antia (2000) claims that Haugen’s model of language planning viewed language from two perspectives only, namely the norm and functions of language in the society. This signifies that the standard pattern of the language should be considered and also its role should also be taken into consideration during planning.

The language planning model is viewed differently by researchers. For instance, Jernudd and Da Gupta (1971) maintain the general term ‘language planning model’ while, Rubin (1983) calls it the rational model. Neustupny (1983) refers to it as language treatment while Chumbow (1987) calls it the alternative model. On the one hand, Bamgbose (1987) criticises it by referring to it as

a canonical model. He opines that the planning process should be reviewed so that the reality of language development activities would be reflected. He rather categorised the language planning stages as fact-finding, policy decision, implementation, and evaluation (Bamgbose, 1983). On the other hand, Adebija (1989) suggested five language planning stages which are somewhat similar to the stages suggested by Bamgbose (1987). These are spadework and preparation stage, mass mobilization and enlightenment stage, implementation stage, evaluation stage, and review stage (Adebija, 1989).

The above language planning stages should be understood in relation to the linguistic, psychological sociopolitical, educational, governmental, historical, and resource contexts (Adebija, 1989; Kaplan and Baldauf, 2007). Bamgbose (1987 and 1992) explains further that language planning and its stages should not just be on paper or be based on the notion of 'I believe that it would work'. But rather, there should be conscientious efforts to see to the actualisation of all that had been concluded on paper in language planning stages. Therefore, Karam (1974), Okonkwo (1977), Khubchandani (1984) and Bamgbose (1991) propose that a workable language planning model should consider several types of governmental and non-governmental decision making before implementation.

The second issue to consider is to put in place several planning strategies. Apart from the above mentioned stages, it is left to the government to choose the national language or the government might wholly sanction and decide on the national language that has been deemed fit for that particular context. Consequently, the government has the definite decision on the implementation of the language planning in terms of choosing the national language (Okonkwo 1977; Karam, 1974). In addition, other agencies such as schools (education) and mass media are reliable in the implementation process (Antia, 2000). Of importance is that the government has authority or power to decide to accept or ignore the suggestions made by language planners on language policy and its implementation.

In a multilingual context like Nigeria, all these ecolinguistic structures should be considered during the language planning process (Adebija, 1989). Currently, only the language of education is considered during language planning, ignoring indigenous languages and other

sectors of life. It is assumed that since English is the language of instruction in schools, its use will be transferred to other official and national purposes such as the work place, media, legislature, etc. In fact, the use of Yoruba, Igbo and Hausa as official languages alongside English has not been possible in Nigeria because the indigenous languages are restricted to regions where they are spoken. Likewise, none of the indigenous languages are used as medium of instruction in schools. In addition, policy fluctuation, misinterpretation of policy, and political instability (Adegbija, 2007) and the negative attitudes of the people towards indigenous languages (Bangbose, 2001), are some of the reasons why the language policy promotes English only. In actual fact, the policy is on paper but not in practice. The indigenous people are not helping in its implementation because everybody wants to acquire English (L2) as a language of socio-economic mobility. The next section discusses the various strategies of the implementation of language policy which could be of benefit to the Nigerian context.

2.4.2 Language Planning Strategies

In order to implement the language policy, different nations employ different strategies in language planning. One of such strategies is language ‘purification’ (Reagan, 2001 p. 148). Language purification is the process employed by policy makers to sort, eliminate, correct or add to the linguistic usage based on the demand of the socio-cultural perceptions of people and what they deem pure, fit and essential for use in their nation (Reagan, 2001). Apparently, the process of language purification is based primarily on corpus planning which is specifically to eliminate alien language usage, both in oral and written form (Reagan, 2001). In light of this, the major purpose of language planning and language policy is to systematically reduce the use of colonial languages and eventually incorporate the use of indigenous languages in the national system. Furthermore, people who are ethnocentric are referred to as ‘purists’, that is, people who are attached to their native languages. They could also be referred to as anti-colonialists, as they try by all means to eradicate any linguistic usage of the alien language/s.

Another language planning strategy is language revitalisation. Language revitalisation is the process of promoting and bringing to usage languages that have been categorised as dead or going into extinction (Reagan, 2001). Language revitalization could also mean the ‘attempt to

add new forms or functions to a threatened language with the ultimate aim of increasing its uses' (King, 1999 p. 111). It is basically an example of status planning. It is common in cases of nations replacing colonial language usage with the native language in establishments such as parliaments and schools. For example, the revival of Hebrew as the modern spoken language in Israel was an undertaking of language revitalisation (Nahir, 1988; Saenz-Badillos, 1993). Likewise, Nigeria made the attempt on paper to upgrade the status of Igbo, Hausa and Yoruba to be on par with English in parliament and federal legislatures. But in the actual sense, this never materialised probably because of language diversity.

Language reforms in the contemporary world occur both formally and informally (Reagan, 2001). They can occur in lexical, orthographic and in some cases, in syntactic aspects of a particular language. Language reform is essentially a type of language planning activity which is equivalent to corpus planning. One example is the language reform of the written Chinese in the Republic of China (Tai, 1988; Chen, 1999). Another example is the reform of Igbo, Yoruba and other indigenous languages in Nigeria (Nwachukwu, 1983; Emenanyo, 1990). This indicates that, most official languages in the modern world have been reformed (Cooper, 1989; Tollefson, 1991; Kaplan and Baldauf, 1997). That is why some words in certain languages are regarded as obsolete and they gradually fade off.

Language standardisation is another process of status planning and corpus planning (Reagan, 2001). Status planning is the selection of one language variety for a standard national use while corpus planning is the codification of a language variety for uniformity in a nation. Status and corpus planning are interrelated in nature (Fishman, 2006). They play into one another because one cannot be addressed in isolation. A good example is the selection of Kiungaja, the Zanzibar dialect of Swahili as the national linguistic norm in Tanzania (Reagan, 2001). However, the corpus planning type of language standardisation requires the creation of standard spelling like in the case of Igbo and Yoruba languages in Nigeria (Nwachukwu, 1983; Emenanyo, 1990). Language standardisation incorporates the element of language reform and lexical modernisation.

Lexical modernisation is the process whereby language vocabularies are increased in a systemic manner to accommodate and create new terminologies which could be in the area of science, technology, economic and education (Reagan, 2001). This eventually leads to corpus planning, that is, enlarging the language lexicons by the codification of new concepts. In a nut shell, all languages experience lexical modernisation especially in this era of globalisation and social media networks. Examples can be found in Fodor and Hagege, (1983, 1984 and 1990) and in Russia after the collapse of the Soviet Union.

Language planning is a political practice (Phillipson, 1992; McKay, 1993; Pennycook, 1994, 1998; Van Dijk, 1995). Public decisions are always taken into consideration when planning for language use, its development and status. As a result, language planning is a challenge in areas like education, politics and economics, because of human diversity and individuality. In contemporary societies, there are changes in the creation of new terminologies in areas of technology, science and education. In other words, globalisation contributes to lexical modernisation by borrowing, innovating and creating new concepts from other languages. Consequently, language policy discourse generally is inevitable in the contemporary world as there is a shift to English as a high status language across the globe (Bamgbose, 2003).

2.4.3 Language Policy Debates in Nigeria

Nigeria is one of the most multilingual nations in Africa consisting of over 450 languages (Adegbija, 2004; Danladi, 2013), with 36 states (provinces) which are divided into 774 Local Government Areas (Adegbija, 2007). Out of over 150 million people in Nigeria, Hausa speakers who are situated in the northern part constitute 29 percent of the nation's population. Yoruba speakers who live in the south-western region constitute 21 percent and Igbo speakers in the south-eastern part of the country are 18 percent while other languages labelled as minority constitute 32 percent of the nation's population. Each of the three major languages can be regarded as an umbrella language as other minor languages are grouped under them even though they are not all mutually intelligible. According to Danladi (2013) it is three 'nations', Yoruba, Igbo and Hausa which were amalgamated in 1914 to be called Nigeria by the colonial master, and now each of these ethnic group 'nations' is struggling for prominence. Thus language policy

planning in Nigeria has been a controversial and sensitive issue which has not been seriously attended to since independence (Adegbija, 2007). Bamgbose (2001 p. 1) avers that:

Language policy in Nigeria is rarely documented but its effects can be seen in action in various domains such as use as official language, medium of instruction in schools, language use in media, and in the legislature.

In line with the above quote, Nigeria has no formal document that can be referred to as language planning legislation document, but the National Policy on Education (NPE) contains what could be referred to as a comprehensive provision with regard to language planning and policy. Therefore, the NPE is the major official document that is referred to in dealing with language policy or language planning legislation in Nigeria (Adegbija, 2007). Given the controversy and sensitivity of the language policy issues in Nigeria, the government had been silent about it (Adegbija, 2007). The only policy that had been in practice is the one that had been in existence before independence in 1960, with little modifications. This implies the use of English as the official language alongside the three major indigenous languages (Hausa, Igbo and Yoruba) (FRN, 2004).

Education in Nigerian is regarded as an instrument par excellence to enrich national development (FRN, 2004). Hence, the National Policy on Education is the bedrock of education. It also serves as a pointer to the strengths and weaknesses of education in Nigeria. In the past, various non-governmental agencies, communities and individuals together with the governmental intervention initiatives have contributed immensely to the improvement of education. The government enacted the National Policy on Education (NPE) in order to spell out the philosophy and objectives of the nation's education. The government policy states clearly that the goals of education are prepared according to the needs of the citizens in relation to what is applicable to their environment and in the contemporary world (FRN, 2004).

Given that Nigeria is a multilingual nation, the NPE stipulated two broad language policies which scholars referred to as 'mother tongue medium policy' (MTM) and the 'multilingual policy' (Bamgbose, 1991). Various attempts were made at regional levels to implement the MTM. For instance, the Primary Education Improvement Project (PEIP) took place in the then

Northern States in 1971(Adegbija, 2007). The Six Year Primary Project (SYPP) took place in Ile-Ife in the western region of Nigeria in 1970. In the SYPP project, the mother tongue (Yoruba) was employed as MOI throughout the primary school years (Adegbija, 2007). Both project aimed at standardising and developing a new curriculum for the use and implementation of MTM, providing new instructional materials and the use of appropriate teaching methods (Adegbija, 2007). The SYPP was a huge success but it gradually faded off due to state creation and political issues (Afolayan, 1976; Fafunwa, Macauley, and Sokoya, 1989; Ojerinde, 1979, 1983).

In the National Policy on Education, it was stipulated that the mother tongue of learners should be used as a medium of instruction in the early stages of primary school before switching to English. However, most primary schools did not adhere to this instruction as some schools oscillated from mother tongue to English at will (Antia, 2000). It was believed by the majority that the indigenous languages were not sophisticated enough to meet the demands of education (Adegbija, 2007). As a result, English continues to enjoy its place as a major official language in formal domains all over the nation because of the challenges faced by the country in choosing an indigenous language as an official language. In fact, Nigerians are of the opinion that Nigeria cannot exist as a nation without English (Adegbija, 2007). Within this debate, a consensus was reached which led to the documentation of the NPE. The next section discusses at length the status of English in Nigeria.

2.4.4 The Status of English in Nigeria

As indicated earlier, since the era of colonisation, English has been a powerful tool used by the colonial masters (British) to acculturate their colonies (Danladi, 2013). English has been used as a tool for official communication. The use of the minority indigenous languages was restricted to informal and local context because they were not assigned any local, state or national role (Adegbija, 2007). In addition, most of these languages had no orthographies.

In Nigeria, the colonial era began in 1821 with the arrival of the British. Education ordinance was passed by Sunter, the first inspector of schools in English speaking West African regions

(Adegbija, 2007). Sunter pronounced English as the main language of instruction. English was given a rapid spread through the establishment of schools by Christian missionaries from Britain. The first school was established in 1842 by the Church Missionary Society (CMS) which later influenced other missionaries to do likewise (Adegbija, 2007).

In 1921, the colonial government encouraged vernacular education because the government could not meet the expectations of the school leavers to be employed in the administration and the few available firms. Therefore, the government promoted the use of four indigenous languages, namely, Yoruba, Igbo Hausa and Efik as media of instruction in schools. In addition, the four languages were codified and text books were made available. As time went on, the Richard's Constitution claimed that the Constitution of 1922 did not address the language problem. Therefore, in 1947 Richard made English the language of instruction in the southern part of Nigeria while Hausa, one of the major indigenous languages remained the language of instruction in the northern part of the country (Adegbija, 2007). However, in 1954, the constitution categorised language use under two functional hierarchies. It was promulgated that English should be for national use. Therefore, at the regional level, English was used in the southern (West and East) region, while Hausa and English were used in the northern region. During that time, English was seen as the only unifying language in the south because of the diversity in terms of indigenous language distribution, but in the North, Hausa was spoken and understood by all.

The Richard's Constitution of 1946 stipulated the use of English in Parliament Bills. This constitution stipulated the use of indigenous languages in the first three years of primary school as MOI before changing over to English in the fourth year. This has been the practice from the colonial era until the present moment (Adegbija, 2007). This shows that all the promulgation of the colonial masters is a prototype of what operates in the Nigeria language policy currently. However, in the 1979 constitution, it was stated that the language of the immediate community shall be used as medium of instruction for the first three years in primary schools. Unfortunately, this was hardly seen in practice in the primary schools. Apart from the fact that English is the language of education, it is politically accepted but not without contention.

Concerning the language distribution, Nigeria is made up of diverse ethnic groups and of the majority of them have minority status (Oyetade, 2003). None of the ethnics groups especially the minority, accepted any other language other than theirs because they are of the opinion that no language is superior to others. The major languages enjoy the socio-political and economic power while the minority languages enjoy weaker socio-political and economic power (Danladi, 2013). Therefore, belonging to either of these groups determines ones socio-political power status and prestige. The issue of language policy is very sensitive in Nigeria because of its language diversity. Therefore, the Federal Government is obviously not ready to face the risk of an ethnic crisis by selecting any of the major languages (i.e. Hausa, Igbo and Yoruba) as official language or medium of instruction in schools because of the unpredictable political implications (Ojo, 2010). Apart from English, the three major languages have been approved by the constitution to be used in all national programmes.

As discussed earlier, socio-culturally, language is seen as a means of maintaining a variety of socio-cultural bond, and to share a sense of values and communal awareness (Danladi, 2013). Language exhibits a substantial amount of people's thought patterns, their historical experience, their culture, and their view about the world they live in (Danladi, 2013). This is the reason why the minority groups of language varieties in Nigeria are against the passing of the bill of making the major languages (Hausa, Igbo, and Yoruba) official languages. The minority language groups are of the premonition that their languages could be marginalised. Therefore, the social bond would no more be felt and their languages could gradually go into extinction. The map below shows how some Nigerian indigenous languages are distributed.

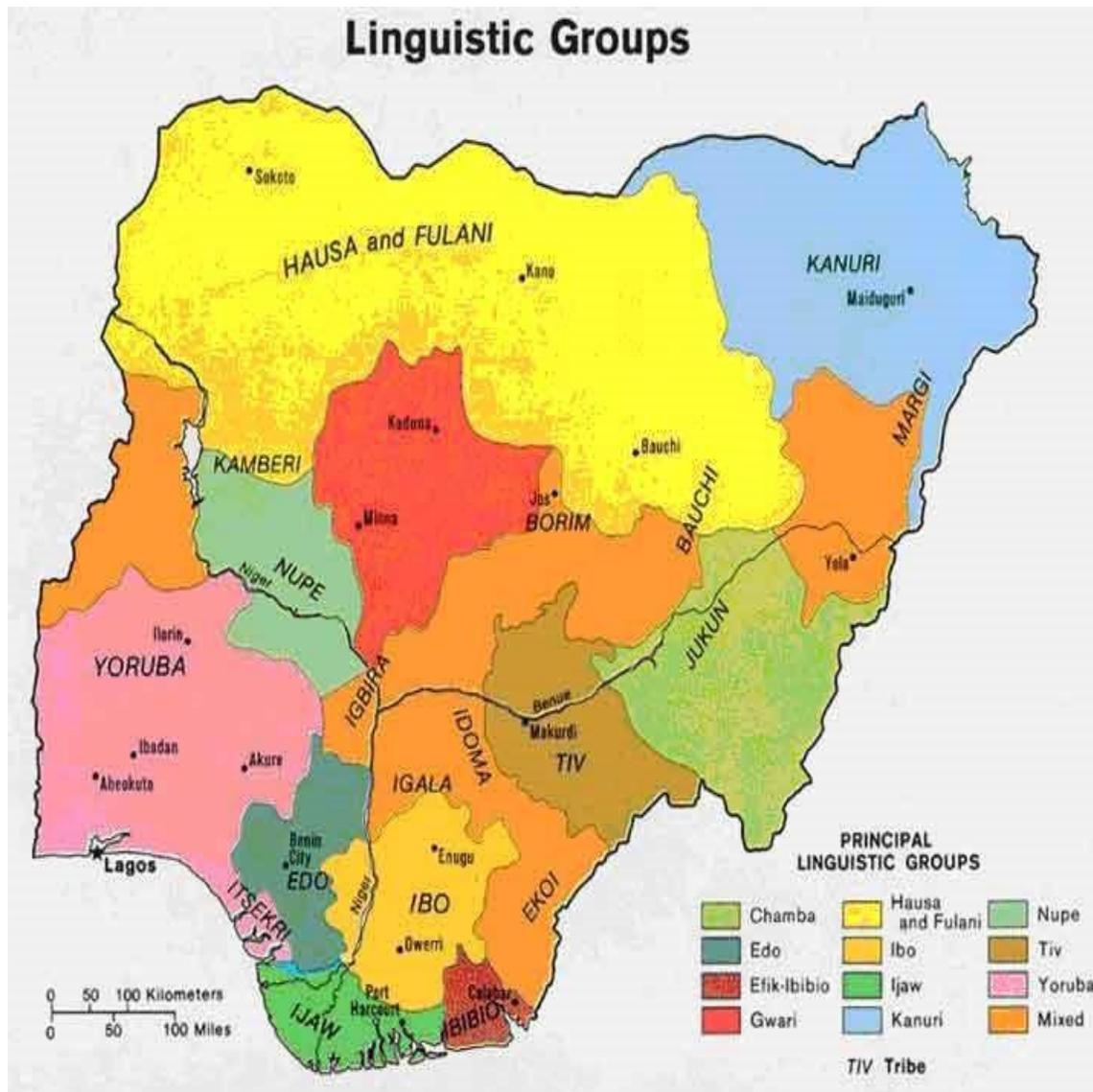


Figure 2: Nigeria Linguistic Groups

Common.wikimedia.org.

The above map of the Nigeria linguistic groups shows how the prominent languages are distributed across the country. As discussed earlier, statistics shows that there are about 450 languages in Nigeria. Hausa is widely spoken in the Northern part of Nigeria, while Yoruba is spoken in the Western part and Igbo (Ibo) in the Eastern part of the country. Other languages (not indicated on the map) are agitating for dominance and it is very difficult to reach consensus on a particular indigenous language for official purposes. Therefore, English as an official

language has no contention or rival and that is why it maintains its high position in the school curriculum. Because of the high status of English in the country and beyond, researchers are always interested in how to improve learners' performance in English since it is used across national and international boundaries. In a country such as Nigeria where English is learnt as a second language, issues like this cannot be overlooked when researching on poor performance of learners. The role of English in countries like Nigeria can be understood through the lens of the post-colonial theory. Therefore, the next section discusses the post colonial theory in order to illuminate language policy practices in countries that were under colonial rule, including Nigeria.

2.5 POST COLONIAL LANGUAGE POLICIES

Colonisation is an extension of rule over a territory behind its borders (Czarnecki, 2002). It could also be defined as a domineering power of one nation over another nation beyond its borders. According to Leela Gandhi (1998) colonialism is the systemic attempt of cancellation and neglect of culture and value of the 'non-west' by the 'west'. The term 'Post colonial' refers to the dismantling of the colonial empires (Childs and Williams, 2013).

The Post colonial theory expounds how the colonised resisted colonisation in various ways such as outright rejection or manipulation (Czarnecki, 2002). Czarnecki (2002) further claims that the post colonial theory acknowledges the fact that western culture and values were imposed on the colonised in places like Africa, India and Native Americans. Childs and Williams (2013) claim that there is still some indirect control of the colonies in the area of politics, culture and economy even though there has been an open declaration of independence for these colonies. Post colonialism can be viewed from different fields of knowledge such as politics, economy and education (Czarnecki, 2002). Through the above factors, the west European countries continue to inscribe themselves into the bodies of the then colonies under the pretence of globalisation. This type of act has been termed imperialism by many post colonial critics (Childs and Williams, 2013). In the area of language, English is regarded as imperialist. Post colonialism, though it is a phase that replaces colonialism, has its own way of having benign or pernicious effects on the former colonies (Phillipson, 1992).

Galtung (1980, p. 107) defines imperialism as a type of relationship whereby one society can dominate another. English linguistic imperialism refers to the dominance of English over other languages by establishing and reconstituting structural and cultural inequalities (Phillipson, 1992). This definition draws on Phillipson (1992) who views linguistic imperialism as the act of the 'centre' dominating over the peripheries. According to Canagarajah (2003) 'centre' refers to the technologically advanced western countries (the colonisers) such as Britain, Australia, France, Portugal, Germany and Belgium, while 'periphery' refers to the less developed countries or the colonies such as the continent of Africa, India and the likes. In the same vein, Kachru (1986) refers to the 'periphery' as the 'outer cycle'. The 'centre' countries expanded their boundaries after the slave trade. They scrambled and partitioned the 'periphery' colonies to rule over them in all spheres of life such as the economy and education.

Galtung (1980) categorises imperialism into economic, politics, military, communicative, cultural and social. Phillipson (1992) derives his linguistic imperialism from Galtung's (1980) idea of cultural imperialism. Phillipson (1992) avers that linguistic imperialism permeates all other forms of imperialism because language is a medium of communication by which ideas are transferred. He regards language as a content through which all other fields are reached. As a result of linguistic imperialism, English has gained a rapid spread to nearly all countries of the world, creating a global village.

The post colonial era came at the independence of the 'periphery' countries. Even though the countries were independent politically, the 'centre' countries left an indelible mark, particularly the language of the colonisers. Britain is one of the 'centres' that gained much ground and still continues to expand. Apart from the 'periphery', Britain equally acquired more countries like Indonesia, Mexico, South Korea, Tunisia and Vietnam and this process has been referred to as 'expanding circle' (Kachru, 1986, 1988). For example, 'centre' communities are the original owners of the language like English. The periphery communities are the countries such as Nigeria that appropriated English, especially countries in Africa.

This study centres on the teaching of English writing in the post colonial period. Britain is the 'centre' community while Nigeria is the 'periphery' where English is regarded as official

language, lingua franca, medium of instruction and content subject in schools. English is widely used in all areas of human endeavour and it is perceived to be a unifying tool in Nigeria. Therefore, English has dominated and gradually devaluing the aborigine languages. The next section discusses globalisation as it relates to English hegemony and imperialism.

2.6 GLOBALISATION

Globalisation can be defined generally as a process which represents a change in the world structure of social relation and global transition, which leads to exchange and network of transaction and exercise of power (Helds, et al. 1999). It could also be defined as a variety of changes which are taking place around the world in recent times. Globalisation is regarded as a phenomenon in the field of economics, politics, culture and education (Coleman, 2006; Watson, 2007). Each of these fields views the term globalisation differently. Coleman (2006) claims that globalisation has both a negative and positive impact on the above mentioned fields.

Furthermore, globalisation refers to ‘both the compression of the world and the intensification of consciousness of the world as a whole’ (Robertson, 1999 p. 8). This eventually diminishes the world language diversity through communication and technology which results in the emergence of new powerful and social relationships which reduce local power and influence (Giddens, 1990). This is referred to as linguistic imperialism, which is the process of privileging one language over the other and thereby forcing the less privileged languages to shift to the dominant language (Phillipson, 2006). These sets of global changes can be related to the way and manner in which politics, commerce, communication and education have taken a new trend which eventually changes the world into a global village.

Globalisation has increased people’s awareness of politics. Nations are grouping together to form larger political groups, for example, the Association of South eastern Asian Nations (ASEAN), European Union (EU) and the African Union (AU) (Watson, 2007). Socio-culturally, globalisation has made it easy for nations to understand other nations’ culture through the use of satellite television and Cable News Network (CNN) (Watson, 2007). As a result of globalisation via internet, knowledge has increased (Watson, 2007). Education is brought to people’s door step

through globalisation. Education can now be acquired through the internet without attending formal school.

Through globalisation via internet, global economics integration is striving. This is made possible because the global market transcends national boundaries which make it easier to dictate market price and currency exchange rate. The global market puts the nation-state at an advantage over other nations of the world being regarded as the primary economic unit. For instance, the International Monetary Fund (IMF), World Bank, and World Trade Organisation are being controlled by the nation-state (Nomlomo, 2007). In addition, during this post-colonial era, the World Bank promotes the use and spread of English by providing funds in the marginalised local language zones (Phillipson, 2006). So language is at the centre of the globalization discourse.

2.6.1 Language and Globalisation

Communication is very important to human living. Communication and globalisation are closely related. The most reliable means of communication is through the use of language. Doize (2013) affirms that language is one of the major tools to actualize globalisation. In other words, globalisation of any kind is made easy through the use of language.

Various researchers claim that the colonial languages (English, Portuguese, and French) are still used as the language of economic, politics, technology and education in different countries in Africa (Molosiwa 2005; Alidou 2004; Prah 2003). People tend to use the language that is globally accepted so that there would be free flow of communication and also to join the trend of globalisation. Implicitly, language is globalising the world and at the same time, language is being globalised (Fairclough, 2006).

The language which facilitates globalisation in most cases is the language of the most powerful nations (Nomlomo, 2007). In this case, English as the language of the powerful nation state, the United Kingdom, dictates the world's currency rate, which is the means of accomplishing projects in countries. Subsequently, English has turned out to be the commodity of globalisation (Doize, 2013). Through English as an international language, the impact of globalisation is

greatly felt (Watson, 2007). To buttress this, Nomlomo (2007) refers to English as the language of the internet. Therefore, the promotion of English is exacerbated by globalisation through commerce, politics, science, technology, communication, mass media and internationalisation of professions (Clyne, 1984; 1995).

In essence, English has subdued the global world through its rapid spread to all spheres of human interaction. For other countries to be identified globally they have come under the umbrella of the nation-state by adopting English as the language of education and commerce. Invariably, English is a dominant language globally, thus the next section discusses the hegemony of English around the globe. Nigeria is one of those countries where English is the most dominant language which plays a major role in education and business. Thus English hegemony is an international challenge.

2.6.2 English Hegemony

The western modernisation has shown that all societies are pointing to a singular and linear developmental route (Lin and Martin, 2005). The movement is geared towards the recent trend of going western in the form of global capitalism, global technology, global mass media flow and communication. The societies are directly or indirectly shifting from their nativity and indigenous languages to global language usage. The reason is that people believe that global languages are of linguistic capital value (Brock-Utne & Hopson, 2005). In addition, English is a dominant language because it is regarded as an indispensable resource for globalisation. Therefore, nations of the world seek to acquire it for themselves and for the up-coming generations in their different socioeconomic contexts (Lin and Martin, 2005).

The various nations of the world crave to be at developmental par with other nations in the areas of technology, economic, capital investment, material modernisation and human resource. English has been positioned to be the only language through which all these resources could be accessed. As a result, it became an important issue in national developmental agenda of various nations to revisit and reform their policy so that English could spread evenly across different social sectors (Lin and Martin 2005). This is normally done in the education sector by reforming

the English curriculum to accommodate new approaches such as communicative language teaching, function- and task-based pedagogies so that the populace would be able to interact with their counterparts in the workplace, both locally and internationally.

English has reached the level of universality at an advanced and fast rate (Watson, 2007). It is also a predominant language placed ahead of other languages of the world. For instance, countries such as France, Germany, Russia, China, Japan and the Arab countries are now learning English as a second language in order to join the global trend. Likewise, Africa is not left out of the race. Countries such as Benin, Burkina Faso, Cote d'Ivoire, Gabon, Ruanda, Niger, DR. Congo, Cameroon, Angola, Mozambique, and Guinea-Bissau, Morocco, equatorial Guinea, that were originally colonised by France, Portugal and Spain are learning English language in schools. Most African nations decided to accept English as a lingua franca. Recently, statistics shows that globally, 430 million people in the world speak English as first language while 1.6 billion speak English as a second or third language (Watson, 2007). It was also envisaged that by 2015, half of the world population would either be speaking or learning English (British Council, 2005).

In Malaysia (Martin, 2005) and India (Annamalai, 2005), English has been revitalized. In these nations, English is a preferred medium of instruction in schools and it is preferred by parents. Similarly in Singapore (Rubdy, 2005) and Hong Kong (Lin, 2005) English is regarded as the best language for socio-economic purposes and also as medium of instruction in professional higher education. Turkey (Reagan and Schreffler, 2005) and Iran (Riazi, 2005) also use English in both local communities and government parastatals. These countries saw the need to study English to the highest educational level because of its prestige and its position globally. For example, the University of Turkey uses English as a medium of instruction for one third of their courses, while parents also ensure that their children attend English medium schools (Lin and Martin, 2005).

In South Africa, the status of English is the same. Many parents want their children to be taught in English (Probyn, 2005). Likewise, nearly all universities in South Africa use English as their medium of instruction (Probyn, 2005; Brock-Utne, 2005). In Kenya, a lot of learners in the rural

and poor communities have to repeat classes because they want to learn through English (Brock-Utne, 2005). Adeyemi and Kanale (2011) claim that English is the official language of commerce and communication, which is also the main medium of instruction (MOI) in Botswana. Likewise, in Nigeria, English is regarded as the official language and also the language of teaching and learning in schools since the colonial time. English has always been enjoying prestige in Nigeria because it is the only language that is mostly understood in all the geo-political zones, and therefore, it has been used in politics, education, commerce and socials. For instance, official proceedings have always been conducted through the medium of English in the federal legislatures even though the constitution states that any of the three major languages (Hausa, Igbo, and Yoruba) would be used where it is feasible (Banjo, 1996). In a nutshell, Nigeria has no definite language policy document that attempts to address language challenges in the country (Udofot, 2011). The constitution of the Federal Republic of Nigeria and the National Policy on Education (NPE) are the only documents that have a sketchy discussion on language policy and planning in Nigeria (Oyetade, 2003).

English is the medium of instruction in schools from primary school to tertiary institutions despite the fact that the NPE states that the language of the immediate environment should be used as a medium of instruction during the first three years of primary school education. Like in other African countries, including South Africa, many parents in Nigeria, both the illiterate and the elites prefer “straight English” schools, where English is used as medium of instruction right from the elementary classes (Omole, 2011). In some schools, the use of indigenous languages is regarded as violation of rules which attracts disciplinary measures in one form or the other. In addition, it is observed that people believe in the naturalistic and unifying role of English for communicative purposes between different language groups (Alidou, 2004).

English has implanted itself invisibly in nations through globalisation as against the forceful method during colonial era especially in Africa. This time around, English has been accepted as a prestigious language of education and business by many African nations. English, through globalisation, is drifting societies from culturalism, and nationalism, and it negatively impacts on the linguistic diversity of societies (Lin and Martin, 2005). Therefore, there is an indirect threat to indigenous and local languages. In other words, as English is growing rapidly, it constitutes a

threat to other smaller, minority languages. The role of English in globalisation is invading other nations linguistically and culturally (Phillipson, 2009). English is referred to as a killer language because of its rapid spread globally while other languages are left to go into extinction or reduced to a state of stagnancy (Price, 1984; 2000). The extinction of about 90% of the languages spoken today is imminent over the next century (Coleman, 2006). Buttressing the above statement, Skutnabb-Kangas (2001) asserts that languages are being murdered today as a result of the market force which is globalisation and other related factors. In view of the above, English is best described as a supplanter because all other languages are giving way for English to take their place of prominence in every key and important position in speech communities.

Another point to note is that the rapid rate at which English is learnt in the world is tantamount to marginalisation of other minority languages which may lead to loss of their culture and identity (Shohamy, 2007). It is also tantamount to capitalism and imperialism which reduces human and communities' rights (Kachru, 1992a, 1992b; Phillipson, 1992, 2003; Widdowson, 1993; Pennycook, 1994; Canagarajah, 1999, 2002; Dalby, 2003). The spread of English is seen as a form of language revolution (Mufweni, 2001).

English is seen on the one hand, as a positive development because it is regarded as an international language that aids cross-cultural communication (Kachru, 1992b). It is also accepted as a global lingua franca (Wright, 2000; Seidlhofer, 2001; Brumfit, 2004; Jenkin, 2011) because of its social and official functions in some countries (Coleman, 2006; Jenkin, 2011). This also has a prominent impact on the way English is used (Coleman, 2006; Jenkin, 2011). English as a lingua franca serves as a common means of communication among speakers of different first languages (Jenkin, 2011). As a result, many people prefer to be proficient in English because of its vast usage than to be restricted within the language that has limited usage.

English facilitates academic exchange, knowledge advancement and advancement in career and mobility (Montgomery 2004). For instance, English is the most learnt language in many countries (Coleman, 2006). Furthermore, its dominance in both primary and secondary schools is becoming stronger (Eurydice, 2005). For example, in Nigeria English is introduced to learners from the time they start primary education, as mentioned earlier. In some other cases parents

introduce it to their children before the school age. It is also the most appropriate language in the teaching of science and it is preferred to prepare learners for international careers in this globalised world (Kruseman, 2003). Job seekers are expected to be computer literate in their field of specialisation, and English is a major language of the computers. This is one of the reasons why many people aspire to be proficient in English. Likewise different countries in the world of which Nigeria is one, ensure that English is one of the criteria for learners' promotion to the next academic level.

2.7 SUMMARY

This chapter reviewed the education system in Nigeria in relation to secondary school education and JSS English curriculum in order to understand its objectives of teaching and learning writing. It also elucidated language planning and policy and according to the National Policy on Education (NPE) document which spells out the goals and philosophy of education in Nigeria. It discussed the post colonial theory as it relates to language imperialism. Finally, I discussed the hegemonic position of English globally, as well as its status in Nigeria. The next chapter discusses the theoretical framework on which this research draws to understand issues pertaining to learning to write in a second language.

CHAPTER THREE

CONCEPTUAL AND THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter focuses on various theories of teaching and learning in order to understand how English writing is developed as a second language. As a point of departure, I discuss the theory of Second Language Acquisition in order to illuminate how second language learners make meaning of the target language. The chapter discusses the concept of writing as one of the language skills. It further discusses the theories that support the teaching and learning of English (L2) writing in schools by looking at three approaches to writing namely, product approach, process approach and genre-based approach . Furthermore, it discusses the production of text as prescribed by the proponents of the Genre Based Approach. It also discusses the teaching/learning cycle which is the organisation and presentation of text types lessons in interlocking stages to enable learners to have an understanding of the lesson sequentially. Finally, the teaching of writing is also viewed from the constructivist's perspective applying the Zone of Proximal Development (ZPD) of the sociocultural theory.

3.2 SECOND LANGUAGE LEARNING

As stated earlier, the majority if not all teachers and learners in Nigeria, are second language speakers of English and, according to Nigerian Policy on Education (NPE), English is the language of education. This made it compulsory for learners to learn and be taught in English. Therefore, the next section explores how second language is acquired and how it affects the teaching and learning process.

Language is central to humanity since it is a way of human expression of love or hatred, rejection or acceptance of the past, present or/and future within a particular context (Cook, 1990). It is a systematic set of arbitrary meaningful symbols, including both vocal and visual used for communication in a speech community (Brown, 2007). Skutnabb-Kangas (1981) affirms that

language is socially conditioned because it is operative both in learning and in connecting with other people. Therefore, language can be regarded as a means of communication within a social context to make meaning as discussed in Chapter two of this thesis. In addition, it is essential for cognitive development which assists in our viewing of human reality in context (Skutnabb-Kangas, 1981).

Language cannot be easily suppressed because it is a living phenomenon (Desai, 2010). As a child grows he/she invariably acquires a language which is referred to as the L1 or the mother tongue. First language (L1) refers to the language acquired first during the childhood stage and continues to build on it as one grows (Skutnabb-Kangas, 1981; Saville-Troike, 2012). It could also mean the language a person knows best with regards to its linguistic features and through which one has lasting communication relationship (Skutnabb-Kangas, 1981). In essence, the importance of language and its acquisition cannot be overemphasised in any context.

The term 'second language' (L2) refers to the language learnt after the first language has been relatively established. Saville-Troike (2012) claims that second language is a language that is officially and socially dominant in an area for education and employment for people who speak another language natively. Furthermore, second language acquisition (SLA) could also be related to when people learn languages alongside their mother tongue within or outside the classroom environment (Ellis, 1985). In the area of L2 acquisition and learning, there are lots of challenges encountered by educators in assisting learners to attain the level of proficiency required for academic performance in all educational level. Second language acquisition takes place when there is meaningful interaction in a natural communication setting (McLaughlin, 1988), but at the same time, learning a new language requires more than oral communication. The number of words one possesses in a linguistic repertoire does not determine the level of linguistic competence in a particular language (Skutnabb-Kangas, 1981).

There are two distinct and independent ways of becoming competent in a second language. It could be through language acquisition (Krashen, 1985). This is a subconscious process of language acquisition which is the way children acquire their first language. Language is picked up in the environment through interaction and children are aware that they use the language for

communication (Ellis, 1985). Likewise, language acquisition takes place before the school age and it is developed normally without the conscious effort of the child (Saville-Troike, 2012). There is no awareness of grammar correctness, but rather children have a feeling that their sentences are grammatically correct. During this stage, the child has control over most of the basic first language grammatical patterns, before the age of six (Saville-Troike, 2012).

The second way of becoming competent in the second language is through language learning. This is a process of learning a language consciously in a formal system (Ellis, 1985) to know the rules of the target language and being able to talk about them. In a nutshell, second language acquisition (SLA) refers to individuals learning a second language (L2) apart from the L1 either consciously or subconsciously in a natural or formal setting (Ellis, 1985; Saville-Troike, 2012). In the case of this study, the second language in Nigeria is English because it is the language acquired by learners formally in school, after their first language or mother tongue.

To explicate further on SLA, Krashen (1985) formulated a five- hypotheses theory of second language learning which explains how second language is acquired. The hypotheses are the acquisition-learning distinction, the monitor, natural order, input and affective filter (Krashen, 1985). However, some of these hypotheses have been critiqued by some theorists like Gregg, (1984), McLaughlin (1988) and Towell and Hawkins (1994) on the ground that they are vague and difficult to test empirically. However, these hypotheses had great influence in the teaching of language in USA in the 1980s and 1990s, especially in the avoidance of explicit grammar teaching in classrooms (Saville-Troike 2012). Their relevance is explained in terms of the silent period, age differences, effect of exposure, lack of access to comprehensible input, immersion and sheltered language teaching. The in-depth discussion of these hypotheses is beyond the scope of this study but they have provided some insight into how people learn a second language (Kreshen, 1985; McLaughlin, 1988; Richards and Rodgers, 2001). Therefore, the relevant hypotheses will be drawn upon as the need arises in this study.

There is no doubt that learning to write in the second language is a complex undertaking because a learner's whole person is affected as they strive to make meaning of the second language through their knowledge of their first language in order to add to their linguistic repertoire. This

implies learning a new culture; new way of acting, feeling and thinking (Brown, 2007) hence, it requires a lot of skills and processes. Nevertheless, writing is inevitable in a language class because it is one of the important skills that the world depends on to produce texts and numerical data.

Acquisition is an essential component of learning because one acquires second language through a conscious and concerted effort of the learning process. Krashen (2003) avers that learning is comprehensible when it is meaningful and understandable to the learners. Therefore, for SLA to take place, teaching and scaffolding in a formal setting must be employed. Drawing on these theories, this study explored the teaching and learning of writing in a second language (English) whereby learners had minimal exposure to the L2. It is necessary for this study to understand the factors that could facilitate or constrain the teaching and learning of English writing.

The second way to be competent in the second language is relevant to this study. English is a second language to the majority of learners and teachers and most of the learners are only exposed to English (L2) when they begin schooling. They probably communicate in English only when they are inside the school premises. At home they speak in their mother tongue. Obviously, their level of competence in English probably may differ from that of the first language learner of English. Amuseghan (2007) claims that both teachers and learners are faced with the challenge of having to achieve communicative competence in English (L2). This is usually evident in the learners' inability to read texts proficiently. According to Koda (2005) reading is a complex construct because it requires a unique set of skills and multiple applications. This entails the ability to identify and combine linguistic symbols together to make meaningful utterances. Reading is important in the area of learners' engagement with activities for the purpose of developing L2 academic competence (Saville-Troike, 2012) which is closely related to writing (Nunan, 1999). Therefore, if learners cannot read well then it could be difficult to attain the required level of academic writing. However, the level of accuracy and fluency is based on input, that is, what is acquired or learnt through authentic communication and through listening, speaking and reading (Richards and Rodgers, 2001).

Language acquisition is paramount to learning. Therefore, the learners' writing ability is dependent on what is provided by the teachers during teaching and learning process. Even though comprehensible input is an essential variable in second language acquisition, at times the input could be impeded by 'mental block' (Krashen 1982, p. 31-32) that creates partial input. Krashen (1982) defines filter as "that part of the internal processing system that subconsciously screens incoming language based on what psychologists call 'affect', i.e. the learner's motives, needs, attitudes and emotional states" (Krashen 1985, p. 46). The affective-filter is a barrier to input if the filter is up; it means there is a blockage in the mind which disallows input from getting to the language acquisition device (LAD) (Chomsky 1980, 1981). LAD is the children's innate knowledge of language. However, when the affective filter is down, it allows input to get to the LAD and this becomes acquired competence which Saville-Troike (2012, p. 112) refers to as 'intake'. There are a number of affective variables that could cause barrier to input from getting to the LAD, such as lack of confidence, self-esteem, motivation, anxiety, needs, mood and individual differences (Krashen, 2014). MacLaughlin (1988) posits that individual differences play a crucial role in second language acquisition.

In view of the above statements, learners should be considered and attended to individually according to their level of language acquisition in order to get them progressing. In that way, the teachers will keep in mind that there are some affective factors that could affect the input of the target language during the teaching and learning process. This will help the teachers take the necessary measures during their lessons. Therefore, it would be interesting to identify such factors during this study in order to determine the extent to which they facilitate or impede the learning and teaching of writing in a second language.

3.2.1 Language proficiency

Acquiring second language skills gradually reduces as learners grow older due to physical, social and cognitive changes (Cook, 1990). The sample of this study is made up of English L2 learners between the age range of 13 and 14 years. Their rate of acquiring a second language could be different from children who had been exposed to English before the school age. It is believed that children learn L2 successfully than adults (Saville-Troike, 2012). This could be explained in

terms of the critical period which is the limited number of years which children can acquire L1 effectively which is applicable to both L1 and L2 learners (Lenneberg, Chomsky, and Marx, 1967). There is a belief that L2 learners have difficulty in L2 efficiency if they learn L2 after the critical period. However, the critical period is influenced by a number of internal and external factors.

In this respect, Cummins (1979, 2000) claims that there are two kinds of language abilities in L2 learners: the Basic Interpersonal Communication Skills (BICS), which is the acquisition of language for oral fluency meant for socio-cultural purposes in daily communication. It is naturally acquired between six months and two years of proper interaction with the target language (TL).

The second language ability is the Cognitive Academic Language Proficiency (CALP). Cummins (1979, 2000) describes the CALP as the language proficiency meant for academic purposes both in oral and in written modes. It takes place between five and seven years to develop and to understand the TL from the time learners are introduced to it, but it takes up to ten years for learners that are not given early exposure to the second language (L2) to catch up with first language (L1) speakers (Collier and Thomas, 1995). In the case of the learners in this research, their level of BICS, which is conversational fluency, was a bit limited because their first contact with English language was when they started schooling, probably at the average age of five. The learners' written texts were analysed to identify the level of their proficiency in English language (L2), and the lesson observations demonstrated how the teachers engaged with them to support their BICS and CALP during the teaching and writing of essay (text) types. Details on the learners' level of proficiency in English are given in Chapter six.

3.2.2 Second Language (L2) Teaching

In the past, the use of the target language (TL) as the medium of instruction (MOI) was regarded as the best way to teach. This is because translation from the L1 to the L2 was not allowed in class, to avoid the mixing up of the two languages (see Cummins, 2007). However, the conception that target language should be taught with the particular target language has been

contested as being greatly monolingual and empirically unsuitable to support how learners learn (Bransford, Brown and Cock 2000). Cook (2001) argues that recent language teaching methods do not encourage the use of the L1 in class and, at the same time, they do not forbid its use, but allow for its minimal use. On the contrary, Turnbull (2001) cautions that teachers should not overuse the L1 in the TL classroom, because of the learners' poor proficiency levels in the TL. Teachers should understand that there are clear differences between social language acquisition and academic language acquisition. They should be conversant with the learning theories and curriculum pedagogy if the teaching and learning of L2 in schools is to be effective.

In the Nigerian context most especially in Ado-Ekiti, learners' use of English language is limited. The use of the first language in the English classroom by teachers cannot be ruled out for effective learning. The teaching of English follows the policy requirements which suggest that English should be the main medium of instruction, with the belief that learners would be able to grasp the language faster. In some schools 'vernacular speaking is prohibited' whereby the learners are either punished or given the option to pay a fine. In practice, teachers still speak learners' mother tongue where necessary to mediate learning.

The fluency of a learner in a particular language does not necessarily mean that the learner would be proficient in academic writing. Academic language requires higher order thinking such as analysis, synthesis, evaluation, classification and inference (Cummins, 1979; Baker, 2006). There is a gradual reduction in context support such as real objects, facial gesture and pictorial representation for academic tasks as learners grow older (Baker, 2006). Therefore, Cummins argues that apart from the BICS and CALP theories of cognition, there is a relationship between the L1 and the L2 in a bilingual individual, which he terms the Common Underlying Proficiency (CUP). He argues that if learners are competent in their L1, they are more likely to be competent in their L2 because their fundamental knowledge in L1 would assist them develop their L2. He explains further that the CUP enables a bilingual individual to transfer skills and concepts acquired in the L1 to the L2 (Cummins, 1979). Therefore, for this study, it is essential to understand the principles of L2 acquisition, or how learners acquire English (L2) and use it for academic writing in JSS3 classes. In addition, the study sought to understand whether the learners' L1 interfered with their writing in L2 and how they were able to transfer their

knowledge and skills from L1 to L2 in writing. The next sections discuss the various conceptual views on writing in a second language

3.3 WRITING AS A SOCIO-COGNITIVE PROCESS

Writing is one of the most basic language skills, together with listening, speaking and reading that have to be mastered by learners as a basis for subsequent learning (Graham and Harris, in press; Adams, Treiman, and Pressley, 2000). Saville-Troike (2012) affirms that writing is the most vital productive activity to be developed by second language (L2) learners for academic purposes. Writing can therefore be defined as a ‘clear, fluent and effective communication of ideas’ (Raimes, 1983a, p. 6), or the composition of ‘a coherent, fluent, extended piece of writing’ (Nunan, 1999, p. 271). It requires ‘learning a new set of cognitive and social relations’ and at the same time, requires writers to consider ‘questions of social roles, power, and the appropriate use of language’ (Tribble, 1996, p. 12-14). Writing, according to the above definitions, it is the organisation of ideas in words in an acceptable coherent manner in a particular context to make meaning to the reader. In this study, the learners’ written texts have been analysed in terms of how learners make meaning in English as a second language.

In addition, writing is used to gather and share information; it also provides tools for exploring, organising, and restructuring ideas (Bangert-Drowns, Hurley, and Wilkinson, 2004; Graham, 2005). Hence, it is a powerful mechanism for self-reflection, self-expression and communication used by learners to demonstrate their knowledge (Graham, 2006). Written language is used to record information for future use in different contexts (Applebee, Lehr, and Auten 1981). Therefore, the writing system is regarded as the preferred means of keeping permanent record of peoples’ asset, legal documents and scientific truth (Tribble, 2010). Furthermore, writing is the composition of ideas to tell or retell information in the form of descriptions or narratives. However, writing is not just simply putting words together to make grammatically correct sentences, but rather a set of skills that are learnt gradually in a school context. In other words, school context is one of the spaces where writing skills are taught, learnt and developed formally for logical and effective communication. Therefore, the next section will discuss elaborately writing in schools.

3.3.1 Writing for Academic Purposes

At this juncture, it is good to note that writing requires time and it takes several stages before producing an effective piece of writing. Therefore, as learners ascend the rungs of academic ladder from primary school to secondary school, their academic success is dependent on how proficient they can use academic language in writing. Schleppegrell (2012) argues that academic language is functional in accomplishing tasks in school in different subjects for various purposes. In essence, the academic languages gradually emerge in learners (Schleppegrell, 2004). Britton (1970, 1975) claims that writing is central to literacy development as it is a purposeful activity with various steps such as brainstorming, planning, organisation and drafting. According to Zwiers (2008, p. xiii) writing well organised texts is not only the ability to use ‘big words’, but also being able to use ‘smaller word’ with other grammatical conventions to make meaning.

Kress (1994) contends that language, social structure and writing are elements that cannot be separated in language teaching because fluent and good writers are regarded as more influential than those who have writing challenges. The ability to write well positions one at an advantage over the ones that cannot write meaningful texts. This implies that learners’ success in primary, secondary, tertiary education and in the work place is measured on how well they can manipulate writing literacy skills. Among all the language skills (listening, speaking, reading and writing), writing is the productive way and physical evidence of learners’ performance and improvement in any task. Learners express their thoughts meaningfully in graphics. Therefore, learners’ academic advancement is dependent on how well they can put thoughts together meaningfully in writing. This implies that such learners are likely to be heard in the places where it matters in the society, both in academic fields and in the work place. So learners should be well-informed and critical in using language to express themselves in an acceptable form of the target language.

Learners across the globe may experience difficulties in writing, especially in the second language. In other words, writing generally is a global challenge for both first and second language learners (Chaisiri, 2010; Hycraft, 1978). International research shows that learners at various level of education find it difficult to write efficiently (Richard, 1990; Bayat, 2002; Lin, 2003; Kongpeth, 2003; Mourtaga, 2004; Kim, 2006). For instance, in America only 25% of

learners in the National Assessment of Educational Progress were categorised as competent writers (Persky, Daane, & Jin (2003). Likewise, the National Centre of Education Statistics (2003) in the United State of America (USA) reported that most schools had little progress in bridging the academic gap between first language speakers and second language speakers of English (Zwiers, 2008). The case is not different in Africa. For instance, in South Africa, the Annual National Assessments (ANAs) in Grades 3, 6 and 9 results recorded that learners who achieved 50% and above scores for English First Additional Language (EFAL) in 2012 and 2013 constituted 21% and 17% percentage in total respectively, which is below the expected pass rate (DoE 2013). Likewise, in Nigeria, there is always a low pass rate in English (L2) in both internal and external examinations (Awodele, 1998, 2003; Kolawole, 1998; Anoma, 2005). Learners' poor performance in English (L2) is attributed to little attention given to English writing (text types) in schools, and the use of less appropriate and effective teaching approaches (Babalola, 2011). Another contributing factor is that the L2 academic language is not naturally picked up like everyday or social language (Scarcella, 2003). It is not spoken words (Zwiers, 2008), but words written down in an organised and well-presented structure (Johns, 1997).

Given this concern, many states and school districts have designed and implemented steps to be considered when teaching writing in order to improve the learners' writing performance (Bridge, Compton- Hall, & Cantrell, 1997; Riley, 1996). Similarly, many countries in the world like China, Thailand, South Africa and Nigeria have made initiatives to improve learners' literacy performance by assisting learners to expand their vocabulary and structure sentences in diverse ways and to use dependent clauses to link ideas (Schleppegrell, 2004). Since academic writing requires thinking skills to analyse, reason, argue and evaluate information (Schleppegrell, 2004), learners should acquire the necessary or temporal structure of writing in the lower grades, so that they can be able to provide logical structure of writing in the upper grades (Zwiers, 2008). It is also observed that one of the reasons for the wide achievement gap between high and low performing learners in schools is academic language (Wong Fillmore, 2004) which is English (L2), in most instances. As a result, many learners struggle in writing because they lack the ability to use the expected language appropriately in academic writing (Zwiers, 2008). The case of learners learning to write efficiently in a second language, especially in Nigeria, is dependent

on their level of linguistic repertoire in English (L2). As these learners depend on the minimal linguistic repertoire in the target language, little is achieved in writing effectively.

In light of the above, one of the ways to ameliorate this global writing problem is to identify its root cause and gradually provide strategies of combating the challenges. In order to address these challenges various nations of the world carry out research collectively and individually to find quick solutions to the endemic poor writing skills of learners. In the onset of 1970, language and education scholars like Wilkins, (1972), Windowson, (1972) and Hymes, (1972) critiqued the use of traditional pedagogical practices of teaching writing, that is, the teaching of writing focused on grammar rules and prescriptive text features of model texts. This critique gave rise to a lot of innovation in the teaching and learning of English as a second language. One of these innovations is the writing instruction grounded in the study of learning and process of the mind (Pour-Mohammadi, Abidin, and Fong (2012). This implies that before writing can be achieved it needs practice through teaching and scaffolding mental activities in the process of text composition. Hayes and Flower (1980), in their empirical study came up with a cognitive model of the writing process, which are planning, reviewing and translating thought into text. In the next section, I discuss writing as a process under three different approaches which are the product, process and genre-based approaches.

3.4 WRITING AS A PRODUCT

Before 1970, writing was examined as a final product. Pincas (1982b) argues that writing is mainly about linguistic knowledge which focuses on the appropriate use of grammar and cohesive device. According to this view, what really matters to examiners and researchers in writing is the final product. The product approach to writing is based on the correctness of the finished product. It focuses on the correct use of language and mechanism (Arslan, 2013). According to this approach, learners should concentrate on producing an error free composition which portrays the learner as a competent writer (Farrell, 2006). Therefore, product writing practice ‘instills notions of correctness and conformity’ (Tribble, 1996 p. 37). This practice is associated with the traditional approaches where teachers are regarded as the authority in the class while learners are expected to apply the rules of grammar and vocabulary in their writing

(Larsen-Freeman, 2000). This in essence implies that learners are expected to write like native speakers of the target language who write to obey the rules of grammar and adhere strictly to the teacher's instructions.

Pincas (1982b) categorises learning to write into four stages which are: familiarisation, controlled writing, guided writing and free writing. In this type of approach to writing, the teacher often makes use of controlled, guided and well grammatically structured writing activities which learners transfer to their written texts in the same pattern (Hyland, 2003). This approach emphasises the end product with the correct use of the parts of speech, capitalisation of words and punctuations (White, 2000; Hyland, 2003; Farrell, 2006). It does not consider the writing process, the relevance of the content in the text, the coherence of the writers' personal knowledge and the social context (Badger and White, 2000; Farrell, 2006). It focuses more on accuracy and grammar correctness of text, while little attention is paid to text content, and the effort put together to finish the product (Farrell, 2006).

The learners' background knowledge and skills are rarely explored not considered in the teaching and learning process (Larsen-Freeman, 2000). Likewise, there is not enough opportunity for learners to revise and improve the same text. The teachers' feedback is not thorough since it only focuses on grammar and vocabulary of the written text. Therefore, the learners repeat the same mistakes over and over again and there is no opportunity for them to think critically. However, this approach has been overtaken by a new approach to writing which recognises the learners' role and input in the writing process. One of the modern approaches is the process approach which is discussed below.

3.5 WRITING AS A PROCESS

From 1971 and above, there was an increasing shift from viewing writing as a final product to writing as a cognitive process. This considered the finished product of writing to be an outcome of a series of activities or process in several stages. The process approach which was developed in the US, allows for free flow of ideas by learners (Murray, 1982; Graves, 1983, 1984). It consists of a series of orientations and practices (Hyland, 2003). The approach draws on the view

that writing is a process and that the teaching of writing is successful when it is individualised (Walshe, 1986). Emig (1971) was one of the pioneers of the process approach. He proposed that teachers should focus more on the process of writing rather than the finished product. In this sense, writing is considered as a process by other linguists like Walshe (1981a; 1981b); Graves, (1983, 1984). Therefore, the process approach to writing focuses on learners' independent ability to produce coherent texts after going through writing activities in stages (Tribble, 1996).

In this approach, learners are allowed to go about the process of writing with ample assistance from the teacher when going through the writing stages. The cognitive resources stimulate individual learners' intrinsic motive for writing a text (Brown, 2001). The cognitive standpoint to learning derives from the studies of Piaget (1954, 1955, and 1970). Piaget claims that learning is a developmental process that is characterised by self-generation, construction and change which build on previous learning experiences (Kaufman, 2004, p. 304). Here, importance is placed on the learners' ability to construct their own representation of reality (Brown, 2007) through writing. Basically, writers engage in cognitive activity which draws on the principles of thinking before they express their own ideas (Hyland, 2003). This means that learners must do self-discoveries and transformation of complex information on their own which place learners in an active role in their own learning (Slavin, 2003). Writing can be accomplished through a series of learning processes. Therefore, writers are seen as knowledge possessors (Hyland, 2003). Learners depend much on their individual cognition and reasoning while the teacher only helps in developing learners' own writing processes (Racelis and Matsuda, 2013). Writing requires a lot of cognitive process before a text could be regarded as a finished product, taking into consideration the level of commitment attached to writing during the drafting stages. The process approach involves brainstorming, gathering ideas, getting started, choosing topics, writing of drafts, receiving feedback, revising and editing until the text is finally published (Tribble, 1996; Hyland, 2003; Harmer, 2004). Through these activities the learners are able to make meanings of their explored ideas and develop a sense of audience (Murray 1984). The learners are aware that writing is not a one-shot idea, but rather it requires several drafting of the text.

Individualisation of writing is viewed by Walshe (1986) as the most successful way to teaching writing because it makes learners responsible for their writing by deciding and choosing a topic

that interests them. The learners' voice can be identified in the text since the choice of text is motivated by them and this gives them impetus to write (Walshe 1981a; Derewianka and Hammod, 1991). In this approach, teachers are seen as facilitators, since learners are given autonomy to write over a period of time (Walshe (1981a, b; Graves, 1983; Christie, 1984). Atay and Kurt (2006) espouse the use of the process approach for learners' early schooling as it gives them self-confidence as they express their ideas and knowledge through the writing process.

Despite the fact that the process approach to writing demonstrates its superiority over traditional approaches, the product approach through interaction between both teachers and learners, and also through the treatment of errors and feedback on learners written texts, (Raimes, 1983b), linguists such as Hyland, (2003); Badger and White, (2000); Tribble, (1996) regard the process approach to writing as an isolated entity that expresses personal meaning to texts Hyland, 2003). They further claim that the writing process is where individual capacity comes into play in the use of language as some writers might have little systemic knowledge of how the language is used in different domains. The process approach is not explicit on how meanings are construed socially by human interaction because it does not lay emphasis on the forces in the learners' environment which help to shape the purpose of writing (Hyland, 2003). The process approach de-emphasises the direct intervention of teachers and the instruction on the text form during the writing process (Ko, 2010). As a result, there is a perception that the process approach does not really prepare learners for the demands of writing in academic contexts (Horowitz, 1986).

Proponents of Process Approach such as Britton, Burgess, Martin, McLeod and Rosen (1975); Graves (1983, 1994); Murray (1982; 1985; Turbill (1991) opine that learners can learn to write without teachers' formal instruction, in the same way as they learn to speak (Christie, 1989; Cope and Kalantzis, 1993a; Comber, 1994; Haneda and Wells, 2002). However, it is argued that a lot of learners will struggle and eventually fail if they are left alone to figure out how language works during the writing process (Hammond, 1987). It is suggested by the genre theorists that one of the teachers' responsibility is to mediate the learning process (Christie, 1991a). Martin, (1985) argues that learners should not be limited to the writing of narratives and recount genres but rather engage with more highly valued genres that would be relevant to outside school context. Martin and Rose (2003) and Christie (1990) pose the explicit teaching of genres like

discussions, reports, explanations and the rest. However, even though the process approach does not explicate on the points mentioned above, I presume they are taken care of during the teaching process but not all teachers can infer if the process is not explicit. During lesson presentation and the stages of writing, teachers would infer from their immediate context. Likewise, the learners would only write texts that are similar to what they are familiar with.

However, this approach lacks a well formulated theory of how the social context of the text can be considered during the writing process (Badger and White, 2000). There is no distinct explanation as to why particular linguistic and rhetorical choices are made by the writers or learners in their writing. Therefore, teachers cannot assist them adequately (Hyland, 2003). As mentioned earlier, the process approach positions teachers as facilitators during the learners' writing process because learners are given the freedom to express themselves (Cope & Kalantzis, 1993a). Teachers are only concerned with learners' metacognitive alertness during writing while the most important aspects of learning (for example, genres and their relation with context) are left out (Hyland, 2003). It is important that this approach takes into consideration how the writer of the text interacts with readers (Tribble, 1996). Horowitz (1986) posits that the most important aspect of genre teaching is the relationship of the genre with the immediate context and the intended reader of the written texts that would appraise the writing and how a particular genre is different from other genres. Viewed from another perspective, the process approach does not make provision for learners to identify the structure and models to practice writing for real purpose and real audience (Rodrigues, 1985). During the writing process the teachers' assistance is needed mostly to allow for explicit language teaching and to attend to learners' challenges in constructing meaning while the most important aspect of classroom interaction whereby the learners could have resources to make meaning during their writing stages are left out.

Learners often lack the knowledge of the different types of texts, their various purposes and the audience they are preparing for (Macken-Horarik, 2002). The process approach to writing is an assumption that all learners are grounded in the school genres and they can appropriately apply them in writing without stress. In the process approach, learners are not taught the structures, context and purpose of text types. Therefore, there is no preparation and provision for what is to be taught, rather learners are to do self-discovery (Feez, 2002; Hassan 1996). Hyland (2007)

asserts that the old notion that cognitive is comparable in nature, which used to work for process writing model does not comply with diversity in the contemporary world. Therefore, Hyland, (2007) claims that the learners need to be prepared for their future by engaging them with more sustainable research grounded texts which are linguistically informed to close the gap between home and school writing.

The process approach is also criticised in that it is only beneficial to the brightest, middle class L1 speakers of the target language (Martin, 1985). This implies that the approach would only meet the needs of few learners in the class as some L2 learners may not be able to cope because of their limited knowledge about the school genres. Therefore, this approach may not be effective in a L2 context because some learners would find it challenging to handle some school genres such as narratives, arguments, reports or expositions (Hyon, 1996). Hyon (1996) further argues that the process approach to writing alone is not sufficient in the teaching of writing, especially to L2 learners of the target language. Therefore, the process approach could be more productive if it is combined with the Genre-Based Approach (Arslan, 2013) which is discussed extensively below.

In view of the above compliments and critiques about the process approach to writing by various linguists, it is obvious that there is always room for improvement in teaching and learning which other approaches can provide. It does not mean that this approach is a total failure. Since there are varieties of contexts and different learners that are needed to be taught the target language, an approach or more than one could be applicable in the teaching and learning process. The only thing is that teachers are expected to consider the context and learners during teaching so as to apply the appropriate teaching approach(es). Likewise, it is worthy of note that language is not static, so there should not be a static approach to teaching the target language in this constant changing world.

In essence, the principle that supports the fact that learners can be left to use their cognition and develop their writing skills individually, with minimal assistance from their teachers, is no more applicable in this contemporary world. There is, therefore, the need for more research based approach to writing skills. However, in the Nigerian English language curriculum, the process

approach and communicative competence (presumably meaning communicative language teaching (CLT)) are the approaches suggested for the teaching of composition writing. In view of the above, and considering the various literatures on the success of other emerging approaches to the teaching of writing, it would be of interest to explore and identify how genre types are taught. It is against this background that this study explores the teaching of English genres types in three secondary schools in Ado-Ekiti, Nigeria, where the teachers and learners are L2 speakers of English. Below, I describe the Genre-based Approach as one of the methods that can support the teaching and learning of writing.

3.6 GENRE-BASED APPROACH

3.6.1 Understanding Genres

The word ‘genre’ has long been used in literary studies to categorise various kinds of writing in literary genres such as short stories, novels, drama and science fiction (Gee, 1997; Adam and Artemeva, 2002). It could also mean the discourse pattern at different contexts like the market, office, doctor and patient interaction and public meetings (Christie, 1987). However, recently genre is used in various fields of study such as medicine, commerce, nursing, psychology, science, engineering, etc. to describe the academic linguistic features peculiar to them. For instance, in critical discourse analysis, genre is language use in speech and written form (Fairclough and Wodak, 1997). Likewise in literacy studies, genre equally refers to text types (Hyland, 2007; Patridge, 2002) that have particular social functions and recurring discrete linguistic features to match. Eggins (1994) avers that text is a written or spoken form of language which could preferably have a beginning and an ending. Halliday (1976) describes text as a functional language spoken or written in any medium which attracts reaction from the reader/audience in the course of daily life.

Genre has been ‘one of the most important and influential concepts in language education’ (Hyland, 2004, p. 5). This is because genre is a social way of recognising language (Hyland, 2007). Likewise, Hyon (1996) reports that the genre-based pedagogy sprang up in Sydney schools as an educational experiment, and since then, there had been good results in relation to

the writing skills of primary schools learners, especially among the disadvantaged school learners in Australia (Christie, 1993; Callaghan, Knapp and Noble, 1993; Thwaite, 2006). The reasons for the rapid spread of the genre-based approach are attached to the influx of immigrant learners in Australia who needed academic skills (Martin and Rose, 2007). The genre-based approach is widely adopted in the teaching of English language in Sydney school, English for Special Purposes (ESP) (Swale 1990, 2004) and EAP (Patridge 2001, 2002) and there are records of improvement in learners' academic writing (Negretti and Kuteeva, 2011).

Genres are sometimes referred to as text types that have the same purpose and many similar features (Dinaledi, 2007). They could be further identified and described as step by step or the stages of writing that aim to achieve a social function (Cope and Kalantzis, 1993c; Martin and Rothery, 1993; Christie, 1993). Genres could also be described as various text types that are peculiar to a particular culture with a specific purpose (Derewianka, 1996). In other words, text types are the various texts that could be composed by writers within a genre, while genres are the categories text types can be grouped into. The schematic structure of a particular genre may be the same at text type level, but the linguistic features of the different text types may differ since the focus of the various text types might not be the same. In simple terms, almost all written texts are categorised as genres.

Feez and Joyce (1998) claim that language could be considered as text, as it communicates meaning as a unified whole. Therefore, genre and text types are often used interchangeably to mean the same thing (Paltridge, 2002). This is because texts are produced in relation to a socio-cultural context. Learners always draw on their context to construct varieties of texts during writing lessons. In view of the above, genre and text are used interchangeably in this study to refer to the type of writing the learners engage with in the classroom. In Nigeria, learners' written texts or genres are referred to as either composition or essay; therefore, in this study 'text', 'genre' 'essay' and composition refer to the same thing.

Genre writing is defined differently in other linguistic context such as English for Specific Purposes (ESP), Australia Systemic Functional Linguistics (SFL) and North American New Rhetoric studies (Hyon, 1996). In the field of English for Specific Purposes (ESP), a genre is a

group of communicative events that have common features which follow the needed conventions (Swales, 1990), but in the case of Systemic Functional Linguistics (SFL), genre is described as the various texts which are categorised under description, exposition and procedure (Paltridge, 2001). In New Rhetoric (NR), genres refer to social actions or events that enable people to deconstruct and construct particular texts (Paltridge, 2001). The above genre camps are addressing genre in different angles that are applicable to their context. Genres generally draw together language, content and context to interpret and produce a discourse. This study considers the learners' written texts in order to understand the effectiveness of teachers' practices in English writing lessons. This has enabled me to analyse the learners' written texts using genres. Since genres are different way of using texts for different purposes, the learners' texts have been analysed through the lens of the Genre Theory to identify their written text schematic structures and language purposes. The Genre Theory has enabled me to understand how the learners organise their written texts and the type of genres they engaged with. Likewise, the Genre Theory highlighted the different language features of the different types of genres written by the learners since each genre type could be identified through their linguistic features (Eggins, 2004). Below, I provide a description of the Genre-Based Approach with regard to its strengths and weaknesses in language teaching and learning.

3.6.2 The role of the Genre-Based Approach in language teaching and learning

It is worth noting that attention has increasingly been drawn to the use of genre in the teaching and learning of language (Paltridge, 2001). This is because the genre theory promotes a carefully staged and joint (learner-learner and/or teacher-learner) approach to classroom writing, including the teaching of writing with the integration of grammar (Hendricks, 2008). It also helps learners understand how and why a genre is written in a particular way in a context. The pioneers of the Genre Theory state that texts are categorised according to the linguistic features they consist of, depending on their purposes and context (Halliday, 1994b; Halliday and Hassan, 1989). The genre-based approach to the teaching of English (L2) writing is mainly to teach learners the conventions of different text types (Babalola 2011). Bazerman (2000, p. 16) claims that:

Genre helps us navigate the complex worlds of written communication and symbolic activity because in recognising a text type we recognise many things about the institutional and social setting, the activities being proposed, the role available to writers and learners, motives, ideas, ideology, and expected content of the document and where all these might fit in our life.

The above quote implies that the context determines the genre/text types that learners and writers can engage with. Similarly, Swales (1990) claims that genre is a collection of communicative words purposely meant for interaction. While linguists propose that genre uses language in real situations and cultural contexts, they also suggest that learners should be given ample opportunities and a lot of assistance to practice their writing skills in order to fit into the academic community and in the work place (Halliday and Hasan, 1985; Gerot and Wignell, 1994; Eggins, 1994).

As mentioned earlier, there has been tremendous success in the teaching of literacy since the inception of the use of the GBA in Australia in the 1980s till date. There had been research at different contexts in the world that delved and proved the strength of this approach in the teaching of genre types at various educational fields like the teaching of science genre and business genre.

For instance, Hyland (2003) claims that the Genre-Based Pedagogy enables L2 learners to view writing from a social perspective. He concluded that genre-based pedagogy enables learners to participate effectively in real situations by constructing, negotiating and changing their perceptions about the society in which they live. Some of these studies (Hyland, 2003; Lingzhu, 2009; Chaisir, 2010; Ko, 2010; Pavlak, 2013 and Kerfoot and Van Heerden, 2015) also prove that even though the use of GBA was first tested among learners of English as first language in Australia, it is also applicable to learners of English as a second language because it provides learners with the linguistic features to engage with during writing of genre types.

Despite the recorded achievement attained by the use of genre-based approach to teaching and learning of text types, there are some criticisms on its use in language teaching. Therefore, the next section discusses the various criticisms against the use of the genre based approach.

3.6.3 Challenges associated with the Genre-Based Approach

There are some criticisms about the use of the genre-based approach in schools. For instance, Lin (2006) concedes that the GBA does not offer solutions to all challenges in English language teaching (ELT). For instance, the teaching of generic structures, under genre-based approaches, has been questioned by educators and linguists such as Sawyer and Watson, 1987; Freedman, 1993, 1994; Kay and Dudley-Evan, 1998; Badger and White, 2000. The bone of contention is that the explicit language teaching is too restrictive and may look too much like a planned format to be followed strictly by all learners. The approach is seen to constrain the learners, whose participation might be limited during the writing process because of their sole dependence on the predetermined procedure. Their concern is that learners become over reliant on the teacher and the provided formula during each writing processes does not encourage independent work.

In relation to the above, the use of the curriculum cycle had been critiqued by Cope and Kalantzis (1993c). Their concern is that the use of curriculum cycle is narrow and rigid in practice, especially by inexperienced teachers. In support of the above stance, Callaghan's, Knapp's and Noble's (1993) study which evaluated the use of the curriculum cycle in studies of early childhood development revealed that the cycle is viewed as a set of stages in the learning process, but in practice, the teachers did not break down the cycle into stages during classroom activities. This indicated that the translation from theory to practice is challenging for many teachers.

Furthermore, Lee (1993) and Luke (1996) queried the ideology that engaging with genres will lead to learners' equity and empowerment. They debate that even though explicit teaching of the genre types will empower some learners in the use of academic discourses and texts in the classroom, it does not automatically mean that it will grant learners equity in education and social power. They maintain that the approach does not allow for critical thinking because learners' mastery of the genre will only enable them to reproduce the model texts instead of creating alternative texts.

A salient criticism of the genre model is that its emphasis on the direct transmission of the text types does not necessarily lead on to a critical reappraisal of that disciplinary corpus, its field or its related institutions, but rather may lend itself to an uncritical reproduction of discipline. (Luke, 1996:314)

From this quote, it is clear that despite the fact that learners are taught the genre types explicitly, it does not mean they would be able to produce their own texts critically. On the other hand, genre theorists like Christie (1990, 1996) and Martin (1993) counteract the above positions by arguing that learners are taught genre explicitly for them to identify how language works functionally. In addition, the GBA leads to more understanding of the linguistic features of written genres and academic registers peculiar to different school subjects and disciplines (Haneda, 2014). Learners should also be taught how to use language resources in different contexts to achieve their purposes in writing tasks. They argue further that if language is taught explicitly, the groups of learners who are struggling with the target language (ESL/EFL) will not be underprivileged. This indicates that the teaching of genres does not impede learners' critical engagement with texts, but rather, it enables them to regulate and select from the linguistic resources available for text analysis and criticism.

Other theorists however, object to this criticism, claiming that it is based on inadequate understanding of the development of Genre Theory (Martin, 1985; Rothery, 1986; Hammond, 1987; Martin, Christie and Rothery, 1987). I believe that if teachers are well vested on the GBA and know how language works, it would not be challenging to transit from theory to practice. In addition, in order to use the curriculum cycle effectively, teachers need to be clear of the use of how language works and at the same time, be competent in the target language. This issue is more challenging in a situation where both teachers and learners are second language (L2) users of the target language (TL). But, the first stage of the curriculum cycle which is about building the field, allows for the use of mother tongue or language that is most convenient for the learners for easy expression of ideas, before shifting to the target language.

Despite the above critiques, I believe that the approach is still appropriate for the teaching of explicit writing which learners need to develop as they learn academic writing. In addition, the GBA to teaching of writing provides for organised stages of genres according to their types,

which make it easy for learners to refer to them in their writing. Learners actually need to rely on their teachers as a scaffold for the development of their writing. The lessons need a great deal of scaffold taking into consideration that most learners are L2 learner of English. Therefore, the GBA would enable the learners to be more grounded in the required schematic structures and linguistic features of the various genre types.

The schematic structures of the genre types are provided for learners to engage with them to make meaning of their writing, especially among second language learners of a target language. Most L2 learners have limited vocabulary in their linguistic repertoire so they need the generic structures to build upon during their writing for coherent texts. Genres represent the numerous ways people engage with language to accomplish their goals and they also show the relationship between context and text. Genres are different from culture to culture, and are subject to change according to the meaning given to them. As a result, the features of genres are basically the accepted way people use language in social contexts.

In view of the above, learners should be taught genres and their generic features that are relevant and peculiar to it and to the context of usage. Generic features are not formula to be given to learners in carrying out writing tasks; neither do they prevent learners from working beyond the provided structure. They rather give learners an insight as to how language works. Therefore, genre-based pedagogy is a necessary tool to be engaged with in the educational system. Despite the critiques of the GBA, there are records of studies that used this approach in schools. Therefore, the next section focuses on the review of recent studies that draw on the Genre-Based Approach.

3.6.4 Recent Studies

As discussed in the previous sections, genres can be grouped into different modes namely written, oral or visual, or a combination (Dinaledi, 2007). This research focuses on the written mode because writing is considered as one of the learners' challenges that contribute to their failure in English (L2), both in state and national examinations, as stated earlier. Macken-Horarik (2002) declares that school literacy focuses on eight key genres, namely, recount, narrative,

information report, discussion, exposition explanation, news story and procedure. Schleppegrell (2004, p. 85) adds 'recount' to this list which she describes as the chronological description of events. She also divides the text types into three categories, namely, personal genres (recount, and narrative), factual genres (procedure and report), and analytical genres (account, explanation, and exposition). For instance, Ko (2010) selected narrative texts for more detailed text analysis, while Schulze (2011) selected a persuasive written text in his study. Tuan (2011) implemented the genre-based pedagogy in the teaching of biographical recount while Pavlak (2013) gathered the learners' written texts on biography writing. All these foci areas show that the Genre-Based Pedagogy can be employed in teaching any genre type.

In light of the above, the genre-based approach could be used in combination with other theories such as the Systemic Functional Linguistics (SFL). For instance, Disadvantaged Schools Projects (DSP) in Australia uses SFL metafunctions in the teaching of Science Literacy (Macken-Horarik, 2002). Some researchers investigated the use of genre-based approach in teaching English genre types from the SFL perspective, in combination with the genre teaching learning cycle (Ko 2010; Schulze 2011; Payaprom, 2012; Chaisir 2010; Pavlak 2013). It was concluded that the problem of teaching and learning English writing at Tai University could be solved by using the genre-based approach, while Chaisir (2010) concluded that SFL analysis provided teachers with ways of assisting learners of English (L2) in using language academically. Ko, (2010) claims that learners would be creative in their choice of narrative writing styles through the use of the genre pedagogy. The same study showed that the children increased in their control of schematic structures and other linguistic features.

The Genre-Based Approach could also be combined with other approaches, for instance, Arslan (2013) integrated product, process and genre-based approaches, while Babalola (2012) used the process-genre approach only. These studies show that learners' writing improved and they were able to use appropriate linguistic features after undergoing explicit teaching of genre types.

Cope and Kalantzis (1993c) describe the genre approach as an accepted alternative to the existing ready-made monotonous (traditional teaching methods) writing curriculum which limits learners' exposure to text types. They claim that learners' exposure to varieties of genres affords

them the linguistic features to explore different linguistic contexts. The above propositions illustrate how language could be used by learners and writers to attend to issues that are peculiar to a social context.

Proponents of the Genre-Based Approach argue that teachers should be good facilitators for them to be able to provide learners with adequate information with regard to the deconstruction of texts successfully and accurately (Martin and Rothery, 1980, 1981; Christie, 1984; Hammond, 1987; Derewianka, 1990; Kalantzis and Cope, 1993). The deconstruction of texts is the interaction between teacher and learners in order to have a better understanding of how texts are written by reviewing texts. The proponents stress that learners' skills could improve in written texts if the teachers draw on genre pedagogy. However, it would be time consuming and ineffective if teachers do not give maximum assistance to learners when they construct written texts (Rothery, 1986) since time management is one of the prerequisites to maximally assist learners in their writing process.

The above discussion draws on the various levels of education. One thing that is peculiar to all the related studies reviewed is that they all apply the Genre Theory by teaching a particular genre type in stages which they either refer to as the curriculum cycle or teaching-learning cycle. The literature further highlights how successful the approach is to the teaching of writing. Therefore, this study will draw on the above literature to explore how teachers teach text types in the English (L2) lessons in the selected schools in Nigeria.

In view of the above, this study assumes that if teachers employ the use of Genre-Based pedagogy in the teaching of English writing, the learners' would be able to engage with the construction and organisation of genre types, using the appropriate linguistic features and schematic structures. The Genre-Based Approach though not yet popular in Nigeria context, would be successful since the approach had been applied successfully among L2 learners in various contexts. This could enhance the learners' writing ability in English (L2). The curriculum cycle explains how learners' writing ability could be scaffolded (John, 2002).

These key genres are relevant to this study because they are the various genres that learners engage with regularly. They have to identify all the components needed to construct good texts. This boils down to the fact that the teaching of genre types/writing follows a format for effective application of the approach. In the Nigerian Secondary School English language curriculum, the above mentioned genre types are similar to the ones learners engage with. The only difference is that they are called essay types or compositions instead of genre or text types. Essay or composition writing in the Nigeria Junior Secondary Schools (JSS 3) (Grade 9 in some countries) is categorised into composition writing namely, narrative, descriptive, expository and argumentative essay, letter writing, report writing, and summary writing (Federal Ministry of Education, 2007, P. viii). Nevertheless, all the genre types are implicitly embedded in the essay types but there is the tendency for teachers to ignore some genre types in their teaching because they are not explicitly stated in the curriculum. This is evident in FME (2007, p. 56) where it is stated that teachers are to engage with narrative, descriptive, argumentative expository essays, formal, informal and semi-formal letter writings.

3.7 GENRE THEORY

Genre theory is a developed outline on how to engage with language to live in a dynamic way with variants from culture to culture (Martin, 2009). The Sydney school's practitioners have been successful in employing the Genre Theory in Australia especially in secondary schools (Johns, 2002) to introduce various genres to non-native speakers of English. Theorists like Martin, (1993); Christie, (1991b) and Hassan, (1989) have worked with teachers in secondary schools regularly to develop a Genre-Based pedagogy drawn from Halliday's (1978) SFL. The Genre-based approach (hereafter, GBA) has influenced the educational system especially in primary and secondary schools. In recent years, this approach had also been adopted by numerous countries across the globe such as the USA, Italy, Singapore, South Africa, Hong Kong, UK, Canada, China, Sweden and Thailand in the development of their syllabuses and curricula (Derewianka, 2003b). Most of the countries where GBA is employed are teaching English as either foreign (EFL) or second language (ESL).

The genre-based writing focuses on discourse and context of language in a text. Writing is considered as a social activity which needs to accomplish its purpose so that communication could take place (Tribble, 1996). The theorists believe that speakers or writers choose from the range language system in a context to make meaning which makes it functional for the purpose it is meant for (Paltridge, 2001). In essence, language and context produce a meaningful communicative event. Genre type is a term that describes the organisation of discourse patterns that cut across different genres such as narrative, instruction, description, academic essay, argument and discussion (Patridge, 2001). Likewise, Macken-Horarik (2002) listed major genres for teaching writing across the curriculum, namely information report, narratives, recount, explanation, procedure, exposition, discussion and news story. The teaching of these genres should include their schematic structure, purpose and features.

Martin and Rose (2007) view genres as a social process organised in stages to accomplish a goal. Genres are considered to be staged because there are organised steps that have to be followed before their goals could be achieved. The goals could be realised in the use of clause level elements such as participants, process and circumstances (Derewianka, 1990; Eggins, 2004). For genre to be goal oriented, the intended purpose is achieved as text moves through its schematic structures and linguistic features. Finally, genre is said to be a social process because participants interact with their social environment to make meaning. Martin, Christie, and Rothery (1987, p. 59) elaborate on the above definition as follows:

Genres are referred to as social processes because members of a culture interact with each other to achieve them; as goal oriented because they have evolved to get things done; and as staged because it usually takes more than one step for participants to achieve their goals.

The above definitions point to the fact that people interact through the use of various types of genres in a social context for a particular purpose, at different times (i.e. the past, present and future). Learners are provided with both the schematic, linguistic and rhetorical awareness of the various genres. Therefore, the deconstruction of texts is possible since texts follow a distinct and predictable outline. The deconstruction of texts is when the learners understand the purpose of the model text, the writer and for whom it is intended, and why it is written. The next section discusses the teaching of genres in the classroom.

The Genre Theory has been developed to support the teaching of writing at various levels of education. It has been applied to teaching reading and writing is widely used in Australia and some other western worlds. There are records of African nations that have gradually incorporated its use in their schools as a result of its good impact on the writing abilities of learners as mentioned earlier. A lot of improvement has been achieved amongst learners in Australia, both L1 and L2 learners of English (Culican, 2005; Rose and Acevedo, 2006, cited in Martin and Rose, 2007). However, its success in Africa still needs to be established through research.

A genre-based pedagogy provides a discrete and systematic explanation of how language functions in social context. It enriches learners with adequate contextual schema for academic writing by relating the meanings of text types to contextual situation (Hyland, 2003). Schematic structure of a text is the step by step organisation of ideas which eventually contributes to its holistic meaning (Eggins, 2004). Likewise, genre-based pedagogy explicates the use and identification of linguistic features according to genre types (Eggins, 2004). As a result of the progressive understanding of literacy and communicative methods, the use of genre-based pedagogy in language is now used for both first and second language teaching in schools (Hyland, 2004).

Another view is that the Genre-Based Approach to teaching language is always related to the teaching of writing (Derewianka, 2003a; Kalantzis and Cope, 1993; Kay and Dudley-Evan, 1998; Kongpetch; 2006). What this implies is that before learners get to the writing stage, the other language skills (listening, speaking, and reading) are learnt. This suggests that the learner's oral ability is a precondition to producing a good written text (Derewianka 2003a). Therefore, the four language skills, namely, listening, speaking, reading and writing are the distinctive features of the GBA (Kongpetch, 2006). Rothery (1996) agrees that as learners are taken through the curriculum cycle, they are equally engaged in listening, speaking reading and writing. Similarly, Kay and Dudley-Evan (1998) assert that the knowledge of genre occurs in speech and writing and the teaching of oral and written genre draws on the four language skills. Theorists claim that the four language skills are embedded in language teaching through a genre-based pedagogy. Rothery (1996) and Gibbons (2002) proclaim that other academic skills such as the collecting of

data and note-taking are also involved in the use of a GBA to language teaching. All these enable the learners to generate enough information to write texts proficiently.

Scaffolding is fundamental to the use of a GBA in relation to the sociocultural theory as discussed in the following sections. It comprises the steps taken to check and balance up the level of freedom in carrying out tasks on a subject matter (Bruner, 1978). The Genre-Based pedagogy is interactive as it allows collaboration between teachers and learners whereby the teacher and learners themselves scaffold the learning process to accomplish a common goal (Dixon-Krauss 1996). Through the use of Genre-Based pedagogy, learners gradually become independent as the teacher provides suitable assistance and learners are made aware that they have a part to play in the learning process. Finally, the teacher gradually reduces his/her scaffold as the learner's ability in the task increases. Eggins (2004) states that the explicit teaching of writing through scaffolding of the schematic structures and linguistic features of genres should assist learners to produce texts much more proficiently. This indicates that teaching of genre types follows a format for effective application of the approach. Therefore, the next section discusses the suggested stages for effective teaching of genre types through the use of the teaching-learning cycle.

3.7.1 The Teaching-Learning Cycle

Different linguists have developed teaching and learning cycle which is also referred to as curriculum cycle. For instance, Derewianka (1990) and Gibbons (2002, 2009) in Australia recommended a four-stage curriculum cycle whereby text types could be taught and learnt by both teachers and learners of language. The Literacy and Education Research Network (LERN) under the leadership of the Australia genre researchers came up with the development of the teaching-learning cycle in the late 1980s to implement the GBA in the classroom context (Ko, 2010). Teachers were able to model and discuss text features with learners in relation to text's social purposes (Johns, 2002). The teaching-learning cycle is the organisation and presentation of text types or lessons in interlocking stages which enable learners to have an understanding of the genre types (Johns, 2002). It enables learners to negotiate and construct similar texts in structure and content independently. The curriculum cycle is based on the notion that learning takes place

in stages which allow for teacher-learner interaction in an environment of shared experiences (Painter, 1986). Therefore, the teaching-learning cycle is a developed lesson plan for the mastering of the various school genres through modeling and joint construction (Knapp & Watkins, 2005). The curriculum cycle applies to all subjects across the curriculum (Macken-Horarik, 2002). It is relevant to this study because it gives a rich explanation about how text types should be presented to learners in stages. Therefore, this study is guided by the four-stage teaching and learning cycle (curriculum cycle) of the Department of School Education (1992).

In Rothery's (1996) study, teachers supported the use of the curriculum cycle to teach writing because it offers strategies to plan, teach, and assess learners' written texts. This allows for productive interaction between teachers and learners. In addition, the curriculum cycle clearly shows the strength of the GBA because it helps learners to think critically, plan, and work at the whole text level (Kongpeth, 2006). In this stage, the text is treated holistically by teaching all related aspects of the language such as grammar, reading, vocabulary development, and tenses. The four stages of the curriculum cycle include building the field, modelling the text type, joint construction, and independent writing. Tribble (2010) included a fifth one which is referred to as "linking related text" (p. 165). The fifth stage helps learners to relate other text types with the genre under discussion (Feez, 2002). This stage gives the learners an understanding of how genres could be similar or different from one another.

Macken-Horarik's (2002) curriculum cycle on the other hand is in three stages, namely modeling, joint negotiation of text, and independent construction of text. The common thread that runs through the different versions of the curriculum cycle is that all of them promote explicit teaching of text types, but for the purpose of this study, the four-stage teaching and learning cycle (curriculum cycle) of the Department of School Education (1992) is adopted. The reason for my choice is that the first stage of the cycle (building of the field) gives room for both teachers and learners to refer to life experiences in their context before discussing and modeling the text provided. It also helps teachers to plan activities to build learners' knowledge of the topic of discussion so that learners could have background knowledge of the topic, especially L2 learners of the target language.

I find it necessary to discuss the teaching-learning cycle as one of the characteristics of the GBA. It is the practical aspect of the Genre Theory as it elucidates how to carry out the process of writing from the teacher and learner perspectives. It is also a tool for planning and teaching of writing. Below I present the teaching learning cycle (curriculum cycle) that is used to understand the use of a GBA in English L2 writing.

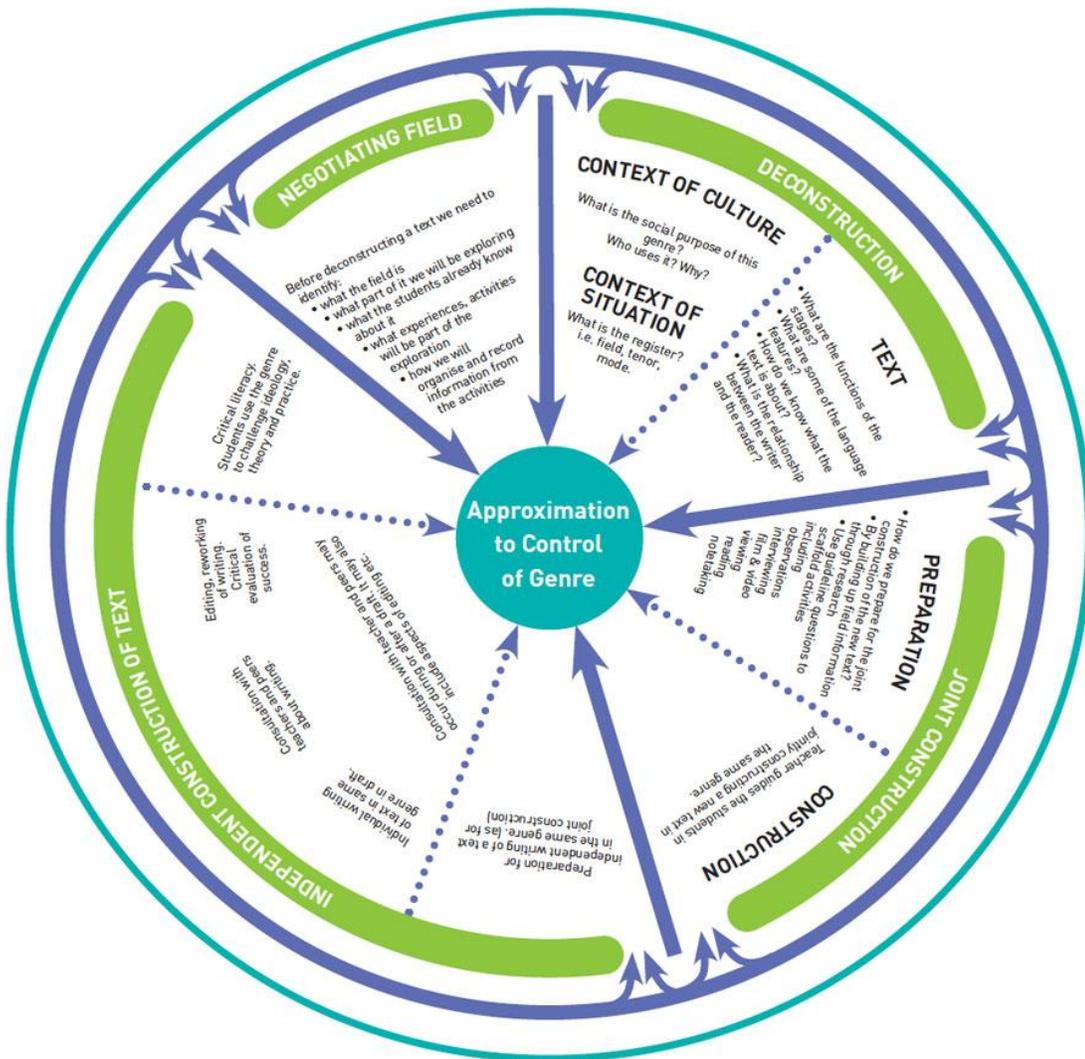


Figure 3: The Teaching and Learning Cycle
 (Adopted from NSW, Department of School Education, 1992)

As mentioned earlier, this study draws on the teaching and learning cycle (curriculum cycle) as it is a practical explanation of how writing could be taught by teachers. It is also of great importance to my study because it serves as a focal point when analysing teachers' lesson presentation of text types. The four stages of the curriculum cycles, that is, building the field, modeling the text type, joint construction, and independent writing are discussed.

Building the field is the first stage to teaching any genre type and the focus in this stage is mainly on the contents of the text to be written. The teacher provides maximum background knowledge

of the text, and gathers relevant teaching materials that could stimulate learners' interest. These materials could be in the form of prints, audio-visuals, and the likes (Tribble, 2010). The teacher assists in identifying vocabularies and collocations that are related to the particular genre in the model text (Tribble, 2010). This process increases the learners' linguistic repertoire. The learners are allowed to communicate in the language that is familiar to them (first language) for better self-expression. However, the target language (TL) is required to be used by learners when it comes to sharing ideas in the class. The teacher at this stage assists the learners to translate from the first language to the TL. In a situation where the teacher does not understand the learners' first language, the learners who are more knowledgeable can help by translating from the L1 to L2. Thereafter the teacher takes up the explanation for the benefit of all the learners.

Furthermore, this stage explores the use of activities such as listening, speaking, note-taking and reading which allows for authentic communication. The learners are grouped according to home or first language for them to collaborate and share ideas with their peers and offer a variety of experiences. The learners could thereafter be regrouped into fours or fives after reaching the level of expert so as to share their acquired ideas with others in the group. The learners could be grouped so as to place at least one learner that is above average among them to share ideas together. At this stage note taking and mind mapping by learners is important in order to jot down their ideas. This stage is very vital in the development of knowledge and gathering of information and ideas about what is expected of them when writing their texts. This leads them to the next stage.

The second stage is modeling and constructing the text. At this stage, the teacher plays a major role by building the learners' understanding of the purpose of the text, the general structure and language features of the model text so that the learner could acquire enough background knowledge. The model text should be comparable in structure and language features to the one that is going to be used in the joint construction stage for easy flow of ideas, comprehension and transfer of knowledge. Furthermore, the model text to be used in the classroom could be teacher written, a printed one, or written by a learner. All that matters is that the teacher should vet and edit the text to make sure that it is appropriate for the purpose it is intended for in the lesson. Besides, the text could be on a plain sheet for easy reference during the lesson. The use of texts

that explicitly show the main features of the genre is desirable at this stage (Derewianka, 2003a; Tribble, 2010). It is also better to select texts that cater for the needs and interests of the learners for the purpose of motivation (Kongpetch, 2006). Therefore, the teacher and learners work with several exemplars in order to appreciate the various ways the genre works in different text types (Tribble, 2010).

At this stage the meta-language of the model text such as organisational structure, appropriate parts of speech, tense, connectives and related text types should be introduced in the discussion. It is important to note that the teaching of the linguistic features in context makes it easier for the teacher to discuss the key features while helping learners to self-appraise their text later. During this stage the learners would be able to get to understand how to write a similar text through the linguistic and structural features that are relevant to the writing of an authentic text. The next stage is the joint construction of texts.

The joint construction stage focuses on the processes of producing a text. The teacher or learners or both agree on a topic and thereafter they co-construct the text using the information grid (mind map) that was created by the class in the first stage. The learners should be allowed to initiate the text to be written, while the teacher supports the learners to use the correct and suitable words to make coherent sentences. At this juncture, the teacher asks leading questions that help the learners think critically of ways of writing a good piece, using the appropriate forms of grammar, and also refers them to the model text at regular intervals so that they will not miss focus.

The fourth stage is independent writing. The learners are allowed to choose a text that is related to the one discussed in the first and second stages. Since they have had adequate scaffolding on the topic, the learners can now write individually or in pairs. As the learners write, the teacher reiterates the writing process: writing the first draft, editing, discussion of the draft with peers and later with the teacher and lastly writing up the final text. The final stage is to link related texts.

Linking related texts is the fifth stage in Tribble's (2010) curriculum cycle which makes connections between the texts in the genre that has been constructed in the writing task. In this

way, the learners are able to identify the similarities and differences in the texts so that they gain an understanding of how the target genre is structured. However, attention should be drawn to changes in language use, depending on the audience and genre purpose. Therefore, at this stage, the learners should be able to link texts to their context which will help them relate to their immediate environment.

The contribution of the curriculum cycle in the genre-based pedagogy is of tremendous assistance to language development and literacy. The explicit teaching of text types enables learners to be well-equipped to handle writing independently. It also enables learners to draw from the varieties of linguistic repertoires that have been provided during the first stage of the teaching cycle.

The success of the curriculum cycle in class can be associated with scaffolding and collaboration between teacher and learners (Ahu, 2012; Van Heerden, 2008; Pavlak, 2013). This takes place when learners interact and discuss with both teachers and their peers (Good and Brophy, 1994). Vygotsky (1978) asserts that learners' ability to acquire new concepts is facilitated by a more knowledgeable other who assists learners in understanding the given concepts. Some scholars who implemented the use of teaching learning (curriculum) cycle to scaffold the writing process are Chaisir, (2010); Ko, (2010); Tuan, (2011) and Payaprom, (2012). Arslan (2013) asserts that learners' writings were improved through involving them in extensive writing practices which serve as a form of scaffolding. Likewise, as a form of scaffolding and explicit teaching of genre types, intensive English writing skills were developed in the classes.

Pavlak's (2013) study was on how the use SFL-informed genre-based teaching and teaching and learning cycle could improve learners in biography writing. He concluded that the instrumental tools of the teaching-learning cycle that were employed empowered the L2 language learners' English writing in each stage. Ahn's (2012) results showed that the teacher's regular scaffolding processes at the early stage of the cycle were of tremendous benefit to the learners as they drew their awareness to the different ways texts were organised to meet different communicative events.

Tuan (2011) advised teachers not to be rigid and dogmatic in the application of teaching-learning cycle in their classrooms as teaching and learning is dynamic. There should be room for variations in the application of strategies when the need arises. That is why the curriculum cycle affords teachers to start its use at any stage depending on the competence on the learners in language related activity under question (Cope and Kalantzis, 2014).

In the Nigerian context, there appears to be various factors influencing learners' poor performance in English (L2) as stated in Chapter one. Nevertheless, this study focuses on the teaching and learning of English (L2) writing and the pedagogical strategies employed by teachers. Through this, I have been able to identify what went on in the classroom with regard to the teaching and learning of writing in English. The genre pedagogical theory in this study is not used to evaluate the teachers' teaching practices, but rather as an analytical tool to understand how the teachers handled and presented writing lessons. It is also aimed at understanding the extent to which teacher practices aligned with the GBA and the curriculum cycle in teaching writing to L2 learners.

The teaching and learning of genres requires a critical understanding of the contextual framework. Johns (2002) claims that there is mutual relationship between language use and its social contexts. This implies that the meaning of a text is dependent on how language is used in a particular context. The next section discusses how effective teaching and learning can be achieved in the English (L2) writing class. It is guided by the constructivist theory to learning which is based on the cognitive and social perspectives to teaching and learning.

3.8 CONSTRUCTIVIST THEORY OF LEARNING

Constructivist theory is premised on the view that learning entails the process of making meaning by the way people view their experiences (Merriam, Caffarella, & Baumgartner, 2007). From the perspective of developmental and cognitive psychology (Bruner, 1990; von Glaserfeld, 1993; Vygotsky, 1978; Piaget, 1951 and Kelly, 1955) constructivist theory proposes that cognitive processes are crucial in the way individuals construct the world of experience around

them (Young and Collin, 2004). In other words, constructivist theory places the learners at the centre of the teaching and learning process (Henson, 2003, Proulx, 2006). It also takes into considerations the learners' prior knowledge on subject matter (Collins and Voc, 2008). Halliday (1994a) also expounds that language is functional and therefore, it should be viewed holistically in relation to context of the text. Language is used to achieve a particular function and the function can only be viewed in relation to the context from which the text is based on. All the above stances point to the fact that learning and writing are part of the socio-cultural context.

The origin of the constructivist theory can be traced to the work of Jean Piaget, John Dewey and Lev Vygotsky (Wilson & Lowry, 2000; Davis & Sumara, 2002; Huang, 2002; Henson, 2003; Piaget, 1984, 2003; Proulx, 2006; Merriam, Caffarella, & Baumgartner, 2007). The argument of these researchers is based on the fact that the constructivist theory is not a teaching theory but a learning theory which advocates for learner-centred teaching environment (Proulx, 2006). The Constructivist theory of learning is based on the notion that individual learners have the ability to construct their own knowledge about things in relation to their environment (Good and Brophy 1994; Christie 2005). The development of constructivist theory is influenced by the Vygotsky's sociocultural theory of learning (Jaramillo, 1996).

Vygotsky's work is rooted and influenced by psychology, as he was a psychologist (Vygotsky, Hanfmann and Vakar, 2012). Over time, his works have been used in educational fields, and his notion of development is, likewise, a theory of education (Saville-Troike, 2012). Vygotsky (1962, 1978, and 1981) posits that a practical problem like education can be solved by applying a psychological theory. The psychological theory is a unique approach which claims that the individual cannot be separated from their sociocultural setting (Hausfather, 1996). The psychological approach maintains that human behaviour cannot be studied in isolation because of its complexity. This points to the fact that the best way to understand a human's mind is to study how it develops over time in relation to the sociocultural environment of such an individual. This is because an individual's mind cannot be said to have developed without the influence of the sociocultural environment in which the individual finds her/himself. In other words, the child's development is supported and shaped by the social environment (Hausfather, 1996). Vygotsky proposed that the historical and social context should be considered when

studying the human behaviour. Thus Dixon-Krauss (1996) refers to this principle as the socio-historical approach (Dixon-Krauss, 1996). This approach suggests that social interaction is central to the learning process (Pinter, 2009).

This discussion draws on the sociocultural theory of perspective which claims that the socio-cultural context of learners plays a vital role in their cognitive development (Vygotsky, 1978). Vygotsky viewed the understanding of human cognition and learning as a social and cultural phenomenon but not as an individual phenomenon. His study is based on the relationship between language and thought, everyday and academic concept formation and instruction and development (Kozulin, Gindis, Ageyev and Miller, 2003). His thought and vision however came to the limelight long after his death. Vygotsky (1896-1934) theory made an impact and change in the teaching and learning process in Russia, Europe and the United States of America (USA).

In addition, Vygotsky's (1962, 1978) theory draws on the fact that sociocultural forces around the child have a great impact on their development and learning. These sociocultural forces can be likened to the role played by parents, peers, teachers and the community at large in shaping the child's development and learning (Kozulin, Gindis, Ageyev and Miller, 2003). On this note, the sociocultural theory was mostly informed by the work of Vygotsky's (1978) developmental theory which had been developed and applied in education (Hausfather, 1996). Education is viewed as fundamental to cognitive development of a child and as an essential sociocultural activity. The school is a social organisation where education takes place through interaction between the teacher and learners and among learners.

Kearsely (2002) cited in Lawson (2002) also affirms that social interaction and activities play an important role in a learner's cognitive development. This can be associated with the assistance teachers provide during teaching and that which is given by parents, peers and material resources around them. In other words, learners' understanding of issues is tied to the level of experience provided by their socio-cultural environment. The level of the learners' alertness to topics and issues depends on the level of support given by the socio-cultural environment. Therefore, in a teaching and learning situation, one will be interested in how the teacher relates to learners' environment to the essay lesson.

This study considers the teaching and learning context and the classroom interactions between teachers and learners as some of the physical tools that can support learning, particularly writing. The cognition of learners is dormant and inactive until it has contact with the environment which serves as a catalyst that boosts the learners' ability to do things independently. In this way, the teacher and other learning resources serve as catalysts in the teaching-learning process which stimulates the learners' cognition.

Culture is the outcome of both human social life and social activity which produces different behavioural patterns that influence how the mind functions. It can lead to the formation of new opinions as human behaviours develop (Vygotsky 1981:164). This suggests that the learning that occurs during a child's pre-school days is different from the one which takes place during formal schooling (Vygotsky, 1978). Social interaction supports the gradual development of lower mental behaviour into higher mental behaviour (Vygotsky, 1981). The accumulation of social experience by a child enables him/her to use this experience in tackling problems internally. This process is referred to as inner speech (Vygotsky, 1986).

The child gradually develops to the stage of egocentric speech as he or she engages with the speech for social activities. The inner speech is actualised as the child develops learning literacy, which is in stages. The first stage occurs when parents and teachers assist learners in pronouncing and identifying printed words. The second stage happens as the learners' reading skills develop. Learners internalise the understanding of printed words and proceed to develop this by employing external oral signs, mutter reading and finger pointing. The final stage is the transfer of the external action into inward use. In this stage the child can read silently, and printed words become a psychological tool for organising thoughts (Dixon-Krauss, 1996). The development of learners, both physically and psychologically, increases their level of literacy and they are able to consolidate their thoughts into meaningful texts with the input of their teacher through mediation and scaffolding of the learning process.

In this study, the inner speech could be actualised as the teacher interacts and scaffolds lessons during the explanation of the English (L2) genre types. The various examples from the learners'

context enable the learners to eventually understand and later individually utilise what has been taught during writing tasks. They learn to organise the concepts in relation to context and then to describe it in their own understanding.

With this view point, learners' socio-cultural environment should be taken into consideration during the teaching and learning process (Vygotsky, 1978). This is because learners draw on events in their cultural environment to construe meaning and relate to new ideas (Good and Brophy, 1994).

This study draws on this view since teaching and learning is a process and that the learners come to the school having their own view about their society. The learners draw on events in their context to make meaning of the teaching and learning process. Through this, it is possible that what was seen as a problem-solving communication in a learning context, later becomes individual cognitive process as the learner internalises what had been learnt (Eun, 2011). Therefore, learners reach new levels of development as they receive mediation from their teachers (Lantolf & Thorne, 2007). This is why learners cannot be separated from their socio-cultural context. This implies that learners' success is the product of what the environment offers. It is vital to observe how both teachers and learners draw on their socio-cultural context during the teaching and writing process of the different texts types, which is the focus of this study. Therefore, Vygotsky's (1962, 1978) The Zone of Proximal Development (ZPD) is discussed below to understand how the teaching and learning process is facilitated between teachers and learners.

3.8.1 The Zone of Proximal Development (ZPD)

One of the vital concepts of Vygotsky's learning theory is the Zone of Proximal Development (ZPD). Vygotsky (1962, 1978) claims that there is a gap between what learners know and what they are yet to know. He further explains the concept of the (ZPD) by defining it thus:

“[t]he distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

The ZPD indicates the gap between what learners are capable of doing well enough and the level of potential performance. In this process, learning takes place through appropriating areas of shared tasks engaging participants interpersonally. Through this process, different ideas and experiences are brought to play in attending to challenges and issues in any field of the world. Different fields of study employ the concept of ZPD. For example, this concept is widely used in educational and developmental psychology textbooks (Chaiklin, 2003). In educational research the concept is used in studying the aspect of teaching and learning in subjects like language reading and writing, science, mathematics and in the area of second language learning for examples: Dunn and Lantolf, (1998); Lantolf and Pavlenko, (1995). The concept is also applied in the teaching of disadvantaged children, retarded, learning-disabled and gifted children (Smith 1993). The concept is also used in other professional files such as nursing (Holaday, Lamontague and Marciel, (1994). To further explicate on the meaning of ZPD, Chaiklin, (2003) claims that it is the interaction between a more competent and a less competent person to accomplish a seeming difficult task which eventually enables the less competent to be independently proficient in the difficult task. Wells (1999) explains ZPD as the process of developing mastery in and understanding of a particular practice as participation on a task progresses. Gillen (2000) posits that the notion of ZPD is meaningful interaction between the child and the more competent adult/teacher which yield positive development in the child.

Another aspect of the concept of the ZPD is the willingness and potential of the child to learn (Chaiklin, 2003). This is actually facilitated by the input of the more competent individual to identify and provide the need of the child in accomplishing a task. However, Chaiklin, (2003) argues that the notion of ZPD is not on learning but on child's development, neither is it on nor about a particular task but the level of development accomplished. I suggest that before child's development could be identified, it would be measured against a task or skill accomplished by the child progressively. Vygotsky (1987) proposes that collaboration, assistance and direction enable a child to do more task independently. The above explanation on ZPD suggests that the child would be able to accomplish a range of tasks with the collaboration of a more competent person.

The essence of the discussion on the concept of ZPD in this study is its importance in pointing to the expectations of teachers as a more competent person who is to assist the learners identify their potential in learning and at the same time providing the necessary assistance for the learners to accomplish more tasks independently through collaboration. The collaboration is basically possible through the mediation of the more competent person, in this instance a teacher.

3.8.2 Mediation

Mediation is fundamental to the socio-cultural theory. It relates to the fact that actions are mediated through human interaction with what is available in their socio-cultural environments (Vygotsky, 1978). Learning can take place, if a competent teacher mediates the learning process. In the teaching and learning process, there are various tools to mediate learning such as learning resources, the curriculum itself, learner-learner interaction and teacher-learner interactions (Gibbons 2006). The manner in which teachers manage the mediation process determine how well a learner can progress from the level of the known to the level of the unknown.

Mediation comes in two forms: as human mediation and symbolic tool mediation (Kozulin, 2003). All these forms enhance the child's performance in learning. In other words, 'the concept of mediation emphasises the role played by human and symbolic intermediaries between the individual learners and material to be learned' (Kozulin, Gindis, Ageyev and Miller, 2003, p. 2). The materials to be learnt, in this case, include the psychological tools which are symbols, formulae, texts, artifacts and graphics. All these psychological tools vary depending on culture and situation for appropriation. When an individual learner internalises the psychological tools, it becomes their inner cognitive tools which are used to accomplish tasks or perform functions. The awareness of the importance of mediation came to being when it was realised that children are not containers that must be filled with skills and knowledge by teachers, rendering the learners to be passive recipients in the classroom, but are active participants in learning (Kozulin, 2003).

Vygotsky (1978) stipulates that a child's higher mental processes can be developed with the help of mediating agents in the environment as the child interacts with them. One of the mediating agents in the child's environment is the formal education which is strengthened by the mediating role of teachers in the classroom. Therefore, for mediation to take place in the teaching and learning process, the gap of ZPD needs to be bridged.

As discussed earlier in this chapter, the Constructivist theory of learning is based on the notion that individual learners have the ability to construct their own knowledge about things in relation to their environment (Good and Brophy 1994; Christie 2005). One of the ways to accomplish this is by provision of mediator to take the learners through from what they know to what they are yet to know. Vygotsky (1962) saw learning as a process that eventually results into development. This could be actualised through different people coming together with different experiences and ideas from their social setting to support learning. Therefore, the problems or educational tasks are solved through involvement of socio-cultural views in a constructive way. Vygotsky (1962) affirmed that isolated learning cannot lead to cognitive development but rather through the involvement of collaborated interaction with the sociocultural setting within the zone of one's potential development. This gap is where the learners need the support and collaboration of capable peers or a more knowledgeable other which is provided as scaffolding by teachers (Slavin, 2003), and other available teaching resources such as pictures, posters, books, films, sightseeing, etc. The mediating processes and stages that support learning are referred to as scaffolding (Wood, 1999). The next section will discuss the various conceptualisations of scaffolding.

3.8.3 Scaffolding

Another vital concept advocated by Vygotsky is scaffolding in the classroom. This is possible through social interaction to construct knowledge that allows for confirmation of understanding (Vygotsky, 1978). Scaffolding was first introduced by Bruner (1987) to explain collaboration that takes place in the teaching and learning process. It takes place when learners interact or discuss, with both teachers and their peers (Good and Brophy, 1994). For confirmation of understanding to be achievable, scaffolding of the learning process is expedient (Vygotsky,

1978). This is done when teachers take learners through some small steps of learning activities and teachers withdraw gradually when learners are able to independently tackle the tasks or activities. Vygotsky (1978) asserts that learners' ability to acquire new concepts is facilitated by a more knowledgeable other (MKO) who assists learners in understanding the given concepts.

In explicating scaffolding and mediation, Harste (1990) believes that people acquire most of their knowledge through language use among other people. Likewise, learners learn when teachers spearhead the discussion around texts in relation to their cultural practices which are segments of their societal values (Harste, 2014). This is referred to as social and functional language use as proposed by Halliday (1985). It shows that the kind of exposure provided by the environment during the child's growth determines his level of understanding. In this study, I observed how the teachers scaffolded and led learners from the point of the known to the level of the unknown during English writing lessons.

3.9 SUMMARY

In this chapter, I discussed the Second Language Acquisition theory in relation to learners' writing in an L2. This was followed by the concept of writing in relation to the Genre-Based Approach. It also referred to the constructivist theory and second language acquisition theory to unpack how L2 learners acquire the L2 and what mechanism and resources support L2 learning. I considered the various genres as presented by the genre theory which shed more light on how text types should be organised and produced. The chapter discussed the teaching-learning cycle which is the organisation and presentation of text types in interrelated stages. Furthermore, I explored the constructivist's perspective of the Zone of Proximal Development (ZPD) to highlight how learning takes place, particularly for L2 learners. The next chapter focuses on research methodology.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter, I give a detailed description of the research design and methodology. I elaborate on ethnographic and qualitative research methods. I give a brief history of the research sites and the selection of participants for the study. I discuss the issues of trustworthiness, reflexivity and ethical consideration and how I have used them in this study. Finally, I discuss the delimitations of the study.

4.2 RESEARCH PARADIGM AND DESIGN

A research design is a guide that can be used in the collection, analysis and the interaction of data within a particular research paradigm (Creswell, 2005). In agreement with Creswell (2005) a research design refers to a reflection of the required methodological process through research question which assists in the selection of the type of data to be collected and how to collect it (Henning, van Rensburg, and Smith, 2004). This is an empirical study which involved observations, interviews, and document collection. Therefore, this research followed an ethnographic research design within the qualitative research paradigm which believes that a human subject is better studied qualitatively in order to gain an in-depth understanding of the problem under investigation (Hammersley and Atkinson, 2007).

Qualitative research paradigm is a primary research approach whereby researchers have access to first-hand information directly obtained from participants (Miles & Huberman, 1994). It is also the use of more than one method involving an interpretive, naturalistic approach which enables researchers to make sense of and interpret phenomena about the research subjects in terms of meanings people attach to them in their natural context (Denzin and Lincoln, 1994). In general, qualitative research can be defined as:

‘a situated activity that locates the observer in the world, using a set of interpretive material practices that makes the world visible which involves an interpretive materialistic approach to the world’ (Denzin and Lincoln, 2005, p. 3).

The above definition could be explained as a study or investigation of human or social problem in a holistic manner, taking into consideration humans’ views and perspective about the subject in a particular natural setting. In other words, qualitative research is the study of human activities in the natural context of people’s daily lives (Richards, 2003). In the context of this study, the human activities could be related to a classroom where teachers and learners interacted without interruption. Therefore, the classroom events in qualitative research are neither interrupted nor controlled, but are retained as they occur naturally. The school classroom represents the natural setting where the research takes place (De Vos, 2001). The qualitative approach enabled me to gather authentic data that are relevant to this study, and most importantly, to understand the trend of activities without interruption in JSS 3 English lessons. It also enabled me to systematically study the teachers’ point of view about English essay writing.

Ethnography design, deals with the study of diversity of human cultures in their particular cultural setting without interfering with the setting of the context (Fetterman, 1989; Neuman, 1994; Punch, 2009). Ethnographic research design has its root in the field of anthropology (Jacob, 1987; Kirk and Miller, 1986). It is systemic, rigorous and well detailed in nature (Watson-Gegeo, 1988). Therefore, it requires the studying and writing about groups of people using various procedures such as description, analysis, and interpretation under the auspices of any research design (Creswell, 2005; Heath and Street, 2008). In this study, an ethnographic strategy was employed to comprehensively describe, analyse and interpret the participants’ behaviours, beliefs and practices (Wolcott, 1988; Creswell, 2005) in the teaching of English (L2) lessons in JSS 3 classrooms. In line with the above, I immersed in the context of the study over a period of three months through intensive observation of lessons in the selected schools.

According to Creswell (2005) there are three forms of ethnographic research: the realist ethnography, the case study and the critical ethnography. Critical ethnography involves the study of and inquire into the culture of a particular group of people in order to know their ways of life

and to detect the existence of power relations among them (Henning, van Rensburg and Smith, 2004). Case study is the detailed and in-depth study of a/small number of case(s) using appropriate methods depending on the purpose of the study in a natural setting (Punch, 2009). The realist ethnography gives an account of the situation in the research field objectively as it unfolds, without the researcher's personal reflection nor any form of bias (Van Maanen, 1988). For the purpose of this study, the realist ethnography was employed. The study is interested in understanding how teachers of English language (L2) engage in the teaching of writing in the JSS 3 classes and to actually note the strategies employed in carrying out their practice. Thus the only way for the researcher to actualise this was to immerse herself 'overtly and covertly' (Hammersley and Atkinson 1995, p. 2) into the research by staying in the research context. In line with this, the personal perceptions of participants, and their daily teaching and learning processes were investigated by the researcher through observations, and interviews. Finally, she immersed herself in the research field for a period of one academic term; September 2014 to December 2014. These approaches assisted me to have a deeper insight into teachers' teaching practices in English lessons in the JSS (3) classrooms.

In the case of this study, the ethnographic design within the qualitative research paradigm was found appropriate because the research dealt with the school community which comprises the observation of the teaching and learning process of teachers and learners for a period of three months. The long period of time spent in the school with teachers and learners enabled me to understand how activities unfolded and also interpret some activities in relation to my research questions. The JSS (3) learners and their English language teachers and learners were observed in their daily interaction, that is, teaching of learners and everything that was related to achieving the teaching and learning objectives. This provided me with a broad understanding of why some things were done in a particular way. For example, I got an understanding of why teachers and learners behaved and responded in a particular way during the teaching and learning process. In addition, the ethnographic design portrayed events and issues from the participants' point of view. So, the end result of actions and reactions in the classroom were arrived at.

Through the use of ethnographic strategy, I recorded the day-to-day happenings such as thoughts and engagements of both teachers and learners in the English lessons with the use of an audio

recorder in order to build a comprehensive record of the participants' practices. As a result, the researcher used methods that involved the use of interviews with teachers to get their views on the teaching of writing. Maxwell (2005) claims that qualitative research is the act of concentrating on the everyday affairs subject at workplaces, and interpreting how factors or interventions have a particular effect. The next section gives a vivid explanation about the research sites.

4.3 RESEARCH SITES

This study was carried out in Ado-Ekiti, the Ekiti state capital and at the Local Government Area Headquarter of Ado-Ekiti. My choice of this area was influenced by the fact that Ado Ekiti is the most densely populated city in the State with an approximate population 366,280 and it also serves as the commercial centre for the state. There are four higher institutions in this state; private and government owned, state and federal government organisations and parastatals. All these amenities attract a diversity of people to the city. The schools in Ado-Ekiti admit learners of diverse languages. In addition, Ado Ekiti is also the Local Government Area Headquarters which enjoys some level of recognition by the Ministry of Education because it is located in the state capital. They are the first beneficiaries of the school resources such as materials, books and a lot of teachers always like to work in the city. Therefore, schools in this city do not experience shortage of teachers compared to schools in sub-urban areas of Ekiti State. Likewise, learners in this city enjoy better social amenities because most of their parents are of the middle class who can moderately cater for their children's education. However, there are some areas in Ado-Ekiti that are regarded as low socio-economic areas.

Ekiti state is in the Western part of Nigeria and it is bordered in the north by Kogi and Kwara States, in the south-east by Ondo State, and in the west by Edo State. The people of Ado Ekiti are mainly of the Ekiti sub-ethnic group of the Yoruba. Below is the map of Ekiti State in Nigeria.

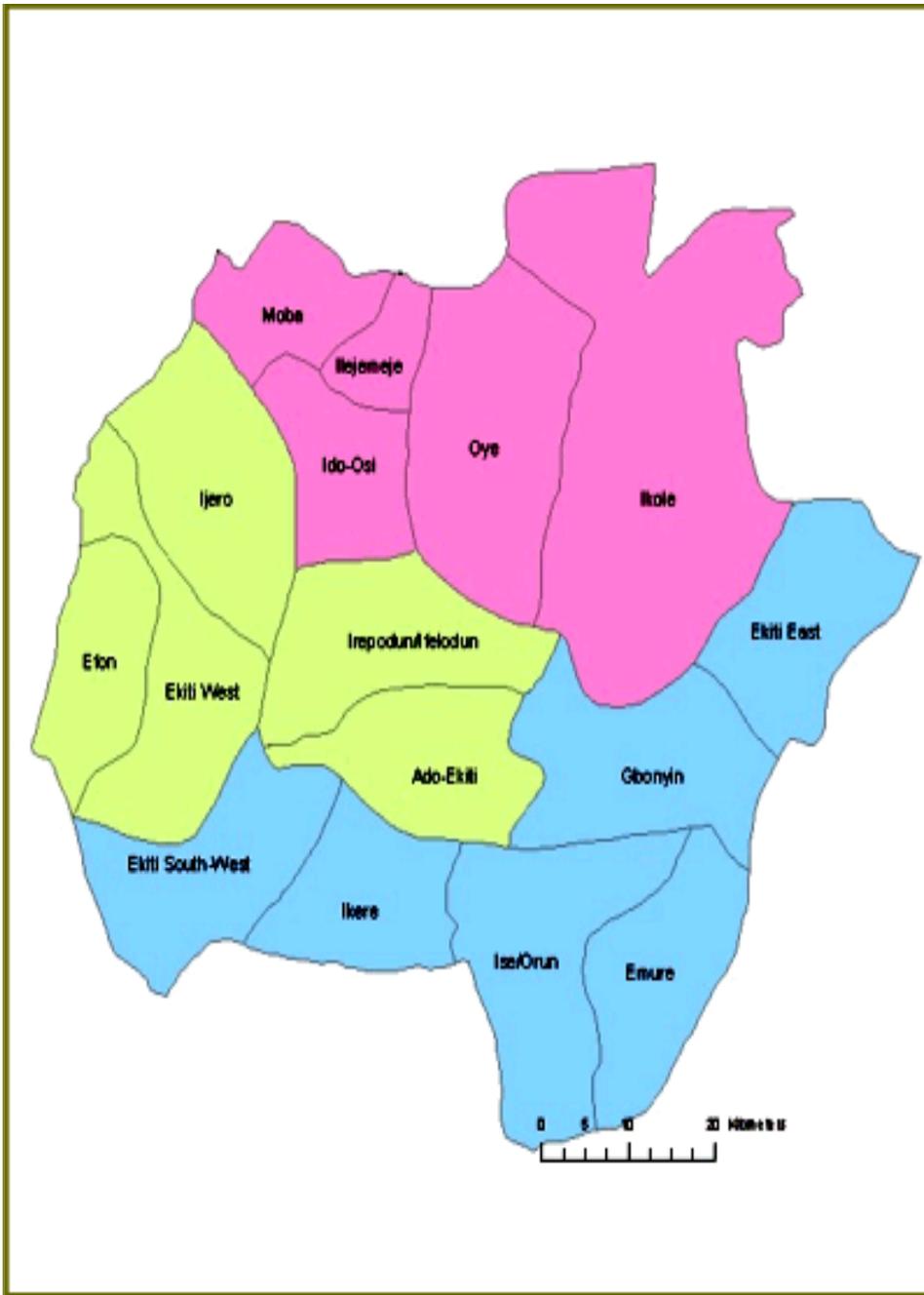


Figure 4: Ekiti state (Province) Map

http://thenationonlineng.net/new/wp-content/uploads/2014/03/map.ekiti1_.gif

The map below shows Ado Ekiti, the capital city of Ekiti State (Province) where the schools under study are located.

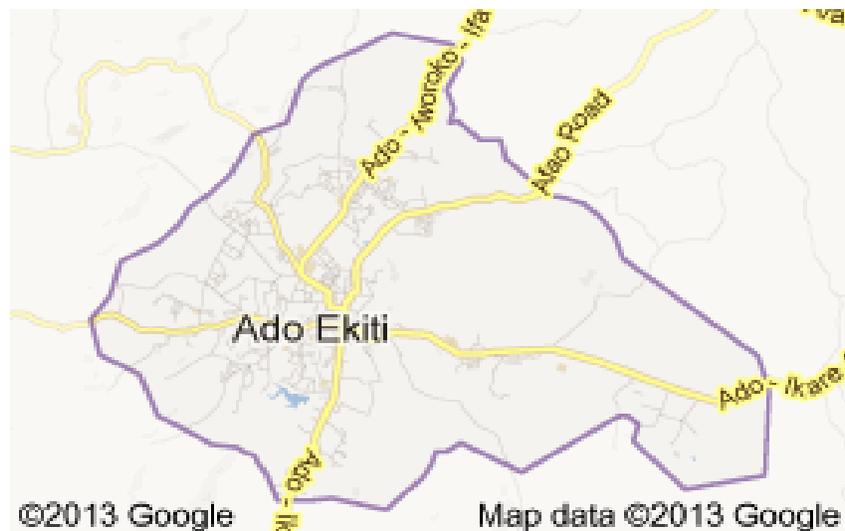


Figure 5: Ado-Ekiti the capital city of Ekiti State (Province)

<https://www.google.co.za/maps/place/Ado+Ekiti,+Nigeria/@9.6537151,5.1442624,13z/data=!4m2!3m1!1s0x1047fad09891a07d:0xf38552cbf4615400>

The three secondary schools were chosen in Ado-Ekiti Local Government Area of Ekiti State in the Western part of Nigeria. Dominion High School and Kings High School are co-educational institutions while Victory High School is a girls' school. (All the names used in this study are pseudonyms) Before going to schools, I obtained permission to carry out my research from the Ekiti-State Teaching Service Commission, having presented my ethical clearance from University of the Western Cape's (UWC) Senate Higher Degrees Committee. Thereafter, I took the letters to the selected school principals. The schools were purposively selected because of their accessibility and also because they were all government schools. They were also chosen because of their proximity and accessibility. I was able to convince the school authorities and the participants that I was not in their midst to judge nor condemn them.

In each of the schools, I introduced myself to the Principals and I informed them of the aims and objective of my research. The Principals of the various schools directed me to the Vice Principal (academics) and thereafter to the HOD of English language who later introduced me to the JSS (3) English language teachers who I would directly work with.

I met with the teachers and I explained to them what my research entailed, that is, observations, audio-recordings of the teaching and learning process and interviews, as well as the collection and analysis of relevant documents from teachers and the learners' written texts. They willingly accepted all the conditions and gave me the school and English (L2) subject timetable. We decided together that I would visit schools according to the timetables given to me.

Consent letters were sent to the JSS learners' parents to allow their children to participate in the research. Likewise, the teachers and their HODs read their consent letters. I explained every bit of the consent letter to the teachers. I gave them time to think about it and it was later given back to me after appending their signatures. All these were done in the first week of resumption of data collection.

The observations began in the second week of resumption of schools. In each of the school, I was introduced to all the members of staff so that they could not perceive me as one of the inspectors from the Area Education Office. I worked with three schools which are fictitiously referred to as Dominion High School (DHS), Kings High School (KHS) and Victory High School (VHS).

4.3.1 Dominion High School (DHS)

This school was established on the 5th of February 1960 by the community, and later handed over to the government. It is situated at the outskirts of the city, very close and accessible to a farm settlement. It was purely a boys' school and firstly managed by the community until 1974 when it became co-educational and was taken over by the Anglican Communion. It also runs a boarding system to cater for interested learners. The school was fenced with one major gate leading to the compound. It is also decorated with beautiful flowers and trees for shade.

The school compound had both old and new structures donated by the State Government, Old Learners' Association of the school and the parents. The buildings of the school served as administrative block, staffrooms, classrooms, computer and science laboratories, hostels and staff quarters.

The teachers' population was 102; comprising 76 females and 26 males. The learners' population was 1489 during the data collections period: 785 girls and 704 boys. The JSS three learners were 242 in number: 140 boys and 102 girls spread over six classes. The language of instruction was English, while the language of the immediate environment was Yoruba but few learners had Igbo, Epira and Hausa languages as their mother tongue. It was a Christian school. Therefore, their assembly was conducted with prayers from the Holy Bible. However, learners from other religious groups such as Muslims and traditional worshippers were admitted into the school. The school was located in middle class income area, with a good infrastructure and facilities. The learners' lockers and chairs were provided by the government. However, most of the learners' parents were low income earners; some parents were traders in the markets or farmers. This is perceived during the observation as I noted that most of the learners could not purchase the recommended textbooks for English language as they were from poor families.

4.3.2 Kings High School (KHS)

This school was founded in September 1980 by the government to cater for the people living in that area of the city. The school was situated in a steep part of the city decorated with flowers and trees. The buildings were both old and new structures, with administrative block, staffrooms, classrooms, computer and science laboratories.

The teachers' population was 115: comprising 91 females and 24 males. The learners' population was 1600 with 743 boys and 857 girls. The JSS three learners which I based my research on were 250 in total: 110 boys and 140 girls. There were six classes of approximately 40 learners in each. KHS, the language of medium of instruction was English. The language of the immediate

environment was Yoruba. Some learners spoke Igbo, Ebira and Hausa languages as their mother tongue.

The school was purely a day school. It was a Muslim school, and the dress code adhered to the Muslim culture whereby girls covered their heads with a veil ('ijab') and all their assemblies were conducted according to the faith using the Quran and Arabic citations. However, there were learners from other religious groups. The school attracted learners from low socio-economic backgrounds. Most of the learners' lockers and chairs were broken. Some of the learners did not have lockers and chairs of their own so they had to sit with friends who had chairs during lessons. Most of the learners' parents were low income earners who worked as artisans, traders, while few parents were farmers. As a result, most of the learners found it difficult to purchase desks and lockers of their own and the recommended textbooks for English. This was confirmed in the interviews with the teachers.

4.3.3 Victory High School (VHS)

The school was established on the 17th of February 1955 as a girls' school which was later merged with another school as a co-educational institution in 1966. In 1979 it was again separated and it became a girls' school. The separation was to promote girls' education in the community. It runs a boarding system to cater for interested learners.

The school was fenced with two gates at different locations leading to the school. It is decorated with flowers, palm trees and some other trees to provide shades. The buildings have both old and new structures which served as administrative block, staffrooms, classrooms, library, computer and science laboratories, hostels and staff quarters. There were 90 teachers comprising 85 females and 5 males. The learners' population of the school during data collection was 1,267 while the JSS 3 learners (all girls) were 256 who were divided into six classrooms. The medium of instruction was English too. Yoruba was the most dominant language of the community while Igbo and Ebira were spoken by a few learners.

VHS was also a Christian school and the teachers conducted all their assemblies with prayers from the Holy Bible, although, there were learners from other religious groups. The school socio-economic status was average or depicted the middle class. The learners' lockers and chairs were provided by the government. Most of the learners' parents were middle income earners, civil servants, artisans and traders. I noted that 95% of the learners had copies of the recommended textbooks for English during my observation. The Table 1 below shows the number of teachers and learners in each school.

Table 1: Schools' Enrolment

Schools	Teacher	Gender	Total No. of Students	Gender	Total No. of Students in JSS 3	Gender
DHS	102	F:76 M:26	1489	F: 785 M: 704	242	F:102, M:140
KHS	115	F:91 M:24	1600	F: 857 M: 743	250	F:140, M:110
VHS	90	F:85 M:05	1267	All girls	256	All girls

Key: F- female

M-male

4.3.4 Common features of the three schools

All the selected schools were managed by the Ekiti State Government. All materials and human resources were provided by the government. It was the government's responsibility to pay staff salaries, post and transfer teachers when and to where necessary. That is why some teachers in a particular school would have for once worked together in one school or the other before posting them to work in another school. The school fees and levies were directed by the state government and were the same in all government schools, except for learners in the boarding

school. However, primary and secondary schools were tuition free. English (L2) was the medium of instruction in all the schools and learners were expected to communicate in English during the school hours i.e. from 8am to 2pm every day. The only period they could speak other languages was when they were learning other languages as content subjects, other than English (L2).

It was the responsibility of the government to organise placement examination for learners to be admitted into schools, after which the individual school conducted interviews for the incoming learners to ensure that learners were chosen on merit. In this process, some schools because of their regular high academic performance records always attracted learners that were academically above average, while other schools had no choice other than to reduce their academic requirements for admission during the interviews in order to have enough learners in the beginning of the session. Victory High School fell under the first category i.e. the regular high academic performance of learners, while Dominion High school and Kings High School attracted the average academic performing learners. The schools organised individual written and oral interviews to test the ability of the learners after which they selected learners according to their performance.

The schools like other schools in Nigeria were divided into Junior Secondary School (JSS 1, 2, 3) and Senior Secondary School (SSS 1, 2, 3) according to the National Policy on Education. The school calendar was dictated by the Ekiti State Ministry of Education Science and Technology at the beginning of a new session, from the month of September to the month of July in the following years. The teaching session was divided into first, second and third terms. Learners were given periodic assessment and by the end of each term, learners were assessed internally, except for JSS (3) and SSS (3) who sat for external examinations towards the end of the third term. All holidays and mid-term breaks were announced by either the Federal (National) or State (Provincial) Government because the schools were directly under their control. It was the responsibility of parents to provide for the school needs of their children. The school curriculum was in line with the National Policy on Education. The curriculum explicitly indicated all subjects to be taught by both JSS and SSS classes. English was the major subject that was offered in all classes. Schools started at eight o'clock in the morning and ended at two

o'clock in the afternoon except on Fridays when schools closed at one o'clock to accommodate Muslim worshippers.

Teachers in secondary schools sat in the staff rooms according to their departments or disciplines. Through this sitting arrangement the HODs easily communicated and passed information to the members of the department for quick response. Blocks of classrooms were built in such a way that in each of the blocks there was always a staff room so as to check on learners from time to time. These schools were dominated by both teachers and learners of Yoruba language background except for a few learners who had other languages such as Igbo and Ebira as their mother tongue. However, these non-native speakers of Yoruba had to communicate in Yoruba as it was the dominant language in the area and some of them started their primary education in Ekiti State. All the three schools were located within the same Local Education District and are inspected by the Area Education Office situated in Ado Ekiti.

4.4 SAMPLING

There are two types of sampling which are probability and non-probability/deliberate or purposive sampling (Punch, 2009). Probability sampling is the selection of some variables to represent a larger population, either by simple random sampling or stratified random sampling. However, probability sampling is commonly used in quantitative research which is not relevant to this study. Purposive sampling is the deliberate choice of research population mostly used in qualitative research, depending on the purpose and setting of the study (Punch, 2009). For the purpose of this study, the purposive sampling was adopted to allow for rich information and in-depth study which Geertz (1973) refers to as 'thick description'. Atkinson and Hammersley (1994) affirm that 'one of the features of ethnography is to investigate a small number of cases, perhaps just one case in detail' (p. 248). Purposive selection of participant in qualitative research design is a process by which particular participant or group of participants are selected deliberately in order to elicit authentic and trustworthy information for data analysis. I believed that the selected site and participant would provide first hand information which would enable me to answer the research questions adequately. So the participants of this study were chosen purposively to serve as a source of knowledge of my study.

I worked with a total number of seven teachers as indicated in Table 2. Four of the teachers were teachers and three of them were HODs. The teachers were chosen based on their availability and because they were teaching in the chosen JSS (3) classes, irrespective of their years of experience and gender. The JSS 3 class is the terminal class before going to SSS class. As discussed in Chapter 2, according to the current Nigerian Educational system of 9-3-4, it is believed that learners in JSS 3 class should be able to write and communicate effectively in English (L2) and their performance determines whether they would proceed to SSS class or technical (vocational) school. The JSS 3 classes are regarded as one of the examination classes in schools simply because they sit for national examinations at the end of the academic session to be promoted to the next level of education and also to determine their level of performance compared with other learners in and outside the country. So it was on that basis that JSS (3) was chosen as the main focus of this study.

The participants in this study were given pseudonyms names to protect their identities. Beatrice was a Yoruba language speaker and she taught English (L2) in Dominion High School in JSS three A -F. She was about 40 years of age and she studied English/Guidance and Counselling and she held a National Certificate in Education (NCE). She had been in the teaching profession for ten years during the data collection period.

Anne and Kate taught at Kings High School. They were both females and they were Yoruba language speakers. They both taught English in JSS three. There were six classes of JSS three and Anne taught three JSS 3 classes while Kate taught another three JSS 3 classes. This grouping was because the JSS 3 classes were divided into six different classes; therefore, the teachers had to share the classes between themselves. Anne was 36 years of age and she held a B.Ed degree in English and she had been teaching for nine years at the time of data collection. Kate was about 43 years old as at the time of the data collection, and she held a National Certificate in Education (NCE) with English and Social Studies. She had been teaching for three years during my data collection.

Susan was 28 years old and she taught four classes of JSS three English (L2) in Victory High School. She was a Yoruba language speaker. She had B.Ed in English and had been teaching for six years during the data collection period.

I also interviewed their HODs to get a better and comprehensive understanding of how English was taught in practice and the theory that guided their teaching.

4.5 DATA COLLECTION

Data collection is the process of gathering essential information that is relevant to a particular study through different methods and sources. Data collection strategies that are consistent with qualitative research design include document study, observations and interviews (Henning et al., 2004). The data collection tools for this research comprised observations (audio-taped), interviews (unstructured and semi-structured) and field notes. In addition, documents such as teachers' lesson notes, learners' written texts, National Policy on Education, English language curriculum and scheme of work for JSS classes were collected for analysis purposes. My research objectives, questions and the research context informed the design of the research instruments used. Therefore, the three data collections tools were used to promote for credibility of the study. They were based on the fact that "the selection of method depends not only on your research question, but on the actual research situation and what will work most effectively in that situation to give the data your need" (Maxwell, 1996, p.76). Moreover, the use of all these data collection instruments was to allow for triangulation. Triangulation is the use of more than one technique or method in the gathering of data in the same research (Denzin, 1970). The purpose of multiple data collection strategies is to strengthen the results and to provide evidence in various aspects of the research.

I spent three months (12 weeks) which is the whole of first term for the collection of data in all the three schools. However, the first term commenced late as a result of the EBOLA epidemic. There was a compulsory suspension of teaching and learning in all primary and secondary schools until preventive measures were put in place to stop its spread. Close to the end of the EBOLA break was teachers' strike in Ekiti State, Nigeria, for non-payment of salaries. In

addition, public holidays were also inevitable. All these events disrupted teaching and learning processes.

In order to understand best the pattern of events and how they emerged during the research, I visited the schools at least three days per week to collect emic data (information from the teachers through interviews, both unstructured and semi-structured) and etic data (information collected by observing and interpreting teachers' perceptions). I went to the schools as early as possible to make it for first period and at times I would attend the last period of the day, depending on the class time table. In most cases, I visited two out of the three schools per day. I observed the selected English lessons in JSS 3 classes with the aid of an audio recorder and fieldnotes. I also interviewed the four English teachers and their respective Heads of Department at the three schools. Furthermore, both teachers' and learners' documents were gathered together with the curriculum, scheme of work for English JSS three which were used to investigate and understand how the teachers taught and assessed learners' writing lessons. The next section discusses the data collection methods in detail.

Table 2: Participants and data collection techniques

Schools	Participants	No of Observations	No. of teachers Interviewed	No. of HODs interviewed	Learners chosen per class	Written texts per class
DHS	Beatrice	15	3	2	9	3
KHS	Anne	19	3	2	9	3
KHS	Kate	18	3	2	9	3
VHS	Susan	15	3	2	9	2
DHS	Dorcas	-	-	2	-	-
KHS	Kingsley	-	-	2	-	-
KHS	Victoria	-	-	2	-	-

4.5.1 Classroom observations

Observation is the act of viewing analytically, thoroughly and constantly noting events, people, artifacts, setting and behaviours in naturally occurring situations (Simpson and Tuson, 2003). Maxwell (1996) declares that observation during research investigation enables observers to draw inferences from the observed actions and reactions. Furthermore, 'if we want to find out about behaviour, we need to investigate it in the natural contexts in which it occurs' (Nunan, 1989, p. 53). In this study, the use of observations allowed me to have a better understanding of the teaching and learning processes in the classroom, in their natural setting. It also served as first-hand information that enriched the data in order to find cues to difficult and unusual phenomena that could not be easily approached. Observations also helped me to observe teacher-learner relationship, particularly to understand the kind of interactive patterns between teachers and learners and among learners in English lessons. Lastly, it served as a verification of proof whether what teachers said during interview was actually what they did in practice.

As stated earlier, classroom observations were recorded through the use of an audio recorder for complete and accurate record of events, since I was granted permission to do so. Nevertheless, it is clear that observations, like all other methods of data collection, have their own shortfalls. This shortfall is referred to as 'observer paradox', as Labov (1972) explains that people's behaviour is subject to change immediately they are aware that they are observed by another person, thereby misrepresenting reality. Labov (1972) declares that sociolinguistic research is purposely meant to observe people's behaviour when they are not systematically observed but yet paradoxically, useful data can only be collected through systematic observation. In order to reduce the effect of observation paradox in this research, observations were carried out three or four times per week in order for the participants to get used to seeing me around in their schools, and to create a working rapport among the teachers and the learners.

After the collection of the timetable from the teachers, the classrooms were visited afterwards impromptu three or four times per week for a full term of 12 weeks. All aspects of English language teaching were observed but my interest was on the teaching of writing or essays. In line with the ethics of qualitative research, I could not dictate to the participants on which aspect to

concentrate on during teaching but at the end of the observation I sorted and selected the relevant lessons to the study. The classroom teaching practices of the various teachers were observed in order to have an understanding of how learners' writings were developed according to the observation schedule. In using the observation schedule, I was able to note how teachers introduced the lesson that is the starting point, teacher-learner interactions and learners' participations were noted during lesson. Finally, through lesson observations I was able to identify the various strategies employed by the teachers in teaching, writing and the constraints they experienced in teaching writing.

Observation is not just a predictable procedure to be undertaken; but rather, it requires the full application of our analytical and perceptual skills both intensively and extensively so that an understanding of what happens during observations could be revealed (Richards, 2003). Furthermore, observation is not mere taking a seat in the classroom. This is in agreement with Robinson (2002) who contends that what people claim they do may actually be in contrast to their action in real sense. Through observations, I gained better understanding of the different strategies employed by the teachers in their teaching, and also had an insight into teachers' perceptions about how English L2 learners should learn and be taught the target language.

Furthermore, while observing the teachers, I concentrated on every event during the lesson, including teacher-learner relationship, the learner-learner' interactions and responses to questions. The audio recording helped me to capture the conversational activities of the teaching process and the fieldnotes practically serving as an additional source of information. The vital step to arrive at a meaning in this way hinges on a detailed descriptive evaluation of the event holistically in the research environment (Silverman, 2010). In this study the participants were allowed to act and present their opinions both in the classroom and during the interviews. This was in agreement with the qualitative methodology employed.

As indicated earlier, I observed and audio recorded every aspect of English language, that is speech work, comprehension, grammar, vocabulary development, and lastly essays which form the focus of my study. According to the ethics of qualitative research paradigm, it is a method that allows events to unfold naturally without the participant interrupting it (Miles & Huberman,

1994). Therefore, I had to attend and cover all lessons taught by the participants without influencing them in any way. Through this process I was able to extract the relevant aspects of language teaching for my data analysis.

Since the teachers taught the same topic to all the JSS three classes that were assigned to them per week, we agreed that I observe one class each out of the JSS three classes in each of the schools to avoid repetition of topics. I was virtually the first researcher to have done this observation method in their lessons. Each classroom observation was forty minutes according to the minutes allotted for each lesson per period. I always placed my audio recorder close to the teacher in front of the classroom and sat at a corner in the class to avoid distraction and to avoid being a focus of attention by the learners and passersby. During the lessons, I wrote in my observation schedule notebook to complement the audio recording and to note the events that the recorder could not pick up such as learners' interactions of teachers and learners. Below is a tabular distribution of the numbers of lessons observed.

Table 3: Lessons observed

Schools	Participants	Speech work	Vocabulary	Grammar	Comprehension	Essay
DHS	Beatrice	5		4	3	3
KHS	Anne	5	-	5	6	3
KHS	Kate	4	-	4	4	3
VHS	Susan	4	2	3	3	2

4.5.2 Interviews

Interview is one of the major tools for data collection about participants' thoughts, feelings, beliefs and behaviour towards teaching and learning process (Punch, 2009). Researchers propose that interviews are used to elicit information that cannot be directly observed in the research site from participants (Patton, 1980; Britten, 2006; Marshall and Rossman, 1999). Therefore, interview is a flexible tool for data collection which allows one to employ various receptive media to draw information from gestural and/or spoken, verbal and/or nonverbal communications (Cohen, Manion and Morrison, 2011). As argued by Jones (1985), an interview

is a process of asking people about how they view issues relating to reality in a particular topic in such a way that the interviewee will be willing to say it without being influenced by the interviewer. I interviewed the participants in order to understand in detail why some activities were done in a particular way during the lesson observations. All the interviews were conducted at the convenience of the participants under a conducive atmosphere.

Under qualitative research design, there are varieties of interview methods (Fountana and Frey, 1994) out of which this study selected both semi-structured and unstructured interviews. These two types of interview were found most appropriate in this study in order to answer the research questions and also to get sufficient data for analysis. They enabled me to find clues and clarifications to some events and practices during classroom observations.

The unstructured interview does not involve any formal questioning but questions are asked as events unfold on the research field for better understanding of the scenario (punch, 2009). At the initial phase of this study, I used the unstructured interview to elicit personal information about the school, the participants' lives and also to inquire about their willingness to participate in the research. These types of conversational (informal) interviews were used throughout the study before or after lessons to classify some issues in a relaxed and friendly manner. Sometimes the individual participants and I engaged in discussions, questions and answers as we walked along to and from the classrooms for observation. Through this process, important information was gathered which corroborated my observation or informed my semi-structured interviews. All information under unstructured interview was collected without the use of audio recorder which gave the participants to communicate and answer questions without restraint.

The semi-structured interview is formal in nature, including open ended questions prepared by the interviewer, which later gives rise to some other questions as the interview progresses. The interview should be a conversation grounded on theme and mutual interest between two individuals in order to obtain information on an issue from the interviewee's own point of view, in his/her own words (Kvale, 1996), hence 'inter-view, suggests an exchange of stances between two or more people on a topic (Kvale, 1996, p. 14). The interviewee has the leeway to answer the questions posed in any manner. This could warrant the interviewer to ask further questions which

are not included in the planned question in order to pick up on issues that are not explicit enough in the response of the interviewee. This type of interview is based on one-on-one interviews with a participant at a time.

Interviews were conducted under a safe and comfortable atmosphere so that the participants were able to talk freely and without disruption. In light of this, the participants were motivated, and this helped me to collect precise and trustworthy data. This is referred to as 'potential means of pure information transfer' (Kitwood, 1977, cited in Cohen, Manion, and Morrison, 2011, p. 409). The participants in the study were interviewed between and after classroom observations. The motive behind this was to identify the areas the researcher needed more clarity in order to check and balance up the finding in relation to what had been observed with the interview, and also to elicit the participants' views and understanding of what their teaching of writing entailed. For further authentication of the information provided by the participants, I interviewed their HODs towards the end of my field work and after my field work. This information in turn allowed for the triangulation of data already collected. All semi-structured interview sections were all audio-recorded and later transcribed for data analysis of which all the participants gave their consent.

In this study, participants were interviewed at the school, in an office, where the noise level was considerably low for better recording. Semi-structured interviews were carried out at the middle of the observation period, towards the end of the period and also at the completion of the period of observation. This is in agreement with what Merriam (1998), as well as Nunan (2005) refer to as the interview continuum which means that an interview can change from structured to unstructured themes along a continuum, depending on the aims of the study and the contextually appropriate interview procedures. I interviewed the participants in a relaxed manner, structured and controlled to elicit covert and overt information that was related to the purpose of the study. This is because the interview helps to recognise participants as subjects that can reason and produce knowledge which can be recalled through interviews and not as mere data that can be manipulated (Kvale, 1996). The participants' interview was most vital at this stage because it allowed me to have a deeper understanding of practices and events that were observed in the classroom. Likewise, the participants were provided with an opportunity to express themselves

on subjects that were related to the research topic, rather than for me to presume a wrong position about the participants.

All the teachers' interviews conducted in the three schools followed the same pattern. The semi-structures interviews were individually conducted in English with each teacher in their various schools, at their convenience. With the use of audio recorder, I was able to capture in detail the entire interview processes. The interviews were conducted in a comfortable office after the working hours when most of the teachers and learners had gone home. Therefore, there was no disturbance of any kind and this was useful to collect data for easy transcription. I interviewed the teachers at the middle of the field work, towards the tail end of my field work and after the end of my field work for clarity of issues in the months of November, December, 2014 and June 2015 respectively. The third stage of teachers' interview was conducted in the month of June, 2015 when I had started transcribing my data. This was useful in order to clarify some confusing issues as I wrote my thesis. Apart from going back to the field to meet the participants individually, I also communicated with them over the phone on simple issues as I was writing up my thesis.

Since interviews were conducted for a precise purpose, and not as a conventional daily exercise (Dyer, 1995), we agreed on convenient days and times, making sure that there would be sufficient time for in-depth responses. As mentioned earlier, the interview questions were flexible but planned in order to allow the answers to prompt another question. The interview questions covered some particular themes such as: participants' personal information, government support to both English teachers and learners, availability of teaching and learning resources, teaching strategies, learners' participation, challenges and suggestions towards the improvement of teaching and learning of English (L2) writing in JSS 3 classes. Beforehand, I made sure according to the ethical conduct, that the participants were clear about the nature and purpose of the study. Likewise, I got the consent of the participants to record the interviews and guaranteed them their confidentiality. Therefore, all the participants gave their consent before the interviews were recorded accordingly. Thereafter, the HODs of the individual teachers were also interviewed twice individually in their various schools in the month of December, 2014 and June, 2015. Their semi-structured interview questions were also categorised according to themes

such as their responsibilities and experiences, English (L2) curriculum issues, Government support, their collaboration with the teachers and recommendations towards English writing improvement among learners. All these were done to authenticate what the teachers had said during their own interview sections regarding the teaching and learning of English (L2) writing in JSS 3 classroom.

4.5.3 Document Analysis

Another form of data collection that was used in this research was analysis of relevant documents which were made available to me with the help of the participants. According to Punch (2009) documents are very rich in data information for social and education research. Document data may be collected in addition to or without observation and interview. In this study, however, these three tools of data collection were used for triangulation (Punch, 2009) and to provide a 'rich vein for analysis' (Hammersley and Atkinson, 1995, p.173). The documents collected enabled me to match, compare, and verify what I saw during English lesson observations and what I was told during the interview sections.

I collected the learners' written texts or essays and their English (L2) notebooks for the purpose of analysis. I requested that the teachers in each of the classes allow me to choose the learners randomly to guard against the collection of doctored written texts from the learners. Since I observed in the classes, it was easier for me to identify the learners according to how they participated during lessons. I then categorised the collected written texts according to learners' academic performance in English (L2) that is, low, average and high, depending on the teachers' feedback. The learners' selection was randomly nine learners from each teacher's classrooms across the three schools. I collected three different written texts or essays of different genre from each learner. The selection of the learners' texts was purposely for analysis. This enabled me to identify learners' level of understanding in English (L2) in relation to their teacher's input. Likewise, I was able to analyse the learners' text through the lens of the Genre Theory by identifying the schematic structures and language features. Below is the number of learners whose written work was selected for the purpose of this study.

Table 4: Learners' selection procedure

Schools	Class	Av. age	No. in class	No. of students selected	No. of students & Gender	L1	Teachers
DHS	JSS 3	14	41	9	F:5 M:4	Yoruba	Beatrice
KHS	JSS 3	14	42	9	F:5, M:4	Yoruba	Anne
KHS	JSS 3	14	42	9	F:5 M:4	Yoruba	Kate
VHS	JSS 3	14	43	9	All girls	Yoruba	Susan

Furthermore, teachers' lesson plans, copies of textbooks used and Government documents such as the National Policy on Education and the English (L2) curriculum were examined. All these documents enabled me to have clues on how the teachers apply or referred to the government documents to plan for their lessons. I also wanted to know what the government documents stipulated and what the teachers had in their plans, compared to what they did in class during teaching.

4.5.4 Field notes

I made comprehensive field notes in order to keep a well detailed record of events at the research site. According to Bogdan and Biklen (2003), field notes are documented records of events that take place during the collection of data at the research site. These are the researcher's experiences, what she sees, hears, and perceives about the study throughout the period of data collection in qualitative research. I wrote field notes when I was at the research site and when I was at home after each observation, in order to track and reflect on all the events. The field notes

covered the day to day activities of the schools, the descriptions of schools' compounds and their environments. All the information added to my understanding of the situations of teaching and learning of English (L2) in the selected schools.

4.6 TRUSTWORTHINESS

Validity in the qualitative paradigm is related to trustworthiness. It is more or less to persuade readers by making the practices visible for auditing (Sandelowski, 1993). In this study, I used the word 'trustworthiness' instead of 'validity' in explaining the research criteria. Validity is the degree to which research measures what it aims to measure. Validity is connected to quantitative research criteria. Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (Aliaga and Gunderson, 2002). Since quantitative research criteria cannot give precise explanations of the qualitative results as they imply a different philosophical perspective (Trochim, 2008), I chose qualitative research method to carry out this study for a better understanding of what teaching and learning process was during English (L2) writing lessons in JSS 3 classes.

Qualitative researchers use trustworthiness, quality or rigour instead of the word validity to explain how research results could be measured in a qualitative paradigm (Lincoln and Guba, 1985; Seale, 1999; Stenbacka, 2001; Davies and Dodd 2002). Scholars highlight that trustworthiness enables the researchers to persuade readers and oneself that the study is worth researching. Trustworthiness is used to strengthen research findings and to submit that the research result is worth paying attention to (Lincoln and Guba, 1985). The four criteria for classifying the trustworthiness of qualitative research are credibility, transferability, dependability, and confirmability (Lincoln and Guba, 1985). All these were taken into consideration in this study so as to gather and analyse trustworthy data. These concepts are discussed in detail in the next section for better understanding of how they were used in my research.

4.6.1 Credibility

Research is regarded as having credibility when its results or findings are established as being credible and believable by the participant (Trochim, 2008). Similarly, credibility is trying to put a correlative attribute between the participant perception and what is concluded about them by the researcher (Babbie and Mouton, 2001). In the case of this study, the research site and the participants were chosen purposively, and the description of the participants and the sites were explicitly stated, so as to foreground the purpose and significance of the study to the participants.

Therefore, the credibility was achieved through the application of the following procedures: prolonged engagement with research site, persistent observation, adequate referential materials, peer debriefing, member check and triangulation (Lincoln and Guba, 1985). In order to achieve these, I spent an academic term (from October, 2014 to December, 2014) at the research sites. Through this process I was able to interact with both the teachers and the learners. In addition, the audio recordings of classroom observations were made to complement and substantiate my observation notes. I also had field notes to support every observation and to take note of the daily happenings in the schools. I had interviews with the participants in order to understand their perceptions on issues and also to match what they said with what they did in class. In other words, I was able to triangulate the data by combining the different data together. I gathered all the relevant documents collected from the teachers, and all other data were checked by fellow researchers and the researcher's supervisor. Finally, all the generated data and the interpretation were also verified by the participants on the research site to check and correct errors, and to include additional information where necessary.

4.6.2 Transferability

Transferability is concerned with identifying how transferable the results of the research are to other settings or contexts (Trochim, 2008). However, transferability of a study depends on researchers who would want to carry it out in another context. I do not ascertain that the results of the research are applicable in another context or that the results would be the same if carried out in the same site at another time. This is because of the variation human factors, and because

diverse socio-cultural contexts could suggest different results. Therefore, to allow for transferability, I engaged with the ‘thick description’ of the data (Lincoln and Guba, 1984, p. 277 cited in Babbie, and Mouton, 2001), as it is important in order for readers to evaluate the degree of transferability of the results. In other words, I have provided a detailed account of the research process and the nature of data which are presented in the next chapter.

Furthermore, purposive sampling was another strategy used in this study. This was carried out by giving maximum information about why and how the sites and the participants were chosen, which makes them more amenable for comparison to other research findings elsewhere. In line with the above, the research sites were chosen purposely for their being situated in an environment where learners of diverse linguistic backgrounds were learning English as a second language. This was as a result of influx of people coming from rural areas of the Ado Ekiti, which is Ekiti State capital, to work and earn their living. Likewise, people from other states of the country come because Ado Ekiti is a commercial centre in that environment. Therefore, schools are populated with children of these different categories of people with diverse languages other than Yoruba.

4.6.3 Dependability

In qualitative research paradigm, dependability is synonymous to reliability. This proposes that the study can be replicated in the same site and yield the same result. Sequel to the above assertions, there can be no credibility without dependability; therefore, credible results are also dependable at the same time. Lincoln and Guba (1985, p, 51) propose the use of ‘inquiry audit’ to confirm dependability of results. I examined the process of this research by going through the interview notes, documents, fieldnotes, data analysis, data findings and the recommendations. It was finally confirmed that all the methods, interpretations and findings were clear and consistent. The research processes were presented in detail, so that other interested researchers would be able to replicate the study in another context not necessarily obtaining the same results, but rather using my study only as a ‘prototype model’ (Shenton, 2004, p. 71).

4.6.4 Confirmability

Confirmability of research results depends on the standpoint of others towards the final results. Thus, the researcher could use various criteria to confirm the results, such as peer checking and member checking (Sandelowski, 1993). Confirmability shows the length at which the research findings were not biased, or do not reveal any undue bias by the researcher, but rather that they certainly focus on the research. Lincoln and Guba, (1985, p. 319) likewise refer to confirmability as the 'audit trail'.

At this point my personality as the researcher is admitted. Triangulation was employed in order to reduce bias. The methods adopted in the research such as observation, interviews and the collection of relevant documents from both teachers and learners were acknowledged. In addition, the principles underpinning decision making were considered during the report. All related documents to the research work were reserved for examination by my supervisor. I explained clearly how the research questions led to the research findings. All this aided the confirmability of the study by interested observers who are able to trace and follow the 'audit trail' sequentially from beginning to end.

4.7 REFLEXIVITY

Willig (2001, p. 10) refers to reflexivity as:

...an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining "outside of" one's subject matter while conducting research. Reflexivity, then, urges us to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research.

With respect to the above quote, I tried as much as possible not to allow 'self' to take control during data analysis. According to Willig (2001), there are two types of reflexivity: personal and epistemological. Personal reflexivity is how a researcher's beliefs, experience, views about issues and social identity could affect the results of the study. While epistemological reflexivity

is about how the research questions and interview questions, drawn together with research design and analysis, could affect the results of the research. In view of these, I positioned myself within the research report and express the participants' viewpoints so that I was not influenced by "self".

In addition, I entered the field with the necessary instruments to capture accurate data so that I would not presume or pre-empt any event. That is, I suppressed my own opinion about what the study finds out so that the real situations of the research findings would not be shaded with my own opinion. Likewise to prevent researcher's bias, I cultivated the habit of being a patient listener so that my participation was concentrated on recording the subjects and writing on them accurately and objectively. Also, using the idea of Creswell (2005, p. 448) "reflexivity in ethnography refers to the researcher being aware of and openly discussing his or her role in the study in a way that honours and respects the site and participants". Because this research warranted the researcher's long stay in the site, there was mutual understanding of participants and respect for the school's rules and regulations, respect for participants' views and finally, I left the site without altering the school system as it was at the beginning of the research.

4.8 ETHICAL CONDITIONS

This study deals with human subjects, thus the topic is a sensitive issue in the educational sector. Before I commenced my data collection, the University of the Western Cape (UWC), approved of it and I was granted permission by the Senate Higher Degrees Committee. On getting to Nigeria, I took the letter I got from UWC to the Ekiti State Ministry of Education to obtain permission to be granted access to the schools of my choice, which was approved.

All necessary steps to obtain free access to the schools of choice and the participants were taken to ensure the protection and safety of the participants' identity. I paid the principals of the schools a visit and declared my intention and interest in carrying out my research in their schools. I equally delivered the letter of permission given to me by the Ekiti State Ministry of Education. Having in mind that the three areas of ethical issues to be considered are informed consent, confidentiality and the interview consequences (Kvale, 1996), I was introduced to the

teachers and their HODs that I worked with, and in that process I also sought their consent. I assured the teachers of the use of pseudonyms to protect their identity and that of the schools. I also informed them of their right to withdraw from the research at any point. I wrote letters of consent to be completed by the Head of Departments (HODs), the teachers involved and by the parents of the learners. The letters served as information as well as reassurance to the participants that the research would by no means tarnish their reputation. The aim of the study was explained to the participants concerned, which is to explore how teachers taught genre or essay types in English writing lessons in JSS 3 classes. I also gave an explicit explanation of the research methods which entailed lesson observations and interviews of participants.

I equally promised them that at the completion of my study, I would report the findings back to the teachers. This was in line with ethical research practices supported by the Human Science Research Council (HSRC) (online <http://www.hsrc.ac.za/Page-168.phtml>), which demands that researchers are “to recognise the right of the client/principal/sponsor to request information from the researcher at the conclusion of the research”.

4.9 LIMITATIONS

Generally English is a subject that has a higher percentage of failures among learners in Nigeria school irrespective of class. However, it is not practicable to investigate all the classes. Therefore, this study only focused on the Junior Secondary Schools (JSS 3) English (L2) classrooms. Because of time and financial constraints and also the anticipated challenges to access larger numbers of school because of time limit, I therefore focused on four teachers and three HODs at three schools in Ado-Ekiti Local Government Area of Ekiti State. Despite the fact that observation was done in the English language lessons, the study focused on writing lessons. Therefore, these three schools and the JSS 3 classes served as a microcosm of junior secondary schools in Ekiti State. Like all other schools in Ekiti State, both teachers and learners were L2 speakers of English language and learners were more or less from the same socio-cultural background. As a result of the small scale nature of the study, and owing to human factors, it is not possible to make generalisations about the findings. But all the same, it will serve as a pointer to further research in the field, and I assume that the result and findings will serve as

insight to what is in practice in schools as far as English language, and most importantly writing is concerned.

4.10 SUMMARY

This chapter gives an overview of the methodological aspects of the study, which is underpinned by a qualitative ethnographic paradigm. It also explains the various data collection techniques namely observations, interviews and document analysis that were employed in this study. In order to strengthen the findings and to prove their trustworthiness, I triangulated the various data. I took note of self reflection to reduce bias towards the participants. Finally, I stated the ethical consent and the limitations of the study. In the next chapter I will present the data collected.

CHAPTER FIVE

PRESENTATION OF DATA

5.1 INTRODUCTION

This chapter presents the data collected for this study. As indicated in the previous chapter, the data were collected by means of classroom observations, teachers' interviews and an analysis of learners' written texts and relevant documents which include teachers' lesson plans, scheme of work and the English Curriculum for JSS (3) classes. All the data presented in this chapter bring out the holistic understanding of the teaching and learning process in English (L2) writing in the schools that participated in this study.

This chapter begins with the presentation of classroom observation data which includes the teaching and learning process of English writing in order to determine how the teachers interacted with their learners in English lessons. This is followed by the presentation of data from the teachers' interviews which include interviews with HODs of the three schools. Lastly, I present data from various documents, namely the teachers' schemes of work, lesson plans and the English timetable and the learners' written texts.

5.2 CLASSROOM OBSERVATION DATA

As discussed in the methodology chapter, observation is one of the data instruments that I used which enabled me to have a better understanding of English (L2) academic writing in practice, instead of using interviews only. It granted me access to live data from the teachers and learners. In addition, it provided me with a better view of the socio-cultural contexts of the schools which were involved in this research. The observations in the schools, especially in the English lessons exposed me to teaching and learning practices in the various schools and the conditions under which learners learned. As mentioned earlier in Chapter four, the classroom observations began in the first week of October to the end of the term in December 2014. Since the period of the teaching of English writing could not be predicted, events were left to unfold without the

researcher's manipulation. I observed four teachers in the three schools in English lessons in Junior Secondary Schools (JSS 3) during my fieldwork period which took approximately three months. I observed lessons on grammar, speech work, comprehension, vocabulary development and essay writing since I could not dictate what the teachers should teach as I was trying to adhere to research ethics. Therefore, the presentation will only be on the essay writing lessons as it is the focal point of my study.

The classroom observation schedule was used to capture the events that took place during English lessons. Through lesson observations, I was able to identify the teaching strategies employed by the teachers in their English lessons and how they implemented the English curriculum. I also noted how the teachers scaffolded the lessons through teacher-learner and learner-learner interactions. I captured the teachers' lesson presentation, learners' participation and the resources used in the lessons. I also took note of the lesson durations. In addition to the classroom observation schedule, I audio recorded all the classroom lessons which assisted me in transcribing the whole lesson for better presentation and analysis of data. The classroom observation schedule template is provided in Appendix 3. Therefore, in the next section, I present the teachers' English writing lessons from the three schools. I start with Beatrice in Dominion High School.

5.3 BEATRICE IN DOMINION HIGH SCHOOL (DHS)

In my observation, I noted that the JSS 3 classrooms in DHS were considerably large and there was enough space for the teacher to walk round the classroom when teaching. The classroom was also well ventilated with approximately forty learners, both boys and girls who were seated in twos behind a double-sized desk. There were big chalkboards in front and at the back of the classroom. It is normal for classes to be noisy when learners are left on their own, but immediately the teacher and I entered the classroom, the learners stood up to welcome us in a chorus of 'Good morning Ma'. Afterwards, the learners were ready for the next instruction by the teacher which was 'Good morning, you may have your seat'. This form of greeting was a general norm. Beatrice had introduced me to their learners before I started my observation and

my mission had also been made known to them. Therefore, the learners were not surprised to see me because that was not my first time of coming to their classroom.

In Beatrice's classroom, I observed two English writing lessons which learners were instructed to write on. The first one was on argumentative essay with the title: *Argue for or against the proposition which says: 'male child is more important in the house than female child'*. The second one was a narrative essay which was titled: *Write an essay on how you spent your last holiday*. Firstly, I present how the argumentative essay was taught.

5.3.1 Beatrice's Lesson 1 (argumentative essay)

The lesson on argumentative essay took forty minutes. During my observation, I noted that Beatrice (BT) introduced the lesson to the learners through questions on how to write an argumentative essay. She first asked for the meaning of argumentative essay as shown below:

BT: 1] What is the meaning of argumentative essay?

S: To disagree upon issues

BT: 2] To disagree on issues...

3] Argumentative essay can be based on two sides and the two sides, is on either you support the motion or you go against the motion.

4] So that how you get the two sides.

5] Then the best way of writing argument is to first of all discuss the features of argumentative essay.

6] But before we talk about that one, we are going to talk about ordinary essay that has two sides that means that you argue for or against the motion.

7] For example, if you go to the court, you will see that the lawyers use the system of what they call argument.

8] They either support or defend their client in one way or the other while the other one will go against what the other one says.

In the above excerpt, Beatrice agreed with a learner's meaning of argumentative essay. She further explained that argumentative essay is based on two sides, either to support a motion or to oppose the motion. After the lesson introduction, BT called out two learners: Zarat (girl) and Laban (boy) (not learners' real names) to further demonstrate the meaning of argumentative

essay and how they would argue a case. This was how the interaction went in the classroom during the lesson:

- BT: 9] I want the two of you to come out to explain the meaning of what we mean by argumentative essay (talking to two of the learners to demonstrate).
- 10] Let Laban and Zarat come out. I want to use the two of you to explain the meaning of Argumentative essay.
- 11] As we are now talking about the court of law, we have two lawyers, Laban stands for the government while Zarat stands for her client.
- 12] Are you getting what I am saying now?
- Ss: Yes (all learners in a chorus)
- BT: 13] And the client can be referred to as the criminal in the court of law and Zarat will like to defend her client.
- 14] And so by the time she is saying something to support her client that the case her client is having all the things that Zarat will be saying will be in support of her client.
- 15] Are you getting what I am saying now?
- Ss: Yes
- BT: 16] But Laban as a lawyer for the government will be against what Zarat is saying.
- 17] Are you getting what I am saying now?
- Ss: Yes (all learners responded in a chorus)
- BT: 18] That is this one (Zarat) will support, while this one (Laban) will be against, that is what it means by argumentative essay.
- 19] When you are arguing on one particular issue and another person is supporting it.
- 20] Are you following what I am saying now?
- Ss: Yes.

The above excerpt shows the responses of the learners as BT explained to them. She explained that Laban would stand for the government while Zarat would argue against the government in defense of a client but both Laban and Zarat did nothing other than to represent lawyers. While she was explaining she intermittently asked the learners if they were following the lesson while the learners responded in chorus in the affirmative.

As the lesson proceeded, I noted that BT expatiated on what the learners should know in their writing. The following excerpt illustrates how she explained:

- BT: 21] It is either you support or you are against the motion. Then how do we write Argumentative Essay? (not directed to the learners).
- 22] The first thing: do not greet any audience, do not say good morning ladies and gentlemen because there is no audience in that particular place so there is no presence of anybody so you are just addressing the topic.
- 23] You want to say something you want to support, it is not that you will be saying good morning ladies and gentlemen or my audience, argumentative essay is like when you are doing debate.
- 24] Are you getting what I am saying now?
- Ss: Yes (all)
- BT: 24] So you do not greet.
- 25] Then at the same time you take a stand or a side that means maybe you want to support like a male child is better than a female child maybe when you want to support male stand for male.
- 25] Are you getting what I am saying now?
- Ss: Yes
- BT: 26] Either you want to support female let it be on female.
- 27] Everything you want to say must basically be on female or you say it on male depending on the person you want to support.
- 28] Or if you want to be against let your points be on who you want to be against, do not move from one side to the other then that means you argue either for or against the proposition.
- 29] Then number 3, do not conclude by writing thank you, you do not say thank you after the argument do not say thank you sir/ma
- 30] Do you getting what I am saying now?
- 31] Then at the same time, do not conclude writing thank you for listening.
- 32] Do not say thank you sir/ma.
- 33] Then in debate do your thorough research, that is another point.
- 34] May be, like a male child is better than a female child’.
- 35] If you want to argue or if you want to support, first of all research who is a male child and who is a female child.
- 36] Then do your research, know the facts that can support your points anything about the particular eeeh, all the things that you know that are very important in the life of a boy in the house.
- 37] Are you listening to what I am saying now?
- Ss: yes (all learners in chorus)
- BT: 38] You must have a concrete fact to support your point so that your listeners/readers would be able to verify the points you highlighted.
- 39] Your point must be verifiable.
- 40] Then leave out your personal opinion, do not say because you think that you are a boy so you now prefer your own side that a female is not good at all at home.
- 41] You must have a point to condemn that female.
- 42] Are you getting what I am saying now?

In the above excerpt, Beatrice explained to the learners to be consistent when arguing for or against a proposition. They must also do research of what they would write about so that they could get concrete facts about the topic. She repeated points several times to emphasise what she would want the learners to note in their writing. She sounded a note of warning that learners should not greet because it was a written essay and not a debate. At the end of the essay they should not conclude by saying ‘thank you’ as well. In between the explanations Beatrice asked if the learners understood what she was saying. In the lesson, I noted that the teacher did most of the talking while the learners listened, except for responses of ‘yes’ when the teacher asked them if the lesson was well understood. The teacher also asked a question which was to be answered by the learners but she did not give the learners the opportunity to respond before she answered it by herself. It seems the teacher did not expect the learners to answer the question. In addition, the learners did not ask questions of any kind during lessons.

Beatrice went further to explain the structure of an argumentative essay by pointing out the differences between the structure of a letter and that of argumentative essays. Below is the interaction:

- BT: 43] But in the case of argumentative essay, you do not need all these stages. (Referring to the features of letter writing)
44] so your essay must start with what?
Ss. Introduction.
BT: 45] after introduction, it will be what?
Ss. Body.
BT: 46] after body, conclusion.
Ss: conclusion.

She presented the structure of argumentative essay illustrated above in a form of question and answer. She stressed that the introduction, body and conclusion were essential in this essay type. She asked the learners to mention what constituted the structure of an argumentative essay as a form of consolidation.

Beatrice also interacted with the learners by telling them to mention points for and against the motion: ‘male child is better in the home than female child’. Zarat gave some points before other learners were allowed to give their own points as indicated below:

Zarat: he likes to take care of the family
 BT: 47] It still means the bread winner of the home
 Zarat: male are well educated
 BT: 48] Well educated 'abi' [is it not]
 Zarat: yes ... (inaudible).
 BT: 49] Or physically strong
 50] okay, ... agricultural products.
 51] Male are good in family activities.
 52] Let us quickly go to female.
 53] 'eyin okurin laa soro ooo' [it is you boys that will talk now]
 54] uhhh, uhmmm female, keep quiet.
 55] Yes, Anthony (another learner responded).
 S: female are the helpmate of their husband
 S: confirm (most of the learners want to participate) (noise)
 BT: 56] Yes
 S: they are important in
 BT: 57] They are the best in domestic work.
 58] Yes, I don't want chorus answer, if you want to talk just raise up
 your hand.
 59] Yes
 60] take care of the house
 S: they have beautiful faces
 S: they have attractive faces
 BT: 61] (laugh) yes, another one?
 S: they are the most beautiful creature on this earth.

The excerpt shows the interaction between the learners and the teacher. The learners were allowed to mention the points to consider if they wanted to write about the topic. The first set of points was in support of a male child while the last set of points was in support of a female child. I noted that Beatrice wrote the points on the chalkboard as the learners mentioned them. I also noted that only some few set of learners were eager to respond to questions while the rest of the learners did not participate during the lesson. During the observation, I noted that Beatrice uttered some sentences in Yoruba (BT:53) during her teaching to indicate the set of learners that were supposed to mention the points.

Beatrice concluded her lesson by giving a summary before giving out the assignment.

BT: 62] So that is the way we can write our essay, either any type of essay that they may ask you to support or against.

63] Just write out your points first, verify them very well and let them have good facts so that anybody listening to you or the person that wants to read your essay will be able to verify it.

64] Is that taken now?

Ss: yes.

BT: 65] Any question on it, is there any question?

66] So with these now, I want you to write essay on: A male child is more important in the house than a female.

Beatrice emphasised that the learners should write down their points, they should have good facts for the readers to verify. Lastly she dictated the question as an assignment to the learners which was to be written at home.

5.3.2 Beatrice's lesson 2 (Narrative essay)

The lesson on narrative essay writing was for the duration of forty minutes. I observed that Beatrice introduced the lesson on narrative by informing the learners that she was going to teach essay writing. She then stressed that essay writing was different from letter writing. I reproduce the introduction of her lesson below:

BT: 67] Under letter writing – what can you say about it?

S: it is a means of communication

BT: 68] it is means of communication through what?

S: letter

BT: 69] It is a means of expressing your feelings, towards your relatives, towards your friends.

70] Apart from that, how many letter writing do we have?

Ss: Formal and Informal letter.

BT: 71] who can give me the meaning of informal letter?

S: A kind of letter that we write to our loved ones.

BT: 72] Correct! What about formal letter?

S: It is an official letter to the principal, chairman, e.t.c.

BT: 73] We want to talk about essay.

74] Essay is not like letter – writing.

75] Who can tell me the kinds of essay!

Ss: Argumentative, narrative, descriptive and expository essay.

BT: 76] Narrative essay is one when we express our past.

77] What happened to you in the past...it may be imaginary.

78] Like, you just want to tell a story.

The above excerpt indicates how Beatrice began the lesson. She asked questions about the previous lessons on letter writing. After the learners were able to answer the questions correctly, she then mentioned the day's topic and also explained what a narrative essay was. At this stage she wrote the topic on the chalkboard - Narrative essay-. She further explained to the learners that narrative essay always has a title. During the lesson, I noted that Beatrice explained that the learners should take note of the way they had to write the essay. The excerpt below was her explanation:

- BT: 79] Note that the way you develop your points is very important.
80] Your paragraph is very important.
81] The (points) must appear in paragraphs.
82] The points you explain/discuss in the first paragraph should not appear in the second paragraph.
83] Because just like in storytelling, you must have a lot of experiences.

In the above excerpt, Beatrice elucidated that the learners should organise their points in paragraphs and that one idea should not be repeated in another paragraph. She said the learners needed to have a lot of experiences to write just like in the case of storytelling. She further instructed that a learner should come out to narrate how he/she celebrated the last Christmas holiday as shown below:

- BT: 84] Let somebody tell us about his Christmas celebration of last year.
S: (A learner volunteers to narrate)
1] I went to the market to buy a coat (suit) but my money was not enough. 2] When I got home they were not at home, they went somewhere to buy something for my younger brother. 3] So I stayed at home for more than one hour. 4] When they came they gave me money to go and buy the cloth but when I got there the man from whom I want to buy it was not there again and I went to another area and I bought it from (noise) 5] Three days to Christmas, we went to the market to buy something preparatory to the celebration. 6] And my father travelled he went somewhere so when he came back my mother prepared food for him. 7] On Christmas day, my mother gave me some rice, so I ate me and my friends that came to my house. 8] So they ate too so me and my friend went.
BT: 85] (teacher corrects the grammar) not me and my friend but my friend and I

- S: 9] so my friend and I went somewhere, when we got there they gave us some rice but we told they that we have already eaten..... 10] When it is
- BT: 86] was (she corrected the learner's grammatical error)
- S: 11] when it was five O'clock I went to where they are selling banger so I buy
- BT: 87] I bought (she corrected the learner's grammatical error)
- S: 12] I bought three packets when it is exactly
- BT: 88] was (she corrected the learner's grammatical error)
- S: 13] when it was exactly nine O'clock I ... That is the end of my ...
- Ss: (noise and applaud)
- BT: 89] (The teacher recaps the points made by the learner) if you listen to him very well he gave us five or six points and from there if you want to write now you can write at least six paragraphs.
90] so that is how to write narrative essay.
91] You can be asked to tell a story, narrate an experience on your way to school.
92] Who can tell us another story under narrative essay?
- S: 1] (She narrates a story on her journey to her grand ma's place)
When we got to Omuo-Oke, (a town) my mummy bought a bag of rice, and shared it to the villagers. 2] So we followed our grandpa to the farm and he gave us some palm wine to drink. 3] It was not like the coke we use to drink. 4] We went to our grand ma house, and gave us a goat... 5] when we want to leave the village our grand ma gave me and my brother some money so we bought a lot of things. 6] Six days to our resumption, our mother took us to the market and she bought some clothes, books, shoes, biro, pencil, mathset and so on. 7] On the seventh week, on the seventh week we resumed back to school me and my friends saw. 8] I was in the school so I was so happy. 9] That is, how I spent my holiday.

I noted that after the learners had narrated their experiences, Beatrice recapped what the first learner narrated. However, when the first learner was narrating how he spent his Christmas holiday, Beatrice interrupted him to correct some grammar errors. She then called on another learner to narrate his experience on his way to school but the learner rather told about his journey to his grandmother's hometown during the Christmas holiday. I observed that Beatrice did not explain to the learners what they should take note of when writing a narrative essay.

In Beatrice's essay teaching, I noted that there was teacher-learner interaction during her explanations, especially during the topic discussions. The above excerpt also shows how she

interacted with the learners when she was explaining a narrative essay. She called out some learners to narrate how they would write their essays on the topic.

In the lesson, I noted that Beatrice explained to the learners the language features of the essay types. Below was her explanation:

- BT: 93] Narrative essay is one when we express our past.
94] What happened to you in the past...or the story about our past,
95] it may be something that we imagined.
96] Like you just want to tell a story
97] How do we write this essay?
98] For example, how I spent my last holiday.
99] It should be in the past, And it must be in the past tense.
100] It must be in what?
- Ss: past tense
- BT: 101] then when you want to say something that you imagined.
102] However, an imaginary one, something in progress, then it must be in present tense.

In the above excerpt, she stressed the use of past tense when writing a narrative essay, and that the imaginary narrative essay should be in the present tense. Beatrice also elucidated the use of linking and transitional words during the teaching of narrative essay as shown in the example below:

- BT: 103] When writing, you have to write linking words like: ‘in addition, firstly, secondly, moreover.
104] Then at the end, you may use linking words like ‘in a nutshell’, in conclusion.

She gave some examples of the transitional words to use when they write their essays. As shown above, she only made mention of the examples of the linking words but there was no explanation on their meanings and how the learners could use them in context.

I observed that Beatrice gave no further explanations after the learners’ examples in the narrative essay. She concluded as follows:

- BT: 105] Okay, that is fine. Your assignment now!
106] Write a narrative essay on how you spent your last holiday.

107] Submit on Monday to your class captain.

The above excerpt shows how Beatrice ended her lesson on narrative essay. She gave the instruction that the learners should write an essay on how they spent their last holiday to be submitted on Monday.

In the observation of Beatrice's lessons on argumentative and narrative essay, I noted that the learners did not have any constructive interactions between themselves. I also noted that the teacher made use of the chalkboard to write notes and points for the learners. No textbook was referred to during the lessons although she came to the classroom with the learner's English textbook and her lesson notes from where she glanced through to follow the lesson plan. Likewise, she did not refer to any essay sample which the learners could follow as a model. I noted few textbooks on the learners' desks but the majority of the learners did not have the recommended textbook. Therefore, learners clustered around the desks of few learners that had textbooks.

In Beatrice's lessons, I also observed that the learners were given instant feedback on their grammatical errors during classroom discussions while there was no feedback on essay structure. The learners that were bold enough to speak were corrected on the type of tenses used.

5.4 KINGS HIGH SCHOOL (KHS)

In Kings High school, the JSS 3 block was an old structure made up of six small classrooms. The chairs and desks were tightly arranged in rows which did not give room for free movement and so the teachers stood in the front of the classroom during lessons. Each classroom had two chalkboards; one in the front of the classroom and the other at the back of the classroom. The chalkboard at the back of the classroom served as a notice board where the classroom timetable was written, while the chalkboard in front of the classroom was for teachers to make use of. In the classes, I noted that some learners paired up in one chair because of shortage of the chairs and desk. I was introduced to the learners as a researcher during my first visit and thereafter my observation began.

I observed two JSS 3 English teachers in KHS. Their names were Anne and Kate (pseudonyms) each had three classes each in JSS 3. I present Anne's lessons first followed by Kate's lessons in the next section.

5.4.1 ANNE IN KINGS' HIGH SCHOOL (KHS)

In Anne's classroom, I observed two English writing lessons of which learners were instructed to write on. The topic of the narrative essay was titled: A memorable day. The second one was an argumentative essay titled: Argue for or against the proposition which says: 'a male child is better in the home than a female child'. The lesson duration for each lesson was forty minutes. I present Anne's lessons on argumentative and narrative essay respectively.

5.4.1.1 Anne's lesson 1 (Argumentative essay)

During my observation, I noted that Anne (AT) introduced the learners to writing an argumentative essay by mentioning the different types of essays as shown below:

- AT: 1] In Essay writing, we have the Narrative Essay, we have Descriptive Essay, we have Expository Essay, we have Argumentative Essay.
2] Most times we do make use of Argumentative Essay.
3] This Argumentative Essay comes mainly in form of a debate.
4] You all know what we mean by debate.
- Ss: Yes (all responded in chorus)
- AT: 5] So, Argumentative Essay comes in a form of a debate.
6] When you are in J.S.S one, you participate in debate.
7] Debate is what you are not familiar with; you know what we mean by debate. 8] One is to speak for while the other one is to speak against, that is debate.
9] For example now, female child is more useful at home than male.
10] You are either asked to speak for or against.
11] Before you can begin such argumentative essay, you first of all tell us what you mean by the word male and female.
12] Who can tell us what we mean by either a female or a male? What do they mean?
- S1: female is a girl child and a male is a boy child.
- AT: 13] A round of applause for her

Ss: (Clap)

Anne emphasised on argumentative essay and she pointed to the fact that the learners were familiar with argumentative essay. She stressed that it was in the form of a debate. She gave an example of a topic under argumentative essay after indicating that it was either one speaks for or against a topic. To explain further, she asked the learners to say what they understood by a female and a male. One of the learners (S1) answered the question to the best of her knowledge by defining that a 'female is a girl while male is a boy' while the rest of the learners applauded the learner as instructed by Anne.

Anne proceeded with the lesson by discussing the structure of an argumentative essay. The following excerpt illustrates how she explained:

AT: 14] So once you are able to give us the definition, before you start that particular debate, you first greet those on the high table.

15] Good morning Panel of Judges, Co-debates, or Good afternoon Ladies and Gentlemen, Panel of Judges, Co-debates and my fellow learners.

16] I am here this morning to support the motion or to be against the motion which says "a female child is more useful at home than a male child".

17] Female is a girl child and a male is a boy child.

18] If you are supporting the argument, you write your points in paragraphs and support your argument with examples so that you can convince the audience or readers.

19] Do not support the two sides it is either you support or you are against the motion.

20] What is the motion?

Ss: Male child is more useful at home than female child.

AT: 21] Good, so do not change the motion to 'female are more useful at home than male' no! The motion is 'male child is more useful at home than female child'.

22] Is that clear?

Ss: Yes (all in chorus)

AT: 23] The first thing you are going to write is the introduction that tells the audience or reader what you want to do.

24] Let them know whether you are supporting the motion or if you are against the motion.

25] You must not forget that part.

26] After that, divide your points into paragraphs like three or four points.

27] Each point must be in separate paragraphs.

28] Then the last paragraph should be the conclusion and in the conclusion tell the reader or audience what you feel and try to let the audience agree with you in your argument.

29] Do you get what I am saying now?

Ss: yes.

The above excerpt shows Anne's explanations on how the learners should go about the argument on the usefulness of the male child and the female child at home. She explained that the learners should greet the people on the high table and thereafter state the motion. She stressed that the learners should not support two sides. I noted that Anne discussed the structure of the argument namely the introduction, body and finally the conclusion where the learners had to state their opinion about the topic. I also noted that in between her explanations she asked questions which the learners answered in the affirmative. However, during the lesson, Anne did not specify the type of tense to be used by the learners in their argument.

I observed that Anne scaffolded the learners in writing their argument about the topic she gave them. The following is an example of how the interaction proceeded:

AT: 30] Now I want you to mention some points in support of male children.

S: A male is the head of the family

AT: 31] Yes, Family head

S: Males are stronger than females

AT: 32] Thank you male are physically stronger than female.

33] Why do you think it is so?

S: Because they have nine ribs (laugh)

AT: 34] Another learner

S: Male child becomes presidents and governors.

AT: 35] Okay, but there are lady presidents like Margaret Thatcher.

36] Yes, who can give me another point?

S: God created male before the female.

(Teacher writes all the points on the chalkboard)

AT: 37] Now let us discuss about the importance of the female child.

38] How is female more important than the male?

39] Joy, mention a point.

S: (Joy) Girls can do house work more than the boys

AT: 40] Okay, explain

S: Girls help their mother in the kitchen and care for their junior ones
 AT: 41] Any other point?
 S: They are helpmate for their husbands.
 S: They are kind
 S: Girls are brilliant more than boys.
 Boys: (Protest from the boys) no! no! (noise)
 Girls: (Response from the girls) Yes! yes!
 AT: 42] Quiet, okay, Give us more points.
 S: Females give birth to children but boys cannot.

In this excerpt, I noted that Anne gave learners opportunities to mention the points to either support or go against the motion, that is, the reasons why males were said to be stronger than females. She also asked one learner to explain why girls were good in household chores than boys. Anne wrote the points mentioned by the learners on the chalkboard for the learners. There was evidence of interaction between Anne and her learners on the topic but the discussion was not developed into a written sample that could assist the learners to write proficiently on their own.

Anne concluded the lesson by asking the learners to take the topic as an assignment to be written at home. For example, she gave the following instruction:

AT: 43] What I want you to do for me is to take this as an assignment.
 44] Those of you that refused to do the last assignment given to you please make sure you do it and submit it tomorrow morning.
 45] Do you understand me now?
 Ss: Yes (the concerned learners)
 AT: 46] Go home and do the research.
 47] Ask your brothers that are more enlightened than you to give you points on the motion: 'male child is more useful in the home than female child.'
 48] They should give you the point to support or go against the motion. 49] Please write it down and use them to develop you essay.
 50] You will submit when next you have English.
 51] Good morning everybody.
 Ss: Good morning ma.

She finally said the learners should submit the assignment during the next lesson.

5.4.1.2 Anne's lesson 2 (Narrative essay)

Anne introduced the lesson on narrative by informing the learners that she was going to teach a narrative essay. She then instructed the learners to open page 40 of their English textbooks. I present the introduction of her lesson below:

- AT: 52] So let us go into narrative essay.
53] Open to Page 40 of your textbook
- S: page 40
- AT: 54] 'E gbe ariwo yin oo' [stop your noise]
- S: Mummy 'Serah lohunpariwo' [mummy Sarah is the one making noise]
- AT: 55] Iwo yi koju si waju [Eh you, look at the front].
56] Now we have various topics under composition.
57] This story has an interesting beginning (referring to the story on page 40 of the textbook).
58] A good beginning would make the reader want to read more.
59] That is what we learnt earlier on narrative essay.
60] The way you write would make the reader develop interest in reading your essay.
61] In some cases you may write and your reader will not be interested in reading it any further.
62] But immediately you have a good beginning, in your essay, when you have a very nice point your reader would want to read it to the end.
63] Because the reader would want to know what will be the end of your story. 64] That is why your essay must have an interesting beginning.
65] That is, you write to fix the mind of your reader so that the reader would like to read the story to the end.

Anne made references to the textbook and as the learners opened page 40 of their English textbook, she told them the benefits of writing a good and interesting introduction. Interestingly, Anne spoke in Yoruba to reprimand the learners that were making noise and some that were not sitting right. She stressed that a good beginning was useful to attract readers to read the story. In my observation of the narrative essay teaching, I noted that Anne also discussed the structure of the topic. The excerpts below provide an illustration of how she explained to the learners:

- AT: 66] It is not that you lump all your ideas in one paragraph may be you have 2 or 3 points you have to develop each point in different paragraphs.
- 67] You list your points, your main idea together in paragraph.
- 68] Your points should be developed in separate paragraphs.
- 69] The body should be the most interesting part of your essay because nobody would stop reading an interesting story until they get to the end of the story.
- 70] That is why you must think deeply before you write on the topic.
- 71] ‘Roo pe kin’ story ‘ti mo le ko to ma dun leti eni ti o fe ka iwe mi yi to ma feran lati ka’ [think of the type of story that would interest the reader to read]
- 72] If you decide to write on the most interesting one of all the stories.
- 73] A good conclusion, the conclusion should be brief and catchy.
- 74] Summarise, you have to write on every point you have written.
- 75] You use the main point of all that you have written.
- 76] The combination of all your ideas in the conclusive part that is, you do not need to write many things when you are concluding your points.
- 77] What makes the day a memorable one in your life?
- 78] First write out your outlines, let us know your points that you want to develop when writing the essay.
- 79] Let a learner come out and tell of his/her memorable day ‘ojo kan ti oo le gbagbe ni aye re’ [a day I will never forget in my life]. (no learner came out)
- 80] ‘Se ko seni to le so nipa ojo ti kole gbagbe ni aye re’[so none of you can say something about the topic] (No response from the learners)
- 81] (Teacher reads the model text further) ...the most memorable day was the day I was granted a scholarship to study in a city secondary school... (She explains)
- 82] You can see how that person begins his own essay.
- 83] The first paragraph here is the introductory part of his essay.
- 84] So when you are writing an essay you must have a very nice/beautiful introductory part.
- 85] We call it ‘Ifaara’[introduction] in Yoruba.
- 86] With the little we have read in the essay try to read more. (She continues to read the model text)

I noted how Anne elucidated on the structure of the essay. She talked about the main idea and that the essay should have at least three paragraphs. She stressed that the body of the essay should be the most interesting part, and finally the conclusion which summarises the whole essay. She spoke in Yoruba to emphasise what the learners should write (see AT:70). She spoke in Yoruba to ask questions (see AT:79-80) and to instruct the learners to come to the front of the

classroom to narrate their memorable day but none of the learners came. She continued with her explanations and gave the meaning of introduction in Yoruba (see AT:85). I noted that Anne proceeded to read from the textbook which she intermittently paused to explain to the learners while the learners listened quietly. The learners remained silent even when the teacher asked a question as she read and explained the model text.

I observed that in the narrative essay lesson, Anne explained to the learners the type of tense to use when writing this type of essay. For instance, she said:

- AT: 87] If you are narrating an event that happened in the past, make use of past tense, active verbs, adverbs and linking verbs (She reads from the model text and then explains).
88] When you are writing an essay, if you want to express your story in the past make sure you use the past tense throughout.
89] Your expression in narrative essay should be in the past.
90] Are you listening to me now?
Ss: yes (all in chorus)
AT: 91] The incidence may occur just yesterday, that is already in the past.
92] When you are narrating know how to use verbs correctly. Do not write irrelevant points. (She reads from the model text in the textbook).
93] Write the first draft, proof read, edit and write.

In the above excerpt, I noted that Anne stressed the use of past tense in writing narrative type of essay. She read the text sample with little or no contribution from the learners. I noted that this process of writing was indicated in the textbook but the actualisation of these stages was not well discussed during lessons, neither were they observed in the writing processes. Anne concluded the narrative essay lesson as shown in with the following excerpt:

- AT: 94] I will give you an assignment to be submitted during the next lesson.
95] Write on the topic 'A memorable day in my life'.
96] Remember that when you are writing it, do not copy from the passage in the textbook.
97] Write your own using your initiative.
98] The more you write it the more you develop yourself.
99] Do not copy from anyone.
100] Good day learners.

Ss: Good day ma.

In Anne's lessons, I observed that the learners had no constructive interaction among themselves. The participation and interaction during the essay lessons were between the teacher and the learners. Anne made use of the textbook during the narrative essay lesson like all other lessons, but she did not refer to the English textbook in the argumentative lesson. I also noted that only a few learners had the English textbooks. Likewise, I noted that the teacher did most of the talk for the learners to respond in the affirmative when the teacher asked if what she was explaining was clear to them. The learners also answered in short phrases during the lessons, especially when mentioning points relevant to the topics. In Anne's lesson, I noted that the learners were given feedback on their grammatical errors during discussions, while there was no feedback on the essay structure.

5.4.2 KATE IN KINGS' HIGH SCHOOL (KHS)

Kate is the second teacher I observed in KHS. In Kate's classroom, I observed two English writing lessons on different occasions during my data collection. The first lesson was an argumentative essay titled: Argue for or against the proposition which says: 'a male child is better in the home than a female child'. The second one was on narrative essay titled: A memorable day. In this section, I present Kate's lessons on argumentative and narrative essays respectively.

5.4.2.1 Kate's lesson 1 (Argumentative essay)

Kate introduced the argumentative essay lesson by asking questions. For example, she introduced the lesson by saying:

- KT: 1] Can you tell me the types of composition, essay writing?
2] Don't open your notes.
3] You can say essay or composition.
4] Tell me the types of compositions
- S1: Narrative essay.
- KT: 5] (Yes) we have narrative essay clap for her

- S2: Descriptive essay
- KT: 6] (Yes) clap for her. (The two learners who mentioned the correct ones were applauded).
- S3: Quantitative essay
- KT: 7] No, we do not have quantitative essay.
8] (The teacher asked the question once again and emphasized that learners should not open their notes! After a while, none of the learners could answer so the teacher proceeded).
- KT: 9] We have four types, you have mentioned two.
10] ‘Captain da’ [where is the class captain]
- S: (The captain) yes ma
- KT: 11] stand up and talk.
12] Don’t open your notebook.
(After a while), no other learner? Oya [okay] talk, that boy at the back. (no response)
13] ‘Se e ti gbo composition ri’ [Have not heard about composition before]
- Ss: Ati gbo ri [we have heard about it before]
- KT: 14] Open your mouth and answer.
15] ‘Oya oya’ [come on, come on] you at the back talk (she decided to continue with the lesson since there was no response from the learners)
- KT: 16] We have what is called descriptive, argumentative, expository, and narrative essay. (Teacher writes the topic on the chalkboard)
- KT: 17] Argumentative essay.
18] This argumentative essay is mainly in form of a debate.
19] You are arguing with somebody that I support or oppose a motion.
20] It requires that you have good points or views for examiners to assess.
21] That means you’re going to argue your point very well in order to convince the teachers of your writing.
22] That is you’re going to convince the examiner.
23] For instance: Boys are better than girls.
24] Or a farmer is better than a doctor.
25] Public schools are better than private schools.

In the above excerpt, Kate began the introduction of the argumentative essay lesson by asking the learners to mention the types of essays. I noted that the learners who got the answers right were applauded while the learner who mentioned a wrong answer was corrected. Kate mentioned the types of essays when no learner responded to the question again. Thereafter, she continued with her explanation. In between her introduction of the lesson, she spoke in Yoruba to ask the learners if they were familiar with the types of essay and the learners also responded in Yoruba

in the affirmative. Even though Kate communicated with the learners in Yoruba, their mother tongue, it did not motivate them to respond to the questions. Kate wrote the topic of the lesson on the chalkboard and explained to the learners that an argumentative essay was a form of debate.

Further in the lesson, Kate explained and instructed some of the learners to come to the front of the classroom to argue for or against the motion. The following was the discussion process:

- KT: 26] The opening of argumentative essay is different from descriptive essay for example, the teacher I admire or my best friend.
27] Who can tell me how to start?
28] Oya oya! [come on] (no response from the learners)
You start by greeting them.
29] ‘Good morning ladies and gentlemen, panel of judges accurate time-keeper and co-debaters’.
(A learner was called out to describe the introductory aspect of an argumentative essay).
- S: 1] Good day ladies and gentlemen, panel of judges, co-debaters and audience. 2] My name is Timothy, I’m here to support the motion which says that boys are better than girls... (applause). 3] Thank you.
- KT: 30] Linda, come out (Another learner was called out, this time around, a female learner).
- S: 1] Good day ladies and gentlemen, panel of judges, co-debaters and my fellow learners. 2] My name is Linda. 3] A girl helps her parents in handling some domestic work.

Kate called out the names of the learners to speak in front of the classroom. The learners came and introduced how they were going to begin the essay by saluting the people on the imaginary high table, introducing themselves and said whether they supported or they were against the motion. Kate explained to the learners how to structure their essays. The following was what she told the learners:

- KT: 31] The topic is: a male child is more helpful at home than a female child.
32] The chairman or chairperson, panel of judges, co-debaters; all will be there...and the audience.
33] They must be recognised and greeted before one can start to express his/her point.
34] I will give an argumentative essay as assignment.
35] Some should argue for and some against.

36] In doing this, there is the need to define who a male is and who a female is. 37] That should be the first point to write after that, you tell us why you support or you are against the motion.

38] Then you develop other points in the other paragraphs.

39] When next do we have English?

Ss: Tuesday.

KT: 40] okay submit on Tuesday.

Ss: Yes ma.

The above excerpt elucidates how Kate instructed the learners to go about their essay writing. The learners were instructed to develop their points in paragraphs but Kate did not give detailed explanations. Kate gave the learners an assignment as she concluded the lesson.

5.4.2.2 Kate's lesson 2 (Narrative essay)

Kate introduced the lesson on narrative by asking the learners to mention the types of essays as indicated below:

KT: 41] What are the types of essay? (Learners struggle to answer).

KT: 42] stand up and talk

Ss: Narrative, descriptive (Talking at once)

KT: 43] Descriptive, narrative, expository and argumentative

The learners answered the question in chorus while Kate went further to the essay types. Kate went to the topic of the day by mentioning narrative essay. She also asked the learners to say what they knew about a narrative essay:

KT: 44] Narrative Essay!

45] Who can tell me what a narrative essay is,

46] 'Se bi won ti ko yin? lojo kan?' [But you have been taught sometimes]

(Learners struggle to answer).

S: Narrative essay can be defined as an essay that narrates about something.

KT: 47] Okay, when we're writing a narrative essay, it should be a complete account of a story or an imaginary one.

48] So, when you're telling the story, you are expected to tell the story and describe the characters, and people involved, an event or the incidence witnessed vividly.

KT: 49] Let's cite some examples.

50] Narrative essay may also be on a journey one witnessed.

51] For example you may travel from Ado to Lagos or Ado to Abuja.

52] Or it could be on an excursion.

53] So, a narrative essay may be a visit to the zoo.

54] It can be the story of a memorable day in my life or a journey I witnessed.

Kate spoke in Yoruba so that learners could recall what they were taught. A learner was able to respond in a complete sentence instead of the regular one word answers. Kate went on and instructed the learners to narrate how they would write on a topic: A memorable day. The lesson went as follows:

KT: 55] Let's talk about a memorable day.

56] 'Oya o' [let us start] monitress, 'a fe' [we want to] narrate a memorable day from the beginning to the end.

57] You will tell us the date and what happened on that day.

58] Abi se e ni ojo ti e ko le gbabe? [or don't you remember a day you will never forget?]

Ss: A le ranti. [We can remember]

KT: 59] come out and talk (A learner attempts a narration).

S: 1] You said we should narrate a day I will never forget. 2] I remember a day I travelled to Abuja. 3] There were many motors packed that have accident.

KT: 60] (The teacher interrupted and questioned his manner of approach) Is that how to start the essay.

S: 4] (Same learner) In our family last month, we travelled last week. 5] On that day, there are some many motors parked that have accident.

KT: 61] Is that how you are going to start a memorable day when you are asked to write?

S: 1] (another boy) mummy, I will first write the address of the place I went to. 2] If I am writing it to my father or mother I will write dear sir or dear ma. 3] I will now write my name and I will now write what happened on that day. 4] And what happen may be it is good or bad, I will write it.

KT: 62] Yes another learner, what happen on that very day (no learner is willing to make an attempt).

63] I want to tell you some mistakes you usually make when you are writing essay.

64] If you're told to write an essay, do you need address?

Ss: No.

The excerpt illustrates how Kate engaged the learners in the discussion of the topic. Kate emphasised the topic in Yoruba and also asked if learners had ever experienced a memorable day in their life time. Most of the learners were not correct in their answers. Kate asked the learners if an address was required when writing narrative essays and all the learners responded in the negative.

Kate continued to explain to the learners how to organise their essays thus:

- KT: 65] You first write the heading or the topic, then you underline.
66] The heading can be written in two ways; either in capital letter or in small letter
67] When you write in capital letter, you don't need to underline but when writing in small letter, you must underline.
68] Is that taken?
Ss: yes (all in chorus).
KT: 69] Another thing is the paragraph.
70] At the end of each sentence you must put full stop.
71] 'Se o ti ye wa beyen' [do we all understand].
Ss: yes (in chorus).
KT: 72] At the end of each paragraph you must put full stop.
73] Like this and like this (demonstrating on the chalkboard).
74] Look here those of you at the back (She corrects some learners who were not concentrating at the back of the classroom.)
75] Mind you, the beginning of an essay is very important.
76] A good beginning would excite the reader.
77] That is, the introduction.
78] When you are writing this type of essay the first thing is to put the heading and begin with a paragraph.
79] This should include the date of the memorable day, the place and what makes the day a memorable one; that is the event.
80] The purpose should be in the first paragraph. This is the first paragraph.
81] The second paragraph should be the body of the essay.
82] That is, it should contain what they ask you to write, your experiences on that day.
83] Was the day full of happy or sad events?
84] Those things that happened which you will never forget.
85] There could be first, second and third paragraphs depending on the event.

The above excerpt illustrates Kate's explanation during the narrative essay lesson. She stressed that the heading could either be in capital or small letters. She also emphasised the use of paragraphing in their essays and the use of full stops at the end of each paragraph. She equally said that a good essay introduction would excite readers to read further. Kate mentioned the introduction and body of the essay. She said the essay could be up to three paragraphs long depending on the event. Kate talked about the language features of the essay thus:

- KT: 86] Take note that this type of narration is what had happened in the past so the language should be in the past.
87] Anything you are going to write should be in past tense.
88] 'So ti ye wa'? [Do we understand?]
Ss: yes.

Kate concluded the lesson by telling the learners what the assignment would be and when they were to submit it:

- KT: 89] Now, your assignment.
90] Take your biro (pen) and write about your memorable day or a day you will never forget. (Teacher writes the question on the chalkboard).
91] You're to submit on Monday morning.

She instructed that the learners without textbooks should stand up.

- KT: 92] Stand up if you do not have textbook. (Some learners stand up)
93] When are you going to purchase your copies?
Ss: Monday (those learners who had not purchased their textbook)
KT: 94] Monday okay.

In Kate's two lessons, I noted that the learners were not actively engaged and their responses to the teacher's questions were minimal and short. During the lesson, the teacher did most of the talk while the learners listened patiently to her. The learners did not ask questions but they always responded in the affirmative when the teacher asked them if they understood the explanations. I also noted that the teaching and learning resources available were the chalkboard and learners' English textbook which some of learners did not have. Kate's feedback to the learners was on grammatical mistakes of the learners during discussions while there was no input

on how learners would structure their essays. She pointed that a narrative essay did not require address nor salutation.

5.5 SUSAN IN VICTORY HIGH SCHOOL (VHS)

In Victory High School, the teacher, Susan introduced me as a researcher to the learners on my first visit to the classroom so that I would not be seen as an inspector. The JSS 3 blocks were new structures built by the State (Provincial) government, painted in green and cream colours, well ventilated and large enough to accommodate the learners as well as for the free movement of the teacher between the learners. There were two big chalkboards in front and at the back of the classroom. Learners sat in pairs behind a double-sized bench and desk provided by the state government.

In Susan's classroom, I observed two English writing lessons apart from other aspects of English lessons. The writing lessons were an argumentative essay and an informal letter. Under argumentative essay, the learners were taught and asked to argue for or against the motion that: life in the city is better than life in the village. The learners were taught an informal letter, and were instructed to write a letter to their grandmother who stayed in the village telling her their wish to spend the Christmas holiday with her.

In this section, I present Susan's lesson on argumentative essay and an informal letter since they were the only writing lessons she taught during my data collection period. According to the ethics of an ethnographic study, the researcher is not expected to tamper with the free flow of events but rather to allow events to unfold naturally (Punch, 2009). In view of this, I could not dictate to Susan what she should teach.

5.5.1 Susan's lesson 1 (Argumentative essay)

Susan introduced the lesson on argumentative essay by telling the learners that they were going to look at essay writing. I present the introduction of her lesson below:

- ST: 1] Good morning
 Ss: Good morning ma
 ST: 2] Under composition, we want to look at essay writing.
 3] I hope that you know that essay writing is different from letter writing.
 4] So essay writing is different from letter writing. (She writes the topic on the chalkboard).
 5] We have talked about letter writing previously, but today, we want to talk about essay writing.
 6] Who can tell us one major thing that differentiates essay writing from letter writing?
 S: In essay writing, we talk about a given topic, but in letter writing, we discuss about our own idea and feeling.

Susan gave a recap of the previous lesson on letter writing. Thereafter she wrote the topic on the chalkboard. She also asked leading questions from the learners before she presented the day's topic. Susan went further to ask the learners to mention the different essay types before she told them that they were going to discuss an argumentative essay for the period.

- ST: 7] Can you tell us some? (Tell us one. The teacher points to a learner).
 S: Argumentative essay
 ST: 8] What is it everybody?
 Ss: Argumentative essay
 ST: 9] yes?
 Ss: Argumentative essay, Descriptive Essay, Narrative Essay and expository essay.
 ST: 10] Today, we want to look at one type of essay writing, Argumentative Essay.
 11] What is it everybody?
 Ss: Argumentative essay.

In the above excerpt Susan pointed to a learner to answer the question and told the other learners to repeat the words 'argumentative essay'. At this stage Susan specified the essay type she wanted to teach the learners and told them to repeat 'argumentative essay' after her. Susan explained further, the meaning of argumentative essay. For example, she said:

- ST: 12] It is called argumentative essay because, it is a type of essay writing in which we argue out our points.
 13] Also, it is called argumentative because we are expected to support a particular motion or talk against it.

- 14] So, it depends on how you are able to convince your audience.
 15] That is when they would say okay, you have convinced us beyond reasonable doubt.
 16] Although, the essay is taken from the word ‘argue’ but mind you, (The teacher calls the attention to the word)
 16] You don’t put letter (e) when writing the word ‘argumentative’
 17] It is not like this (She demonstrated on the chalkboard).

I noted that she wrote on the chalkboard as she explained to the learners why ‘e’ in ‘argue’ should be omitted in ‘argumentative. She pointed that an argumentative essay was all about argument of point to support or oppose a particular motion in order to convince the audience. Susan allowed the learners to suggest a topic for argument and they suggested this topic:

- Ss: Life in the city is better than life the rural area or village:
 ST: 18] Thank you, Life in the city is better than life the rural area.
 19] That is a motion
 20] It is now left for you to support or oppose the motion.

She gave an example of the debate she attended in another secondary school on ‘technology has done more harm than good’. She further told the learners that without technology they would not have been in the classroom studying. During the lesson, I noted that Susan discussed the features of the argumentative essay.

- ST: 21] Introduction, that is, the heading.
 22] If you want to write an argumentative essay, or even if you go out to debate, you will tell your audience your topic in which you’re supporting or opposing.
 23] It is called introduction, that is, the heading.
 24] You’re also expected to start with greetings of the: Chairman, Panel of judges, accurate time – keeper co-debaters and audience.
 Ss: (The learners joined the teacher in echoing those to salute). Chairman, Panel of judges, accurate time – keeper co-debaters and audience
 ST: 25] Thank you very much...
 26] After the salutation, that is the initial greeting of the chairman, panel of judges, accurate time – keeper, co-debaters and audience; you’re going to introduce yourself.
 27] That, I, Felicia Adewale from VHS am here to oppose the motion which says: 28] Then you mention the topic...
 ST: 29] In the concluding part, you give a recap of what you have been saying.

- 30] This is to keep your audience abreast of your points.
31] It is just like a summary.
32] Then you can go on with: “I believe that I have been able to convince you that life in the city is better than that in the village...”

In the above excerpt, Susan explained how the learners were to begin the essay. At this point, both the teacher and the learners recited at the same time how they would greet the panel of judges. She explained to the learners that the next thing was self introduction and then what they intended to do with the motion. Susan also explained how the learners were to conclude their essay. She said they should give a recap of their points. Susan also reiterated the fact that argumentative essay is unlike letter writing and so it required no complimentary ending. I observed in the lesson that Susan elucidated the use of capital letters and punctuation marks.

- ST: 33] If you are writing, then you open your paragraph with a capital letter.
Ss: letter.
ST: 34] Also, you must observe all the rules of punctuation as you have been taught, it will guide you in writing a perfect essay.
35] So you use punctuation marks where necessary.
36] Is that clear?
Ss: yes. (all in chorus)

She further explained to the learners the best way to use transitional words as illustrated below:

- ST: 37] Then you use words like firstly.
38] Most of you are fond of using words like “fifthly”, “sixthly” ‘tenthly’.
39] When you still have up to thirdly is till okay.
40] However, there are some transitional words you can use words like “Also”, furthermore...Also,
Ss: Moreover, for instance, after all
ST: 41] Be mindful, you don’t use “after all to start a paragraph.
42] You have to think very well.
43] Those words...like, also can be used maybe when you have been discussing an issue, and you have to end in a paragraph, to continue in another,
44] Or you ended a point in a paragraph and you want to bring out another in a new paragraph then ‘also or furthermore’.
45] When you want to conclude your essay, you use “finally, in conclusion or ‘conclusively’.
46] Mind you, after these transitional words, ‘comma’ would follow it.

47] Is that clear?
Ss: yes ma.

In the above excerpt, she gave examples of bad use of transitional words and good examples of transitional words. She equally pointed the use of comma immediately after the use of transitional words.

During the lesson, I observed that the teacher-learner interaction was limited to only when she asked the learners to repeat some words after her. Susan intermittently asked if the learners understood and the learners always responded in the affirmative. There was no learner-learner interaction during the lesson. The learners were well seated while Susan imparted knowledge to them. I noted that the teaching and learning resources used during the lesson were the chalkboard and the English language textbook only.

5.5.2 Susan's lesson 2 (Informal letter writing)

The second lesson taught was about informal letter writing. She started the lesson by asking the learners to remind her of the previous topic.

ST: 48] Who can remind us the last topic, Lola?
S: (Lola) Composition
ST: 49] Under composition,
S: (Lola) Letter writing
ST: 50] And when we talk about letter writing, how many types of letter writing did we highlight.
S: Three.
ST: 51] Three type of letter writing, Praise, give us one.
S: (Praise) Formal letter.
ST: 52] what is the second one?
S: Informal letter.
ST: 53] The third one,
S: Semi formal letter.

In the above excerpt, Susan tried to make connection with the previous lesson by asking the learners to mention the three types of letter writing which the learners were able to mention. She then drew the learners' attention to the topic of the day which was about informal letter writing.

- ST: 54] Today we want to look at one of the letter writing, which is Informal letter writing.
 55] We know that informal letter is one of the types of letter writing.
 56] What is informal letter writing? Yes
- S: Informal letter is a letter writing to relatives, friends or people that are close to you.
- ST: 57] Very Good, Yes
- S: Informal letter is a kind of letter we write to our brothers and relatives, it's a personal letter...
- ST: 58] Thank you very much.
 59] When you talk about informal letter, Informal letter is a type of letter that is written to people who are very close to us.
 60] Informal letter is a type of letter that we write to our relatives such as our parents, brothers, sisters, aunties and so on.

She went further to ask the learners what they understood by informal letter. Two learners stood up and said what they understood as informal letter. She then reiterated what the learners said by saying informal letters were letters written to loved ones. She explained that they were letters on personal issues. In the lesson she explained the steps to follow when writing an informal letter.

- ST: 61] When we talk about informal letter, there are some steps you take.
 62] Just like what we explained when we discussed letter writing generally.
 63] What is the first thing that we write?
- S: The address
- ST: 64] You write the address.
 65] The address of who?
- Ss: The writer.
- ST: 66] The writer's address should be the first thing.
 67] And after that what do we write?
- S: Date
- ST: 68] We write the date that we are writing the letter.
 69] The date should come after the address.
 70] So after the date what is the next thing, everybody?
- Ss: Salutation
- ST: 71] I want you to take note of the type of salutation that you write in an informal letter.
 72] You can write salutation, such as Dear
- S: Dear ma
- ST: 73] Who said dear ma? (No response)
 74] No, this is not a formal letter.
 75] So take note of the features.

- 76] You write dear mother, Dear father, Dear Bola, Dear uncle or Dear uncle Bayo,
77] Unlike a formal letter, what do you write?
S: Dear Ma, or Dear Sir.
ST: 78] You write Dear Ma or Dear sir in a formal letter.
79] This is not applicable in an informal letter.

The discussion was in the form of question and answers. She asked questions according to the chronological stages of writing an informal letter from the date to the last stage while the learners answered. She corrected a learner who mentioned the wrong answer. The learner could not own up when asked who gave the wrong answer. This could probably be as a result of fear or shame. Susan discussed the structure of the letter as follows.

- ST: 80] So after salutation, we have the introduction.
81] It is in the introductory aspect that we exchange pleasantries or we express our mind by asking them how they are.
82] For example, 'I am very happy to write this letter to you' ...
83] After the introduction, we go to the body of the letter.
84] It is in the body of the letter that you discuss your message ...
85] After discussing the body of the letter, you'll go to concluding part.
86] If you are writing to your parents, you can ask them to extend your greetings to your siblings.
87] You can go ahead by writing their names ...
88] After that you end the letter, which is called closing.
89] Since it is an informal letter, what you write is 'Yours sincerely',
(she writes on the chalkboard)...

The above excerpt illustrates how Susan explained to the learners what they should include in their introduction, body and concluding sections of the letter. She wrote on the chalkboard to illustrate how to write the complimentary close. During the lesson observation, I noted that Susan drew the attention of the learners to the linguistic rules during their writing.

- ST: 90] The sentence that will follow must start with capital letter.
91] There is a mistake you always make, for example, when you say 'I hope you are all hale and hearty'.
92] You don't put a question mark because when you hope, you are not asking a question.
93] What should come after such sentence should be a full stop.

- 94] Don't forget 'I' should be written in capital letter, as it represents you.
- ST: 95] When writing an informal letter, you are not using official language
- 96] The language you'll use is informal but you have to be mindful of your tenses.
- 97] You have to be mindful of what?
- Ss: Tenses
- ST: 98] Use simple and correct English to convey your ideas to the receiver.
- 99] For example you can use expressions which are not acceptable in a formal letter like slangs.

To conclude the lesson, Susan instructed the learners to take down the assignment as she wrote the question on the chalkboard as shown below:

- ST: 100] Take down this assignment. (She wrote the assignment on the chalkboard)
- 101] 'Write a letter to your grandmother, who stays in the village, telling her your wish to spend your Christmas holiday with her'.
- 102] So, how many addresses do you need here?
- Ss: one
- ST: 103] Okay, and your complimentary close?
- Ss: Yours sincerely.
- ST: 104] Fine, don't let it be more than a page (A4 paper).
- 105] Submit it on Friday.

The assignment required the learners to write a letter to their grandmother, who stayed in the village, telling her their wish to spend their Christmas holiday with her. I noted that she asked questions relating to the format of the assignment through questioning and the learners answered in chorus.

In this lesson the teacher-learner interaction was limited to learners' answers to questions posed to them by Susan. Learners did not ask questions. There was no learner-learner interaction in the classroom during the lesson. Susan was the major speaker in the classroom while the learners listened patiently. The teaching and learning resources were the teacher's lesson notebook and the English language textbook. In the two lessons observed in Susan's classroom, I noted that she did not engage in the use of the mother tongue in her explanation and neither did the learners

speak in their mother tongue. The lessons were managed by the teacher without noise from the learners. The next section is on the presentation of interview data collected from the teachers at the three schools.

5.6 INTERVIEW DATA

This section presents the responses of teachers to the interview questions. As indicated in the previous chapter, semi-structured and unstructured interviews were used to collect data for my research. After listening to the recorded interviews and reading through the scripts for several times, precautions were taken to transcribe, capture and present the interview according to the research objectives and questions. Therefore, the interview presentations are organised and categorised according to the questions posed. Firstly, I present the teachers' interview data which was followed by data from the Heads of Department (HODs).

5.6.1 TEACHERS' INTERVIEWS

5.6.1.1 Teachers' Personal information

The first question to the teachers was basically on their biographic information. This was to enable me to know who they were, how relevant they were to the study, and finally, how qualified they were to teach English (L2). Therefore, according to the information given, they were all trained teachers, but their years of experience varied from one to another ranging from three to ten years. One of them had the minimum qualification of the National Certificate in Education (NCE), while the other three had an Honours degree in English language education from various higher institutions of learning across Nigeria. Below is Table 5 that shows the teachers' biographic information.

Table 5: Teachers' Personal information (Not real names)

Participants	1st Language	School	Age & gender	Qualifications	Designation	Yrs of experience
Beatrice	Yoruba	DHS	40 F	NCE, BA.Ed	Class teacher	10
Anne	Yoruba	KHS	36 F	NCE, BA.Ed	Class teacher	9
Kate	Yoruba	KHS	43 F	NCE, BA.Ed	class teacher	3
Susan	Yoruba	VHS	28 F	BA.Ed	Class teacher	6

5.6.1.2 Professional development

In finding out how the teachers were assisted in carrying out their duty and how updated they were in the teaching of English in JSS 3, I asked questions relating to how far and how well the state government was of assistance to them in supporting their goal of teaching English (L2) in JSS (3). In response to this, Beatrice, Kate and Susan said that the government provided opportunities for teachers to go for in-service training and by organising seminars and workshops. Anne said the government was trying but lamented that she was only privileged to attend one seminar in the past nine years of her teaching. She equally said that the government provided textbooks for the learners but this assistance was not enough. Below are the responses of the teachers:

Beatrice: The government introduces seminar, workshop, the government sponsor book publishers to organise seminars and workshop. I attended two or three times.

Anne: I was opportune to attend one seminar since I have been teaching, for the past 9 years.

Kate: The government has been assisting by training teachers in the areas of in-service training, organisation of seminars and workshops.

Sequel to the responses of the teachers on the government support, I thought it was wise to know the benefits they received from the government. Out of the four teachers, only Beatrice and Anne had had the opportunity to attend seminars at the time of my data collection. They attested to the fact that the seminars assisted them to improve on their teaching strategies/methods in English. Anne equally stated that she was given some books which she was still using as at the time of the data collection. The two teachers who had not attended any seminar (Kate and Susan) were the ones who had the least experience of three and six years respectively in teaching.

5.6.1.3 Teaching and learning resources

The teachers' responses on how they engaged the learners during essay writing lessons prompted me to inquire on the resources they used in teaching writing in JSS 3 classes. Beatrice in DHS responded thus:

We use textbooks and physical objects so that they would understand the topic better, we follow the syllabus, 'then we use the recommended textbook especially the ones introduced to us by the publishers.

Anne: Most times we don't have teaching aids, except the cardboard and chalkboard.

Kate: We can use pictures; you can use the real object

The above excerpts were the responses of three of the teachers in respect of the availability of teaching resources at their disposal. Other resources mentioned were the chalkboard, real objects and pictures. The teachers in KHS and VHS, Kate and Susan respectively, asserted that there were no particular textbooks for the teaching of essay writing but they went out of their ways looking for textbooks that were relevant to the topic they wanted to teach. In addition to the above, Susan in VHS said that the teaching resources were not readily or fully available but it is the duty of the teacher to prepare the lesson note and plan what learners will be taught, then the teachers will refer the learners to some relevant texts in which they can get such relevant topics.

In line with all the above views, and according to Susan, the teachers also could improvise in the area of teaching resources in situations where they are insufficient during their teaching in order to assist the learners to source for textbooks that treat relevant topics.

The teachers also explained how they solved or managed the issue of insufficient resources during the teaching of English writing lessons. All the teachers claimed that there were insufficient teaching and learning resources. The teachers said that they always asked the learners to share with those learners that had textbooks in the class during lessons. Kate in KHS cited an instance that only five or six learners had textbooks in a class of about 25 learners. This means that the ratio of learners that had textbook to those that did not have was 1:5. Below is the response of teachers about the insufficient resources. For example:

Beatrice: We pair them together with those who have the textbooks.

Anne: We group them while teaching so that they will understand that particular topic better. So far they don't have enough textbooks.

Kate: Then we group them, so that teaching can be going on. They share it among themselves.

Susan: The learners without textbooks sit with those that have textbooks; that shows that the resources are not readily or fully available.

Susan added that she searched for relevant textbooks in the library to make up for the insufficiency and unavailability of the resources.

5.6.1.4 Types of essays taught

I sought to know if actually the teachers knew what they needed to teach with respect of the English writing lessons in JSS 3 as recommended by the curriculum. All the teachers mentioned four types of essays as highlighted in the English curriculum, namely, narrative essay, descriptive essay, expository essay and argumentative essay. In addition, the teachers mentioned

that letter writing was also included among the writings the learners should engage with in JSS 3 class. Below are the voices of the individual teachers:

Beatrice: Narrative essay (eg: how I spent my last Christmas holiday), descriptive. Okay, the learners are expected to know all these essay types including letter writing.

Anne: Types of essay? Essay writing has four types which are narrative, essay, descriptive essay, expository essay and the last one which is argumentative essay.

Kate: We have different types of essay like, descriptive essay, argumentative essay, and narrative essay.

Susan: Like argumentative, expository, descriptive and narrative essays and letter writing.

These were the types of essays the teachers engaged with in their classrooms as indicated by the individual teachers. However, the frequency of the engagement in these essay types was according to the scheme of work. The curriculum spells out the essay types each class should engage with while the teachers, through the help of the scheme of work, identify the essay types to teach per term. However, not all the essay types and letter writing types were observed during the period of data collection.

5.6.1.5 Teaching strategies

All the teachers were of the opinion that the type of essay would determine the strategy to use in the teaching and presentation of essay writing in English lessons. They further said that they explained to the learners the meaning of the particular essay type before teaching it. They all claimed that they used group discussion during their teaching of essay types which was done by dividing the class into manageable groups. Here is an excerpt from Beatrice in DHS:

First of all, we can use play way method, group discussion, and demonstrative method. In group discussion, in narrative essay, I introduce the question to them, that is, the topic I want them to discuss them according to their group, I will divide them into different groups, and choose a leader for each group.

Anne and Kate in KHS added that apart from grouping of learners, they discussed the topic in the class, allowing the learners to participate in the discussion. They did this by calling learners to stand in front of the class to present their understanding about the topic under discussion. This is how Anne and Kate put it:

Anne: At times we give them tutorial questions, In a situation where we ask one of the learners to come to the front and express what he or she has already learnt.

Kate: In argumentative essay, you involve many learners. The audience, learners, time keeper and panel of judges will be represented during the classroom teaching.

In addition to the above, three of the teachers asserted that guidelines were given to the learners before the discussions began. For example, the two teachers in KHS said:

Anne: You give them examples; you'll now ask them to follow the guidelines ...

Kate: I will advise them to follow some guidelines on essay writing.

Susan: ...after teaching them what the essay type is, I will have to talk about the features of such essay type. After the features, we talk about the format, that is, how to write it, the steps to be taken in writing such an essay.

The four teachers also expatiated that they taught the learners the structure of essay which according to their statements were introduction, body and conclusion. This is the area the teachers dwelt upon extensively because, according to them, these were the regular stages in any essay writing. Three of the teachers also explained how they started a particular topic on essay writing. For instance Kate in KHS said;

For instance, on teaching descriptive essay, there are some things you expect the learner to say. For example, writing an essay on 'My friend' or 'The teacher I admire'. In the class, a learner can be asked to stand in front of the class, another learner could be asked to describe the person from A to Z.

Susan in VHS had this to say:

I will have to tell them what the essay type means, for instance, like the argumentative essay. I am going to teach the learners what argument means and what argumentative essay means, that is argumentative essay is a type of essay in which one argues a point, and you should be able to convince the listener by giving points that will support what the writer is talking about, what he is supporting. Maybe the writer wants to oppose a particular topic given, after teaching them what the essay type is one will have to talk about the features of such essay type. After the features, we talk about the format, that is, how to write it, the steps to be taken in writing such an essay.

In view of the teachers' responses, it is clear that they used various strategies at different points during their teaching, according to their responses. Apparently, the teachers did what they knew best and convenient for them during teaching. The teachers were not conversant with what was contained in the JSS English curriculum with regard to the expected approaches to the teaching of writing.

Beatrice: The curriculum is not clear to us, there is no explanation on it. They just send the curriculum and we just go through it and pick the one that we understand.

Anne: The process approach, I can say that the little I know about the approach is the way that we present the essay in the classroom particularly how we motivate the learners in order to respond positively to the process approach. So we try our best at least to make sure that the learners are responding positively to process approach.

Kate: What I understand by the process approach in the teaching of writing; it means the step by step which you must take in teaching the learners how to write a good essay so there are some steps which we must follow and the step which we must explain to the learners first, second, third steps before they come to the last step all these are the process or steps by which you can take in teaching.

Susan: I am trying to group the learners which will enable them to interact well among themselves and it will enable them to talk boldly especially those of them that are not vocal or timid. Through group discussion they would be able to talk, face the

class to discuss topics among themselves and it has really shown in their write ups.

According to Beatrice's response, the awareness of what is contained in the curriculum was vague to the teachers as the teachers did not understand how to go about what was stipulated in it, regarding the approaches to employ when teaching English writing. Anne, Kate and Susan confused the process approach to the step by step of teaching writing and the employment of group discussions in the classroom.

5.6.1.6 Challenges encountered in teaching writing

The teachers experienced different challenges in employing the various strategies they chose in the English writing lessons in JSS 3. The teachers complained that the learners' understanding in English was poor, most of the learners lacked concentration during lessons, the learners' individual differences and the lack of the necessary learning materials and textbooks were some of the challenges that were experienced by the teachers. All these, according to the teachers, contributed to the ineffectiveness of the teaching strategies they employed. However, the teachers made use of different strategies to overcome the challenges. Below are the excerpts from each of the teachers as to how they overcame the challenges they faced.

- Beatrice: There is but little I can do.
Anne: Even when I punish them, they will not yield.
Kate: We also check their notes.
Susan: I try to guide them and come to their level.

The teachers could not force the learners to concentrate, compelling them to get their learning materials, and finally, trying to guide them through the difficult stages. All in all, there was an indication that the teachers found it difficult to cope with the challenges during English teaching and learning which resulted in the lack of in-depth subject content that was delivered to learners. In view of what they said, some of them had given up and the status quo remained.

The teachers lamented that the 40 minutes duration of the period was not enough to achieve their lesson objectives, especially in essay teaching. Susan in VHS confessed that;

Time is our enemy. Time allotted per period is too short, that is, forty minutes is not enough to teach a topic effectively. Even the introduction aspect alone can take 10 minutes if one really wants to do it thoroughly.

Anne: The period is not sufficient for the teaching of English language.

Kate: The time allotted for each period at times, 40 – 45 minutes which is not enough for teaching in a period.

Beatrice: We are only given 40 minutes per period which is not sufficient for me to finish the topic.

The teachers went further to mention the strategies they employed to make up for the insufficient time of lessons. Anne in KHS said that sometimes she managed classroom events in order for her to complete the lesson. Two of the teachers said they tried to complete their lessons during the extra lessons after school hours. They also said that essay writing was given as assignments. These were some of the responses of the teachers:

Beatrice: We are only given 40 minutes per period which is not sufficient for me to finish the topic but I postpone it to the next lesson. I give them assignment to practice at home.

Anne: We ask the learners to take it home as an assignment.

Kate: We create time for them, maybe during the lesson in the afternoon that they should wait during which we continue from where we stopped. I also give them assignments at times, which we mark in the next lesson to assess their understanding.

Susan: In most cases, they have extra lessons in the afternoon, after school hours, after the normal lesson hours. We use such periods to cover what we could not do during the normal school periods and at times we ask them when they have any free period when there will be no teacher, we go to them at such periods to teach them, to make up for what they might have lost. I also give them assignments to take home.

Apart from the above, Kate further said that the number of periods allocated for English was four periods per week in each class. All the aspects of English were spread over these periods. Therefore, essay writing was taught once a week. For example, Kate said:

At least for a week, we make sure that writing takes part of the lesson or one period.

My understanding of the above responses was that the time was not enough to achieve the lesson objectives. The teachers were also aware that thorough teaching could not be done when there is insufficient time. Therefore, the outcome of all these shortcomings was that the learners were not benefiting as expected and as stipulated by the curriculum. The curriculum stipulated that the teachers should engage the learners in group and pair discussions so that by the end of the session the learners could be able to write essays well.

5.6.1.7 Use of L1 in English (L2) lessons

The issue of first language and second language was noted when the teachers spoke in Yoruba during English (L2) lessons. All the teachers did not deny the use of L1 (Yoruba) to get their message across to the learners when and where necessary for better understanding of the topic by the learners. According to them, they were aware that it was inappropriate to do so. These excerpts show how the individual teachers expressed their views:

Anne: I explain to them at times in Yoruba language (mother tongue) in order to make them understand what I am explaining. I mention that particular thing to explain a particular point'. I will refer them to Yoruba language which is our mother tongue, for example; I will tell them that the word verb is 'oro ise' [verb] in Yoruba.

Beatrice: English is their second language as I have said earlier, it affects their writing. At times, I will have to change to our mother tongue. I will translate English to Yoruba so that they can understand better.

Kate: But for them to understand better I sometimes give meaning of difficult phrases and words in Yoruba.

Susan: I explain to them at times in Yoruba in order to make them understand what I am explaining. I mention that particular thing to explain a particular point.

But they discouraged the learners from speaking in their mother tongue. Kate said that:

They have to abide by speaking the official language when they want to respond during lessons.

Susan: But I would let them know that it is prohibited in writing Yoruba in their essay since they are writing in English.

However, Anne said that despite the efforts of the teachers to get the learners speak only in English, some of the learners still responded to questions in their mother tongue.

In light of the above, the teachers could not do without the use of MT to drive home their points and also to make meaning to the learners. This points to the fact that the use of MT in English lessons was a resource which facilitated learning, than when only the target language was used. However, according to them, any other language apart from English was prohibited during lessons.

As mentioned in Chapter four, Ado Ekiti, is a multilingual society where people from other parts of the country reside and earn their living. Therefore, there were non-natives speakers of the Yoruba language in the classes. I verified how the teachers managed to make meaning to them when they sometimes spoke in Yoruba during English lessons. The teachers used various strategies in carrying along learners of other languages other than Yoruba when they had to speak Yoruba. Beatrice in DHS said that the speakers of other languages understood her when she communicated in English, claiming that they could communicate better in English than the Yoruba L1 speakers. Anne said:

I merge them together with the brilliant learners among them or those of them that are closer to them to explain it to them in the language they understand better.

Beatrice in KHS said,

Most of them had been in Yoruba land since they were born therefore, they understood Yoruba just as the first speakers of the language.

Susan in VHS said,

I explain the thing (concept) in English then I ask them (non-natives) what they call it in their own language so they will say it and then they will understand it.

My viewpoint to the above is that the non-natives speakers of Yoruba might find it difficult to comprehend all Yoruba concepts when the teacher consciously or unconsciously spoke Yoruba during the English lessons. I suspect that these learners were not adequately catered for or that some of the teachers never gave it a thought to support them. For example, Beatrice and Anne said majority of them had been in Ado-Ekiti from birth therefore, they understood Yoruba when concepts were explained to the class.

5.6.1.8 Learners' participations during lessons

During the interviews I also investigated the level of learners' participation and involvement during lessons. In response to this, Anne in Kings High School (KHS) said that:

The numbers of learners that are really participating are very few because the numbers of those playing are more than those that are concentrating.

She further said that she always compelled them so that they could concentrate during lessons. On the other hand, Kate in KHS said that the learners willingly participated during essay writing lessons because she involved them by asking questions.

Beatrice in Dominion High School (DHS) said some learners showed their willingness to participate while some were not interested but she encouraged them to know the importance of the lesson to their future and in their upcoming external examination. Susan in Victory High School (VHS) viewed this differently. She said that learners participated in the class and they contributed to the lesson by answering questions.

According to the teachers' responses to learners' level of participation during English writing lessons, the learners seemed to be in two categories: those who were willing and those that were not willing to participate during lessons. The different ways the teachers handled the situation in their individual classes differed. Some encouraged them to realise the importance of their active involvement in the lessons and how English prepared them for the future.

5.6.1.9 Learners' motivation levels

In order to investigate the learners' motivation levels, I asked the teachers about the learners' area of interest in English. Beatrice in DHS said the learners did not like essay writing while two teachers said even though learners participated actively during speech work, they still performed badly in assessment. They were interested in phonetics and phonology because of the way some sounds were articulated in the oral cavity. This is what the teacher said:

They do not like essay writing but they like speech work because it seems funny to them when teacher pronounces the sounds. All the same they do not perform well in it in assessment.

Anne in KHS said learners were more interested in spoken English and oral aspect of grammar but they were weak in the area of tense types. Kate in KHS said:

The one that interests them more is oral aspect of language. It interests them. They like the oral part where they enjoy themselves, laughing and making jest of those who make mistakes.

Susan in KHS said that the learners had problems in oral English because the learners relied on their L1 phonetics symbols and accent to pronounce English words. She however, added that they were better in grammar than comprehension because some of them lifted words and sentences from the comprehension passage verbatim. Even though grammar is not the focus of this study, I presume that the learners' level of grammar is of relevance to understanding their written texts and how well their texts were void of grammatical errors. According to the teachers' responses, all aspects of English teaching were challenging to the learners. Some

aspects were interesting during oral teaching but they became a challenge when they were to apply them in writing.

Learners' interest could determine their attitudes towards essay writing (Fakeye, 2010). Beatrice in DHS commented that some of the learners attended to writing exercises if only they were interested in that particular essay topic. While teachers in KHS said that the learners were lazy in essay writing simply because they did not have much point to write, Kate said:

In this aspect, we do face some problems because sometimes the learners are not ready to write any type of essay. If at all you give them an assignment and you ask them to submit, you'll see that few learners did the assignment, while others neglect the assignment. We give the guideline which at times they refuse to follow it.

She further said that the learners wrote below the expected number of words and some of the learners did not follow the guidelines given to them. Kate pointed out that writing in English seemed to be a problem, stressing that some of the learners only gave a direct translation from L1 to English (L2) in their essay writing. Susan in VHS mentioned that many of her learners were eager to learn while few were nonchalant to writing. She indicated that they had changed positively in their attitude with much correction.

Furthermore, the learners' performance was commented upon by the teachers. Beatrice said:

We all know that learners learning English as their second language is not all that easy but they are trying their best, they are improving.

Susan: We all know that learners learning English language as their second language is not that easy but they are trying their best, they are coping.

The above statements were more or less saying the same thing, and alluded to the fact that the learners were struggling to attain the level of proficiency because English was a second language to them. In the above excerpts, Beatrice and Susan confirmed that the learners' performance in English writing would change if they were to receive adequate support. In contrast to the above,

Kate in KHS said that out of 25 learners, only 10 to 15 learners performed well in English writing because a lot of the learners were very playful. Susan in VHS said that the number of learners that were performing well was low. She attributed their poor performance to illiterate homes and their limited reading at home. Anne alluded to home illiteracy and limited literacy resources at home. She had this to say:

Some are from illiterate background that when they get home hardly will they read their books while some are from literate homes. These ones tend to progress more than the ones from illiterate home.

In view of the above, my presupposition is that before learners could perform as expected, their mindsets about writing should change. They should be motivated in what they are doing. Going by the teachers' responses, only few learners were performing well in the class probably because a large number of them came from illiterate homes. Others were playful and the schools and homes lacked adequate resources. The teachers' pedagogical strategies and parental support seemed to be other factors influencing learners' writing.

5.6.1.10 Suggestions towards improving the teaching of writing

As a means of improving writing in English, I asked the teachers to suggest ways on how to ameliorate the situation of learners' poor performance in English writing as English was one of the main subjects to be passed for promotion to the next class. The teachers suggested that the government should organise seminars and workshops for English teachers, and provide relevant textbooks, language and computer laboratories, over head projector (OHP) and portable board to schools. Anne in KHS stressed that the government should:

Assist the public schools' because the government does not live up to her promises because the government pronounced free education but the learners do not have textbooks.

The teachers suggested that parents should provide the necessary school materials for their children and not to depend solely on the government for their children's learning materials. For example, Beatrice in DHS said that parents should also help their children because they spend

most of the time with them at home. Susan in VHS suggested that parents should monitor their children's assignment, and ensure that it was done on time. Beatrice and Susan recommended that parents should assist their children in the best possible ways in their assignments and guide them to achieve success in their education.

In addition, Susan in VHS suggested that:

Teachers, on the other hand should visit the library regularly. So far the library is well equipped with relevant and updated textbooks. Teachers should not limit themselves to the knowledge they got in the past they should keep themselves abreast of the knowledge by reading outside their field of study.

She further advised that the teachers should upgrade their academic qualifications and attend to their lessons regularly. Anne in KHS recommended that learners should be educated on the importance of education. They should develop personal study habits.

5.6.2 HOD INTERVIEWS

In this section, I present data from the HODs of the three schools. The interview sessions were conducted to strengthen and verify some of the teachers' views and opinions on some issues pertaining to the teaching and learning of English (L2) writing.

Table 6: HODs' personal information (Not real names)

Participants	1 st Language	School	Age & gender	Qualifications	Designation	Yrs of experience
Dorcas	Yoruba	DHS	53 F	NCE, BA.Ed	HOD	30
Kingsley	Yoruba	KHS	47 M	NCE, BA.Ed	HOD	13
Victoria	Yoruba	VHS	45 F	NCE, BA.Ed	HOD	17

Table 6 shows the teaching qualifications and years of experience of the HODs who were involved in the study. The indicates that all the HODs had the required qualifications to teach

English because they all went to teacher training institutions and universities as indicated on the above table where they obtained their qualification. They also had more years of teaching experience than the teachers and appropriate experience to hold the HOD positions in their various schools as indicated on the above table. The HODs were responsible for all other content languages taught in their individual schools which could include Yoruba, French and Arabic in addition to English.

5.6.2.1 Government support

Regarding the government support towards English writing in schools, all the HODs said the government provided instructional materials like textbooks and dictionaries, but Dorcas in DHS stated that the textbooks were not sufficient for the learners. According to them, the numbers of learners were more than the textbooks provided by the government. This resulted in learners having to purchase their personal copies from the bookshops. However, they said that the distribution of dictionaries to the learners helped in oral English teaching.

Another important point was made by Kingsley in KHS about the special financial allowance which was made available to English language teachers as an incentive. They appreciated the government incentive given to the English teachers. All the HODs indicated that the government was trying to attend to the schools' and teachers' needs. Based on my observations, however, I noted that the incentives had nothing to do with the teachers' commitment and motivation to work or the learners' performance.

5.6.2.2 Support from the HODs

All the three HODs followed a similar style of management with regard to providing support to teachers. They ensured that teachers' lesson notes were checked appropriately and on time. They made sure that teachers attended to their lessons regularly and promptly and prepared their scheme of work diaries on a weekly basis. For example, Dorcas in DHS carried out this responsibility in this way:

I make sure that the teachers of the department perform their duties as it is expected of them going to their classes, writing their lesson notes, make sure they mark it at the appropriate time and teach the learner appropriately according to the scheme.

Similarly Kingsley in KHS has this to say:

My responsibility is to ensure that the teachers attend to their lessons on time and I also check their lesson notes at the beginning of every week.

In addition, Victoria in VHS included that she ensures that teachers prepared their scheme of work and filled the weekly subject diaries.

All the HODs said that one of their responsibilities was to see that things went on well within the department by overseeing what the teachers did in their lessons. The HODs and the teachers worked for the smooth running of the department. Through their responses, I discovered that the HODs and English teachers had their own ways of managing work in their respective schools, but the common trend among them was that they worked as a team in discussing and handling challenges in their school. The following are the individual responses of the HODs with regard to managing their departments:

Kingsley (KHS): My department organises what we call team teaching and it went a long way to assisting our learners in their performance.’ Nobody is Mr-know-all, no one is omniscience so I bring my idea, then some other teachers in the department bring their own ideas.

Dorcas (DHS): If there is any difficult topic a teacher cannot handle very well, we consult with another member of the department and we sit to discuss the topic together as a team before the teacher goes to the class to discharge the topic to the learner, and most of the time we engage in team teaching.

Victoria (VHS): We have departmental meetings where we discuss pressing issues pertaining to teaching and learning of English language in our various classes.

Dorcas in DHS added that teachers were allocated English teaching according to the area of individual interest and proficiency.

To sum it up, the HODs and their teachers worked together in order to make their work easy and to improve the learners' performance. It is presumed that the HODs were aware of their responsibilities and they tried as much as possible not to fail in their responsibilities.

5.6.2.3 The English curriculum

It was imperative to investigate the HODs' interpretation of the curriculum and how their understanding enabled them to perform their duties and how they gave guidance to the teachers to unpack the curriculum. Dorcas in DHS and Kingsley in KHS shared similar views that the English curriculum was received from the State Ministry of Education. Victoria, in VHS however claimed that the document was handed over to her by the principal of the school. Dorcas in DHS and Victoria in VHS claimed that the English teachers in the department sat together to plan for the annual scheme of work from the curriculum before teachers wrote their lesson notes from it. For instance, Dorcas in DHS said:

We make sure we break it into units. We break it into terms, from terms to weekly and weekly to lessons.

Kingsley in KHS said he gave the curriculum to the teachers in charge of each class to break it according to terms and weeks. In other words, individual teachers from JSS 1 to SSS 2 did their own interpretation of the curriculum in relation to classes. This implies that individual HODs developed strategies in getting things done in their various departments and schools. The curriculum was the same and it was from the government.

The HODs explained what they understood about the recommended approach stipulated by the JSS English curriculum in teaching writing, thus:

Dorcas (DHS): We make the lesson so interesting by making the learners the focus of our teaching. We involve them in all areas.

Kingsley (KHS): Actually this process approach to the teaching of writing as spelt out in the curriculum as produced by the Federal Ministry of Education, unfortunately is not explicit enough. It is ambiguous in the sense that the real method that the government wants us to use has not really been elaborated and apart from that we have series of seminars and workshops organised by the federal, state and local levels but at the same time I have not seen a particular situation whereby the real process approach is taught and that is the major problem that we have so we do not really understand how the government wants us to carry out the assignment, that has been our problem.

Victoria (VHS): Teachers lead the learners on how to identify or organise points on the particular topic and make draft before the final draft of the essay.

From the above responses by Kingsley in KHS, it is clear that the recommended approach to the teaching of English writing was not explicit enough and the government had not really supported the teachers on how to apply it in the classroom. According to Victoria in VHS, they knew about drafts, while Dorcas in DHS talked about making the lessons interesting and her response did not illustrate her understanding of the writing approaches stipulated in the curriculum.

5.6.2.4 Professional development

The responses in respect of teachers' continuous professional development or in-service training varied from teacher to another. For example, Dorcas in DHS and Victoria in VHS said they went for in-service training to enhance their professional development, while Kingsley in KHS said he had not gone for any in-service training. Two of the HODs claimed that they had attended seminars/workshops on several occasions while Victoria in VHS said that she attended only twice as at the time of data collection. They all attested to the fact that the seminars and workshops were organised or sponsored by either the government or book publishers which were basically to enhance their methods of English teaching in the classrooms. They elaborated on the advantages of the in-service training as follows:

Kingsley (KHS): It has actually improved my teaching methodologies because all along I've been learning series of methods of handling the learners and especially in different aspects of the language.

Dorcas (DHS): It has helped tremendously in the discharge of our duties because modern methods are revealed on how to handle each of the aspect of English that are being taught and it has been helping us in the classrooms

Victoria (VHS): It improves my teaching in the class and I learnt of different methods of teaching English writing in the classroom.

Apparently, all the training workshops helped them to improve their professional prowess and at the same time impacted positively on the learners they taught with regard to the new and innovative pedagogy they were exposed to.

5.6.2.5 Supporting learners' writing

Questions on how to improve the teaching and learning of English writing in schools were raised and the HODs identified that word spelling and wrong sentence constructions were the learners' problems in writing. Dorcas in DHS claimed that word dictations would invariably assist the learners in sentence constructions during essay writing tasks. She said:

When they have the correct spelling of words and they can construct their sentences correctly. There will be no problem on writing anything called essay.

Kingsley in KHS suggested the learners should be given essays to write under examination conditions. This was to make sure that the individual learners' written texts were not copied work. He also suggested that prompt and regular feedback should be given to learners for correction purposes. He also reiterated that feedback should be given to the learners by two or more teachers. Finally, he recommended that English teachers should always attend West Africa Examination Council (WAEC) and National Examinations Council (NECO) marking coordination to keep them more informed on how to mark essays.

Victoria in VHS suggested essays should be given to learners regularly and that the corrections of these essays should be done on time. In addition, the HODs recommended that learners should write essays under teachers' supervision to avoid plagiarism, and teachers should mark learners' essays and provide feedback immediately. However, Dorcas in DHS claimed that the learners were not the same and so was their ability and zeal to learn. She concluded that she always saw changes in the ones that were ready to learn as the year went by because change is a gradual process.

Interestingly, the issue of learners' mother tongue ensued during the interview with the HODs on how to improve essay writing in English among the JSS 3 learners. Dorcas in DHS and Kingsley in KHS gave similar responses on the issue of learners' mother tongue and its effects on learning. This was the view of Kingsley in KHS:

Most of the learners are in the habit of speaking their mother tongue which is not appropriate since English language is our lingua franca.

Dorcas in DHS said:

There is mother tongue interference in what they do when they are writing essay. Most of the times they will want to translate the way they speak their dialect. We have been encouraging them to speak in English all the time. We also tell them not to speak Yoruba in school and especially during lesson so that they would be proficient in English.

All the HODs were of the opinion that the use of Yoruba during English lessons was not appropriate but if learners spoke English on a regular basis, it would improve their performance, especially their writing skills. Victoria in VHS added that the learners should be encouraged to read English books extensively in order to enhance their writing skills.

5.6.2.6 HODs' Recommendations

All the HODs recommended that the Ekiti State Government should provide the necessary and sufficient textbooks and dictionaries to the learners. For example, Dorcas in DHS said:

So my suggestion is that the government should procure the necessary textbooks for the learners, because some of these learners are indigent, but we have some brilliant ones among them who cannot afford the textbooks but at the same time who can read very well.

Kingsley in KHS and Victoria in VHS added that the provision of language laboratories was essential so that learners could be taught the practical aspects of oral English in order to motivate learners' interest. Dorcas in DHS and Kingsley in KHS emphasised that the government should provide a conducive teaching and learning environment for both teachers and learners. Kingsley in KHS went further to stress the fact that learners' lockers and chairs were never enough in classes, and most of the classrooms were very hot to teach in especially in the afternoons. Dorcas in DHS and Kingsley in KHS said that the government should motivate English teachers by providing them with regular financial incentives.

Concerning parental involvement, Dorcas in DHS and Kingsley in KHS advised that parents should provide necessary school materials such as textbooks and stationery for their children and they should also guide and support them in home assignments and monitor their learning activities. Victoria in VHS also stressed that parents should always assist and encourage their children in their writing exercises thus:

The parents too should provide necessary avenues for their children to learn and encourage them to speak in English all the time, see to their assignments and buy them necessary textbooks.

Dorcas in DHS advised that teachers should give and mark assignments on a regular basis. She advised that teachers should give the learners independent work so that their writing would be based on true assessment which was not necessarily based on marks, but on actual proficiency in writing, while Kingsley in KHS said teachers should give essay topics to the learners to write on a regular basis. Victoria in VHS emphasised that teachers should always attend to their lessons and make sure that assignments were given to learners regularly and corrections to essays were made immediately.

On the part of learners, the HODs advised that learners should attend promptly to their assignments themselves and not to depend solely on brothers and sisters. They were also advised to read story books, magazines, newspapers to enhance their essay writing and their performance in classes. As a conclusion, Kingsley in KHS responded thus:

Education is a legacy that we can give to our children, so I want to encourage the government, the parents, the teachers and the pupils to see it as an important issue. To see education as something very important and they should try as much as possible to take it seriously so that at the end, we will all achieve our aims and objectives as far as education is concerned.

In light of what has been said by the HODs, every party that is, teachers, learners and parents has a role to play in order to achieve the main objectives of education. This means that if one party fails in executing its responsibilities, it would have an impact on the expected learning education outcome. Education is regarded as a legacy which needs to be handed over to the learners, and at the same time, the learners need to make good use for their future. Concerning the teaching and learning of writing, it appeared that there were many challenges that seemed to impede learners' writing ability in English (L2).

5.7 PRESENTATION OF DATA FROM DOCUMENTS

As discussed in Chapter four of this thesis, document analysis is one of the data tools used in this study. In this section, I present and discuss data from the government documents such as English language curriculum for JSS 3, teachers' scheme of work for English language for JSS 3, their weekly lesson plans, the English timetable of the different schools and learners' written texts. These documents enabled triangulation of the research data and they also served to verify what the teachers said in their interviews and what I observed in the classrooms.

5.7.1 Learners' English textbook

The learners' English textbook for JSS (3). It was first published in 2012 by Learn Africa PLC, Lagos and later revised in 2014. The textbook is accompanied by learners' workbook and a

teachers' guide that mainly contains answers to all the exercises in the textbook. The revised edition of the textbook is what the three schools were using in the teaching and learning of English. The textbook is divided into 17 units, under the headings: scheme of work from unit 1 to 17 and in each of the units, there are series of topics that touch on various aspects of the English language. The aspects are oral, reading, vocabulary, listening comprehension, grammar, writing and literature. All the topics under each aspect are spread over the 17 units as indicated in Appendice 7A-F.

The textbook is put together by six English teachers and examiners from the different parts of Nigeria. The authors are Ademola-Adeoye, F., Adam, Q., Eto, J., Eyisi, J., Adekunle, A. and Adepoju, B. It is indicated at the back of the textbook that it is written to totally accomplish and satisfy the requirement of the National English Language Curriculum for Basic Education (NERDC) at the Junior Secondary School Level (JSS). It is also regarded as a good resource to prepare the learners for the Basic Education Certificate Examination (BECE). The cover of the textbook is attached as Appendices 4A-B. The learners' textbook has exercises to be done by the learners at the end of each topic. In addition, there are holiday assignments on all language aspects in 'Appendix one' of the textbook. 'Appendix two' consists of the texts of different topic for listening exercises. There are pictures and images that illustrate what is contained in it, which are attached as Appendices 9A-B.

The textbook is written in simple and clear English to cover the NERDC curriculum. It is stated in the textbook that it adopts an eclectic teaching and learning approach to cover all the basic learning skills of listening, speaking, reading and writing (Ademola-Adeoye, Adam, Eto, Eyisi, Adekunle, and Adepoju, 2014, p. iv). It is also aimed at helping the learners to solve problems through collaborative strategies (p. iv). In addition, it states that it is beautifully composed and it contains collections of interesting stories to stimulate learners' interests as they read which would invariably improve their fluency and confidence. In the textbook, all the aspects of English have examples for both the teachers and learners to follow when attempting any of the exercises contained in it. For the purpose of my research interest, I will focus on composition or essay writing.

In each of the units there are sections for composition writing which briefly discuss the particular type of composition (essay). There are also models of written texts or guided compositions that relate to the type of composition (essays and letter writings) that is to be discussed. These model texts help the learners to engage in reflexive thinking, as stated by the textbook. The textbook provides samples or models of both good and badly written texts for both teachers and learners to compare and contrast. Likewise, the stages of writing are clearly stated, constituting an interesting beginning (introduction), body and conclusion. Learners are encouraged to jot down their points when they brainstorm in pairs or in groups. Also in this section, explanations on how to write a good paragraph and the use of appropriate connectives are discussed. Furthermore, the textbook explains the use of outlines before learners write their first draft of composition which should be exchanged with their partners or teachers for proofreading and editing before the final draft is written. The samples of the well and badly written essays from the textbook are attached as Appendices 11A-B.

5.7.2 English curriculum for JSS 3 documents

The English curriculum for JSS (3) has been presented and discussed extensively in chapter two of this thesis. However, it is worth to present the section that is related to teaching, learning and writing of compositions in this chapter as it is. It provides clear information about the expectations of the government of learners' writing expectations by the end of the JSS (3). It is also related to what was done in practice in the English lessons observed in the various schools since English scheme of work was developed from the curriculum.

The document stipulates that learners should revise the various types of compositions and letter writing (formal and informal) as indicated under topic/skill in Tables 7 and 8 below. Under performance objectives, the learners are expected to be able to identify the various types of compositions (essay), list their elements and write the different types of essay. The different elements are introduction, body and conclusion, as indicated in the third (content) column of Tables 7 and 8 below. In addition, teachers and learners activities are stated. The teacher should lead learners to identify the composition types, guide them to apply the elements (introduction, body and conclusion) in writing, and lead the learners to produce their first drafts, review, edit,

proof read, review, and amend them before writing the final draft. The document also highlights the teaching and learning resources to be used which range from textbooks to concrete objects. It also provides an evaluation guide. According to the guide, the learners should be able to use appropriate language for the different formats (See Tables 7 and 8 below).

Concerning letter writing (formal and informal), the teachers are expected to guide the learners to identify and discuss the format of the different types of letters. They must give the learners model formats and thereafter, the learners must produce a copy of their own as stated in the content column in Tables 7 and 8 below.

Table 7: English writing curriculum A

ENGLISH STUDIES CURRICULUM

THEME: WRITING						JSS 3
TOPIC/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	STUDENTS		
Revisions: Various types of, Composition Writing; Narrative, Descriptive, Expository, Argumentative	Students should be able to: 1. identify various types of composition writing; 2. list the elements of composition; 3. write different types of composition.	1.Types of Composition: - Narrative - Descriptive - Argumentative - Expository, etc. 2. Elements of Composition: - Introduction: - Body - Conclusion 3. Arrangement of ideas in logical sequence. 4. Composition on: Motor Vehicle Parts that need regular care e.g. radiator, brake fluid, engine, etc. 5. Regular care of a motor vehicle.	1. Leads students to identify different types of composition. 2. Guides students to list the elements of composition. 3. Leads students to re-arrange ideas generated in logical sequence. 4. Leads the students to produce first draft: introduction, body and conclusion. 5. Leads students to review the draft (edit, proof read, review and amend). 6. Guides students to write composition on the care of a motor vehicle (internal).	1. Identify different types of composition. 2. List the elements of composition. 3. Re-arrange ideas generated in logical sequence. 4. Produce a draft: introduction, body and conclusion. 5. Review the draft. 6. Write a composition.	1. Selected topics 2. Stories 3. Passages 4. Textbooks; 5. Supplementary readers 6. A motor vehicle. 7. Diagram of a motor vehicle showing regular activities. 8. Regular care materials e.g. water, brake fluid, engine oil, etc 9. Mechanic workshops.	Students to: 1. identify two different types of composition; 2. list three elements of composition; 3. write a composition on "Care of a Motor Vehicle" (internal).

Table 8: English writing curriculum B

ENGLISH STUDIES CURRICULUM

THEME: WRITING					JSS 3	
TOPIC/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	STUDENTS		
Revision: Letter Writing: (Informal and Formal)	Students should be able to: 1. identify the types and formats of letters; 2. write different types of letters to suit different situations.	1. Types of Letter Writing: - Formal conventional form of two addresses: o opening o salutation, o correct heading, o body of the letter o closing o signature. - Informal Letter - One address: o Opening o salutation o body of the letter o closing.	1. Guides students to identify the types and formats of letters. 2. Leads students to discuss the types and formats of letters. 3. Writes a model format. 4. Guides students to write a letter.	1. Identify types and formats of letters. 2. Write out ideas provided by the teacher. 3. Copy teacher's model. 4. Write letter.	1. Sample letters (formal and informal). 2. Newspaper/ magazine cuttings. 3. Recommended Texts.	Students to: 1. identify two types and formats of letters; 2. write two different types of letters to suit different situations; 3. use the appropriate language for the different formats.

5.7.3 Scheme of work

The scheme of work for English JSS 3 is a national mandate that cuts across all schools. For the purpose of this study the scheme of work was drawn from the English curriculum for JSS 3 which was compiled by the English teachers, individually or collectively at departmental level in each of the schools of this research. The scheme of work is a guideline broken down into weekly lesson activities to be carried out in a subject in the classroom. The scheme of work in these schools was similar in the sense that all the aspects of English were included according to the demands of the national curriculum. It interprets the curriculum and categorises the activities into small understandable units. The language aspects are speech work, grammar, comprehension (oral and written) mechanics, vocabulary development and composition (essay).

In addition, there is a section for Literature in English which is prescribed in the curriculum for JSS 1-3. As it is shown in the scheme of work of the learners' textbook which is attached as Appendices 7A-F, all aspects of English with their specific topics were allotted weeks depending on the number of weeks per term. According to the HODs of the schools, the scheme of work was jointly developed by both the HODs and the teachers at the beginning of each term. The scheme of work assists the teachers to plan for their individual weekly lessons in all aspects of English teaching. The three schools had similar schemes since all were drawn from the English curriculum. I was only given the first term's scheme of work because I was told by the teachers that they wrote their schemes of work for each term. The the sample of the first term Scheme of Work is presented in Appendix 13.

5.7.4 English timetable

The timetables for subject allocation in the three schools were similar. Lessons began at eight o'clock in the morning and ended at two o'clock in the afternoon. Each lesson was forty minutes and there were eight lessons each day. Schools closed at one o'clock on Fridays to accommodate Muslim teachers and learners who had to go to the mosque for 'jumat' service. Therefore, the lesson periods were reduced to thirty-five or thirty minutes on Fridays so that all the eight subjects could be accommodated. English and mathematics were given more number of periods

per week on the timetable compared to other subjects. This was as a result of the notion that they were more important than other subjects, and learners must pass them to further their education. The timetable document shows the various days and periods in which English was taught in the three schools I conducted my research. Although the schools opened and closed at the same time every day, the number of periods English was taught in JSS 3 was slightly different as I explain below.

In DHS, English was taught in each class of JSS 3 A- F four times per week. Beatrice in DHS was the only teacher for English in JSS 3 and she had 24 periods of teaching per week at the time of my data collection. This means that each class had four periods of English lessons per week. In KHS, English was taught four times per week in each classroom. There were two JSS 3 English teachers (Anne and Kate) and there were six classes of JSS 3. Therefore, each of the teachers had 12 periods of teaching per week since they had three classes of JSS 3 each. In VHS, English was taught five times weekly. Although VHS had two English teachers in JSS 3 class, only one of them, Susan, participated in my research because the second teacher was not a trained teacher and she was on a federal government service for only one year, which ended before the completion of my data collection. However, the JSS 3 classes were shared between these two teachers. Susan took four classes of the JSS 3 and each class had five English periods per week. In that case, she had 20 periods of English lessons per week. All the schools allotted forty minutes for each lesson. The teachers' English timetables are attached as Appendix 12.

As stated above, the teachers' periods varied according to their school timetable and the number of English teachers. The number of learners in each classroom was 41 learners on the average multiplied by the number of JSS 3 classes they taught. The English timetable of each school highlighted the number of period teachers were expected to teach weekly (their workload) and how the learners were engaged with English. According to the timetable, Beatrice in DHS had the highest number of periods (24) compared to Susan in VHS and Anne and Kate in KHS who had 20 and 12 periods per week respectively. However, each teacher had different number of classes to teach per week. Table 9 below shows the teachers' number of English period per week in their individual classes.

Table 9: Teachers' workload

Teachers	No. of class	Total No. of period per class	Total No. of period per week	Av. No. of stds in class	Total No. of stds
Beatrice	6	4	24	41	246
Anne	3	4	12	42	126
Kate	3	4	12	42	126
Susan	4	5	20	43	172

5.7.5 Teachers' lesson plans

Teachers' lesson plans or lesson notes spell out the weekly lesson activities in a particular subject. The lesson plan is an outline of what should be done per week in a subject area. It spells out the detailed steps or stages of a particular lesson. The weekly lesson plans of the teachers in the three schools were similar since the format was the same in all public schools in Ekiti-State. However, the format may be the same but the teachers' plan and presentation or practices were different.

I noted that during each lesson, the teachers always went to the classroom with a notebook which had the lesson note containing the lesson plan. With permission from the teachers, I went through the notebook to see its content. The teacher explained its significance to their teaching and what the HODs' signature meant. This corroborated what the HODs said during one of the interviews, that checking the teachers' lesson notes was one of their responsibilities. The teachers' lesson plans covered the following sub-themes: (i) Date, Period, and Subject (ii) Topic, Sub-topic, and Duration (iii) Reference books (iv) Teaching Aids (v) Behavioural objectives (vi) presentation - Steps 1 - 5 (vii) Evaluation and Assignment.

The aspects of the lesson plan are familiar and self explanatory, but I will briefly describe the last four which might be understood differently in certain contexts. The behavioural objectives of every lesson had to be learner-oriented. It was the expected outcome at the end of the lesson, that is, what learners should be able to understand and do at the end of the lesson. Presentation is

the process of actualising the lesson objectives in stages (step 1 - 5), from the beginning to the end of the lesson. Evaluation was what the teacher used in the form of oral or written questions to assess the learners' understanding of the topic taught while an assignment was given as a form of task to be done by the learners at home.

The teachers' lesson plans were checked by the HODs weekly before the commencement of the lessons. They did this by going through the teachers' lesson notes and appended their signatures to show their satisfaction with the lesson plans. This is implied that the teachers had to plan their lessons in advance in order to know what and how to teach a chosen topic.

5.8 LEARNERS' WRITTEN TEXTS

The rationale for the collection of the learners' written work was to explore the schematic or generic structures and language features of the texts they wrote. This study sought to explore learners' writing in terms of schematic structure and linguistic structure, lexicon and punctuation, and the extent to which their writing conveyed the intended meaning. Through this process, their weakness could be identified and suggestions towards improving their writings were also looked at. Likewise, it was worth identifying how they organised their paragraphs to create cohesion and coherence of their written texts. The learners' written texts were selected with the teachers' assistance as indicated in Chapter 4. Firstly I present data from DHS, followed by KHS data and lastly that of VHS.

5.8.1 DOMINION HIGH SCHOOL (BEATRICE'S CLASS)

As presented in the precious section, in DHS, the teacher instructed the learners to write two texts in different lessons. The first one was an essay on how learners spent their last holiday. The second one was an argumentative essay which required learners to argue whether the male child was more important in the home than a female child. The learners' written texts had no draft since it was the one and only draft written on a particular essay topic and there was no correction of the written text by the learners after the teacher's feedback. The learners' texts showed that their level of writing ability varied. Some learners wrote without paragraphs and some texts were

below one hundred words. Among the nine learners' texts I selected in Beatrice's class, I chose the low, average and high rated texts for the purpose of presentation and analysis. From Beatrice's class, I present both argumentative and narrative essays of three learners fictitiously known as Zarat, Ivy and Aaron. Of the three learners, Zarat's essay was categorised as of high standard while Aaron was categorised as of low performance.

TEXT 1A: Zarat's argumentative essay (DHS)

According to the Longman dictionary
A male belongs to the sex that cannot
have babies while a female belongs to the sex
that can have babies or produce eggs.

But before I proceed, I will like to give
honour to whom it's due to by saying
Goodbye to the chairman, panel of judges, Accu-
at time keeper, co-debaters, my distinguished
listeners and my fellow audience.

My name is AJAYI ZARAT, the name of
my school is DOMINION HIGH SCHOOL, I am a benefited
student of JSSSE.

I am here to support the motion which states
that "A boy-child is more important at home
than a girl-child."

Firstly, as we all know the male child is the
breadwinner of a female.

He takes care of all the needs and wants
of his family. Male children are either
educated or trained as an apprentice but the
females end up in the kitchen.

Like I know well, my opponents will say that the
females that cook food and the males will go

out to play football or walk around the streets well it a lie² most males⁴ are capable of cooking than the female.

The male children are presidents and governors, they have the potentials of leading the countries and state more than the females without the males⁵ everything will not be in ^{good} order. The leadership of the males make things grow rapidly.

The males even without education can end up getting an handy, can earn a living through that, but as for the females, they will end up into prostitution just to earn a living and these prostitution can lead to different types of diseases and the most deadly one is HIV/AIDS which females are the most carrier of it.

Lastly, females⁶ think they have no future and think that education is not important, then they end up having, selling their body for money that ^{not} is worth it. ^{ese} I hope with this points have been able to bring you and not to brainwash you that male child is more important than female child.

Zarat wrote to support the motion which says that a boy-child is more important at home than a girl child. She saluted the imaginary panel on the high table and thereafter introduced herself. She argued that male children were the heads of the families and they were presidents of nations. Her essay was made up of 338 words, thirteen sentences and divided into eleven paragraphs indicated by indentations. The teacher had awarded her seven out of ten marks (70%).

Text 1B: Zarat's narrative essay (DHS)

Composition.

How I Spent my last ~~Christmas~~ ^{Sallah} -
~~First~~ ^{one week} day of the ~~Christmas~~ ^{Sallah}. I was over-occupied. I had to finish morning Choro on time so as to be able to do some work given to me by my Mummy and Sister. ~~My~~ ^{My} ~~parents~~ ^{parents} were making preparation for the ~~Sallah~~ ^{Sallah}.

My Mum, my siblings and I
woke up on Saturday at around 10:00 am - we tidied up the house and prepared to shop for the

up coming Sallah Celebration.

My mum, my siblings ~~and~~ and I all went to the market to buy food stuffs. we had a lot to buy because we prepare a lot of dishes during Sallah. We also branched at my mums favourite boutique and bought some very nice clothes and shoes for Sallah.

Sallah is here. friends and families visited. I and my siblings had to ^{take} carry food for all the Christians families in the neighbourhood. I used that opportunity to make a lot of money because each family I took food to usually had to give me money. So I gladly and whole heartedly did the job.

I ate a lot and ended ^{up} having ^{ing} constipation. well it lasted for few days.

And the school gave us up to one week to spend the Sallah. we only spend two days yet - we were planning to visit our home town at Aramoko-ekiti.

We travelled to Aramoko-ekiti to visit our grandma and grandpa parent. Grandpa went to the farm and harvested some yams, killed bushmeats and tapped some palm wine. I enjoyed dinner that very night because it was the first time I tasted palm wine. In fact it much sweeter than Coke and fanta. ^{I spent some} I ~~spend~~ ^{some} ~~time~~ ^{time} with my child hood friends and we chatted together and returned home.

7/20

Zarat began her narrative essay with an underlined heading as indicated in the sample. The text told the story about her past experience. In summary, she narrated that her mother and her siblings went to the market to purchase some foodstuff because they prepared lots of dishes during the ‘sallah’ celebration to give to friends and families. She also narrated that she ran errands so that she would be compensated with money. The essay was made up of 267 words, with seven paragraphs indicated by indentations. The essay had nineteen sentences. The teacher had awarded her six out of ten marks (60%).

TEXT 2A: Ivy's argumentative essay (DHS)

The argument against the proposition that says! The boy-child is more important in the home than the girl-child.

The girl-child is more important and better than the boy-child at home. because the girl-child is the one that will help the mother ~~at~~ ⁱⁿ the kitchen, also she is the one who will fetch water sweep the floor and so on.

$\frac{4}{10}$ she will be the one that will cook food. while the boy will go and play football. the boy will not stay at home to help their ^{hus} mother. only the girl-child will stay. the girl will be the ^{one to} fetch fire-wood ~~at~~ ⁱⁿ farm at times, she will be the one who will ~~the~~ ^h do good ~~at~~ ^{after} school hours. girl-child will wash clothes ~~s~~ plates. The girl's are more patient than the boys in many ways girl-child is more important than boy-child

Thank you.

Ivy's essay was rated as average by the teacher. In her essay, she argued against the motion. She underlined the title of the essay. She opposed the motion which says: the boy child is more important in the home than the girl child. She said that the girl child helps the mother in the kitchen to cook, fetch water and wash clothes. She equally said that the girl is more patient than the boy. The essay had 152 words, 10 sentences and only one paragraph indicated by indentations. The teacher awarded her four out of ten marks (40%).

TEXT 2B: Ivy's narrative essay (DHS)

ASS

Narrative Essay on how I spend my
last Christmas.

Before that day I and my mother and aunt went
to market. We bought bag of rice, turkey
On Christmas day, we woke up very
early so that we can do our work very
quickly. I and my mother and aunt cook
very fast and set the table many visitors
came to our house and we served them.
My aunt took our both. after I and my aunt went
to our uncle's house. when we got there
we greet them and they greet us also. they
gave us food and drink we watch T.V
and my uncle took us with his children to
supermarket for shopping he bring us back
to his house. I played with his children.
After I and his children went to the swimming
pool and swim and camera men camera
us while swimming. After all of us were
camera when it was getting dark I and my
aunt now went home back. THAT how
I spend my last holiday Christmas.

Ivy's narrative essay was on how she spent her Christmas holidays. The first sentence of her essay was the title of the essay. She narrated how she followed her mother and aunt to the market to purchase a bag of rice for the Christmas celebration. The narrative essay was made of 243 words, twelve sentences and no indication of paragraphs. The teacher awarded her four out of ten marks (40%).

MALE CHILD IS IMPORTANTER THAN MALE CHILD
 Goodday, Chairman, Pannel of Judges and accurate
 time keeper and Co-deBater
 I am Here to speak on the motion
 That says a male is more important than
 a female in the house
 A male is very important because
 a male is ^a hard working child, what
 a female can do a man can do better
 A male represents ^{his} family and female
 represents ^{his} father and male is
 the head of a family
 A male 10x10 better than a female

Aaron's essay was rated low. It argued in support of the motion. He wrote the title in capital letters. The essay is made up of 94 words, it had four sentences and it is divided into four paragraphs indicated by indentations. The teacher awarded her two out of ten marks (20%).

How I spend my ~~time~~
 paragraph When it was ~~time~~ time I visited my sister
 in Ibadan and her children and husband.
 When I got there, my sister showed me and I
~~and~~ and ~~and~~ and it played with the my sister's
 children and I like them very well. The second day
~~day~~ day and wake up ~~and~~ brush my teeth
 and bath and dress up and I wear my clothe
 earing, Bag. Me and my sister's children and
 4 meet our grandma at home at Ado. when we
 10 got there he cooked rice and meat and walk
~~at~~ ~~at~~ together and drink together. When we
 ate finished. We now going home our grandma and
 grandpa. And my brother and sister gave us money
 and we were happy. When we got to London.
~~was~~ When it was third day of ~~time~~ and I was
 packed to come back home. when it was time
 to come back home my sister and her husband gave
 me money and my sister ~~also~~ me to motor park
 to carry when I was in the car my grandpa call
 me and send ~~me~~ are you come and I called
 I was coming and when I got ~~to~~ home

my mother welcome me and all my sister and
 my brother. And when ~~it~~ was time to come to
 school I was ~~packed~~ to come to school
 that is how I spent my last ~~time~~
 No paragraph

Aaron's second essay was a narration of how he spent his last Christmas holiday. He narrated how he went to his sister's home in Ibadan city to celebrate with the sister's children. The essay

has 212 words but there is no indication of paragraphs. The essay was made up of nine sentences as indicated by his full stops. The teacher awarded her four out of ten marks (40%).

5.8.2 ESSAY FROM KINGS HIGH SCHOOL

As stated earlier, in KHS, I observed two teachers (Anne and Kate) in different classes of JSS 3. Even though their lesson plans were the same and they taught the same topics per week, the learners' writing were different. The teachers were able to teach two topics in narrative and argumentative essays. The argumentative essay proposed that a male child was better than a female child, while a narrative essay was about a memorable day. I found it important and relevant to present learners' written work from each of the teachers' class because they had different ways of presenting and imparting knowledge to their learners. Therefore, out of the nine selected learners' written texts, I present one low, one average and one high rated essay for each teacher.

The learners' written texts were similar in structure. Under an argumentative essay, the learners chose either to support or to oppose the motion, depending on their opinion and understanding of the topic. They wrote as if they were giving an oral presentation, probably because some of the learners had attended several debates organised in the school, or viewed a debate programme on the television. The majority of the learners wrote without indicating paragraphs. There were spelling and punctuation errors in the essays. There was one draft for each learner. Therefore, the majority of texts were not neatly written.

5.8.2.1 ANNE'S CLASSROOM (KHS)

In Anne's class, I present both the argumentative and narrative essay of the three learners: Vincent (high), Temmy (average) and Patricia (low). I have used pseudonyms to protect the identity of the learners.

TEXT 4A: Vincent's argumentative essay (KHS)

Good day the Chairman, Co-debators, time keeps ladies and gentlemen and my audience here and at home. I am here to ~~oppose~~ ~~the motion~~ which says "A FEMALE CHILD IS BETTER THAN A MALE CHILD"

7/10
When couples get married, the wish of most members of the family and well wishers is that couples be blessed with male and female children. Many people prefer to have a male child as the first child. Even many people ~~prefer~~ particularly in Africa, prefer male children to outnumber their female children. Please, hear this. There was a television message which broke out about a man whose wife delivered a baby boy to his family

in the village with a handphone. The entire family was enveloped by intense joy because of the birth of a baby boy.

Male children are more useful at home than female children. If a family has a vehicle, a boy knows better how to wash the vehicle. A woman who has a vehicle will prefer her son to wash and care for the vehicle than her daughter.

A male child is more useful at home than a female child because a boy is more energetic. Heavy loads can be carried by boys, bleeding of the compound is better done by the boys, by girls.

A male child is more courageous at home than a girl. A boy can kill ~~his~~ a snake that is roaming around the compound can easily be killed by a boy but a girl is too timid to do all these. A boy is better in a place to be trained in defending the house from an invader or intruder.

A male parent will prefer a male child to represent him at any function he is unable to attend. A boy is a good biological child who

has to represent his father. It is the responsibility of the boy to ~~find~~ for the family when the parents become old. A male child ensures the ~~community~~ continuity of the family name. A female child marries to change her name to that of her husband. A female child may however adopt a compound name to perpetuate her family name but she has to seek the consent of her husband. A male child needs not do this. Indicate the paragraphs well.

Vincent's essay was rated as high in the class. He began his argumentative essay by saluting the imaginary people, from the chairman to the audience. The essay was written as if he was addressing a real audience which warranted the salutation. He wrote to oppose the motion which was about the importance of a female child compared to a male child. He used persuasive words to convince the readers or listeners to agree with him that the male child, instead of female child was better. The essay had 382 words and it was divided into six paragraphs indicated with this sign (=>) at the beginning of each paragraph. The essay was made up of twenty four sentences as indicated by the full stops. The teacher had awarded him seven out of ten marks (70%).

TEXT 4B: Vincent's narrative essay (KHS)

THE DAY I WILL NEVER FORGET

The day I will never forget (is the day that I was packed up together with some people who were making noise in the class ^{in my former school}. They asked us to go outside & stretch forth our eyes in the sun. We were there from morning till closing time. This affected me seriously that I was taking ^{to} the hospital when I got home.

In the hospital I was given some injections which had no effect in my body, I was taken back home after two days I was returned back to the hospital in which I was admitted for one week. This ~~spent~~ ~~my~~ ~~daddy~~ a lot of money but he never complained.

I thank God Almighty for giving me the opportunity to be alive today with my eyes.

Vincent's second essay narrated his ordeal when he had to be punished as one of the noisemakers in his former school. The essay was made up of 135 words divided into four paragraphs. The essay had seven sentences. The teacher awarded him six out of ten marks (60%).

TEXT 5A: Temmy's argumentative essay (KHS)

26/11/2014
Assignment
Good day ladies and gentle men
my name is ^{my} I am ^{writing} here to
support the motion which says, Female
child is better than male child.
Paragraph First and foremost, I will like to describe
to who are female child, Female child
are the all girls of the family and
they can also be called daughter
the family, while, male child are
the boys of the family and they can
also be called sons of the family.
Secondly, female child are the child
that normally used to help the family
and while some male child are the
child that did not normally used to
help the family.
Thirdly, female child do not have the
freedom of movement that ^{while} the
male child especially male child
usually go to any where they like,
play football ^{as} they like and even
through they have the opportunity
to go out at any ^{time} thing and even go
to sleep with their friend and their
male ^{with} female child do not ha
ve the right or opportunity to go
out at any ^{time} ^{where} they like.
Fourthly, female child use to do all
the necessary things they have to
do, ^{for} example, to sweep the floor,
mop the floor, wash the plate,
clean the toilet, and even cook
food for the family, while male child

Temmy's essay was categorised as average. Her first essay was an argument. She wrote to argue that the female child is better than the male child. She gave a definition of a female child and a

male child. The essay had 278 words with eleven sentences which were divided into five paragraphs. The teacher awarded her four and a half out of ten marks (45%).

TEXT 5B: Temmy's narrative essay (KHS)

A MEMORABLE DAY
My memorrable day is a day. I
visit my uncle's house at lagos, when
I got there I am very happy because
was so the place was so beautiful.
After I got there my uncle's wife
greeted me and welcome me and I greet
her daughter after that she entertain
me everybody eat and drink. After that
I help her to some house chore.
When my uncle arrive he greeted me
once again and tell me welcome then
he carry me and his wife and his
children we all go together to captain cook
when we got there we bought alot
of things and for his daughter like
ice cream, fried rice and meat
when we buy it
after that, we go home, we eat
and drink after we go to bed
the next.

Temmy's second essay was a narration titled 'a memorable day'. She narrated her visit to her uncle's home in Lagos. The essay had five sentences which were divided into three paragraphs. The essay was made up of 134 words. The teacher awarded her four out of ten marks (40%).

TEXT 6A: Patricia's argumentative essay (KHS)

parag¹ → I am writing this letter to support a female child. A female child is better than a male. What a female child can do a male child can not.

A female child can cooking but a male child can not do it.

A female child can support her parent but male child can not support.

A female child can wash are parent's cloth but a male child can not do it.

A female like are children but a male did not care from they children.

A female can sell food but a male child can not do it.

2/3 → And what a female can do a male child can not. I am writing to support a male child.

a male child can do chair but a female child can not.

a male child can pay school fee but a female can not do it.

Patricia's essay was rated low by the teacher. She argued in support of the female child. She highlighted what a female child could do and what the male child could not do. But in the last two sentences she highlighted what a male child was capable of doing which the female child could not do. The essay was made up of 153 words constructed in ten sentences. There were no definite paragraphs in the essay. The teacher awarded her two out of ten marks (20%).

TEXT 6B: Patricia's narrative essay (KHS)

English lesson

Solution

A memorable day in my life

The day I ~~grate~~ do my graduation in primary school I am so happy. The day is the most happy day in my life.

2/10 and I was excited ☺

and too I have my report to school secondary school ☺

I thank God for what he do in my life. If not God there is nothing I can do.

Patricia's second essay was a narrative. She narrated that her memorable day was her graduation from primary school to secondary school. She said she was excited and she was given her report

to secondary school. She concluded by thanking God. The essay had 61 words. The essay can be categorised into three sentences. The teacher had awarded her two out of ten marks (20%). In the next section, I will present learners' written texts from Kate's class.

5.8.2.2 KATE'S CLASSROOM (KHS)

From Kate's class, I present both the argumentative and the narrative essays of the following learners: Maria (high), Ola (average) and Caroline (low).

TEXT 7A: Maria's argumentative essay (KHS)

EW
Female ^{at Writing} children better than male children

reading: Paragraph 1:
- As for me I hold the opinion that female child is better than male child. This is not just because I am a female as you will see in following paragraphs.

Paragraph 2:
On ^{at} the home front, female are the ones that keep the family going. They clean the house, take care of the children, do the laundry, cook for the family and many times work to pay the bills. They wake up at 5 am just like men do do the same kind of work and get home only to get on their second job - e.g. home making while the male hides behind newspaper thanking God he is not a female.

Paragraph 3:
The male The male hides under the excuse the very nature of female makes them fit into these jobs e.g.

8/10

They are emotional, sympathetic, empathetic, loving, resourceful and economical. But whatever's female natural home, male does not matter here, the fact is that male needs to do more than just providing the financial needs of the family to be better than female. Money only helps in providing material things for us. ©

Paragraph 4: When it comes to what makes good children, youth and later adults it is parental training. Our parent need to be there all through our developing years teaching and disciplining. ~~the~~ too, male are found wanting.

Paragraph 5: It is the mother that stays with the child all day, taking him to school, bringing him back and providing the much needed education and corrects. Although male possess some good character like courage, strength and forthrightness most of them put all of those into their careers with nothing left for the family. ©

Paragraph 6: With this I will like you to agree with me that "female child is better than male child".

Thanks

Maria was a learner in Kate's class. Her essay was rated as high in the class. She wrote to support the motion that a female child was better than a male child. She began her essay by making her thesis statement clear in the first paragraph without any salutation as other learners did. She further said that her decision was not based on the fact that she was a female child which she tried to explicate in her arguments. All the other paragraphs contained convincing

words to persuade the readers to agree with her that a female child, instead of a male child was better. The essay was made up of 283 words with six paragraphs which were clearly indicated before proceeding to the next line to begin her writing. The essay had fifteen sentences. The teacher had awarded her eight out of ten marks (80%).

TEXT 7B: Maria's narrative essay (KHS)

A MEMORABLE DAY
DAY 1 would never forget was the day I went to Ibadan
y holiday in Ibadan, Ariga street
It was really fun when I went to Ibadan,
received warmly. My younger sister was happy to see me because
I has been long she has not seen me before because she come
school.
When I was about 10 years old I went Akure first
and ~~used~~ ^{spent} one week there before coming to Ibadan. on the way
Ibadan there were many beautiful things there.
like Beans cake and bread on the way because I was not
a public bus, it was an indom bus for my uncle. That is
the car that took us there.
When we got to Ibadan, we saw a place called
beauty, after I saw their market which is called Agogo. Mar
after that I saw two roads then we arrived Ariga street.
When we got to the house, we dropped my bag inside
then I set out for the market to buy food stuffs and
other provision that we would need for my sister and I.
When we got to the market we went to the market to buy
food stuffs and provision. My sister and ingredients for
ours. When we left the place, we went to where goats are usually
usually we go there and bought two goats for
Christmas and new year. In Christmas, it was very fantast
and sweet. That day we killed our goat and try if we co
10kg of rice and peeled yam so we went to church that
Night, so before that day, My sister's husband has a
Meeting so we bought turkey and fry and pound it
So on the new year day before that day we went to church
drama, has part of the drama group after the
Twelve children shouted happy

When we got to the ^{bus} house we put on our generator till three o'clock we put off the generator and went to sleep.
When it was 9:30 we woke up and started working and after that when it was time to resume my elder brother came back to Ado.
That a My Memorable day.

6 1/2 / 10

Maria's second essay was a narration of her memorable days in Ibadan city during her Christmas and New Year holidays. She narrated how she travelled from Ado Ekiti via Akure to Ibadan city. She mentioned the food she ate on her way to Ibadan city and also mentioned the things she saw on the way. The essay had 374 words with seven paragraphs. The essay was made up of fourteen sentences. The teacher had awarded her six and a half out of ten marks (65%).

TEXT 8 A: Ola's argumentative essay (KHS)

Assignment

Female child is better than male child.

~~Paragraph~~ My name is Ola - Kelly Victor
How male child is better than female child is as following
Male child^{ren} are the in

Male child is the gen
key married beings in
process of producing
Male child^{ren} are the proper
owners now-a-days, as the male

child, are the important child there
famous in the whole world,
Example, Barack Obama, Nelson Man-
dela, president of Goodluck the presi-
dent of Federal Republic of Nigeria.

~~Paragraph~~ These fathers make them as the
first or next of King^{kin} in the older
as days, male child are the choos-
ing person for king in a villages
male child, are the first creature
in the Bible

This is my essay on the male child
is better than female child.

Ola's one essay was argument. He argued to support the motion that male child is better than female child. He introduced himself and went ahead to give reasons why male child was better than female child. He was of the opinion that male children were important, famous and they were property owners. He gave examples of famous people in the world like Barak Obama, Nelson Mandela and Good-Luck Johathan. He concluded that the male child was better than female child. The essay comprises 136 words with three paragraphs. The essay was made up of seven sentences including the title. The teacher awarded him five out of ten marks (50%).

A memorable Day

A day I we newer forget

A day I we newer forget, it was a great joyful and powerful day it was my birthday ~~the day~~ the day ^{was} very happy and joy^{ous}, we celebrated it with some food and drinks and my father bought some goods for me to celebrate my birthday, ^{even} my uncle.

Bro^{ther} Isaac bought me some things like wrist watches, novels ^{even} includes shortbread, butter, ^{and} biscuits.

The happy things that happen^{ed} that day ^{is} the day was FEB/14 on 14 and 2014 and ~~even~~ 14 year, I was ^{very} happy that day ^{and} my twins sister every-body ^{were} happy.

A. + . n

My father prayed for me that day even he also pray^s for my mother, sister ~~and~~ and my twins sister my partner

Ola's second essay was a narrative. He narrated his memorable day. The day was his birthday and he was presented with many gifts by his family members. Finally, his father prayed for him

and others. The essay was made up of two titles, three paragraphs and five sentences. The teacher awarded him four out of ten marks (40%).

TEXT 9A: Caroline's argumentative essay (KHS)

✓
Date _____ Assignment heading _____
A female child is more useful than male child

Point one
Paragraph 1
Female child is better than male child. ^{Female child} who is a female child is ~~the~~ person that helps her mother to do work. ^{she} can sweep, take care of the house.

while male child ~~make~~ ^{is} the head of family. ^{they} give ~~the~~ ^{their} mother or the wife money for food.

Point two
Paragraph 2
Female child is ~~more~~ ^{give birth to} that ~~more~~ ^{female child} and take care of the house without ~~the~~ ^{the} help of male child, there is no world. Female child helps their parents.

Point three
Paragraph 3
There is ~~no~~ ^{not} work that male can do that female ~~can~~ ^{can not} do ^{for example} president, dusty, governor, a county teacher and lawyer etc.

Point four
Paragraph 4
Female is more useful than male child we help our mother to do work at home, shop, or ^{anywhere} but male they can do that because they are male when they ^{so support to} their mother they play ^{football} when female are ~~with~~?

5.8.3 ESSAYS FROM VICTORY HIGH SCHOOL

In VHS, I observed Susan in JSS 3. The teacher taught two lessons of different topics on essay writing which were an informal letter and argumentative essays. The question was to argue for or against the motion that life in the city was better than life in the village. In letter writing, the teacher instructed learners to write a letter to their grandmother who stayed in the village, telling her their wish to spend the Christmas holiday with her.

According to the ethics of an ethnographic study, the researcher is not expected to interrupt the flow of events but rather to allow events unfolds naturally (Punch, 2009). In view of this, I present only the lessons the teacher was able to teach during my data collection period. In addition, the teaching of informal letter writing is a form of writing in which the learners showed their level of understanding in writing.

In Susan's classroom, I selected nine learners' written essay of the same topic which comprised three low, three average and three high performing learners. Most of the learners' written texts were legible, neat, well paragraphed and lengthy. For the purpose of presentation, I present the essays on argument and informal letters of the following learners: Loveth (high) Praise (average) and Gloria (low).

TEXT 10A: Loveth's argumentative essay (VHS)

Good Chairman, panel of judges, accurate time keepers, my Co-debater, ladies and gentlemen. My name is Ada, I am here to support the motion which says "Lives in the cities are better than lives in the villages".

Firstly, I will like to let you know the meaning of the word city and village. City is a very large and important town with social amenities, while village is a small place which lack social amenities like Electricity, water, hospital and so on.

I will like to support my motion with these underlisted point:

To start with, people living in the city have access to sound education as we all know that education is the bedrock of life, but it is very unfortunate that people living in the village do not know the importance of education.

Also, the level of exposure of people living in the city is very high compared with that of village. For instance, Airplane is not a new thing for people living in the city because they do see it everyday and they have been to airport where aeroplane do take off and land times without number. Again, they do go to amusement parks where they meet children of different Calibre. All these are not possible in the village because in their life, they have never set their eyes on a helicopter let alone of aeroplane.

Further more, cities are very luxurious of their health, because they so much believe that health is wealth. They live in a very clean environment. Even when

Living in the village does not take their health serious, they live in a dirty environment, they don't have access to good health care services.

In conclusion my audience, as you all know that we are in a global world, whereby everything is now in a digital form. People have access to mobile phones where they can easily network throughout the world, but in the village, they don't have access to the network services which facilitates all these networking.

Having highlighted all these few points of mine, I think I've been able to convince you that life in the cities are better than life in the village.

C 4
10 4
E 5
20
MAT 2

Loveth's essay was categorised as high in the class. She began her argumentative essay by saluting the imaginary people on seat from the chairman to the audience and then introduced herself by name. She thereafter stated her thesis statement which was to support the motion. She wrote to persuade the readers or listeners to reason with her on the motion through the points she defended in her essay. The essay is made up of 388 words divided into eight paragraphs. The

essay was made up of fifteen sentences. The teacher had awarded her fifteen out of twenty marks (75%) using Content, Organisation, Expression and Mechanical Accuracy (C.O.E.MA) as an assessment or marking rubric. An explanation of COEMA marking grid has been expatiated in Chapter 5 and in the pages from the learners' textbook are attached as Appendix 8A-B.

TEXT 10B: Loveth's informal letter (VHS)

Lm

No 5, Joy Avenue,
Behind Faloye Estate,
Along Iyin Road,
Ado-Ekiti,
Ekiti State.
26th of November, 2014.

Dear Grandmother,

Here you meet the voice of your Grand-daughter,
Loveth saying good day to you. How is Granpa? How about
Auntie and aunty? It's indeed a pleasure to write to you after a
very long period of time in hope every one is okay.

The main purpose of writing this letter is to inform you
of my coming to the village during the forthcoming Christmas holiday
and also to visit some notable places in the village.

To start with granny, I will like to visit the Oba's palace
which has various antiquities and so many other things that I don't
remember. While writing this letter,

Apart from that, there is a dam on the Ekeri-Oyogbo
Stream which is a tradition for catching the mysterious fishes in the
stream and numerous rappa palm which is an accommodation to tap from it
and it is located at the bank of the stream.

Also, my father told me that there is a popular tourist Centre
known as "Kigosi Warm Springs" which is at kilometre away from
the village which normally attract a lot of tourists during festive periods.

In addition, I will like to visit the popular Suruleta Farm
settlement which is close to the village. People do say that the farm has
many fruits and crops such as Banana, Cabbage, Soas to get some for
myself and my siblings.

Moreover, I will like to come and experience the village life and get
used to our culture, and also to hear beautiful and interesting stories from you
about the "Egunya festival" which my mother told me that it usually come up
during the Christmas season.

My Mum and Dad send their warm greetings, So also my
 Junior Sisters who stop by me daily writing this letter but they
 are already on their bed now. I'll see you a wonderful time
 Yours Sincerely,
 eth.

C-4
 O-3
 E-4
 MR

Read your note on the use of
 Capital letters and know when to use them

12/20

Loveth's letter described why she wanted to spend her holiday with her grandmother in the village. She said she wanted to experience village life and also to observe some events and visit some special places in the village. The essay had 337 words, thirteen sentences and it was divided into eight paragraphs. The teacher had awarded her twelve (60%) marks out of twenty.

TEXT 11A: Praise's argumentative essay (VHS)

Life in city is better than life in the village.

Good morning ^M Mr. Chairman, Panel of judges, time keeper, co-debaters and the audience. I am here to support the motion which says life in city is better than life in the village.

Firstly, let us look at the area of civilization. In the village nothing like civilization is there, in the city where there are good road, technology, modern building while in the city there is not like that, in the city there is nothing like vehicle, no technology, ^{no} modern building like in the village where there is no good water while in the city we can find borehole, well while in the village nothing like borehole, no well, where children go to stream and ^{fetch} fetch water.

Secondly, let us look at the area of education in the city children go to school learn and write, use modern equipment for learning, conducive ~~env~~ environment for learning, ~~no~~ institutions and colleges are in the city while in the village ^{don't} go to school and they do not know the importance of education and even if they know, no adequate material for learning no white board, no chalkboard, all they ^{know} is writing on wood with charcoal, no use of modern equipment such as, computer, laptops, no conducive environment like in the city, in village children learn under the tree, while in the ^{city} village children learn under beautiful buildings, while going home they take school bus; while in the village they do not know anything about school bus, either they trick go come.

Thirdly let us talk about recreational centres. In the city there are different places you can enjoy yourself like going on excursion, traveling all over the world going to hotel, different sport activities, going to airport, go to beaches, swimming in modern swimming pool, modern place for sport activities, modern football field. While in the village they do not have any recreational centres, they do not go on excursion, they do not travel all over the world, they do not have hotel, they do not have airport, talkless of going to airport, they do not have modern swimming pool, they swim in streams, they do not have modern football field.

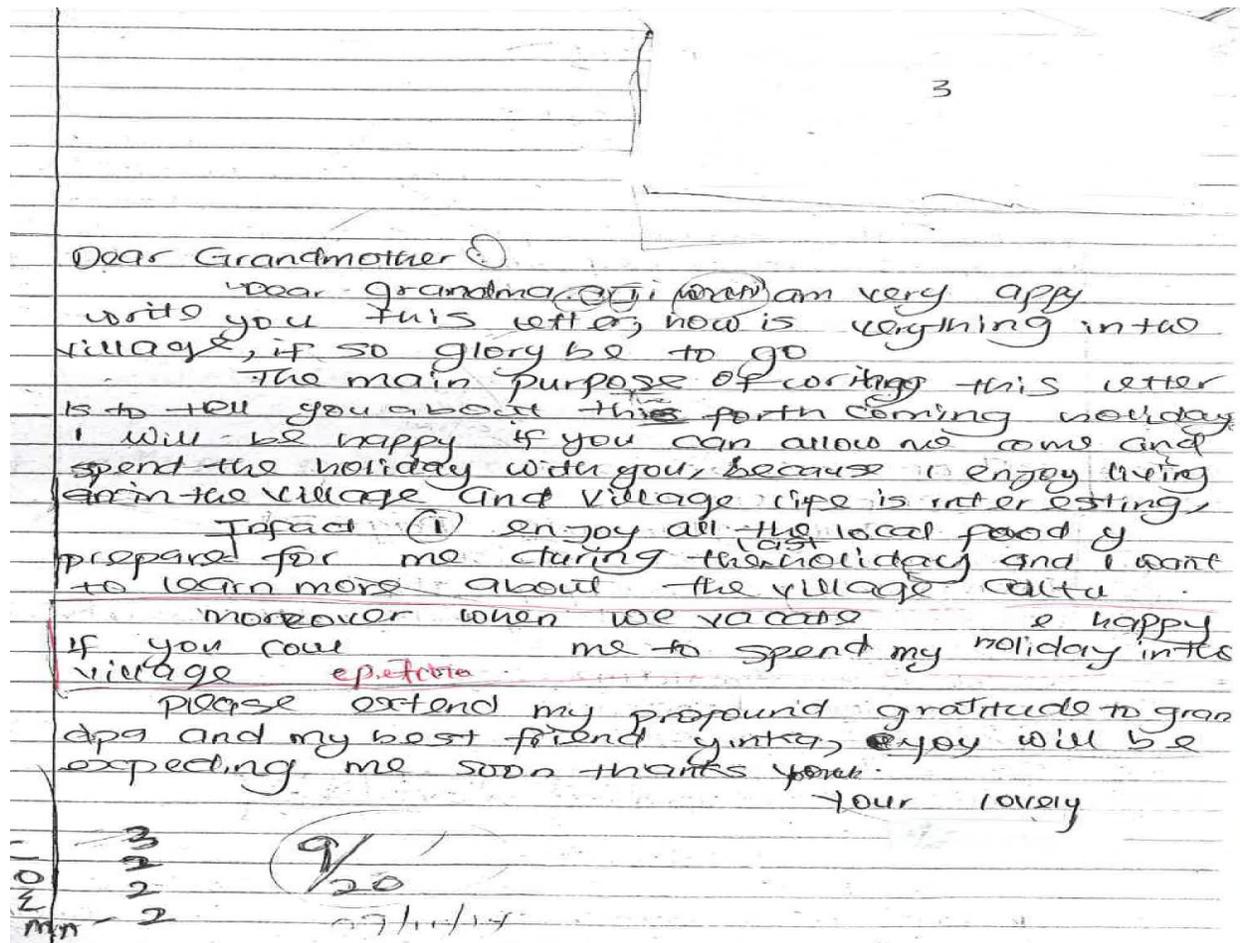
Above from these reasons let us talk about modern facilities. In the city there are hospital and clinic centre while in the village nothing like hospital all the know his herbalist house, let us talk about telephone, laptop, computer, motor, aeroplane, etc. We have all this in the city while in the village nothing like that they only communicate by burning of fire etc. Mr chairman, Panel of judges, timekeeper, co-debaters and the audience, I strongly believe that with the points presented here, I've been able to convince you all that "life in city is better than life in the villages". Thanks you all for listening.

4
3
3
1
MA

11
20

Praise's essay was rated average. She began her essay by saluting the imaginary people on seat starting from the chairman, followed by the panel of judges, co-debaters, accurate time keeper and lastly the audience. In the same paragraph, she stated her thesis statement which was to support the motion that life in the city was better than life in the village. She wrote to convince the readers or listeners that life in the city was better than life in the village with four points developed to paragraphs. The essay was made up of 460 words, with six paragraphs. The essay was made up of twelve sentences. The teacher gave her eleven (55%) marks out of twenty using C.O.E.MA as the marking grid.

TEXT 11B: Praise's informal letter (VHS)



Praise's second essay was a letter to her grandmother requesting to be allowed to come and spend the holiday with her. She stated what she enjoyed whenever she was in the village. She

ended the letter by extending her best wishing to her grandpa and her friend. The informal letter has 150 words and five sentences. It was divided into five paragraphs. The teacher had awarded her nine (45%) marks out of twenty.

TEXT 12A: Gloria's argumentative essay (VHS)

The life in the city is better than life in the village.

Good day Mr Chairman, panel of Judges, my co-department, accurate time keeper, ladies and gentlemen

My name is Adeniyi - Gloria, I am here to support the motion which says Life in the city is better than life in the village.

Firstly, In the city there is a lot of fun, in a village there is motor car, it is very boring big houses. But in a village, it is very boring. No (a) people there trek to school and every where they go.

Secondly In a village people take their children to farm Mot in school, but in the city people believe that if they take their children to school their future will bright. In a village they fetch water for us to drink and use.

Thirdly In the city, our teachers come to school on time they dress neat they come to school early, and come to the class any time they are having us they did not use their period to play or to use it to do any other things especially my English teacher Mrs Adurozakin and math teacher pastor HINA.

But the village the teachers there are useless they loziking go dirty even their Governor did not even bother to talk to them they use their period for another thing else some of the school in the village is not having toilet, window, door, chalk they are using charcoal even their chalk board is not even good.

In the city the school here go to excursion but for the people in the village they have no where to go. Even if I want to my village at Igede all the people there are see me as a

say if I stay there ^{I will} ~~they~~ also be like the ^m city ⁿ not them
 because they looking so ugly and dirty.
 In the city the ^{ere} there is ^{eroplane} a lot of ^{SP} Helicopter, Jet, ^{SP} Airplane
 But in the village if they see any eroplane ^{at} moving on
them they will run inside, they will say what is this o
oh God Help us o then I am ashamed of them.
 In a part, I ^{ed} enjoy the city than the village.
 With all this ^{ese} point I believe ^e I have a point to ^{convince} convince you
 that life in the city is better than life in the village. o
 Thomas.

C	2
O	1
E	2
MA	0

5
20

Gloria's essay was categorised as low in the class. She argued that life was boring in the village while there was lots of fun in the city. She cited examples of things in the city which were not experienced in the village; things like cars and big houses. She presented her points in a form of compare and contrast between the city life and village life. The essay consisted of 436 words, with ten paragraphs. The essay had fourteen sentences. The teacher had awarded her five (25%) marks out of twenty.

TEXT 12B: Gloria's informal letter (VHS)

Victory High School,
P.M.B 031,
Ekiti - State.
~~26th~~ 26th November, 2014.

C - 1
O - 2
E - 2
MA - 1

Dear, Grandmother,

How are you; How was your night? How
I hope it was fine. How was all my uncle
and aunt? Hope ~~it~~ ^{they are doing} was fine fine.

Grandma I really missed you and every one
there. Help me to greet them.

The main reasons of writing this letter to you
is to inform you about the coming Christmas
holiday with you at Igele-Ekiti.

I will be glad if you allow me to come and
spend the holiday with you.

My regards to every-body at home especially
my grandmother and my cousin and nephew.

Yours sincerely,
← Gloria.

God Bless

6/10

Gloria's second text was an informal letter in which she informed her grandmother of her intention to spend the holiday with her. She concluded by extending her greetings to other people. The letter consisted of 108 words, four sentences with four paragraphs. The teacher awarded her six (30%) marks.

5.9 SUMMARY

This chapter has presented the data collected to achieve the goals of this study. This chapter began with the presentation of the classroom data to describe the teaching and learning process of English writing in JSS 3 which enabled me to see the discursive patterns in the classroom interaction. The classroom observations revealed how teachers approached their teaching and imparting of knowledge to the learners with the available resources. The teacher-learner relationship was also noted.

This was also followed by the presentation of both the teachers' and HODs' interview data. The responsibilities of the HODs were identified to show how teachers and their HODs worked together to achieve the expected goals. Lastly, I presented the data from documents such as English language curriculum for JSS 3, scheme of work, lesson notes and the English language timetable. These documents brought to light how well they complemented one another. Likewise, the learners' written works were also presented. The learners' texts were presented to show the genre types they engaged with as they expressed themselves in writing using the available schooling language in their repertoire. In the next chapter, I focus on data analysis in order to identify themes that correspond with the objectives of the study.

CHAPTER SIX

DATA ANALYSIS AND DISCUSSION

6.1 INTRODUCTION

This focuses on qualitative data analysis employed to arrive at the various themes that inform the findings of this study. Each of the derived themes is discussed in relation to literature and theories in order to address the research questions and objectives stated in chapter one. This chapter analyses data derived from classroom observations, teacher and HOD interviews, documents and learners' written texts for the purpose of triangulation. Below I describe the data analysis process.

6.2 DATA ANALYSIS

Qualitative inquiry is able to open up new worlds to readers through the description of people and society by using concrete, rich and detailed information (Denzin, 2001). Analysis is a process of breaking up and separating research materials into parts, or units for easy identification (Jorgensen, 1989). There are different methods of qualitative data analysis, namely analytic induction (Hammersley and Atkinson, 1995), grounded theory (Strauss and Corbin 1990) and thematic analysis (Braun and Clark, 2006). There are different ways and techniques to qualitative data analysis because of the diverse strategies that could be applied according to research designs (Coffery and Atkinson, 1996; Punch 2009). Researchers like Tesch (1990), Miles and Huberman (1994) identify some common features of qualitative data analysis which illustrate interconnectedness of the methods of qualitative data analysis (Punch, 2009). The methods of data analysis are seen to be systematic, disciplined, transparent and descriptive (Punch, 2009). In this way, the phenomenon under study is salient and the analysis of meanings and instances are clearly identified through the use of thematic analysis methods. I followed the thematic analysis to categorise the data into themes for easy analysis.

Thematic analysis is a widely used qualitative analytical method which offers an accessible and flexible approach to data analysis (Boyatzis 1998; Roulston, 2001) because of the complexity and diversity of qualitative methods (Holloway and Todres, 2003). According to Punch (2009) thematic analysis is an appropriate method to analyse data from various sources such as observation scripts, interview transcriptions, and documents which need to be thematised in order to arrive at a meaningful conclusion. Therefore, Boyatzis (1998) considers it not as a separate method but as a tool that should be used across different data collection methods. Additionally, Ryan and Bernard (2000) argue that thematic coding is a process within a particular analytic tradition (like grounded theory or any other one) rather than a specific approach to qualitative analysis on its own. Braun and Clark (2006) maintain that thematic analysis is a method which assists in identifying, analysing and providing an account of themes realised within the data. It also gives interpretation to the various aspects of research topics (Boyatzis, 1998). Since this study draws on the qualitative research paradigm which involved the use of interviews, observations, and documents, I found thematic analysis appropriate for my study.

In this study, both data collection and analysis were done simultaneously so that the gap identified in the analysis could be filled before leaving the research site. Open coding was the first step I employed during data analysis. Open coding is the close examination, identification and sorting of data into theoretical categories for further conceptual possibilities in the data (Punch, 2009). I examined the data by listening to the audio-recorded interviews and classroom observations and by reading learners' written texts, several times to get acquainted with the data content. I also made prints of the transcribed observations and interviews and categorised the participants' responses according to the interview questions in order to compare and contrast their responses. This step assisted me to do the open coding so as to generate abstract categories. Thereafter, I gave each code a temporary label for identification.

The next stage is axial coding which is derived from the open coded data by putting an axis through them (Punch, 2009). My open coded data moved to the stage of axial coding by studying the data closely to identify ways of interrelating the data through causes and effects of emerging issues that cut across the data. The last stage is the selective coding. This is a higher level of

abstraction and theorising of the coded data. I did this by a deliberate selection of a central category that best explained the central theme. In my selection of the core category, I labelled each abstract theory that is grounded in the data. I drew on axial and open coding to support my argument and establish my stand. My interest was to identify the strategies employed in the teaching of English essay writing in JSS 3 classrooms, which emerged from classroom observations and interviews data.

Through the use of the Genre theory, learners' written texts were analysed by looking at the writer's consciousness of the social purpose, schematic structures and language features in the various texts that were produced by the learners. The learners' written texts were also analysed in order to investigate how they structured their essay to express their understanding of issues and to communicate meaning in relation to the text types they had to write. The feedback given during lessons and on each written texts were also analysed. In addition, teachers' documents including their lesson notes were analysed in relation to the curriculum document in order to establish whether there was a correlation between the curriculum or policy requirements and teachers' practice with regard to the teaching of writing. All these proved to be appropriate instruments to measure how well the teachers prepared for writing lessons, and they also served as useful form of triangulation to the lessons observed.

Following the view that the Genre-Based Approach to the teaching of genre or text types follows a stable process that cuts across contexts (Johns, 2002), as explained in Chapter three, it was easy to analyse the process of essay writing and the types of texts that were written by learners. The teaching-learning cycle proposed and developed by Martin and Rose (2005), and the constructivist (Vygotskian) approaches to pedagogy were also used to understand classroom interaction and practices. As English is learnt as a second language in Nigeria, the Second Language Acquisition and learning theory enabled me to make sense of the teaching and learning of English (L2) writing in JSS 3 classes.

The coded data enabled me to identify common pattern and themes. Five broad themes emerged from the triangulated data namely: pedagogical issues, teaching and learning constraints, linguistic factors, affective factors and curriculum policy and implementation. Pedagogical

issues, has to do with teachers' pedagogical strategies in the teaching of writing. Teaching and learning constraints deal with some challenges encountered by teachers in teaching English writing. Linguistic factors highlight the use of different languages (L1 and L2) to enhance teaching and learning of English L2 writing. The affective factors have to do with teachers' and learners' attitude and motivation. Lastly, curriculum policy and implementation focuses on English writing in the curriculum and its implementation by teachers. Below I provide a detailed discussion of each theme with related sub-themes.

6.3 PEDAGOGICAL ISSUES

6.3.1 Pedagogical content knowledge

This broad theme responds to the research objective on investigating how teachers understood and interpreted the English (L2) writing curriculum in Nigeria. It was informed by the teachers' level of understanding and knowledge relating to their professional qualifications, experiences and professional training.

As stated in Chapter 5, the participants went through teacher training courses in English, either at university or at the college of education (Tables 5 and 6). In other words, all the participants were qualified to teach English as a subject in any secondary school in Nigeria. They also had adequate disciplinary and pedagogical content knowledge of English as spelt out by their qualifications or Bachelors degree certificates. For examples, Beatrice, Anne and Susan had Honours degrees (B.Ed) in English (L2), while Kate had a National Certificate in Education (NCE) as at the period of my data collection. Zhao (2012) states that knowledge means to know in relation to facts, skills, comprehending and interpreting what has been learnt. According to Smeby (2007) teachers' professional knowledge is related to their different occupational realm. Besides their qualifications, teachers are expected to have knowledge of the goals and objectives to be achieved in the teaching of English. Teachers are expected to have knowledge of subject matter, pedagogical content, learners, and teaching methods/strategies, curriculum, content and self (Mohammed, 2006; Sadeghi and Zanjani, 2014) for effective teaching (Shulman, 1986, 1987). According to Richards (2011) the effectiveness of teaching and learning depends on the

teachers' knowledge of the subject matter knowledge. However, Milner (2010) argues that teachers require more than content or subject matter for effective teaching to take place. In support of this, Kenny (1990) suggests that teachers should have appropriate strategies to attend to arising issues and topics in the classroom that would be relevant to the context.

In this study, the teachers seemed to be aware of the English curriculum content because they planned their scheme of work for each term. This was apparent in the interview data from both the teachers and the HODs. They seemed to be familiar with different types of knowledge which they were exposed to in their professional training in the B.Ed or N.C.E educational programmes. However, the teachers seemed to find it difficult to detach themselves from referring to the examples provided in the textbook. They rarely cited examples related to the learners' contexts which could assist the learners to comprehend the subject content easily. Anne was the only teacher who referred to the sample text on page 41 of the learners' English textbook (see Appendix 11 A - B) but the story in the text was far removed from the learners' context. In other words, the teacher did not relate it to the learner's context so that the learners could relate to the story in a way that would scaffold them to write a similar text. As a result, the learners wrote below the stipulated number of words because they had little content to write about.

Beatrice and Anne claimed that the learners found it difficult to comprehend the lessons because they were L2 speakers of English. The teacher practices appeared to contradict Sadeghi's and Zanjani's (2014) view that teachers are expected to know all information pertaining to the subject matter holistically to deliver the subject matter effectively (Turner-Bisset, 2001). In this case, I could argue that the teachers' acquired knowledge was theoretical and was rarely translated into practice. This suggests a gap between theory and practice with regards to teachers' disciplinary and pedagogical knowledge.

This suggests that knowledge of the subject matter should not be considered as the only prerequisite for effective teaching in the English L2 writing in JSS 3 classrooms. Teachers should be able to apply the pedagogical content knowledge in the classrooms. Pedagogical content knowledge is the knowledge that caters for the study of language teaching and language learning itself (Richards, 2011) which could be applied in various ways in language teaching. It

could include course work in curriculum planning, classroom management and assessment, and the teaching of the four language skills namely, listening, speaking, reading and writing (Richards, 2011). All these elements are embedded in the curriculum which is offered by the various higher institutions in Nigeria in the training of prospective teachers. Data showed that teachers struggled to draw on these different areas of knowledge. It could be argued that the teachers needed constant in-service training through seminars and workshops to be able to apply the knowledge effectively in a teaching and learning situation and to keep abreast of new and emerging language issues in the classroom.

The data presented in Tables 5 and 6 show that teachers had undergone training at different time. In addition, all of them underwent in-service training through workshops and seminars, except Kate. All the teachers attended one or more of these programmes at one time or the other to enhance their knowledge in their career, except one teacher, Kate in KHS. She was yet to pursue her Honours degree and had not attended any seminars during the data collection period. This could probably be because she had just qualified as a teacher three years ago at the time of the data collection.

Even though, most of the teachers (with the exception of Kate in KHS) claimed that the seminars and workshops improved their teaching methods, none of them could mention the actual teaching methods they were exposed to during these seminars and workshops. Nevertheless, their in-service training knowledge hardly reflected on their practice in the classrooms. Given this, I could argue that the teachers' knowledge appeared to be inadequate in terms of assisting the teachers with better teaching practices. However, the HODs said they had a forum where the teachers in the departments met to deliberate on issues but they never made any mention of what they discussed in those meetings.

The recommended approaches to the teaching of English were not explicit. It would be better if the teachers could distinguish between the stipulated approaches that are highlighted by the various government documents. The curriculum document encourages communicative competence of learners and stipulates preference of the process approach (FME, 2007 p. viii) while the textbook stressed eclectic teaching and learning approaches. Emphasis is however laid

more on the process approach which requires learners to produce first draft which should be proofread by a peer and edited later. Teachers were expected to follow this approach.

The analysed data also showed that teachers had limited understanding of the curriculum content on the recommended teaching approaches. I noted that they did not apply the recommended process-based approaches during the teaching of text types in English writing. Beatrice confirmed that the application of the curriculum content was not feasible because of their limited understanding of the approaches stipulated in the curriculum. This was also corroborated by Kingsley the HOD in KHS that the curriculum was not explicit about approaches to teaching writing. The HODs in DHS and VHS respectively could not explain what the curriculum stipulated with respect to the approaches to the teaching of English writing.

In the teaching and learning situation, knowledge of the context of learning and learners to be taught is very important. In this study, it appeared that the teachers' knowledge in these areas is limited. The teachers were aware that the learners were L2 learners of English, but they did not take into consideration that each learner was unique or the individual differences which could determine their learning ability. Krashen (1985) argues that the child's individual interests could impede or enhance their learning abilities depending on how the teachers handle the learning condition. In addition, the teachers were not patient enough with the learners, knowing that they were learning English as a second language. They did not give enough examples that were related to learners' socio-cultural context for easy and better understanding of the subject matter during essay writing lessons. According to Kozulin, Gindis, Ageyev and Miller (2003) who draw on Vygotsky's theory, the socio-cultural forces around the child have a great impact on their development and learning. Teachers are expected to familiarise themselves with the school and environmental surroundings in order to make use of resources available to support learners' learning. The above discussion on teachers' knowledge is relevant to understanding the connection between teacher practices and learners' performance and achievement.

6.3.2 Teachers' Pedagogical Strategies

The triangulated data of this study shows that the teachers made use of a variety of strategies to teach English (L2) writing. These pedagogical strategies include both transmission and interactive strategies as discussed in the following section.

6.3.2.1 Transmission Teaching

Observation data showed that one of the strategies used by the teachers was transmission teaching. This strategy involves the teachers standing in front of the learners to explain the topic content while the learners sit quietly as they listen to the teacher. According to the JSS English curriculum, the teachers were to make their teaching interactive so as to enable learners' participation (FME, 2007). In contrast, the teachers engaged with the learners only when they wanted the learners to answer questions. This scenario was mostly visible in Susan's essay writing lessons. All the teachers employed this strategy in their teaching except for the intermittent questions from the teachers to clarify if the learners were following the lessons which were constantly answered in the affirmative. Examples of these could be seen in BT:9-20, 25-38, AT:66-90, KT:71-85 and ST:78-94. I once again, present some of the excerpts from the previous chapter for better understanding of issues referred to in this section.

BT: 9] I want the two of you to come out to explain the meaning of what we mean by argumentative essay (talking to two of the learners to demonstrate).

10] Let Laban and Zarat come out. I want to use the two of you to explain the meaning of Argumentative essay.

11] As we are now talking about the court of law, we have two lawyers, Laban stands for the government while Zarat stands for her client.

12] Are you getting what I am saying now?

Ss: Yes (all learners in a chorus)

BT: 13] And the client can be referred to as the criminal in the court of law and Zarat will like to defend her client. ...

KT: 71] 'Se o ti ye wa beyen' [do we all understand].

Ss: yes (in chorus).

KT: 72] At the end of each paragraph you must put full stop.

73] Like this and like this (demonstrating on the chalkboard).

74] Look here those of you at the back (She corrects some learners who were not concentrating at the back of the classroom.)

- 75] Mind you, the beginning of an essay is very important.
76] A good beginning would excite the reader.
77] That is, the introduction.
78] When you are writing this type of essay the first thing is to put the heading and begin with a paragraph.
79] This should include the date of the memorable day, the place and what makes the day a memorable one; that is the event. ...

Interview data illustrate that all the teachers stated that they used group discussion in their teaching. This is an indication that they were all aware of the use of other strategies besides the transmission teaching strategy. However, this was not experienced in their lessons. I cannot rule out the fact that they passed through this transmission strategy in their school days. The teachers' biographic information (Table 5) shows that they had graduated from the university before the curriculum was revised in 2007. Likewise, it is possible for the teachers not to have undergone any training on the use of the learner-centred approaches to teaching writing such as the process approach which is stipulated in the curriculum. So the common use of less interactive teaching strategies by teachers can be attributed to these two factors: their pre-service training and limited in-service training.

According to Trigwell, Prossper and Waterhouse (1999) transmission teaching focuses on facts and skills to enable learners write good set of notes. The notion that teachers are custodians of knowledge still holds in this environment and teachers come to class to disseminate knowledge. Likewise, the learners were of the opinion that their teachers knew everything while they seemed to have limited knowledge of the subject matter. Teachers also believed that the learners did not have prior knowledge of the subject matter and therefore, learners were not expected to be active during the teaching and learning process. Therefore, the learners remained passive in the writing lessons.

6.3.2.2 Individual oral presentations

Another teaching strategy employed by the teachers was classroom talk or discussion. Although a discussion is regarded as an interactive strategy, the observation data showed that the

discussion was teacher controlled. This could be associated with the traditional teaching methods. For instance, teachers gave three or four learners the opportunity to present while other learners listened. The individual presentation was always up to an average of three to five minutes per learners. During the presentation, the teachers corrected the grammatical and other errors as the individual learners spoke. (See Chapter BT: 85-88, KT:63-68 and ST:73-79). Below are some excerpts from the previous chapter.

- BT: 86] was (she corrected the learner's grammatical error)
S: 11] when it was five O'clock I went to where they are selling banger
so I buy
BT: 87] I bought (she corrected the learner's grammatical error)
S: 12] I bought three packets when it is exactly
KT: 63] I want to tell you some mistakes you usually make when you are
writing essay.
64] If you're told to write an essay, do you need address?
Ss: No

During my observation, I noted that some learners were not willing to present orally probably because of fear of making mistakes or because of the learners' weak competence and mastery of English (L2). It could also be as a result of their innate tendency of being introvert or timid as indicated by Susan in the previous chapter. This practice did not correspond with the requirement of the curriculum statement, which stated that the learners in JSS 3 class should be able to communicate fluently in English (FME, 2007, p. iv).

In this way learners were expected to be able to write essays and letters of any kind by the end of their JSS 3 class. In addition, there is a common regulation that only English (official language) speaking is permitted during school hours. Therefore, even if they wanted to ask a question, they could not, due to lack the English proficiency to express themselves. There were classroom discussions in DHS and KHS but the discussions were only limited to the teacher and the learners while learner-learner interactions were not facilitated by the teachers. Few learners came to the front of the class individually to present on the essay topic in a superficial manner. In VHS, the learners did not engage in any discussion of the essay but Susan called upon them to respond to questions in simple sentences.

This type of teaching pattern could be regarded as Initiation, Response and Follow up (IRF) (Sinclair and Coulthard, 1975) or Initiation, Response and Evaluation (IRE) (Mehan, 1979). The learners responded to questions with only one word answers as directed by the teacher. Likewise, according to Vygotsky (1978) learning takes place within social interaction and participation through the use of language. Mercer (2000) regards classroom talk as a tool to disseminate important information that gradually develops to knowledge and understanding of the learners through the use of language (English in this case). Nomlomo, (2010) argues that teaching involves effective communication through the target language (English). Communication could also lead to the development of the learners' cognitive development if language is used purposeful in talking and writing (Gibbons, 2006).

Classroom discussion is either linear or static if it does not allow for maximum participation and interaction between teachers and learners (Zwiers, 2008). In this view, it follows a regular teach, recite and seat work method (Nystrand and Gamoran, 1991). In the same vein, most of the lessons I observed followed the old regular pattern of 'teach, recite, seat' pattern and a lot of closed questions that did not challenge the learners' cognition. Teachers engaged in long talks and only engaged the learners on rare instances with questions that required 'yes or no' answers as shown in the data presented in the previous chapter.

Zwiers (2008) claims that classroom discussion is challenging, but it comes with some benefits for both teachers and learners. It allows learners to view and understand how people think and use language constructively for academic purposes. It also allows learners to share their views and thoughts about a concept or topic, using language meaningfully. In all, the success of classroom discussion and interaction is based on the learners' proficiency in the language used for discussion and participation (Nomlomo, 2010). In this study, teachers did not provide learners enough time and adequate support to engage with language.

6.3.2.3 Small Group discussions

Small group discussion is another teaching strategy. The curriculum statement FME (2007) stipulates that English language teachers should engage the learners in group discussions so that

they would be able to use the language orally to improve their writing skills. Likewise, the English textbook for JSS 3 encourages the use of collaborative strategies to initiate conversation for problem-solving.

In this study, there was no evidence of group work or group discussion among the learners during my observation of English lessons, particularly for essay writing lessons. However, all the teachers mentioned it as one of the strategies they employed in their lessons during the interviews. This indicates that the teachers were aware that group discussion was a useful language teaching strategy although they did not employ this strategy in their lessons. Small group discussions are useful in supporting learners' thinking abilities using language to make meaning of the lesson content (Johns, 1992; Cohen, 1994; Johnson and Johnson, 1994) if it is well planned supported by the teachers. Learners in smaller discussion groups think through ways of constructing their own ideas, defending them and trying new perspectives (Mercer, 2000).

According to Zwiers (2008) group work activities are fundamental to the building of critical thinking and development of academic communication that assists content learning. Theories of second language learning claim that interaction among learners helps improve L2 learning (Storch and Aldosari, 2012). It also helps learners to negotiate and collaborate on tasks which eventually boost their self-esteem to use the target language in communication (Hess, 2001). In the same vein, group work activities enable learners to work independently within a low-stressed environment which allows for the needed development and repetition of academic language to make their thoughts heard (Faltis, 2001). Similarly, Richard and Nunan (1987) state that group work is a space where learners talk freely to improve their language competence. In addition, group work is beneficial to both lower and higher achievers if they are grouped together (Slavin 1990). Nevertheless, a lot of teachers avoid this strategy because they are of the opinion that group work activities slow down the pace at which tasks are accomplished, but only allows for depth understanding of content learning (Zwiers, 2008). This is corroborated by the views of the teachers in this study, as they complained that time was never enough to accomplish lesson objectives.

As stated in the first chapter, the problem underlying this study is the poor performance of learners in English both at the local and national examinations in Nigeria. Group work activity is one of the strategies that could reduce the failure rate as it has been supported by research that it improves language competence. In addition, group discussion could support the low achievers. If the learners use English (L2) in a monitored group discussion regularly in the classroom, their use of academic language is likely to improve and this would enable learners to use the language meaningfully in writing.

In practice, the teachers still hold unconsciously onto the traditional approaches known as teacher-centred approach. This interview data showed that teachers could not identify the strategies or approaches they employed in the teaching of English writing. Obviously, if they were unable to identify their teaching approaches, they would not be able to plan for innovative strategies to enhance teaching and learning in their own classrooms.

6.3.2.4 Closed Questions and Cued Elicitation

Questioning is regarded as a strategy which triggers the learners to think about a particular topic (Zwiers, 2008). This is a common practice by the teachers before they begin the day's topic. They ask questions from the learners on the previous topics related to the new one to be taught to determine the learners' level of knowledge and understanding.

In this study, the teachers often asked simple and direct questions which sometimes required 'yes or no' answers or simple phrases and definition of concepts. As indicated, BT:1, 70, 75, AT:12, KT:1, 41 and ST:6, 48, 51. Below are some examples from the lessons.

KT: 41] What are the types of essay? (Learners struggle to answer).

42] Stand up and talk

Ss: Narrative, descriptive (Talking at once)

ST: 48] Who can remind us the last topic, Lola?

S: (Lola) Composition

ST: 49] Under composition,

S: (Lola) Letter writing

- ST: 50] And when we talk about letter writing, how many types of letter writing did use highlight then.
- S: Three.

The questions required the learners to recall what was previously learnt or engage with academic language in the content subject. The teachers in this study used different ways to frame and ask questions to elicit answers from their learners. They often used closed question strategy or displayed questions (Tsui, 2001; Zwiers, 2008).

Data from lesson observations show, that only few of the learners responded to the questions. Some of the learners reluctantly responded if compelled to do so by their teachers, while teachers answered some of the questions themselves if learners failed to respond appropriately or promptly. The inability of the learners to answer some questions may be attributed to their limited English (L2) vocabulary and phrases which had to be paraphrased by the teacher for easy comprehension. According to Tsui (1995) learners' failure to answer questions posed by the teacher in the classroom may be as a result of the complexity of the questions. However, in the case of this study, the questions posed by the teachers were simple and comprehensible enough, although they did not stimulate critical thinking as suggested by the FRN (2004) and FME (2007).

Closed and display questions are similar. Display or pseudo questions are questions which teachers have instant answers to during classroom interaction (Tsui, 2001). One of the major concerns is that the teachers in this study did not generate meaningful and rich interaction which supported second language learning in the classroom. The teachers asked simple and direct questions but only few of the learners responded to them. Another point to note is that if the teachers do not give enough time to learners to process the question through, then there would be no response from the learners. Some teachers always assume that the waiting time for learners to assimilate the question wastes time and it slows down the pace of teaching and learning process (Tsui, 2001).

In the case of this study, teachers were not always patient enough to allow the learners to think of the possible answers to questions. The teachers either answered the questions themselves or

proceeded to the discussion of the topic. I noted that this was mostly done to save time. This was confirmed by the teachers' interview responses which stated that the time allocated to the teaching of English was not sufficient to attend to the subject matter in-depth.

Furthermore, teachers call on some set of learners regularly during lessons to answer questions (Zwiers, 2008). This is one of the ways to save time, because they know that the identified learners would be able to respond quickly to the questions. Therefore, other learners are not motivated or bothered to participate in class because they know that the teacher would not call upon them to respond to any question, even though they would have answers to the question. In such cases, learners do not pay attention to the teacher's explanations, and instead become engaged in other activities that are not related to the subject matter. This often leads to uneven teacher-learner interactions which eventually affect learners' classroom interaction (Tsui, 2001). Therefore, the communicative competence that is stipulated in the curriculum (FME, 2007) may not be achieved if learners are not given opportunities to use the target language. Limited communicative competence is likely to affect learners' writing in a negative way.

Observation data showed that open-ended questions are seldom used by teachers in their lessons and they are rarely answered by learners. On the part of the learners, this could be probably because of the fear of making grammatical errors in English. Open-ended questions could be regarded as metacognitive because they draw learners' awareness of their own thinking and knowledge. These types of questions require lengthy answers elicited by individual learners. They require learners to think through the question to give elaborate responses to justify a given answer (Zwiers, 2008). Farrant (1980) claims that open-ended questions stimulate learners' thoughts and lead to deeper understanding of the subject matter. These types of question are also known as the WH-questions which allow the learners to engage with language meaningfully. As a result, the learners lack broader and critical view on issues that could have assisted them to write critically on genre types. It seemed that was the reason why some of them could not write lengthy texts.

Another form of teaching strategy used by the teachers in this study is cued elicitation. This is a classroom practice whereby the teacher draws information from the learners by using verbal

hints through starting a statement and then allows the learners to complete it. This strategy could be used to recall previous topics taught. This practice allows the learners to participate partially in the lesson. For instance, in some of the lessons the teachers employed this strategy to draw the learners' attention and to keep them alert during the lesson. However, sometimes it becomes a habit rather than a strategy because it does not indicate whether learning has taken place and learners often make a fun of this practice.

6.4 TEACHING AND LEARNING CONSTRAINTS

There are a number of pedagogical challenges that were identified in the analysed data. These challenges included teaching and learning resources, teachers' feedback, time allocation and class size. This section discusses the identified challenges.

6.4.1 Teaching and Learning Resources

In this study, teaching resources refer to all materials that could aid and facilitate the teaching-learning process. This includes relevant textbooks, overhead projectors (OHP), newspapers, television, internet connection, etc. Both observation and interview data showed that there was shortage of teaching and learning resources in all the three schools. As discussed in the previous chapter, teachers brought their lesson notes and textbooks to the classroom. The recommended textbook covered all the aspects of English to be dealt with in JSS 3. This was the only textbook that teachers brought to their classes. Therefore, English teaching and learning was limited to the examples in that particular textbook. However, teachers claim that they made use of other teaching resources. For example, Beatrice, Anne and Kate in their interview responses stated that they used textbooks, pictures, real objects and chalkboard but I never experienced the use of these resources during my classroom observations, except the use of the chalkboard.

Susan at VHS said that she regularly went to the library to search for relevant textbooks for her lessons and she further said she referred the learners to relevant books. However, all these were not evident during my data collection. Given this, it could be stated that teachers were aware of the educational benefits of teaching and learning resources, although they did not use them in

their classroom. It is obvious in the responses of the teachers that the learners had limited resources to enhance their learning. Consequently, many of them showed low abilities in expressing themselves in writing.

This is an indication that the lessons were done without any concrete instructional material, except the chalkboard. Teaching without resources might limit the level of understanding of learners of a particular lesson due to lack of relevant examples from various context. A textbook is an important resource in any teaching and learning situation. It helps teachers to rethink their classroom practices. The use of textbook reinforces learning as it serves as a comprehensible input (Krashen, 1985). The use of textbooks has a beneficial effect on other content subjects as well (Elley, 1991).

When learners interact with textbooks by constant reading and reference to them, they get acquainted with structures that are peculiar to ways of writing for meaning making in that particular language (Sulzby, 1985). In this study, I noted that the learners' interaction with textbooks was limited. The reading culture at school and probably at home also seemed to be limited. The teachers took it upon themselves to read to the learners because not all learners had the recommended textbook. This made it difficult for learners to practise or exercise reading that could aid them in developing an academic language for writing. Learners cannot rely on spoken language only in writing because the written texts are embedded with features that are complex and well organised than spoken language (Zwiers, 2008). In this way, teachers may not play a central role in a class where learners do not have textbooks of their own since teachers would be the sole source of knowledge, while the learners would have limited input during the lessons (Arthur, 1994). This may result in more teacher-centred strategies which are likely to have negative impact on learners' learning. Lack of textbooks also hindered learners to do work at home. The paucity of textbooks on the part of learners has implications for the level of learners' ability in writing essays which could reinforce their competence to use the language across the curriculum.

The teachers claimed that most of the available textbooks and materials in the school library did not correspond with the recommended English textbooks. I went to the libraries of the different

schools and I noted that there were lots of textbooks in the English language section but the textbooks were not the prescribed textbook for JSS 3. The textbooks could be used as additional sources of information during lesson if they were properly used. The learners could draw on them to write assignments and also to develop their vocabulary. It appeared that the learners were not taught how to make use of the available resources appropriately to meet their learning needs. The teachers rarely gave the learners challenging tasks that stimulated critical thinking and made use of the resources in the school library. In this 21st century or computer age, the learners need to be exposed to information via internet so that they do not rely only on local sources in order to enhance their writing. All these could be done if the teachers are computer literate. The government provided some computers to schools but the usage was limited to the Senior Secondary School (SSS) learners only due to the limited number of computers.

The importance of the teaching and learning resources contributes to the process of scaffolding learners' writing ability in L2. Cummins (2014) argues that learners would not be able to actively engage with literacy if they lack adequate access to books and printed material in school and at home. This is because the resources provide necessary information and they also enhance the development of the learners' vocabulary (Gee, 1996; Cope and Kalantzis, 1993a) and (English). Vocabulary is crucial in supporting learners' writing.

6.4.2 Teachers' Feedback

The level of feedback given to the learners on their essay writing differed from teacher to teacher as indicated in the data presented in Chapter five. Document analysis revealed that the curriculum did not specify guidelines on how teachers were to give the learners feedback on their written texts. Observation data indicated that the teachers gave feedback on grammatical errors in their individual presentations but feedback on text structure was not attended to. With regard to writing, it took some days for learners to get feedback from the teachers after the submission of written texts which were given as assignments. The feedback was mostly on grammar, punctuations and capital letters.

In the socio-cultural perspective, grammar correction in writing does not mediate learners' learning (Lee, 2014) and it does not change their writing pattern because the content and organisation of such text is not developed. The analysed data seemed to align with this view. Marks were awarded to the individual texts but there was no clear indication of how the allocated marks were arrived at. Learners did not rewrite the essay to effect the corrections and the teachers did not reinforce this process even though learners were told to do so. The teachers were mainly concerned with the topic of essay and paid little attention to the content and quality of the learners' writing and how to improve it. In addition, the learners' cognitive development was not challenged because the necessary mediation by the 'more knowledgeable other' was not adequately provided. According to Lee (2014) not all mediation and material interaction between teacher and learners are effective. Therefore, evidence in this research revealed that the teachers' feedback on learners' writing did not seem to be helpful. Another point to note is that the teachers did not put into consideration that the learners were L2 learners of English and that they could not write proficiently like the native speakers of English.

In the English textbook (See Appendices 8A-B), the author provided suggestions on how teachers were to give summative assessment on learners' individual written texts. The author explained that marks were to be awarded according to the application of the regular marking guide which awarded marks according to content (C), organisation (O), expression (E) and mechanical accuracy (MA) (COEMA). The marks were distributed thus: C-4 marks, O-4 marks, E-8 marks and MA-4 marks with the total of 20 marks (See Appendices 8A-B). Data analysis shows that Susan in VHS was the only teacher who used this method of assessment, while the other teachers marked out of ten all the learners' written texts. However, Susan's marking guide did not specify how she arrived at the particular mark and the marking criteria were not indicated. Other teachers commented on the mechanical accuracy i.e. the grammar and punctuation of the essays, while there were no written comments on other language aspects. This type of feedback can be associated with product- oriented writing classroom where teachers only focus on errors (Lee, 2008). Samples of teachers' marking style are indicated on the learners' texts in Chapter Five. As the teachers did not have an explicit and uniform marking grid and comprehensive feedback to the learners, the learners' work showed that they had the same errors

in other genres or text types they wrote. The teachers did not take the learners through the writing processes in order to assist them to write a better final product.

The learners' texts were marked with red ink (Lee, 2014). This practice discourages the learners who are not proficient in their writing. Truscott (1996) claims that there is no proof that error correction in learners' texts improve their writing abilities. Bitchener, Young and Cameron (2005) point that this kind of feedback fails to consider that the learners in question are second language learners and therefore their process of acquiring the form and structure of the second language (English) is gradual and complex. This seems to suggest that the feedback provided by the teachers to their learners might have had little or no effect on learners' writing if the teachers did not encourage the learners to write second drafts. Given this, it was difficult to determine learners' progress or improvement in their written texts.

There is a belief that individual feedback on learners' writing allows for clarity, instruction and negotiation (Ferris, 2002; Ferris and Hedgcock, 1998). More importantly, direct oral and written feedback improves learners' accuracy in the long run. As evidenced by observation and document analysis data, the direct feedback was not employed by teachers in this study. The discussion of the socio-cultural theory in Chapter three shows that the Zone of Proximal Development (ZPD) (Vygotsky, 1978) can be attained if the gap between the actual development of learners and that of their potential development is bridged by a more knowledgeable other such as the teacher. In the context of this study, this could have been achieved if teachers had provided adequate and positive feedback to learners in their written texts and provided them with more writing opportunities. This is echoed by Lee (2014) that teachers should ensure that the learners write multiple drafts in stages, and provide informative and diagnostic feedback. In addition, for effective and scaffolding feedback, teachers should consider a more functional lesson plan as a guide for English writing lessons. The teachers would then be able to meet and provide for the individual needs of the learners in their writing. In a situation, however, where feedback is only limited to grammar correction, it could be very difficult for learners to identify their mistakes and this is likely to limit their academic writing development.

6.4.3 Time Allocation

Time allocation is the number of hours allotted for teaching weekly on the timetable. The time allocated for the teaching of English in the three schools seemed to be insufficient to cover all language aspects. The teachers devised some strategies to cover some topics during the extra lessons organised by each school after school hours. During the observations, the teachers gave essays as assignments to the learners. The 40 minutes duration of English lessons was not sufficient to achieve the lesson objectives. The teachers had to cover a lot of content by the end of the term and at the end of the academic year.

According to Cope and Kalantzis (2014) teachers should be precise in their teaching stages and in the outcomes of the teaching activities because writing is a vital aspect of learning which could not be treated superficially. The Junior Secondary School (JSS) English curriculum stipulates that the teachers should engage the learners in group and pair discussions and in topics in the classroom so that by the end of the session the learners would be able to write their own essays proficiently. However, this had not been so, because teachers complained of insufficient time to cover all that was stipulated in the curriculum. The curriculum does not specify time to be allocated to each subject. The forty minutes that were allocated to subjects had been in existence since the colonial era.

6.4.4 Class Size

The sizes of the classes in this study were considerably large. The average number of learners in each class was between 42 and 45, but sometimes this number would be less due to learners' absenteeism. The big class size seemed to have a negative impact on the use of learner-centred approaches in the teaching of English (L2) writing. In the class, I noted that there was noise during the learners' individual presentations. Some learners used those moments as an opportunity to chat at the back of the classroom.

The National Policy on Education (NPE, 2004) stipulates that the ratio of teacher to learners should be one teacher to 40 learners (1:40) in a class. However, this is not always the case. This

stipulation does not consider the number of learners for core subjects such as English. For instance, Beatrice at DHS had a total number of 246 learners, Anne and Kate at KHS had approximately 126 learners each while Susan at VHS had 172 learners to teach. This involved marking of the learners' tasks and assignments each week, depending on the number of times English was taught in their various schools. In view of this, it suffices to say that the workload of the teachers, especially Beatrice's and Susan's were large. If efficient and thorough attention was to be given to the learners' oral and written tasks, then the number of learners per teacher had to be reduced to a manageable size.

According to Hess (2001) a large class has 30 or more learners at a time. She concluded that in such a situation, teaching is not all that easy to accomplish. One of the benefits of small class size is that teachers are not faced with the challenges of maintaining class orderliness (Betts and Shkolnik, 1999; Rice, 1999; Stasz and Stecher, 2000). Likewise, learners in a small class often become more engaged in their tasks and less disruptive behaviours are displayed, in comparison to learners in a large class (Finn, Pannozzo, and Achilles (2003). According to these claims, learners in small classes are easily identified and are more attentive, responsible and participate more in the lessons.

In the context of this study, class size could be considered as one barrier to the teaching of writing using the recommended approaches in the curriculum. Some innovative strategies such as group and pair discussion could not be done with such big numbers. Brown (2001) stipulates that a class should be large enough to allow for learners' interactions, participations and to get enough individual attention from the teacher. He added that, unfortunately, language classes across the world are relatively large but at the same time, teachers would have to cope with the situation. Teachers should keep on reminding the school administrators of the effect of diminishing returns in such situation.

Small-group or individual instruction has educational benefits to learners (Milesi and Gamoran 2006). Similarly, Ehrenberg, Brewer, Gamoran, and Willms (2001) affirm that small classes benefit learners' learning when particular methods of instructions are used which promotes individual attention to learners. An additional challenge of class sizes was also evidenced in the

nature and quality of feedback given to the learners in their writings. As discussed earlier, the feedback given by the teachers on the learners' written texts was limited to grammatical error only, and did not scaffold learners in structure and content of their essays. Likewise, there was no individual feedback to learners nor out of classroom consultations due to the large numbers that teachers had to deal with. Due to lack of individual attention, data showed that the learners were struggling to write coherent and meaningful essays.

The next section focuses on the learners' written texts. It analyses the learners' work on the basis of genre types, purpose schematic structures and language features. The purpose of this analysis is to show how the learners of the different schools engaged with writing. It is also to determine whether the teaching and learning of writing was in line with the recommendations of the curriculum which emphasises the Process Approach in the teaching of writing. I used the Genre Pedagogical Theory to analyse and understand the learners' written texts.

6.5 LINGUISTIC FACTORS

6.5.1 Home Language as a Resource

The use of Yoruba (L1) was common in the English lessons at the schools involved in this study. This practice is regarded as code-switching and/or code-mixing which is essential for communication purposes. However, the Junior Secondary School English Curriculum (FME, 2007) stipulates that English should be extensively used in class so that the reading ability and communicative competence of the learners could be developed. Though the teachers tried as much as possible to maintain the use of English, there were times when the use of the home language was unavoidable probably due to the learners' linguistic background. The use of Yoruba was used for classroom management, to ask questions, to define concepts or comment on issues that were outside the topic taught. For instance, three of the teachers communicated with the learners in Yoruba. See BT: 48, 5, AT: 54-55, 85, KT:10, 13, 15, 46, 58 in Chapter five. More examples of code-switching are presented in Chapter five.

AT: 54] 'E gbe ariwo yin oo' [stop your noise]

S: *mummy 'Serah lohunpariwo' [mummy Sarah is the one making noise]*
AT: 55] *Iwo yi koju si waju [Eh you, look at the front].*

In the above excerpt, Anne used Yoruba for classroom control and to get the learners settled for the lesson. Likewise, the learner responded to the teacher's comment in Yoruba. The same teacher also used code-mixing to explain a certain concept (Martin 1999). In the excerpt below the teacher translated the English word 'introduction' into Yoruba as 'ifaara' to scaffold meaning.

AT: 84] *So when you are writing an essay you must have a very nice/beautiful introductory part.*
85] *We call it 'Ifaara'[introduction] in Yoruba.*

The learners however rarely spoke in English to one another even when lessons were going on, except when they wanted to communicate with their teachers in the classroom. In the case of Beatrice in DHS and Susan in VHS, both tried as much as possible to avoid the use of Yoruba, the language of the immediate environment and also the mother tongue (MT) of both teachers and the majority of the learners.

I noted that the teachers did not encourage the learners to communicate with them in Yoruba even though learners in Beatrice's, Anne's and Kate's classes attempted to. Examples of the few excerpts from learners' responses to their teachers' questions communicated in Yoruba can be seen in Chapter five: AT:54, KT:13, 58.

KT: 58] *Abi se e ni ojo ti e ko le gbabe? [or don't you remember a day you will never forget?]*
Ss: *A le ranti. [We can remember]*

In the above excerpt, the teacher explained the meaning of 'a day I will never forget' in Yoruba. She later asked the learners if they could recall such a memorable day. The learners also responded to the question in Yoruba. This practice enhances the learners' understanding of information or instruction (Mokhar, 2015) which Ferguson (2003) refers to as knowledge scaffolding.

The interview data showed that both teachers and their HODs appeared to be unsure about the legitimacy of Yoruba in English lessons, given that all the teachers and nearly all the learners were Yoruba L1 speakers as indicated in the biographic information of the participants as in Tables 5 and 6. The curriculum does not indicate categorically if the L1 could be or could not be used during English lessons but it states that extensive practice is essential in listening and speaking (FME, 2007). All the teachers responded that it was not encouraged to use Yoruba in English lessons, but they used it to explain concepts in order to make meaning of the lessons.

In view of the above, one cannot rule out the fact that many classrooms in Nigeria are occupied by learners of diverse language backgrounds as it is a multilingual community. As mentioned in Chapter two of this study, Nigeria has more than 250 languages and English is the official language and medium of instruction (MOI) in all schools from Grade (Basic) 4 to university level. It is also of importance to know that learners learn English as a second language. In view of this, it is not unusual to see both teachers and learners use their L1 in English lessons despite the fact that the educational policy and English curriculum regard this practice as evasive.

Nunan (1991) disapproves the use of L1 in an L2 classroom. Likewise, Turnbull and Arnett (2002) advocate the maximum use of target language in classrooms. In contrast, some researchers like Cook (2001), Harbord (1992) and Macaro (1997) propose the use of limited L1 in L2 classrooms. This is for the fact that L1 performs some roles during the teaching of the target language as it provides valuable support to L2 learning, and scaffolds difficult concepts in L2 (Littlewood and Yu, 2011). L1 is equally regarded as a communication tool which has a powerful influence on the learning process (Ellis, 1985) and it supports the psycholinguistic process in the learning of L2 (Brooks and Donato, 1994).

In the teaching of genre types using the teaching and learning cycle, L1 could be used at the stage of field building in order to form a solid background knowledge of the genre types (Gibbons, 2009). Interview data showed that the use of Yoruba in English lessons helped teachers in achieving their lesson objectives or enable learners to make meaning of the subject matter (Üstünel and Seedhouse, 2005). Martin (1999) refers to this phenomenon as ‘unpacking the meaning’. Therefore, this suggests that code-switching and code-mixing between English and

Yoruba was a valuable linguistic tool (Baker, 2001, p. 101) in the classroom. This aligns with the views of researchers such as Phillipson (1992), Auerbach, (1993) and Cook, (2001) who postulate that the use of L1 in L2 classrooms is more of an advantage and a learning resource in assisting learners to make meaning. Likewise, Phillipson, (1992) and Auerbach, (1993) are of the opinion that traditionally the reason for the use of English only was to protect the teachers who were native speakers of the (English) language and also to support the fast spread of colonialism. This ideology still lingers on in some countries like Nigeria which brought about the popular saying: ‘vernacular is highly prohibited’ in schools. School authorities and teachers always instruct learners to speak English in school, especially during English lessons. Phillipson (1992) noted that the tenet still holds in research that the teaching of English should be through the medium of English only. This tenet may prevent the English language teachers from drawing on their excellent L1 linguistic resources for L2 (English) teaching and learning (Kumaravadivelu, 2003).

In this study, it appeared that both teachers and learners had a sense of guilt for speaking L1 in L2 classrooms because they felt they were contravening the policy rule and that it was unprofessional on the part of the teachers. At the same time, the teachers would want to impart knowledge as some of the learners were only exposed to English at school only. To corroborate the above, Krashen (1985) argues that for effective second language learning, learners should be exposed to comprehensible input communicatively in classroom. In essence, teachers should use the language that would be comprehensible for the learners during teaching and learning. It is, of course common for teachers to switch from English to L1 during lessons (Baker, 2001).

In this study, data evidence shows that all the teachers that used L1 in their teaching of English writing through code-mixing and code-switching had better learners’ participation than the ones who did not allow the use of L1 in the classroom. Teachers used L1 to explain difficult concepts, to establish constructive communication and also to control the class (Ferguson, 2003). All these educational functions serve as scaffold during the teaching and learning process (Littlewood and Yu, 2011). Ferguson (2003) maintains that the use of code-switching assists learners who have unlimited language resource in the target language. Schleppegrell (2012) argues that people use language to learn a language. This indicates that language cannot be learnt in isolation without

referring to what learners bring to the classroom, which is their L1. Cummins (2014) argues that academic language is mostly understandable when background knowledge of the target language is activated by learners' L1. In view of the above arguments, code-switching and code-mixing between English and learners' L1 is a useful resource in learning the target language. Therefore, the minimal use of Yoruba (L1) in the English (L2) classroom seemed to be beneficial for meaning making and for functional learning to take place.

6.5.2 Exposure to Genre Types

It is worthwhile to identify and examine the text types that were available for the learners as stipulated in the JSS English L2 curriculum in Nigeria. In Chapter 5, the participants mentioned the essay types that the learners should write as stated in the English curriculum FME (2007, p. 55-58) which were transactional writings: formal, informal and semi-formal letters, expository, descriptive, argumentative and narrative essays, reports and summary (See Table 7 and 8 Likewise, the major textbook for JSS 3 English language refers to these essay types (See Appendices 7A-B). Although the process approach to writing spells out the stages to go through with the learners in teaching writing, it does not highlight out what is to be expected in text content with regard to its purpose, schematic structure and language features. The writing of different drafts of a particular genre type without proper organisation and use of the correct linguistic features amounts to incoherent writing (Hyland, 2004). The Genre Pedagogical Approach emphasises the purpose of text, schematic structure and language features of each text types (Makren-Horarik, 2002) which should be taken into account in teaching writing. It gives explicit guidelines to teachers on how to scaffold text types, and at the same time provides learners with adequate information on how to relate it to other similar texts.

The description of these genres in the curriculum statement did not provide guidelines on how they could be taught in diverse ways. The JSS English curriculum statement lists the text types as 'composition types'. It also highlights the stages of text types as introduction, body and conclusion (FME, 2007, p. 55-58) (See Appendix...) but the features of each stage were not specified to guide the teachers on how to handle them in their teaching. Socio-culturally, it may be argued that the teachers who are referred to as the 'more knowledgeable other' (MKO) were

not well equipped to mediate learning through the ZPD (Vygotsky, 1978). Likewise, they were unable to provide the learners with comprehensible input to improve their proficiency in English writing (Krashen, 1985). Therefore, the teachers' understanding of the curriculum could not be determined during the teaching and learning process.

Observation and interview data showed that the stages of the text types were considered during writing lessons (as reflected in BT: 45-46, AT: 23, 73, 83, KT: 77,81-85, ST: 21-23, 81 in Chapter 5). For clarity and better understanding of my claim, I once again provide evidence of data which has been presented in the previous chapter.

- BT: 45] after introduction, it will be what?
- Ss. body
- BT: 46] after body, conclusion.
- AT: 23] The first thing you are going to write is the introduction that tells the audience or reader what you what to do.
- 73] A good conclusion, the conclusion should be brief and catchy.
- KT: 77] That is, the Introduction.
- 81] The second paragraph should be the body of the essay.
- ST: 23] It is called introduction, that is, the heading.

In this way, the genres were classified according to function rather than form (Clark, 2003). Schellpreggrell (2004) categorises the genres into narration, description, explanation, report, argument, exposition, procedures, and recount. Macken-Horarik (2002) gives an explicit categorisation of each genre types according to its social purpose, social location, schematic structure and description of stages. The data indicate that forms rather than functions of genres were taught in the classes. It was difficult for teachers to teach them effectively and it was also difficult for learners to understand and organise their written texts logically. For example, from the perspective of the process approach, only the pre-writing stage was taught by Beatrice, Anne and Kate in their classrooms. Although the teachers were writing the points suggested by the learners on the chalkboard, they did not go further to expand and reorganise the points to guide the learners on how they would engage with them to form a logical and coherent meaning in written form. All other stages of the writing process such as drafting, proofreading, revising and editing were ignored. As a result, the learners' engagement in writing was inadequate to support

their proficiency in English (L2) writing, especially to scaffold the logical organisation of their texts.

Since the Genre Pedagogical Approach emphasises the social purpose, schematic structures, stage description and language features of texts, it would be easier for learners to grasp the stages faster if these were dealt with in-depth in the teaching of writing. This approach is promoted in the teaching/learning cycle or curriculum cycle which serves as a scaffolding process to enhance the teaching and learning process. The teaching/learning cycle incorporates all the stages of writing in the process approach which allows for intensive interaction between teachers and among learners. Johns (1997) declares that the explicit teaching of the genre types enhances the learners' critical sensitivity of the various genre types and eventually increases their awareness of the genre schematic structure. Data evidence shows that the genre types were not taught in stages. As a result, the learners produced one draft of written text which they wrote as individuals. This approach did not support the teaching/learning cycle which aims to involve both the teacher and learners (NSW, Department of School Education, 1992).

In the area of transactional writing, the curriculum stipulates formal, informal and semi-formal letter writing, and is silent about invitation, memos, curriculum vitae and emails which are mostly used outside school and in the workplace, particularly in this twenty-first century which makes use of Information and Communications Technology (ICT). The FRN (2004, p. 24) states that the government shall provide schools with the necessary infrastructures for the integration of ICT for the advancement of knowledge in this modern world. The aim of teaching English writing, as highlighted in the curriculum, is that the learners should be able to use English at home, in school and in the society at large (FME, 2007). The necessary knowledge for the learners to access all these genre types was not provided in the curriculum nor in practice by the English teachers in classrooms. Given this, it could be argued that learners were not adequately exposed to the genre types that they needed to know and make use of in the workplace to perform various functions as the texts were not incorporated in the curriculum.

6.5.3 The Writing Process

As discussed in the third chapter of this thesis, writing is regarded as a social activity and a purpose driven interaction in a social context (Hyland, 2003). This implies that writers produce texts according to social demands by interacting with their environment. This could be achieved through lesson scaffolding which could be in the form of classroom talk. Zwiers (2008) states that for learners to attain higher-order thinking process to accomplish tasks in academic language, they need quality scaffolding and modeling of lesson concepts. The writing process involves planning for the genre type to be written and translating of ideas into meaningful language. It also involves reviewing the generated ideas through planning, and ideas organising and goals to be achieved in writing (Rababah and Melhem, 2015). In view of this, the socio-cultural theory advises language teachers to organise their lessons to include socially mediated and communicative activities (Lantolf, 2000). This could be done through interaction with other people in the immediate environment (Lemke, 1990; Wertsch, 1998) e.g. teacher-learner interaction and learner-learner interaction. According to Vygotsky (1978) collaboration and mediation are some of the ways of accomplishing knowledge. Language is regarded as a tool to mediate learning which could be achieved through interaction in pairs, among groups and teacher scaffolds. Collaboration takes place when learners interact and discuss with both teachers and their peers (Good and Brophy, 1994). In this way, learners' cognition rises to higher levels in the particular task than when the learners work alone (Kayi-Aydar, 2013). Classroom observation data showed that the teachers taught the language features in specific essay types, but the teaching was not in-depth and did not allow for adequate engagement with the academic language needed to develop academic texts. In the case of this study, learners needed explicit scaffolding and modeling of the essay types.

Observation data also illustrates that teaching of English (L2) writing in the three schools was short of sufficient scaffolds in terms of group or pair discussions. There were no group or pair discussions in all the lessons, except for cases where learners were invited to the front of the classroom to present a particular topic for writing. Vygotsky (1986) maintained that the language used in schools is scientific compared to the everyday language. This implies that the language used by learners in the oral presentations could be referred to as spoken form of English which

could be outside formal academic writing. Cummins (2000, p. 67) claims that academic language proficiency refers to the 'extent to which an individual has access to and command of the oral and written academic registers of schooling'. One cannot actually say that a learner would be good in academic writing because such learner is proficient in the spoken form of the target language. According to Anne in KHS, most of the learners had nothing to write. This means that they wrote essays of only few sentences, while the ones that could write lengthy words (Susan's class in VHS) had limited academic and schematic structures of genre. Most of their texts were repetition structured like oral texts with disjointed ideas. My observation suggests that learners were not given the opportunity to interact with the target language (English) extensively before writing as recommended by the curriculum (FME, 2007). However, the JSS 3 English curriculum does not stipulate the expected average number of words in learners' written texts.

The socio-cultural experiences of the learners with the language of the society impact on their thinking ability (Schleppegrell, 2004). Contrary to the above statement, the learners in this study were L2 English language learners and English was not the language of their immediate society. Therefore, the learners had little exposure to English at home, and thus they had little linguistic repertoire to engage with academic writing and to put their thoughts together in well structured and coherent texts. Actually, some of the learners in DHS and KHS did not measure up to average in their Basic Interpersonal Communication Skills (BICS) in English language learning. While many had the BICS in English (L2), very few had well developed Cognitive Academic Language Proficiency (CALP). However, in VHS, most of the learners appeared to have the CALP in English. Cummins (1979, 1981, 2008) describes BICS as a conversational fluency in a language while CALP is the ability to understand and express ideas and concepts relevant to language of schooling in both oral and in written forms.

In order to ameliorate the situation, the government stipulates that English should be introduced as a medium of instruction in schools right from Grade four in the primary school education (FRN, 2004). Nevertheless, most learners in this study were only exposed to the use of English when in school and mostly during lessons. This experience seemed to affect their proficiency in English which was the main language used at schools.

The government expectation is that by the end of JSS 3 class, learners should be able to write texts on various essay types having been exposed to English from Grade four as MOI, and from Grade one as a subject. The study data reveals that most of the learners still lacked the necessary academic linguistic repertoire to write dense and acceptable academic texts. For instance, few of the weak learners in DHS and KHS avoided writing essays unless they were compelled to do so. It is assumed that they did not possess the needed linguistic repertoire in English to compose meaningful texts. In the same vein, it is believed that as the learners advance in their education, they should be able to read and write texts that analyse unfamiliar and abstract topics extensively using linguistic resources that are different from the everyday usage (Schleppregrell and Colombi, 2002). As shown in the learners' written texts presented in the previous chapter, some of the learners were still experiencing challenges in putting down their thoughts clearly and coherently.

According to Haneda (2014) and Cummins (2014) the effectiveness of teaching academic language can only be done in combination with the use of varieties of language genres. For this to be achieved, a more knowledgeable other (for example, teachers, parent and relatives) can assist in elaborating learners' linguistic trajectory through scaffolding lessons homeworks and assignments so that the learners would be able to construct various texts. This could promote and increase their creation of grammatically correct text in accordance with the accepted school academic writing (Schleppregrell, 2004).

The JSS English curriculum requires the teachers to lead and guide the learners through their writing (FME, 2007). This suggests that the teachers have to give the necessary assistance to the learners during the writing process. According to Mehan (1979) learners must know the content of academic subject and learn the appropriate form in which to cast their academic knowledge. This is linked to the fact that the teachers have certain expectations of learners on how they should use the language (Schleppregrell, 2004). This can be realised by the constant scaffolding by their teachers through explicit teaching of the subject matter. However, teachers' level of scaffolding writing lessons was minimal as observed in this study. Teachers did not explicitly explain to the learners what was actually expected of them in essay writing in terms of structure

and language features. The variations in the use of tenses in the different essay types were not discussed.

Some learners who came from the middle-class homes were exposed to the spoken form of English so they found it easy to speak fluently in the presence of other learners. The ability to develop and engage with language use is dependent on learners' interaction in that particular context where the language is used (Schleppregrell, 2004). Some of the learners who could express themselves orally in DHS and KHS did not perform to the expectation when assessed in written texts. This is because school writing requires the use of lexical and grammatical registers different from the conversational register choices (Schleppregrell, 2004). Wells (1987) claims that learners' inability to apply appropriate academic language should be regarded as their limited competence in the forms and purpose of language, rather than linguistic deficiency. Therefore, it is important that teachers use familiar examples from learners' context to enhance understanding of essay types.

During the process of lesson scaffolding, teachers should assist learners shape their ideas in a constructive manner by using language (English) to make meaning rather than being too much in control in lesson interaction. They should help learners to create new ideas and build on former knowledge and not just monotonously follow the teacher-centered IRL format (Sinclair and Coulthard, 1975). Furthermore, to discourage one-way lesson interaction, feedback should encourage the use of language that expresses learners' critical thinking and understanding of the subject content (Zwiers, 2008).

Scaffolding learners' writing requires comprehensible input (Krashen, 1985) that learners receive, and whether they can make meaning of the input which Baker (2001) refers to as intake. Baker (2001) claims that the amount of input does not necessarily result in the same measure of intake. He concludes that intake is more important than input. Intake occurs when the learners can actually apply or put into practice what the teacher has taught them. In the case of this study, the level of intake was minimal. This was evident in the learners' written texts. While the curriculum envisaged that learners should have communicative competence in English and be proficient in writing different essays (FME, 2007), the learners' written texts did not measure up

to the expected ability in language proficiency, as envisaged in the curriculum. Learners were allowed to present orally on genre topics, but the teachers only corrected the learners' grammatical errors, and were not encouraged to express their thoughts freely to communicate meaning. This appeared to be one of the constraints to learners' writing as oral language reflects ones thoughts and forms the basis of written language. This could be attributed to time constraints, shortage of resources, affective and contextual factors, as discussed earlier. Nomlomo (2010) claims that the learning output of any lesson is determined by the level of opportunities given to learners by their teachers to participate in lessons and their motivation levels.

6.5.4 ANALYSIS OF LEARNERS' WRITTEN TEXT

Learners' writing activities were limited in number compared to other aspects of English as stated in the previous chapter. In the previous chapter, I selected the learners' written texts to represent high, average and low achievers from each of the teachers' classes. I also pointed to the fact that the learners' scores awarded by the different teachers did not form the basis of my analysis of the chosen texts, but I chose them because I wanted to investigate learners' writing abilities across the board. I employed the Genre Theory for teaching writing across the curriculum as my analysis lens. The learners' writing on argumentative (exposition) essay is analysed first, and it is followed by an analysis of a narrative or recount. The following table reflects students' performance in argumentative essays in the three schools.

Table 10: Summary of learners' written essays on arguments

School	Teacher	Student	Texts	Genre type	Scores	No. of words
DHS	Beatrice	Zarat	1A	Argumentative	70	338
		Ivy	2A		40	152
		Aaron	3B		20	94
KHS	Anne	Vincent	4A	Argumentative	70	403
		Temmy	5A		45	278
		Patricia	6A		20	153
	Kate	Maria	7A	Argumentative	80	323
		Ola	8A		50	136
		Caroline	9A		30	166
VHS	Susan	Loveth	10A	Argumentative	75	338
		Praise	11A		55	460
		Gloria	12A		25	436

The above recapitulative table indicates that according to the written essays and the scores awarded, the learners fell into three major categories: high, average and low achievers. The high achievers' scores ranged between 70 and 80 percent. The average achievers' scores were between 40 and 55 percent while the low achievers' scores ranged between 20 and 30 percent.

The teachers' style of awarding scores varied from one teacher to another and from one school to the other because there was no formal assessment rubric for the award of the scores. Another point to note is that the learners had only one opportunity to write the essay which could be regarded as the rough draft (Grave, 1994). Therefore, I argue that these scores did not reflect the learners' abilities in written texts although they indicated a big gap between the scores of the low achievers and the high achievers. This implies that the low achievers needed additional support in order to bridge the academic literacy gap.

In addition, learning a second language is challenging (Brown, 2007). Therefore, teachers should be conversant with learning theories and curriculum pedagogy that could address the needs of all the learners (Cummins, 2014). Haneda (2014) suggests co-construction of knowledge between

teachers and learners. In the co-construction of knowledge, the L1 is regarded as a pedagogical and cognitive resource for meaning making (Martin, 2005). The next section discusses the learners' argumentative essay in order to highlight what they were able to do and what they were struggling with in their writing.

6.5.4.1 ANALYSIS OF ARGUMENTS

My analysis is based on the schematic structure and language features used in the learners' written texts. The two features provide an insight into the types of genres that were dealt with in the class and the extent to which learners comprehended such genres as reflected in what they wrote.

The learners' argumentative texts fall under the exposition genre, according to Macken-Horarik (2002). Exposition genre argues for a particular point of view on an issue, providing reasons with evidence to support a thesis. Expositions are mostly seen in school essays for subjects like History or English. They also occur in editorials, commentaries and political debates. Their schematic structure comprises the thesis which proposes a viewpoint on a topic or issue and which indicates the writer's position on the topic. This is followed by the argument of point, and the last stage is reiteration, where the writer returns to the thesis statement and finally concludes his/her argument.

As indicated in Table 10 above, the scores show that Zarat, Vincent, Maria and Loveth were rated high achievers by their teachers. They could write lengthy texts. Although these learners scored the highest marks compared to the other learners, there were still opportunities for them to perform better if adequate support was given to them. The learners would have probably done better if they were given enough assistance in their written texts.

6.5.4.1.1 Schematic structure

In the area of schematic structure of the argumentative essays, the high performing learners logically organised their points with little errors like the omission of topic sentences. For

example, in Zarat's essay, (Text 1A), the purpose of the essay which is the thesis statement appeared in the fourth paragraph (s5), Text 1A, '*Am here to support the motion which states that "A boy-child is more important at home than a girl-child"*'. Likewise, Vincent (Text 4A) was clear on what he wanted to write about which was indicated by his thesis statement in the first paragraph, (s2): '*I am here to oppose the motion which says A FEMALE CHILD IS BETTER THAN A MALE CHILD*'. The essay was presented to support his opinions which made it easier for readers of the text to follow. In Maria's essay (Text 7A), the purpose and the context of the essay were made known by the learner's thesis statement in the first sentence (s2) '*I hold the opinion that a female child is better than a male child*'. In Loveth's essay (text 10A), the purpose (thesis statement) and the context of the text can be immediately identified after the salutation (s2). '*I am here to support the motion which says lifes [sic] in the cities are better than lifes [sic] in the village*'. She wrote to persuade the readers or listeners to agree with her that life in the city was better than life in the village.

The argument is the second stage of the exposition genre type. The learners' argument varied depending on whether they were in support or against the motion. Zarat's essay, for example, downplayed the importance of females from paragraphs five to twelve. However, the paragraphs had no topic sentences and the points raised were not elaborated enough for an in-depth understanding of her argument. Likewise, Vincent's argument was based on the reasons why he opposed the motion. Maria's arguments presented bases for readers to accept her arguments about her opinion on the motion in the rest of the paragraphs. Even though the essay is divided into six paragraphs, the points in each of the paragraphs are not well developed. Loveth made her stand known on the motion she supported in paragraphs four to seven. All the above indicate that the top achievers were able to project their arguments to convince the audience they were writing for.

The last stage of the exposition is the reiteration and conclusion. Zarat concluded by persuading the imaginary panel and audience to agree with her argument in the last paragraph. This stage could be regarded as the reiteration of her stand but she did not summarise the key points before giving a strong final statement. Overall, Zarat's essay had the three elements of argument genre, namely the thesis statement, argument and conclusion but they are not explicit enough because

her argument was not logically organised. Nevertheless, it has some structural errors which are visible in the paragraph organisation. Most of her paragraphs consist of one sentence only.

In the case of Vincent, the text had no reiteration and conclusion to summarise his main points and to give the final statement on his opinion. Likewise, the concluding part of Maria's essay was not adequately reiterated because she did not highlight her points but she enjoined the reader to agree with her. The paragraphs were not well structured because the main ideas in each of the paragraph were not easily identified. In other words, the topic sentences of each paragraph were not explicit. In Loveth's conclusion, it is apparent that she was able to convince the readers by reiterating that *'life in the cities are better than life in the villages'* but the concluding paragraph did not recap her main points.

In Vincent's and Loveth's essays, each of their paragraphs started with a topic sentence which they further developed for better understanding by providing evidence and examples, but Maria and Zarat did not start their paragraphs with topic sentences. All the learners in this high performing category were able to organise their written text according to the genre specifications (Macken-Horarik, 2002), but their points were not elaborated on.

Concerning the average essays, Ivy, Temmy, Ola and Praise had difficulty in elaborating on their opinions and their paragraphs were without topic sentences, except for Praise (Text 11A). Praise also wrote too long sentences in paragraphs three and four of Text 11A. Temmy (Text 5A) and Praise (Text 11A) wrote long texts compared to others in this category.

The schematic structures of the individual learners in this average category were not as organised as the learners in the first or high achieving category. For example, Ivy's essay had a heading which was the title and the motion she argued against. She did not state her thesis to inform the readers of her intention. Temmy's (Text 5A) thesis statement was in (s2) *'I am here to support the motion which says. Female child is better than male child'*. Ola's essay title spelt out what the motion was but he did not tell the reader whether he was opposing or supporting it. However, in paragraphs two and three, it was clear that he was against the motion. Praise's essay was

presented according to the points to support her opinions which made it easier for the reader of the text to identify the thesis statement.

Ivy started the essay by giving a reason why girls were more important than boys which represented the argument stage. Temmy argued her points in paragraphs two to five, starting each paragraph with connectives such as *'firstly, secondly, thirdly'* (Text 5A) to sequence her points. Ola's argument was based on the fact that the male child was better without contrasting his point with the characteristics of a girl child. Praise (text 10A) argued out her points with evidence in paragraphs two to five, starting each paragraph with a topic sentence to indicate the points which she further developed.

Ivy (text 2A) did not conclude logically, but in the last sentence of paragraph two, she reiterated that girls were more important than boys, while Ola (Text 8A) concluded the essay without reiterating his points. Praise's (Text 10A) conclusion was that *'life in the cities are [sic] better than life in the villages'* in the last paragraph, but the concluding paragraph did not reiterate the main points. Temmy (Text 5A) concluded by reaffirming her support of the motion.

The learners in high category were able to follow the schematic structure of the written genre. However, they had challenges in the area of conclusion and reiteration or development of their ideas. This implies that they needed more support in these two areas.

With regard to the low achievers, Aaron (Text 3A), Patricia (Text 6A), Caroline (Text 9A) and Gloria (Text 12A), their essays were below two hundred words, except for Gloria (Text 12A), who wrote 436 words as indicated in Table 10 Their essays were not logically organised and most of their paragraphs were one sentence each (See Appendix 15, Text 3A, 6A, 9A, and 12A) which did not elaborate on the issue under discussion.

Aaron stated his position on the motion which is regarded as the thesis statement in Text 3A, (s2) *'Am here to speak on the motion that say a male is more important than a female in the house'*. But Patricia's essay had two thesis statements. The first one was in Text 6A: (s1) *'I am writing this letter to support a female child'* and the second one was in (s8) *'I am writing to support a*

male child'. One major error in the essay was that in (s1) which was the first sentence, she indicated that she was going to write a letter, but actually it was an argumentative essay. Being regarded as one of the low achievers, he needed additional support in order for him to overcome his writing challenges. Likewise, Caroline (Text 9A) did not declare the thesis statement explicitly for her readers. However, she introduced the essay by declaring her stand and by giving a definition of a female. Gloria (Text 12A) stated her introduction and the thesis statement in the first and second paragraphs but it had no topic sentences and the points were not well developed in the paragraphs.

Aaron argued out his position in Text 3A, paragraphs three and four by highlighting the value of boys in the family. There was no elaboration on the points made. Patricia (Text 6A) argued in support of both the female child and male child. This seems to indicate that she struggled to write an argumentative essay or she had no understanding of the structure and appropriate language structure for an argument. Caroline's arguments were in paragraphs one to paragraph four. Gloria argued out her points in paragraphs three to nine by citing examples of things that were available in the city but which were not available in the village. In other words, she did not argue from two points of view, and that was the weakness of her essay.

Aaron declared that boys were ten times better than girls. There was no conclusion in his work. Similarly, Patricia (Text 6A) and Caroline (Text 9A) did not conclude or reiterated their main points at the end of their arguments. While Gloria concluded her argument, she did not reiterate her points in Text 12A, paragraph 10. The learners in this category lacked the basic understanding of how to organise the argumentative texts logically according to this genre type. This is an indication that they needed more support than the other learners whose essays scored better marks than theirs.

6.5.4.1.2 Language features

The language features of all the learners Zarat (Text1A), Vincent Text 4A), Maria Text 7A) and Loveth (Text10A) categorised as high achievers in their various schools were clearly identified. For example, all the learners in this category used the appropriate language in the form of simple

sentences and verbs. For example, Text 1A: *'belongs, support, give know state'*. Vincent expressed some points in the past perfect tense when he referred to past incidence. Maria made some expressions in the present continuous tense when she referred to the activities females engaged in, for example, Text 7A: *'making, providing, cooking, training'*. The learners used personal pronouns in their texts to refer to oneself at the beginning, but they referred to the referent in the text with third person. The learners in this category used the required language features for argumentative correctly. These features include markers of contrasts, prepositions, noun, verbs, and effective use of connectives (Schlepppegrell, 2004; Martin, 1989; Christie, 1986).

There were instances of language errors in the learners' essays. For instance, Zarat's use of wrong form of the verbs was noted; *'belong[s], proceed[s]* (correct forms are in square brackets). She also used evaluative words like; *'well, most, more, than'* to show her understanding of comparison. There were some mistakes in her use of punctuations like commas. Apart from this, there was the wrong use of expressions in the last paragraph; *'...brainfull [brimful] you and not to brainwash you...'* Spelling error in *'bonafied - [bonafide] (s4) countrys - [countries]'*. There were some instances of wrong use of words like: *'well order'- [good order] (s9), 'that no worth it' - [it is not worth it] (s12), 'this point' - [these points] (s13)* (See Appendix 15, text 1A). In Vincent's and Maria's essays, there was the wrong use of preposition in their essay. For example, in Text 4A (s8), Vincent said *'... enveloped by [with] joy'*. Maria also used some verbs wrongly e.g. (s12) Text 7A *'...male are found wanting (s7) ...the very nature of female makes them fit into ...'*. In Loveth's essay, there were limited wrong use of preposition and article for examples.

There was also first language (L1) transference noted in the learners' essay and also phrases that are commonly used in spoken form than written form of language. These transfer errors in the learners' essays related to challenges faced by L2 learners of English. However, Gas (1979) recognises the transfer of L1 to target language as an important variable in second language learning. Nevertheless, in case of the learners in this study, their transfer of their Yoruba (L1) knowledge into writing English text does not always agree in typology because the organisation of syntax and morphology of Yoruba and English sentences are not similar. According to

Cummins (1979) the BICS only amounts to oral language fluency for day to day interaction which does not concur with the CALP meant for academic purposes. The reason for these errors could be attributed to the fact that the learners were not given the awareness that oral language is different from academic language. Even though some learners may be fluent in oral speech, they could perform poorly in written texts. In this context, most of the learners' knowledge of BICS seemed not to be fully developed because they interacted with English in the classroom only. They seemed to be experiencing challenges in composing and organising their thoughts logically and formally in writing. All the learners in this category were aware of the importance of transitional words like '*while, for instance, hence*', (Text 10A) in written text. They used them correctly in their essays. Punctuations like full stop were considerably used in all the texts in this category. However, the commas and full stops were not always correctly used.

In view of the above, it is obvious that all the learners in the category of high achiever used punctuations and capital letters wrongly. Punctuation errors and wrong use of capital letters could be related to the fact that their essays did not go through the editing stage, as suggested in the Process Approach of writing (Graves, 1983). It can be argued that these errors could have been corrected or eliminated if learners were assisted to proofread their work and to write a final draft according to the stages to follow in the Process Approach (Graves 1984). Christie, (1991) argues that one of the teachers' responsibilities is to mediate the learning process. But in this instance, the teacher did little of mediation in learners' writing. Therefore this study could not determine whether the students' writing had improved or not.

The language features of the average achievers Ivy (Text 2A), Temmy (Text 5A), Ola (Text 8A) and Praise (Text 11A) indicated how the learners engaged with the use of appropriate tenses and language conventions needed in this genre type. These learners used simple present tenses to express their opinions. Punctuations and capital letters were also used correctly by the learners. However, Temmy used the capital letters indiscriminately to express emphasis and to show the importance of the expression, e.g. in (s10), Text 5A: '*A HOUSE WITHOUT FEMALE IS USELESS*'. Praise's use of punctuations was not appropriate in the essay. For instance, there were lots of places where she failed to put commas and full stops in paragraphs four, five and six and commas in paragraphs three, four, five and six (See Appendix 15, Text 11A).

In the case of Ivy, there were patterns of difficulty in the use of apostrophe which she used to indicate the plural form of nouns, for example, *good's* instead of *goods*, *hour's* instead of *hours*. All the learners in this category had spelling errors but the words still maintained their meanings. L1 interference and instances of the use of spoken language which are not accepted in academic writing were apparent in this category. For example, in Text 11A, (s5) Praise said ‘... *either they treck [trek] go home. (s7) they do not have airport talkless of going to airport*’.

The use of connectives was observed by the learners in this category. Ivy used linking words that showed contrast. For example, ‘*while*’ and one that expressed reason e.g. ‘*because*’. Temmy (Text 5A) and Praise (Text 11A) also used connectives like *firstly*, *secondly* *thirdly* and *fourthly* to sequence their points. Temmy (Text 5A) also used subordinate conjunction *while* and *even though* to link clauses together within sentence. She used it to compare the female and male child and to draw out their differences. All the learners, except Ola, used connectives at the beginning of their paragraphs. For example, ‘*firstly*, *secondly*, *thirdly*’ in Texts 11A and 5A ‘*while*, *because*’ in Text 2A. However, the learners experienced challenges in using them appropriately.

In the low achievers’ category, Aaron’s essay had no full stops to mark sentences, and since his has four paragraphs, it is assumed that the essay has four sentences. In the last sentence (s4), Text 3A, he used figures *10x10* to mean ten times, and to indicate that boys were far better than girls. There was the use of verbs like: *is*, *can*, to show certainty. He used *because* in (s3), Text 3A, to indicate reason. There was the wrong use of article *an* instead of *a* (s3). Patricia, Caroline and Gloria used simple present tense as in *support*, *wash*, *like*, *care*, *sell* to indicate the things that females can do better than male. In Text 6A, (s4), Patricia used the present continuous tense *cooking* instead of simple present tense *cook*.

In Caroline’s essay (Text 9A), there was some wrong use of words in the text such as ‘*there (their)*, *money for food (up keep allowance)* (s5), in (s6), *is them that borne child (they are the ones that give birth to children)*, in (s8), *we (will)*, *anywear (anywhere)*. There were also spelling errors in (s7) e.g. *dusty (deputy)*, *account (accountant)*, *lawer (lawyer)*. In Gloria’s texts, there were instances of wrong use of preposition (s6) ‘*in*’ (*instead of to*), (s8) ‘*to*’ (*instead of for*). Other language errors included the wrong use of adjectives (s7) e.g. ‘*neat*’ instead of adverb

'neatly', the use of past tense (s10) 'went' instead of the present form 'go'. Some of the language errors seem to suggest that the low achievers had under-developed BICS for the JSS 3 (Grade 9) level. This could be attributed to the learners' low socio-economic environment where English was rarely used as a means of communication. This is in line with Cummins' (2014) view that children from low socio-economic environments need to be taught academic language explicitly in relation to their context.

Gloria's written essay was influenced by her first language (Yoruba). For instance, in Text 12A, (s12) '*what is this o! eh! God help us o!*') are examples of code-mixing of Yoruba and English. The use of 'there' instead of 'they' (s8), 'their' instead of 'there' (s11) was also noted. Her spelling was poor, although the errors did not mask the meaning of the words, e.g. Text 12A, (s4) *treck* for *trek*, (s6) *fesh* for *fetch*, (s9) *escursion* for *excursion*, (s11) *helicoptal* for *helicopter*.

Punctuations were well used in Gloria's essay except for a place where she fails to add the full stops. There is the inappropriate use of capital letters and the omission of comma after each connective at the beginning of each paragraph for example, Text 12A (s4 and s7). Patricia (Text 6A) and Caroline (Text 9A) punctuated each of their sentences with full stops, but Aaron (Text 3A) did not punctuate any of his sentences.

Patricia used the conjunction 'but' in each of the sentences to contrast female and male. While Gloria used connectives in each of the paragraphs to sequence her ideas, the connectives were written as numbers and/or acronyms e.g. '*1stly, 2ndly, 3rdly*' (Text 12A: s4, s6, s7). Aaron and Caroline did not use connectives in their written texts and this led to incoherent texts.

As I have stated above in this section, all the learners in the different categories needed support from the teachers in varying degrees in order for them to be proficient in their academic writing. More importantly, the learners regarded as the low achievers needed additional support in all the areas, namely schematic structure and language features of their essays Schleppegrell (2004). In the next section I discuss my analysis of the narrative essays written by the same set of learners referred to above.

6.5.4.2 ANALYSIS OF LEARNERS' NARRATIVE ESSAYS

The second texts written by the learners were recounts which are referred to as narratives in Nigeria (KME, 2007). I also will base my analysis on the recount schematic structure as stipulated in Macken-Horarik (2002) drawn from Genre Theory. Recount, as the name implies, is a genre that retells a past event or story in a chronological order. Its social purpose is to retell events for the purpose of informing or entertaining in a sequence. The social locations of recounts are found in police records, personal letters or oral and written histories, insurance claims and excursion “write-up”. Its schematic structure includes the orientation, which provides information about the situation, the record of events which presents events in a sequence, and re-orientation which brings the events into the present but, the re-orientation stage is optional (Macken-Horarik, 2002). Table 11 below gives a summary of the learners’ performance in recounts.

Table 11: Summary of learners’ written essays on narrative

Schls	Teachers	Std	Texts	Genre types	Scores	No. of words
DHS	Beatrice	Zarat	1B	Narrative	60	267
		Ivy	2B		40	181
		Aaron	3B		40	212
KHS	Anne	Vincent	4B	Narrative	60	142
		Temmy	5B		40	134
		Patricia	6B		20	62
	Kate	Maria	7B	Narrative	65	338
		Ola	8B		40	136
		Caroline	9B		35	143
VHS	Susan	Loveth	10B	Informal letter	60	337
		Praise	11B		45	150
		Gloria	12B		30	108

As I have highlighted in Chapter five that Susan in VHS taught a formal letter as the second genre type in her classroom, the informal letter is not included in this analysis as this section focuses on narratives written by learners. Table 11 indicates a positive correlation in the learners’

written essays with regard to marks, except for Aaron in DHS who moved from the rank of low achiever to the rank of average achiever because he scored forty percent in the narrative. I mentioned that the teachers did not have a uniform assessment rubric for marking their essays, so comparing the learners' performance may be invalid. I will then provide a description of their work.

The analysed data shows that most of the learners performed better in the argumentative essay than in the recount. Caroline and Gloria improved slightly in the recount genre, but they were still in the low level achievement category. This implies that the learners' performance in the different genre types may vary. For instance, despite the fact that the high achievers maintained their top level of performance in both genre types, they performed much better in the argumentative essay than in the recount. Consistency with regard to performance is apparent with average achievers as well. Learners produced longer texts in the argumentative essay than in the recount, except for Aaron whose recount text was longer than his argumentative essay. This seems to suggest that learners did not experience much difficulty in writing arguments.

6.5.4.2.1 Schematic structure

As shown in Tables 10 and 11 above, Zarat (Text 1B), Vincent (Text 4B) and Maria (Text 7B) were the high achievers in their classes. The schematic structure of recount genre type (orientation, series of events and reorientation) was observed by these learners in their writing. Zarat's first paragraph could be regarded as the orientation but it was not explicit enough because the purpose of the essay was not clear. There was no clue of what she wanted to write about except for the topic of the essay and the first sentence which indicates the time of the event: *one week to sallah, I was occupied* (Text 2B, s2). The word "holiday" which was supposed to be one of the key words in the text was not referred to in the title of the essay nor in any of the paragraphs.

Vincent's essay was structured in the order of events. The orientation of his essay was in Text 4B, (s2) '*The day I will never forget is the day I was packed up together with some people who were making noise in the class in my former school*'. At the beginning of Maria's essay, she gave

an orientation of who she would write about, and when the event took place in Text 7B, (s2 and s3) *'A DAY I would never forget was the day I went to Ibadan for my holiday in Ibadan, Agoro street'*.

Zarat's (Text 1B) sequence of events could be seen in paragraphs two to seven while that of Vincent (Text 4B) was presented in paragraphs two to three. Zarat recounted how she celebrated the *'Sallah holiday'*. Vincent narrated that he was among the learners that were told to face the sun because they were accused of making noise in the classroom. Maria narrated the series of events that took place in a chronological order in Text 7B, (s4-s13). For example, she recounted the journey to Akure and Ibadan cities where she spent the holiday. She also narrated the activities and preparations for Christmas and New Year days. The last stage of the essay was her preparation back to Ado-Ekiti. Zarat ended the recount appropriately even though the reorientation was not stated. This is not surprising as reorientation is an optional stage. Vincent concluded in Text 4B, (s7) by thanking God that he could see well with his eyes again. The essay had the correct structural features but he did not elaborate on the points. Likewise, Maria concluded by saying that it was her memorable day in Text 7B, (s14).

All the learners categorised as the high achievers showed good understanding of the sequential organisation of events in a recount, although they had minor errors in their essays. The next set of learners are Ivy (Text 2B), Temmy (Text 5B) and Ola (Text 8B), who are rated as average achievers by their teachers in narrative essay.

The schematic structure of the recount genre type was partially observed by the learners in the average category. For example, Ivy (Text 2B) did not state the orientation of the essay but the aim of her essay was captured in her title. Temmy's (Text 5B) essay was organised chronologically according to the order of events. The first sentence gave an orientation to the recount. Ola also presented the orientation in Text 8B, (s3) *'A day I we never forget, it was a great joyful and powerful day it was my birthday day'*.

In Ivy's essay, the series of events was given in Text 2B, (s2-s11), where she narrated the preparation for the Christmas day and the activities she participated in on Christmas day (s2 -

s11). Ivy did not structure her essay in paragraphs. Temmy gave a detailed recount of how the memorable day was spent in paragraphs one to three. Ola also chronologically presented the series of events when he was celebrating his birthday in paragraphs two to five. Ivy concluded the essay by re-emphasising how she spent her last Christmas (s11) while Temmy's (Text 5B) and Ola's (Text 8B) essays had no conclusion.

The schematic structure of the learners' essays was not fully observed the learners, especially in the orientation and conclusion stage. They did not develop the series of event adequately for the readers' understanding. The implication of this is that if the learners lack the ability to write a personal genre, they would not be able to advance in writing more abstract genres relating to other school content subjects. This could be one of the reasons for the learners' poor performance in English examinations and in other school content subjects (Fakeye, 2010). In addition, this instance could be attributed to the lack of mastery of English (L2) which emanated from the poor mental organisation of knowledge in written texts (Mammimo, 2013).

The narrative schematic structure of the learners in the low performance category showed that they had an understanding of the organization of a narrative, but their language structure was poor. For example, Aaron's (Text 3B) first sentence is the orientation, which reads: *'When it was xmas time I visited my sister in Ibadan and her children and husband'*. He highlighted the 'who', 'where' and 'when' of the recount. Patricia's orientation is captured in Text 6B, (s2) *'The day I do my graduation in primary school I am so happy the day is the most happy day in my life'*. Caroline introduced to readers what she wanted to write about and the time of the event in Text 9B, (s2) *'my memorable day was last year Christmas and it was on my birthday ...'*

Aaron's essay was structured in a chronological order of events from the beginning of the holiday to the end of the holiday in Text 3B, (s3 - s9). Patricia's series of events in Text 6B, (s2) but she did not develop it further. Caroline presented the series of events was in Text 9B, (s3 - s8).

Aaron concluded his essay by indicating how he spent his holiday (s9). There was no personal commentary or conclusion. Patricia (Text 6B) gave her reorientation in the last sentence (s3).

She was thankful to God who made the day a reality. The essay was very brief while Caroline's (Text 9B) essay had no conclusion.

All the learners in this category did not organise their essay in paragraphs so it was difficult to follow the different issues and ideas they raised in their essays. Despite this, they were able to recount the events chronologically.

6.5.4.2.2 Language features

Concerning the language features, the essays of the top achievers showed their good understanding of many language conventions appropriate for a narrative essay. All the learners in this category used simple past tense throughout their texts to narrate their experiences. For example, Zarat (Text 1B) used words such as '*occupied, woke, tidied, went*, etc. She also used evaluative words or intensifiers like; '*so, very, much*' and '*a lot*' to show the degree of excitement and enjoyment.

Some of the learners made use of the present tense erroneously in their essays. For instance, Vincent used the present continuous tense in Text 4B, (s4), he used '*taking*' instead of the use of past perfect tense- '*taken*'. In (s6), he confused *spent* for *cost*. He used capital letters incorrectly in sentences, e.g. *Affect* and *Alive* (s4 and s7). These errors could be attributed to the fact that they did not edit their work before they submitted it for marking.

Zarat's (Text 1B) use of punctuations was considerably appropriate in the text except for places where he used full stop instead of commas, for example, '*sallah is here*' (s8), '*Friends and families visited*' (s9). While Maria (Text 7B) used punctuations appropriately, there was incorrect use of capital and small letters in the essay. Some of her sentences were very long (s8 and s9).

Zarat and Maria had language errors in their essay which seemed to be influenced by their first language (Yoruba). For example, Zarat (Text 1B) used '*of*' instead of '*to*'(s2), '*carry*' instead of '*take*'(s9), '*branched*' instead of '*stop over*'('...ended have constipation.' Instead of '... ended

up having constipation' (s13). Maria's work also showed her incorrect use of academic language as in these examples in Text 7B:

(s4), ... *and used one week there* [... *and spent one week there*],

(s3), *'because it had been long she had seen me before* [*because it was a long time I saw her last*].

(s9), *on Christmas it was very fantastic and sweet*, [*on Christmas it was fantastic and interesting*].

The plural form of some collective nouns in Zarat's essay was an interference of her first language. For example, in Text 1B, (s17) '*yams*' [tubers of yam] '*bush meats*' [bush meat]. This could also be related to L1 transference because there are no collective nouns in Yoruba. Therefore, Zarat added 's' to indicate that the items were more than one. This could also be overgeneralization of grammar rules which is common among second language learners.

In her text, Zarat used active voice which is indicated by the use of first person singular and plural forms such as; '*I, our, we*' and '*my*'. This shows that the essay was a personal recount based on the writer's experience. There is also the use of adverbs to indicate time of event in Text 1B such as;

(s2) '*one week, on Saturday, at around 10:00 am*

(s4) *sallah is here* (s8), *for few weeks, two days, that very night, first time*

(s18) *usually*', and '*some time*'.

In this category it is only Zarat who used connectives like '*well* and *in fact*'. Conjunctions like; '*because*', and '*and*' were used regularly, but Maria (7B) and Vincent (Text 4B) did not use connectives in their essays.

The average learners also used the language features that are peculiar to the recount. Ivy's essay, for example, was presented in the past tense. She used verbs like *went, bought, woke, came, went, served, got, gave, took, played* in text 2B, (s2 - s11). However, there were also instances of present tense instead of past tense which were incorrectly used, for example: *cook, greet, bring, spend, etc.* Punctuations like capital letters were not used correctly (s2 and s12). There was the use of personal pronouns like *I, my, we, our, they, them, us*, which are the features of a narrative essay. There were no linking words in the essay. Temmy's and Ola's use of present tense in their essays was inappropriate.

In light of the above, the learners appeared to lack the ability to use academic language and registers correctly to express their thoughts. The learners were taught the use of past tense as the language feature of a recount during my classroom observations, but it appeared that they did not fully understand the lesson because it was not directly linked to the writing of recounts in context.

The low achievers also made use of past tense to give a recount of their past experiences. However, there was also the wrong use of tenses. For example, in Aaron's (Text 3B) essay incorrect use of tense was noted in words such as *eat, drink, dress, and wear*. He used the past tense suffix –ed in *selled* instead of *sold* (s8). This error could also be understood in relation to overgeneralisation of grammatical rules as the suffix –ed is usually used to indicate the past tense. Overgeneralisation is associated with second language learning. This indicates that Aaron still struggled with the use of the correct form of tenses in the regular and irregular verbs.

Patricia's (Text 6B) essay was supposed to be written in past tense but she used the present tense in most of the sentences such as: *do, am, is, have*. Caroline (Text 9B) used past tense in most of the sentences except in these areas:

- (s6) – *are (were)*,
- (s8) – *distribute (distributed)*.

There were few conventional errors in (s5) e.g. – *generous (glorious), printed vest (souvenirs)*
(s8) – *distribute (shared), do (resume)*.

Overall, the learners in the low achieving category seemed to be struggling with the use of language features. They used tenses incorrectly. This could be an indication that the learners were not yet grounded in the use of tenses, and they needed more support in this area. The language features were not explicitly taught adequately by the teachers during writing lessons. The learners had been taught grammar in isolation but not in relation to the different genres. This type of teaching is related to traditional approaches which do not allow the learners to engage with language in context.

The L1 interference is more prominent in the low achievers' essays in the area of the construction of sentences and spelling in English. They wrote English words the way they

pronounced them in Yoruba. As a result, they had a lot of spelling errors in their essays. Lastly, the learners did not make use of connectives to link their ideas together to maintain coherence in their essays. De La Paz and Graham, (2002) argue that the use of connectives is one of the elements of a good essay.

The learners in this category also did not employ academic language. This could be associated with their low level of CALP Cummins (1979) which indicated their low proficiency in formal English. They did not write long texts compared with the learners in the higher achiever ranking. This could be an indication of their limited vocabulary in English due to the fact that they did not have adequate exposure to English inside and outside the classrooms.

The learners' written essays revealed the level of their proficiency in English and the areas where they needed support and assistance. As shown above, most of the learners' essays lacked proper schematic structure and the necessary linguistic repertoire to express their ideas in writing. Likewise, the learners' knowledge about the purpose and context of the essay types was limited because they were not exposed to model texts of the different genres. This could probably be one of the reasons why some of the learners wrote very short essays. Generally, writing is a challenging task especially for second language learners (De La Paz and Graham, 2002).

On the part of the teachers, the teaching of the genre types was superficial and therefore, the learners seemed to lack adequate grip and understanding of what was expected of them in a written text. Even though learners' participation in English lessons was recorded during the classroom observations in DHS and KHS, it did not reflect in most of the learners' writing. Furthermore, the learners were not given constructive and comprehensible feedback by their teachers and they were afforded one opportunity to draft their essays. Probably if the learners were given constructive feedback and allowed to write another draft, they would have performed better in their second attempt.

6.6 AFFECTIVE FACTORS

6.6.1 Teachers' attitude and motivation

According to Gardner (2001) teacher's poor attitude, ineffectiveness, and non-responsiveness in their teaching impact on the learners' attitudes in learning. Teachers' attitudes and their motivation to work have a significant role to play in the teaching and learning process (Gardner, 2001). No matter how knowledgeable teachers are in the profession, their attitude and motivation impact to a large extent on their effectiveness in their practice. The observation data indicated that all the teachers displayed low levels of motivation in their teaching. The teachers' heavy workloads in the research schools and the unfavourable classroom conditions in JSS 3 in KHS seemed to influence teachers' lack of motivation. For example, the HOD in KHS complained about the poor state of the block of classrooms that needed urgent renovation by the state government. This also appeared to have adverse effects on the learners because most of them in both DHS and KHS did not show interest in the subject which impacted on their attendance and participation in classroom.

Konzulin (2003) argues that the symbolic material serves as one of the mediating tool in teaching and learning situation. The above observation of lack of motivation could be understood in relation to the availability of resources (human and material resources) in schools. The provision of the needed materials is likely to boost the morale of both teachers and learners which invariably could improve the success rate in English L2. Therefore, the lack of the necessary material and infrastructures appeared to have had a negative impact on their teaching.

6.6.2 Learners' attitudes and motivation

In the learning of any school subject, it is necessary to consider the learners' attitudes and motivations towards the particular subject (Gardner, 2001). Data from classroom observations showed that most of the learners sat in the class with little attention while the teachers concentrated on the few learners who were willing to participate in the lesson. In Susan's class in VHS, the learners sat quietly as the teacher taught. This does not suggest that all the learners

were following what the teacher was saying. On the other hand, few learners in KHS in DHS participated actively in the lesson. Some sat down to listen while the others were at the back of the classroom paying no attention to the lessons. Even though the teachers tried to involve the learners during lessons by intermittently calling their attention, there were still some who did not seem to be interested in the lessons. This could be a result of lack of motivation or interest in the lesson. It could also be that the teachers did not provide the necessary motivation or assistance to them. Kingsley, the HOD at KHS remarked that learners would develop interest in learning if there was a good and conducive learning environment. Krashen (1985) argues that motivation is one of the affect that can impede comprehensible input during second language acquisition. In view of this, if the learners lacked motivation and interest in the learning of English writing, obviously, their writing ability would be negatively affected.

Dornyei (2001) posits that it is important that teachers provide a supportive and pleasant learning atmosphere in classrooms in order to keep learners motivated in their learning. Adebisi (2006) claims that attitude could be either positive or negative towards an object or idea. Fakeye (2002) and Anoma (2005) maintain that learners' attitudes in English L2 could enhance or hamper learners' learning capacity. The reason for this, as claimed by Fakeye (2002) is the poor attitude of teachers in their work. Fakeye (2010) concludes that the positive attitude to learning leads to successful learning and advises that teachers should develop effective teaching and learning strategies to build learners' positive attitude to learning. In this case, it may be argued that the teachers' pedagogical strategies employed in the teaching of English writing were not interesting to the learners. They were more teacher-centred than learner-centred. This suppressed the learners' willingness to express themselves, both orally and in writing. This is likely to lead to poor performance.

Furthermore, observation data indicated that the lessons were more of teacher-talk and most of the time learners remained silent and passive. More teacher-talk does not allow the learners to develop their communicative competence which is necessary for comprehension and language use by learners. Motivation is one of the affective variables that could affect filter which would eventually disrupt comprehensible input (Krashen, 1985). It could impede or improve learning of learners. The teachers seemed to have low expectations of the learners and this seemed to

influence their teaching strategies. The teachers assumed that the learners are incapable of contributing to knowledge, they tended to undermine the learners' academic capabilities (Milner, 2010), prominent in Susan's classroom. As a result, learners in this study appeared to lack motivation which is associated with better academic performance.

Teaching and learning materials such as textbooks and stationery could motivate learners to learn. Most of the learners in DHS and KHS did not have the required learning and writing materials. However, in VHS nearly all the learners had their learning and writing materials. This could be attributed to the socio-economic status of their parents because most of the learners resided in the school hostel. This means their parents were able to cater and provide for their basic needs compared to the other two schools which were situated in a low socio-economic area. The Ekiti State (Provincial) Government runs a tuition fee education programme in all primary and Junior Secondary School (FRN, 2004 p. 19). However, this programme does not imply that schooling is free as it does not cover fee for textbooks. Anne at KHS stated that many parents expected the government to provide all the school needs for their children. She was also of the opinion that since the government ran a total free system of education, the government should be able to provide for learners' textbooks. Apparently, the government was responsible for providing the textbooks but it decided not to give them out because they were not sufficient for all the learners. Therefore, the paucity of textbooks seemed to be one of the factors which had a negative impact on the learners' learning as they could not explore independent reading which is a foundation for writing skills.

In view of the above, my presupposition is that before learners could perform as expected in written texts, they should develop interest in what they are doing. The interview data shows that, only few learners were performing well compared to the number of learners in the JSS 3 class in KHS. This could be explained in terms of learners' lack of interest and motivation to learning which could be attributed to teachers' traditional teaching methods. Lack of motivation could also be as a result of their lack of proficiency in English coupled with the fear of being intimidated by their class mates if they show low proficiency levels. All these factors could contribute to learners' low performance in English writing, which in turn could affect their performance in examinations.

6.7 CURRICULUM POLICY AND IMPLEMENTATION

Over a period of ten years the Nigeria secondary school curriculum has experienced reform with regard to the number of content subjects to be offered to learners at various levels of education. The teaching approaches were also revisited to correspond with the changing world (FME, 2007). The English (L2) curriculum reform came with a difference because of the position English enjoys in Nigeria as the official language and as a medium of instruction at all school levels. Furthermore, there are constant changes in the approaches to employ in teaching, from a teacher-centered to a learner-centered approach. The curriculum stipulates that teaching should be geared towards communicative competence in order to increase the learners' confidence in language use (FME, 2007). It also prefers the use of process approach which calls for learners' critical thinking and active involvement in tasks. It also believes that the benefit of writing would be reflected in other subjects across the curriculum (FME, 2007, p. viii).

Observation data showed that the teachers did not follow the curriculum in terms of essay writing despite the fact that the aspects of the topics they taught were taken from the curriculum. The strategies and stages highlighted in the curriculum were not employed, especially during the teaching of the essay types. The curriculum suggested the use of group and pair discussion whereby learners had to write a rough draft before the final draft, after receiving a proper feedback from the teachers. This implies that even though the teachers had knowledge of the content to teach, they did not follow the process that was stipulated in the curriculum. The process of writing was indicated in the textbook but the actualisation of these stages was not well discussed during lessons. For example, during the teaching of the narrative essay types, Anne in KHS (See AT 52-100 in Chapter 5) read out the sample text in the textbook and instructed the learners to follow the stages but she did not elaborate on them. The other teachers made use of the textbook but they did not refer the learners to it during English writing lessons. During the interview sessions with the teachers, they claimed that the JSS English curriculum was not explicit about teaching writing. Therefore, they kept on teaching in the manner they have been accustomed to (See Beatrice in DHS section 5.6.1.5) and Kingsley, HOD at KHS (See section 5.6.2.3). It appeared that they were not familiar with what the curriculum stipulated with regard to the teaching of writing.

Researchers have indicated that teachers' knowledge and beliefs about teaching and learning and the subject matter have an impact on what and how teachers teach, as against what is obtainable in the textbooks (Putnam, 1992; Remillard, 1992; Stephen, 1982). As it was the case with the textbook, so it was with English curriculum implementation. Teachers often practise what they believe in. In this case, it is speculated that teacher imitated their teachers when they were in secondary schools. As a result, their teaching strategies followed the traditional approaches. The implication is that the learners' low performance in English examinations would remain the same. Therefore, for teachers to implement the reformed curriculum, they need to learn and expand their pedagogical understanding (Schifter, 1998) and at the same time, adjust their old practices of teaching to accommodate new teaching strategies (Cohen and Barnes, 1993; Heaton, 1994). The inconsistency of the teachers in the implementation of the curriculum could be attributed to the fact that the approaches and processes to the teaching of the genre types were not detailed and explicit enough in the curriculum for the teachers to understand. This led to limited attention given to the teaching of English writing. As a result, learners struggled to write different texts in the correct formats.

In addition, there were few new English textbooks that adopted and fostered the new approaches to teaching and learning. One of such textbooks was used by the three schools in this study (See Appendices 4A-B and 5). However, despite the availability of these revised textbooks, little was noted with regard to proper implementation of the current curriculum.

6.8 MODEL FOR TEACHING AND LEARNING WRITING GENRES

From the foregoing discussion, it can be deduced that there are several factors that have to be taken into consideration in the teaching and learning of writing in a second language. These interconnected factors relate to the notion of input and output (Krashen, 1985) as key components of language teaching and learning. Below is a model for enhancing learners' learning of writing which is derived from the data analysed in this chapter. It is informed by the Genre-Based Approach and the Genre theory which are discussed in the third chapter of this thesis. In line with the current curriculum policy, this model should inform English (L2) teaching and writing in Nigeria as it is the main medium of instruction from primary to tertiary education.

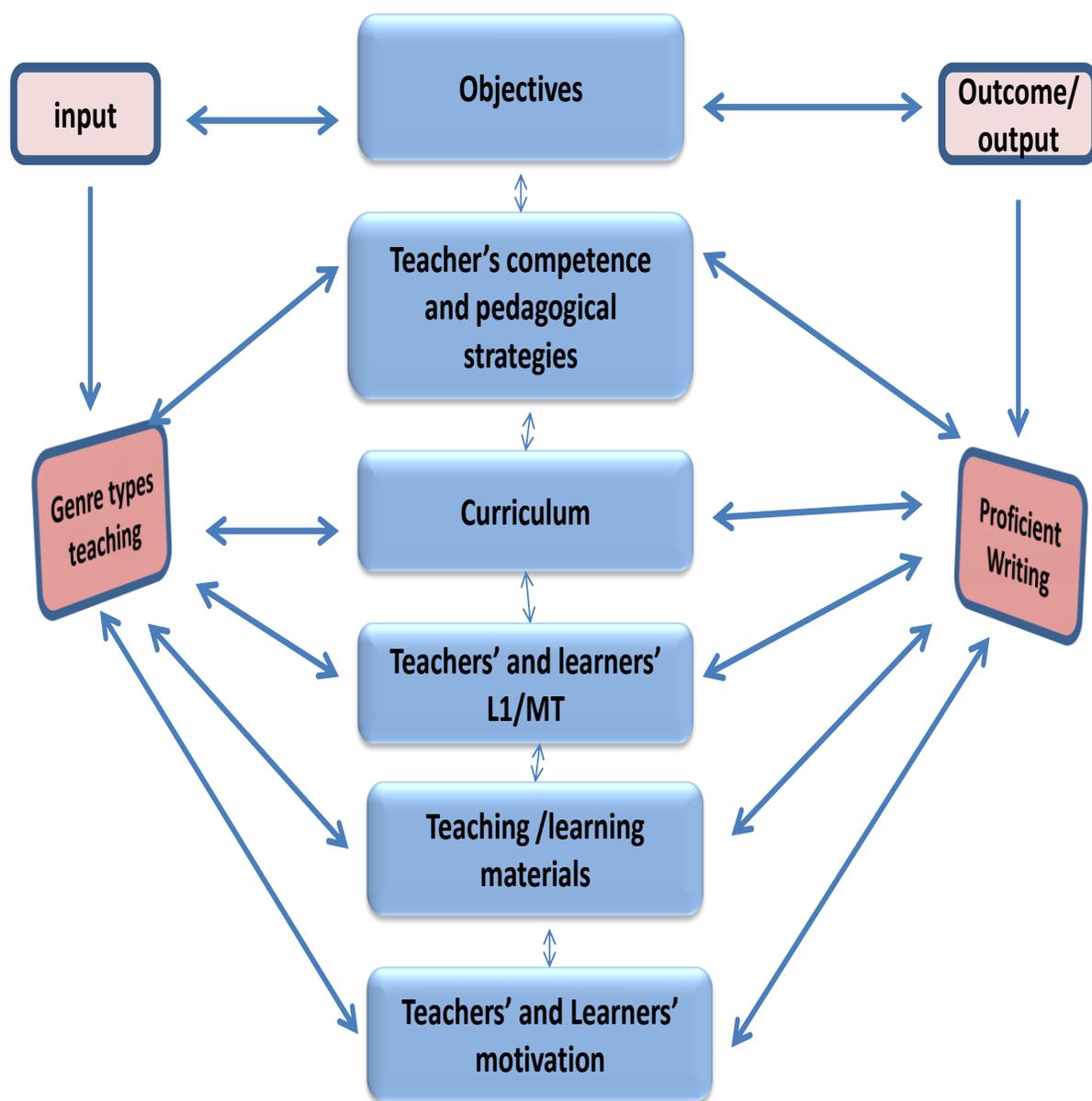


Figure 6: Model for Teaching and Learning Writing Genres

The above model highlights how the factors are related to one another. The genre is the component that serves as the input that needs to be provided for and taught to learners for them to be proficient in genre writing. Proper understanding and application of genre knowledge leads

to the intended outcome/output. Before the outcomes could be effectively achieved, there are some objectives to be considered. According to Krashen (1985) input determines the output. Therefore, for the input (Genres) to be comprehensible for effective output (proficient writing) the objectives should be adequately catered for in a formal teaching and learning situation. This may entail proper preparation that has to take into account teachers' pedagogical strategies and how they interpret and implement the curriculum. The teachers' and learners' home language is also important as they determine the kind and quality of input that learners receive or are exposed to. Teaching resources and the level of motivation of the teachers and learners are also crucial for supporting learners' writing.

The pedagogical strategies and approach to the teaching of genre writing speaks to the quality of the teacher's pedagogical content knowledge and subject matter specific knowledge (Hill, Bill and Schilling, 2008). This is also related to how teachers are able to make meaning to the learners, using adequate, appropriate, and innovative strategies to meet the needs of their learners (Bunch, 2013).

The curriculum (English) is a government document compiled by curriculum planners. The effectiveness of teachers depends on what the curriculum provides. The curriculum should be explicit and qualitative in presenting the curriculum content and how teachers should teach writing using appropriate approaches such as Genre-Based Approach (Johns, 2002). In addition, a workshop would be very useful to the teachers who would use the curriculum.

The use of learners' first language (Yoruba in this context) in English classrooms is another viable objective. The use of L1 helps to build a solid foundation in the learning of second language (Cummins, 2007). The use of L1 in L2 is both a communication tool as well as teaching and learning strategy.

Another factor is the availability of teaching and learning materials. Sufficient teaching and learning materials contribute immensely to the easy implementation of the curriculum and also enhances the rate at which learning takes place in the classroom. These materials are symbolic tools (Kozulin, 2003) which serve to mediate and scaffold in learning.

The last factor is the teachers' and learners' motivation to teach and learn. The other factors mentioned above serve as motivator to learners to develop interest in learning. Motivation is one of the affective factors that could alleviate language anxiety in learners of L2 (Dörnyei (2001). Therefore, without motivation, learners may not be able to learn and accomplish tasks in L2 class (Liu and Cheng, 2014).

It is envisaged that proper implementation of the above model could lead to effective output which would eventually manifest in learners' proficient writing (Gibbons, 2006).

6.9 SUMMARY

In summary, this chapter has discussed the qualitative data analysis employed to arrive at the various themes presented in this chapter in relation to relevant literature, to address the research objectives. Data analysis was based on classroom observations, teachers' and HODs' interviews, curriculum and NPE documents and learners' written texts for the purpose of triangulation. The themes derived from the data were analysed and discussed in detail through the lens of the Genre Theory. From the analysed data, a model for teaching and learning genre types was generated. In the next chapter, I focus on the study findings, conclusions and recommendations.

CHAPTER SEVEN

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

As stated in Chapter one of this study, some researchers posit that failure across the curriculum could be traced to the low level of proficiency in English (L2) as it is the medium of instruction in many schools (Adegbite, 2005; Fakeye, 2002, 2014) where the majority of teachers and learners are not native speakers of English. They also claim that writing is central to learners' language learning. Therefore, the teaching of English writing should be given priority to support learners' learning across the curriculum.

In view of the above, this study set out to explore teachers' pedagogical strategies in the teaching of English (L2) writing in Junior Secondary School (JSS) 3 classes in Nigeria. For better understanding of the conclusions drawn in this study, I reiterate the research questions that guided this study as they appear in the first chapter. The main research question is: How are genres or text types taught in English (L2) writing lessons in the JSS3 classes? The following sub-questions were considered to unpack the main research question:

- 1) What are the pedagogical strategies employed by teachers in the teaching of English (L2) writing to JSS3 learners?
- 2) How do teachers interpret and implement the JSS 3 English (L2) writing curriculum content in practice?
- 3) How do learners engage with the genre or text types to make meaning of what they are writing?
- 4) How can the Genre Pedagogical Approach be used as a viable tool to enhance JSS 3 learners' English (L2) writing skills for learning across the curriculum?

In addressing these questions, I employed qualitative research methods in three selected schools as discussed in Chapter four of this study. I also reviewed literature to look at the issue of second language acquisition since both teachers and learners were second language speakers of English.

In other words, I used Second Language Acquisition theory as one of the lenses to understand teachers' and learners' proficiency in English (L2). I also consulted literature on language and curriculum policies in order to understand the language curriculum content as it applies to the Nigerian context. I referred to the Genre-Based theory and the Constructivist theory to make meaning of the themes that emerged from data analysis. Therefore, the findings, conclusion and recommendations I present in this chapter relate to the aims and research questions of this study which are discussed in Chapters one. They also correspond with the themes that emerged from data analysis which are discussed in detail in the previous chapter. In the following section, I present the findings of this study.

7.2 RESEARCH FINDINGS

The research findings of this study have to do with the use of teacher-centred approaches, limited writing opportunities, the gap in teachers' pedagogical content knowledge, teachers' limited knowledge of genre types, dearth of English teaching and learning materials, and lack of understanding of the curriculum policy. They are discussed below.

7.2.1 Use of Teacher-Centred Approaches and Limited Writing Opportunities

The study findings reveal that the teachers employed traditional approaches which centred on teachers while learners were passive listeners. The teachers used mostly teacher talk, cued elicitation and closed question strategies which did not allow for progressive participation of the learners during lessons. Most of the teachers asked closed questions which did not allow for critical and creative thinking of the learners. The teachers' question and answer strategy could be referred to as initiation, response and feedback (Wells, 1999b). This strategy limits learners' participation (Rose 2004b; Culican, 2007). As a result, the learners' written essays did not show any improvement.

Classroom interaction provides learners with ample input to develop L2 acquisition which results in the production of modified output (Swain, 1995). It is opined that teachers' and learners' utterances are social practice that assist learners beyond their capacity (Donato, 2000). From a

socio-cultural perspective, these utterances serve as a form of collaborative learning (Rassaei, 2014). The findings of the study show that the lesson scaffold given by the teachers was not adequate. Interaction between teachers and learners was limited. There was no progressive interaction among the learners themselves which could serve as a scaffold to learning writing. The lack of scaffold in the form of collaborative teaching and learning of English writing could be regarded as one of the factors that hindered learners' understanding of the genres or text types they were exposed to in the classrooms.

According to Richard and Nunan (1987) group work affords learners to talk freely and eventually improve their language skills. This implies that if there are opportunities for the learners to engage with group work, it is likely that their English speaking skills could be enhanced. Such skills could assist them to write different and meaningful texts in the long run and that knowledge and understanding would be useful in their examinations. In this study, the use of group work was not adequately explored during English writing lessons although the curriculum encourages this type of teaching strategy. Learners were not given opportunities for oral work that would enhance their communicative competence. The learners' difficulty in writing coherent and meaningful texts could be attributed to lack of adequate exposure to oral language which lays a good foundation for writing essays.

Learning entails assimilation, retaining and practicing or applying new knowledge in different settings. It needs constant and constructive feedback (Lee, 2014). Regarding feedback, the study findings show that teachers' feedback was not sufficient to support learners' writing skills in English (L2). The teachers' feedback on the learners' written texts was limited to grammatical errors only and did not assist learners to think and restructure their utterances and to make corrections as a way of improving their work. There was no verbal feedback that could afford the learners opportunities to discuss individually the challenges they faced in writing, or for the teachers to identify learners' individual language difficulties and challenges. Therefore, it appears that the teachers' feedback did not meet the academic needs of the learners (Rassaei, 2014) and did not support their use of language (English) to develop their writing skills, particularly the writing of different text types. From a socio-cultural point of view, the ZPD

(Vygotsky, 1978) was not fully bridged as the teachers restricted the learners' opportunities to engage with the target language.

7.2.2 Gap in Teachers' Pedagogical Content Knowledge

This study found out that teachers' knowledge is vital to the educational advancement of the learners they teach. Teaching is a complex activity because it deals with human subjects that have the capacity and self-will to either reject or accept what they are taught, and it aims at improving human lives (Cohen, 1988). This means that teaching is a deliberate act of knowingly and purposefully effecting changes in the life of learners. The participants in this study were qualified to teach English in any grade, in both primary and secondary schools. Therefore, they were employed on the basis that they had the required knowledge to teach English as a second language. However, their practices did not seem to correspond with their expected level of disciplinary and pedagogical content knowledge (Kemmis, 2011). They made use of teacher-centred approaches which did not support learners' independent writing as discussed in the previous chapter. Given that they all had been trained as English teachers, the expectation was that they would be able to display their knowledge in the manner in which they handled English writing lessons. According to Darling-Hammond (2006) teachers are expected to think about both what to teach and how to teach it.

Teachers are the major intermediary between the government and the learners, who at the long run become the community. Their role and impact on the teaching and learning situation cannot be overemphasised because they implicitly contribute to the socio-economic development of the society. UNICEF (2007) declares that education imparts not only individual skills, but it also transforms the communities. Unless the expected learning outcomes or objectives are achieved through learners' academic performance and success, teachers are often considered to have failed in their duty (Labaree, 2000). Therefore, teachers' subject content and pedagogical knowledge are important in learners' learning. Therefore, they need constant development through in-service training and seminars in order for them to carry out their professional duties effectively.

7.2.3 Teachers' Limited Knowledge of Genre Types

Teachers' knowledge about subject content is vital in teaching because it determines the level of learners' understanding and their performance (Stronge, 2007). As indicated in the previous chapter, the teachers displayed knowledge of the essay writing structure, namely introduction, body and conclusion. Although all the participants in this study had professional qualifications to teach English in JSS3, they did not seem to have deep knowledge of the different genre or text types that could be explored in teaching writing and the different approaches that could be used to teach these genre types. As a result, the teachers taught the genre types superficially, without considering the structural principles that underpin the different genres. Their limited knowledge was also evident in that they taught the first example which was in the curriculum without coming up with other similar or related topics. Likewise, they did not give the learners opportunities to think of other topics. The resultant effect was seen in the learners' written work as the majority of the learners did not perform well in their written texts. Proficiency in English writing requires regular practice and knowing how to organise the texts according to purpose and structure. It also requires regular practice and more than one draft of text types because writing is a process. One draft of written work is not enough to assess and determine learners' progress and performance in learning to write.

In the context of Nigeria, English learning still remains a challenge to most learners despite its status as a medium of instruction from primary school. In addition, most of the learners could not structure their written texts conventionally. Learners still find it difficult to access writing in their immediate environment, apart from the school. Rose (2004b) maintains that there is a gap between home and school literacy practices. The oral languages brought from home by the learners do not comply fully with the required literacy at school, particularly academic writing (Gee, 1996). Learners' success in schooling requires initiating them into the school literacy in written text (Rose, 2004a). In this study, many learners found it difficult to write logical texts in English second language. The writing difficulties experienced by the learners could be

understood in relation to the factors discussed above, i.e. less interactive teaching strategies, limited feedback and teachers' understanding of the Genre Based Approach.

7.2.4 Dearth of English Teaching and Learning Materials

Teaching resources are of tremendous advantage when used appropriately and effectively (Haneda, 2014). There was paucity of teaching and learning materials in the research schools as I have elucidated in the previous chapter. Learners had little opportunity to engage with textbooks because they could not access to them. They depended on the government supply which was not sufficient for all the learners. Some indigent learners could not afford to buy them. This implies that they had limited access to written material that could scaffold their own writing in English. The learners depended solely on the teachers as the main sources of information, and this limited their opportunities to discover and explore knowledge on their own. Therefore, the learners' poor writing skills in English could be associated with the dearth of teaching and learning resources that could mediate and support their learning of writing.

According to the curriculum (FME, 2007) the teachers are encouraged to be creative in designing teaching materials in their environment to support teaching and learning, but the teachers did not bring any other teaching materials to the classroom, other than the main English textbook from which they drew examples. This could be attributed to teachers' lack of creative and limited knowledge of how to improvise or source for teaching materials. Besides the shortage of textbooks, the poor physical JSS 3 classroom environment seemed to be a barrier to learning. The poor state of the classes and lack of good and sufficient furniture discouraged some of the teachers from observing teacher-learner classroom interaction and on the other hand, it hindered the learners' access to quality learning. Research shows that the learners often lose interest in learn if they do not learn in a conducive environment and this is likely to eventually lead to learners' low performance (Velenzuela, 1999).

7.2.5 Lack of Understanding of the Curriculum Policy

Teachers are regarded as the formal implementers of the curriculum (Lieber, Butera, Hanson, Palmer, Horn, Czaja, Diamond, Goodman-Jansen, Daniels, Gupta & Odom, 2009). In the previous chapter, I pointed out that the curriculum was implicit in the approaches to be used in teaching English writing in JSS3. The few statements highlighted in the curriculum about the Process Approach to English writing were not clear on what the teachers were expected to do during lessons. The various changes in NPE are to keep in line with the dynamics of social change and the demands on education because education in Nigeria is an instrument 'par excellence' (FRN, 2004, p. 4). The curriculum document was guided by the principles of subject-centredness because the curriculum reform focused mostly on content subject reduction and merging of subjects to avoid duplication of subject matter or content. However, little was mentioned about how the subject content could be taught effectively by the teachers.

According to the curriculum document (FME, 2007) it is stated that the teachers should use their professional prowess to employ various strategies, in addition to the suggested Process Approach to English writing. This implies that the Process Approach should not be regarded as the one and only approach to the teaching of English writing. Likewise, the NPE (FRN, 2004) envisages that teachers should engage in functional teaching so that the learners would be able to compete with their counterparts in other parts of the world. The curriculum also suggests that the teachers have to be creative and innovative in their teaching practices. In order for this to be assiduously implemented, approaches that allow for explicit creativity need to be considered and incorporated into the curriculum.

In this study, it appeared that teachers did not have a deep understanding of the content of the English (L2) curriculum. They also showed limited understanding of the Process Approach to teaching writing. As a result, they employed traditional approaches which did not align with the Process Approach of teaching writing. Culican (2007) claims that teachers often resort to traditional teaching approaches they have acquired over the years and that have become their cultural and habitual practice in the classroom.

7.2.6 Yoruba as a Linguistic Resource

Concerning the use of Yoruba in English lessons, the teachers in this study Nigeria frowned at its use although it is not explicitly stated in the curriculum that Yoruba should not be used. This happened through code switching and code mixing. The use of Yoruba was inevitable because it was the language of both teachers and the majority of the learners.

The use of the first language (Yoruba) in L2 (English) classroom is to achieve certain a purpose such as to make teaching comprehensible (Krashen, 1985), to motivate learners to interact during lessons, scaffolding teaching and learning, explaining concepts and creating a comfortable learning environment (Littlewood and Yu, 2011). Therefore, the use of the teachers' and learners' home language (Yoruba) was a useful linguistic and pedagogical resource which fostered communication to accomplish the goals of teaching and learning. Teachers however, did not seem to realise this and were apologetic about their use or allowing the use of L1 (Yoruba) in the L2 (English) class.

7.2.7 Learners' Limited English (L2) Proficiency as a Barrier to Learners' Academic Writing

The data analysed in Chapter six reveals that most of the learners were not proficient in the use of English in their written texts. Firstly, the analysis shows that their written texts were not well organised according to the schematic structure of the particular genre they wrote. This could be linked to the learners' lack of adequate knowledge about genre types. This could also relate to the fact that their teachers did not teach the genre types according to requirements suggested by the Genre Based Approach. Likewise, the curriculum was not explicit on how teachers should approach the teaching of genre types. Therefore, they could not give proper guidance to learners.

Secondly, the learners seemed to lack language features required for academic writing. Most of their texts were written in the form of spoken words which were not suitable for academic writing, i.e. some of them wrote as if they were speaking. This situation could be related to their low proficiency in English. The poor proficiency could also be linked to the fact that most of the learners were exposed to English only when in school, and were not afforded enough

opportunities to write independently. Therefore, this seemed to impact on the quality of their writing, as well as in oral form of English.

7.3 CONCLUSIONS

My conclusion centres around the teaching of genre types in secondary schools in Ado-Ekiti, Nigeria. It is influenced by the findings summarised above, which can be understood in relation to a variety of factors. In other words, there are many factors that could lead to either the success or failure of learners in English, especially their proficiency in writing. In view of the study's findings and discussions it can be concluded that teachers' and learners' knowledge and understanding of genre types has an impact on learners' academic writing literacy (Machen-Horarik, 2002). In this study, the genre types were not adequately taught by the teachers and therefore the learners were unable to grasp how to write them effectively.

The study findings reveal that there is strong correlation between learners' performance and the teaching strategies employed by the teachers. If teachers use more interactive teaching strategies, there would be more opportunities for learners to engage with the learning task in collaborative ways that support learners' learning. Conversely, transmission teaching does not encourage collaborative learning which enhances peer and group learning. The approach used by teachers in teaching of English writing did not encourage interaction among learners, and between teachers and learners. In this way, there were limited opportunities to explore the different ways of teaching and learning writing. Moreover, there was no adequate feedback to support learners' writing; hence many learners were struggling to write arguments and narratives correctly. This suggests that writing is a socio-cultural practice which needs to be mediated and scaffolded through interactive and collaborative teaching practices (Vygostky, 1978). Therefore, effective writing skills through collaborative learning could assist the learners to understand not only the genre types, but to develop strong writing skills.

In addition, lack of sufficient teaching and learning materials such as textbooks have a negative impact on learners' writing competence in a second language. This implies that writing is a mediated activity which needs to be supported by different resources such as books and interactive pedagogical strategies (Kozulin, 2003).

Furthermore, code-switching and mixing is inevitable in a context where English is a second language and in contexts where both teacher and learners are second language speakers of English (Cummins, 2007). However, teachers might abuse the use of code-switching and mixing if used in a disorganised manner in the classroom. In this study, code switching was used for communication and to mediate teaching and learning. Therefore, it may be concluded that the teachers' and learners' home languages are useful resources in any teaching-learning context.

From the study findings, it may be deduced that there is no direct correlation between the teachers' qualifications or specialisation and effective practice in the classroom. All the teachers were qualified to teach English (L2) at JSS3, but their practice did not adequately enhance learners' writing abilities. It seemed that there was a gap in their disciplinary knowledge and pedagogical knowledge with regard to the Genre Based Approach, despite the in-service training courses (seminars and workshops) they attended to support them in teaching English (L2) in JSS3. Their limited understanding of this approach seemed to impact negatively on their practice and in the learners' writing in English (L2). The HODs did not seem to know better than the teachers in this regard and therefore, did nothing to improve teaching of writing.

Finally, education is the best legacy the government can give to the upcoming generation because they are the future of the nation. Therefore, all stakeholders of education should join hands together to provide quality education to empower the learners. Learners are to be actively involved in their own education so that they would develop critical thinking skills that would eventually equip them for the future. Academic writing is at the core of learning across the curriculum. Therefore, teachers and all stakeholders should be made aware of the significance of writing which often determines learners' success or failure in all the subjects. Concerning

language teaching and learning, writing is one of the fundamental cognitive and social skills that should be nurtured and developed to support learners' academic literacy development.

7.4 RECOMMENDATIONS

In light of the above findings and conclusions, I would like to make the following recommendations:

7.4.1 Sufficient Supply of Relevant Textbooks

The government should see education as a priority in its annual financial budget allocation as indicated in the national policy in education (FRN, 2004). The government should work towards actualising this aspiration by providing adequate and relevant teaching and learning resources in schools. For learners to be able to compete with their counterpart in the neighbouring countries and globally, there should be regular provision of textbooks for the learners and the necessary infrastructure that would make schools an enabling environment to learn. The availability of textbooks could enhance learners' reading and writing abilities.

7.4.2 Sociolinguistics Awareness

Learners' home languages (L1) should be regarded as useful resources in learning a second language (L2). They should be seen as a pedagogical tool and not a taboo, which could assist the struggling learners to make meaning in the lessons since English is second language in the Nigerian context. This requires teachers who have an understanding of language and sociolinguistics issues in education. Therefore, pre-service teacher training should invest on sociolinguistic courses that will enable teachers to understand sociolinguistic underpinnings in the teaching and learning of language skills, particularly reading and writing.

7.4.3 Investing in Teacher Development

The government should provide the needed support for the teachers in practice. Teachers' development is crucial for effective teaching and success of the learners in their academic work. For the learners' performance to change, teachers should revisit their teaching approaches. The in-service training of English teachers should be regular, relevant and be made compulsory to meet the needs of the teachers and to enable them to implement it in classroom. Likewise, the seminars should be organised during holidays so as not to disrupt the flow of lessons in schools. The seminars should be handled by well resourced person/s so that the acquired knowledge can be applied effectively in the classroom.

7.4.4 Teacher Involvement in Policy-Making Decisions

The government should support the long term goal of education rather than the short term. Too much assessment does not allow teachers to teach in-depth because they want to meet the targets and cover the syllabus. Teachers should not be left out of decision and educational policy making. People's orientation should change towards teachers as solution providers and not as a problem in the educational section. Teachers' ability to effectively teach affects the community at large because the products of their effort are the competent citizens, who at the long run become productive workers.

7.4.5 Revisiting the English (L2) Curriculum

As a starting point, it is necessary that the curriculum that guides and aids teaching and learning in schools in this twenty-first century be made explicit and to comply with what applies in the developed countries, if the learners would compete adequately with the global world. The government should revisit and review the English language curriculum. The curriculum should be compiled in a simplistic way for the teachers' proper implementation. They will require significant training and familiarisation with the curriculum teachers for effective teaching and learning to take its course.

In addition, the government should look towards incorporating the Genre-Based Approach in addition to the recent Process Approach to the teaching of English writing. This will enable the teachers to handle the genre types explicitly, and it would assist the learners to organise their written texts according to the requirements of genre types. However, there must be efficient monitoring bodies for the implementation of the curriculum to be effective in schools.

7.4.6 Collaboration with Education Faculties of Institutions of Higher Learning

The government and the curriculum planners should work in collaboration with Higher Education Institutions, particularly Faculties of Education, in order to actualise the implementation of the curriculum statements. The trainers of teachers should ensure that the approaches to English writing are explicitly taught in their various institutions so that when the learner teachers eventually become teachers, it would be easy for them to implement it.

In addition, it is wise that the various Institutions of Higher Learning form partnerships with both primary and secondary schools to investigate and research on how best the teachers would be assisted in implementing the curriculum, and at the same time, identify the challenges encountered by the teachers in implementing the curriculum. Through this process, the research would serve as a form of valuable reflection to teachers' classroom practices and management styles. This, at the long run, can also help them to build up their capacity professional development as effective teachers. The research findings would inform the government, curriculum planners and all other educational stakeholders on how teaching and learning would improve learners' performance particularly in writing.

7.5 FURTHER RESEARCH

In view of the findings of this study, it is suggested that further research be carried out in the following areas:

- Investigate in-service teacher training, workshops and seminars organised by various bodies in relation to both teachers' and learners' needs as contained in the curriculum.

- Investigate what is contained in pre-service teacher training with regard to pedagogical and discipline specific subject knowledge in institutions of higher learning.
- More studies in the teaching of English (L2) writing, from primary to tertiary education.
- More empirical research, using qualitative paradigm should be carried out on reading and writing in English (L2).
- An analysis of English (L2) curriculum across the different educational levels in Nigeria.

7.6 CONCLUDING REMARKS

As noted in Chapter One of this study, the rationale that initiated this research was the need to investigate the factors that influence learners' poor performance in English (L2) by exploring the pedagogical strategies employed by teachers. The findings of this study have, to an extent, contributed fresh knowledge on classroom interaction in English (L2) lessons, particularly with regard to writing, as little has been done in this area in Nigeria. Of importance, is the examination of the English curriculum in relation to its content and what is expected of teachers. Some gaps have been identified, and this new knowledge should be of use not only to schools, but to the government and education officials to initiate alternative strategies of assisting both teachers and learners in the language classroom.

In relation to the above, this study is the first of its kind to employ an ethnographic study within a qualitative research paradigm in Nigeria schools' context. There have been a number of quantitative researches in this area of study but the use of observations and interviews in research in a classroom setting has not been explored in Nigeria. An analysis of students' written work is a good indicator of language and literacy events in the English classroom; an area that is receiving global attention. In addition, reference to the Genre-Base approach as an analytical framework provides new understandings of this approach as it is not explicit in the current curriculum that guides language teaching in JSS(3).

An interesting innovation in this study is the development or design of the 'Model for Teaching and Learning Writing Genres' presented in Chapter six. This model succinctly captures the possible or alternative approaches to the teaching of writing. It can be applied in other languages

at different educational levels. It serves as a focal point to assist curriculum planners identify all the areas that could be considered to enhance the teaching and learning of English writing.

The findings of this study serve as an eye opener which signals awareness to the stakeholders of education in Nigeria in scrutinising and revising the English curriculum so that more learner-centered approaches are incorporated in order to improve the standard of English (L2) writing in JSS(3). The use of genre-based approach as an analytical tool in this study sheds light on how genres work in different contexts. It must be acknowledged, however, that it is not the only approach that can be used to enhance learners' writing skills, but it provides a deeper understanding of how language works across different genres and disciplines. In this sense, it is a relevant approach that can be used in different disciplines such as languages, history, science, et cetera. (that is, it works across the curriculum).

It is good to note that the Nigeria Government is at its best in ensuring that the standard of education improves across the curriculum by the constant revisit and change of the curriculum to be at par with the changing world. But the implementation of the curriculum in schools needs immediate attention if the purpose of the curriculum change is to be actualised in the nearest future. This study reveals that the teachers have the content knowledge to teach English writing to learners but they lack appropriate pedagogical strategies and the understanding of the curriculum to enhance learners' academic writing literacy in English (L2).

Finally, this study has suggested that Nigerian teachers may lack autonomy and voice in their professional practice. They adhere to the curriculum, and do not take initiatives in terms of going beyond what is prescribed in the syllabus. The fact that the curriculum is not explicit about the Genre-Based Approach seemed to have affected their practice. I believe that both the teachers and learners are capable of improving the current literacy writing challenge in Nigeria, but there is a need for collaborative efforts among stakeholders, including the government and parents, to prioritize teacher development as a means of enhancing quality and learners' success in education. The question of MOI cannot be left out in such collaborative initiatives.

7.7 LIMITATION OF THE RESEARCH

Like any research, this study had its own limitations. The study was limited to JSS 3 (Grade 9) in three schools within a Local Government Area of a State (Province), therefore, it is difficult to generalise the findings to a larger population. However, it is possible to have similar results if conducted in a similar socio-economic environment.

In addition, the collected classroom observation data in VHS did not include a narrative essay lesson like other teachers in this study, therefore, I was only able to analyse one instead of two of the learners' written texts in Susan's classroom.

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APPENDICES

FACULTY OF EDUCATION

Appendix 1A: Letter to Teaching Service Commission, Ekiti State

Private Bag X17, Bellville, 7535
South Africa
Tel: 021 959 2071
Fax: 021 959 3358
Website: www.uwc.ac.za
...../...../2014

The Permanent Secretary,
Teaching Service Commission,
State Secretariat, Ado Ekiti,
Ekiti State.

Dear Sir,

Request to carry out research secondary schools

I am a PhD student in the Department of Language Education at the above named university. I am requesting to be granted permission to carry out my research in two selected secondary schools in the state. The title of my research is Exploring the teaching and learning of English (L2) writing: A case of three junior secondary schools in Nigeria

My research involves observing teaching practices in JSS 3 English writing lessons. The ultimate aim of the research is to improve the teaching and learning of English language.

The teachers involved will also be interviewed. Class activities will be audio- and video-recorded, and learners' class exercises will also be captured. The learners' identity involved will be kept confidential. Teachers' and learners' participation is voluntary and they have the right to withdraw from the research at any time they choose to.

I promise to stand by the instructions given to me by the school authority. The research will not by any means disrupt the teaching and learning process. By the end of the study, feedback will be made available to the school (the teachers concerned) if they so desire. Ethical standards in respect of learners' and teachers' rights, anonymity and dignity will be strictly adhered to. All information about the school will be concealed and treated as confidential by giving fictitious name to the research site and the participants.

I would be happy to meet with you for further explanations on the purpose of the research, if so desired. Thank you for your understanding and cooperation.

Yours sincerely,



Caroline Akinyeye

email: cakinyeye@uwc.ac.za
Tel: +27710167701 or +2347069413001

Supervisor: Prof. V. Nomlomo (Tel: +27219592650)
email: ynomlomo@uwc.ac.za



FACULTY OF EDUCATION

Appendix 1B: Principals' Letter

Private Bag X17, Bellville, 7535
South Africa
Tel: 021 959 2071
Fax: 021 959 3358

...../...../2014

The Principal,
..... School,
.....

Dear.....

Request to carry out research in your school

I am a PhD student in the Department of Language Education at the above named university. I am requesting to be granted permission to carry out my research in your school. The title of my research is Exploring the teaching and learning of English (L2) writing: A case of three junior secondary schools in Nigeria.

My research involves observing teaching practices in JSS 3 English lessons. The ultimate aim of the research is to improve the teaching and learning of English language.

The teachers involved will also be interviewed. Class activities will be audio- and video-recorded, and learners' class exercises will also be captured. The learners' identity involved will be kept confidential. Teachers' and learners' participation is voluntary and they have the right to withdraw from the research at any time they choose to.

I promise to stand by the instructions given to me by the school authority. The research will not by any means disrupt the teaching and learning process. By the end of the study, feedback will be made available to the school (the teachers concerned) if they so desire. Ethical standards in respect of learners' and teachers' rights, anonymity and dignity will be strictly adhered to. All information about the school will be concealed and treated as confidential by giving fictitious name to the research site and the participants.

I would be happy to meet with you for further explanations on the purpose of the research, if so desired. Thank you for your understanding and cooperation.

Yours sincerely,



Caroline Akinyeye

email: cakinyeye@uwc.ac.za
Tel: +27710167701 or +2347069413001

Supervisor: Prof. V. Nomlomo (Tel: +27219592650)
email: vnomlomo@uwc.ac.za



Appendix 1C: Teachers' Consent Letter

Informed consent form (teacher)

Title of the research project:

Exploring the teaching and learning of English (L2) writing: A case of three junior secondary schools in Nigeria.

Researcher: Caroline Modupe Akinyeye

Contact email: cakinyeye@uwc.ac.za

As a teacher at (name of school).....I hereby acknowledge the following

- a. The researcher has explained to me the purpose of this study. She has also explained to me that all information received as part of the study will be used for research purposes only.
- b. I have given her permission to observe in my classroom and if necessary to use audio and video recordings.
- c. I am willing to be interviewed and to make available all relevant documents as required, including learners' writing books.
- d. I understand that my participation is voluntary and that I can withdraw from the study at any stage.
- e. I understand that my participation in the study will remain anonymous and that my inputs will be cleared by me before being used.

Name: Signed:.....

Date:

Place:



Appendix 1D: HODs' Consent letter

Informed consent form (HOD)

Title of the research project:

Exploring the teaching and learning of English (L2) writing: A case of three junior secondary schools in Nigeria

Researcher: Caroline Modupe Akinyeye

Contact email: cakinyeye@uwc.ac.za

As a Head of Department (HOD) for English Language at (name of school).....I hereby acknowledge the following:

- f. The researcher has explained to me the purpose of this study. She has also explained to me that all information received as part of the study will be used for research purposes only.
- g. I am willing to be interviewed and to make available all relevant documents as required.
- h. I understand that my participation is voluntary and that I can withdraw from the study at any stage.
- i. I understand that my participation in the study will remain anonymous and that my inputs will be cleared by me before being used.

Name: Signed:.....

Date:

Place:



FACULTY OF EDUCATION

Private Bag X17, Bellville, 7535
South Africa Tel: 021 959 2071
Fax: 021 959 3358
Website: www.uwc.ac.za
/ / 2014

Appendix 1E: Request Letter to Parents (English)

Dear Parent/ Guardian,

Request for consent to do research

I would be most grateful if you would allow your child/ward
.....(name and surname of child) to participate in my research
which will be carried out at

.....(name of school).

I am a PhD. student at the University of the Western Cape. My study involves observing teaching practices in Junior Secondary School (JSS) English lessons. The ultimate aim of the research is to improve the teaching and learning of English language.

Learners' written texts will be captured. Likewise class activities will be audio-/video-recorded. Learners' participation is voluntary and they have the right to withdraw from the research at any time. For the sake of confidentiality, the identity of all learners involved will be concealed.

If you need more clarity on the research, please contact me (Tel: +27710167701) email: 3112081@uwc.ac.za

Thank you for your co-operation.

Yours in education,



Caroline Akinyeye



FACULTY OF EDUCATION

Appendix 1F: Request letter to parent (Yoruba)

Private Bag X17, Bellville, 7535
South Africa
Tel: 021 959 2071
Fax: 021 959 3358
Website: www.uwc.ac.za

...../...../2014

Eyin Obi/Alagbato,

Inu mi a dun ti eba jeki omoyin(oruko omo) nipa
ninu ise iwalejin ninu eko idagba soke ede Geesi in ile eko giga (JSS) ni
.....(oruko Ile iwe)

Mo je omo ile iwe University of the Western Cape ni South Africa. Eko mi dalori kiko omo ile iwe JSS in eko to ye kooro ni ede Geesi. Maa se iwadi lori ona ti oluko n gba ko akeko ni bi a tin ko aroko to yekooro ni ede Geesi.

Maa be awon oluko ati akeko wo ni kilasii maa si gba oro sile ni akoko eko.
Awo akeko ni ominira lati jawo ninu iwalwjin nan i igbakugba ti won ba fe.
Oruko awon akeko ti o kopa ninu iwalejin yi koni a o fipamo fun idabobo won.

Ti e ban fe alayi si lori iwaleji eko yi, e le beere ni nipa lilo awon ona wonyi:

(Tel: +27710167701; email: 3112081@uwc.ac.za)

Ese pupo fun ifowosowopo,

Emi ni,

Supervisor: Prof. V. Nomlomo (Tel:
+27219592650) email: vnomlomo@uwc.ac.za



Caroline Akinyeye
email: cakinyeye@uwc.ac.za
Tel: +27710167701 or +2347069413001



Appendix 1G: Consent form for Parents

Consent form for Parents

I have read the letter explaining Ms C Akinyeye’s proposed research on the teaching and learning of English (L2) and it is clearly stated that:

- my child’s identity will be anonymous
- the school will not be named
- my child’s participation in the observations and the interview is voluntary
- my child can withdraw at will.

I therefore give permission for my child to participate in the above named research.

Name of child:

Name of Parent/Guardian:

Parent’s Signature: Date:

Iwe igbalaye lati odo Obi

Moti ka leta to se alaye ise Ms. C. Akinyeye lati sese lori kiko ati kiko ni leko inpa ede Geesi li ona to ye kooro.

Mosi gba awon alaye wonyi gbo:

- Oruko omo mi ko ni infise ninu ayewo naa
- Ako ni da oruko ile iwe omo mi
- Didarapo ninu ayewo naa maa wa latinu omo mi
- Omo mi leto lati so wipe ohun kose mo.

Nitori idi eyi mofun omo mi ni ase lati darapo mo ise iyewonaa.

Oruko omo:

Oruko Obi/Alagbato:

Ifowo si iwe:

Ojo:

Appendix 2A

Participants' interview questions guide (teachers)

Personal information

- ✓ What is your professional qualification?
- ✓ How long have you been in the teaching profession?
- ✓ How would you describe your chosen career as an English (L2) teacher?

Government support/professional development

- ✓ In what ways is the government of assistance in developing the professional careers of (English) language teachers?
- ✓ Have you gone on any in-service training/workshop/seminar on English language teaching since you left the college of education /university?
- ✓ What effect, if any, has the in-service training/workshop/seminar had on your teaching of writing?

Teaching resources

- ✓ What are the recommended text types you teach the students?
- ✓ What resources are available for use during your writing lessons? Is there a common textbook for teaching writing or other aspects in English (L2) language?
- ✓ What do you do in case of insufficient teaching materials/resources?
- ✓ How do you deal with the issues of time allotted to each lesson period?

Teaching strategies

- ✓ How do you present the teaching of the recommended text types?
- ✓ What are the recommended strategies in the teaching of English (L2) writing?
- ✓ What are the various teaching strategies you employ during the teaching of writing?

Challenges

- ✓ What challenges do you encounter in using these strategies?
- ✓ How do you deal with these challenges?

L1 versus L2 issues

- ✓ How do you deal with the issues of learners' mother tongue during teaching?
- ✓ How does the learners' dialect/language influence their performance in learning and writing?
- ✓ What challenges do you face in teaching learners who speaks different language from yours?

Learners' performance

- ✓ What can you say about the learners' participation during writing lessons?
- ✓ How do you get them involved in the lessons?
- ✓ How do you assess the learners' participations in other aspects of English language teaching apart from writing tasks?
- ✓ What are the differences in learners' attitudes towards learning/writing?
- ✓ How would you grade the learners' progress in English (L2) writing in your class?

Suggestions

- ✓ What are your suggestions towards the improvement of teaching of writing in English (L2) lessons?

Appendix 2B

Participant interview questions guide Head of Departments (HODs)

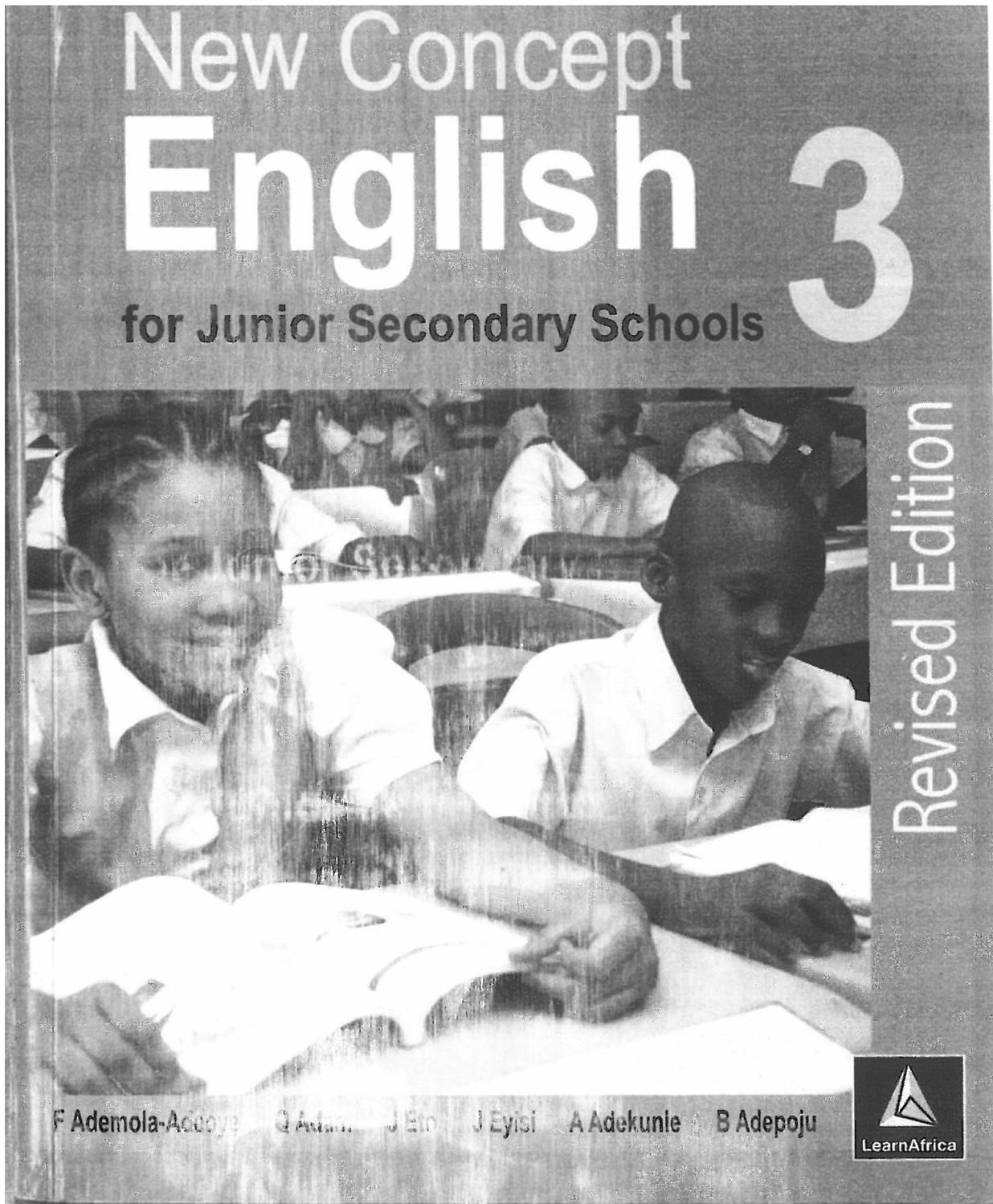
- ✓ What is your responsibility as the English language HOD to the teachers in your department?
- ✓ How do you get and interpret the recommended English language curriculum from the ministry of education?
- ✓ What are the recommended strategies in the teaching of English (L2) writing?
- ✓ How does the government support teachers to enhance English (L2) teaching in classrooms?
- ✓ Have you gone on any in-service training since you have started teaching?
- ✓ What effect, if there is any, has the in-service training/workshops/seminars had on your teaching strategies?
- ✓ What are your recommendations for the enhancement of teaching of writing in English lessons?
- ✓ What are your suggestions to the government, teachers, learners, and parents for the improvement of English (L2) writing in schools?

Appendix 3: Classroom observation schedule

CLASSROOM OBSERVATION SCHEDULE

Date **School**.....
Teacher **Class**.....
Topic **Time & Duration of the lesson**.....

Time	Teacher's presentation	Learner/s' participation	Teaching Resources	Comments



for Junior Secondary Schools

New Concept English for Junior Secondary Schools is a brand new integrated English Language course in three books, put together by tested English Language teachers and examiners. Each book in the series has been written to fully satisfy the requirements of the NERDC National English Language Curriculum for Basic Education at the Junior Secondary Schools level.

Key benefits of the course

- Full, detailed coverage of the NERDC curriculum to guarantee success at the Junior Secondary Schools levels.
- Simple, clear language and straightforward style of presentation to make it easy for students to understand the various components of the subject.
- Adoption of an eclectic teaching and learning approach to ensure that all the four basic language skills, namely listening, speaking, reading and writing, are clearly taught and learned.
- Various components in each unit are carefully levelled to ensure the language and content is age-appropriate.
- Infusion of a collection of interesting stories and narrative non-fiction to enrich and extend students' reading experiences.
- Careful grading of the Oral English component to build students' confidence and fluency.
- Arrangement of the various components in the book to ensure seamless progression and easy classroom management.
- Beautifully illustrated in a range of stunning styles to bring each component of the course to life.
- Use of puzzles to stimulate students' interest in the subject.



ISBN 978 978 925 171 1

Preface

The *New Concept English for Junior Secondary Schools* series has been designed for teaching and learning English language at the Junior Secondary Schools level, and offers an impeccable platform for preparing students for the Basic Education Certificate Examination (BECE) in English Language.

Based on the contents and requirements of the NERDC Curriculum for English language learning at the Junior Secondary level, the well-structured lessons in the series are filled with a wide variety of fun and learning activities to build and challenge the competence of learners in the use of English language, and to make serious learning truly exciting.

A careful and deliberate effort has been made to teach the four basic language skills, namely listening, speaking, reading and writing, in each of the books. This explains the reason for the adequate reading content and language exercises in the entire course.

The activities in the text are diverse, but with greater emphasis on speaking, listening, and problem-solving — all designed to jump-start discussion and fuel English language conversations, with the aim of helping students solve problems through collaborative strategy-sharing. The level of challenge and difficulty in the content-rich activities in the series is appropriate for each class, with clear and well-thought out differentiation within levels.

This book has 17 units and appendices highlighting holiday assignments, words often miss pronounced, phonetic symbols, words often misspelled, irregular verbs and listening texts.

The Oral English component describes the sounds being taught. Students are given

the opportunity to master the pronunciation of the sounds through dialogue practice and writing practice. Listening practice included in the section further enhances students' understanding of the sounds being taught. The grammar component teaches a particular topic, often reinforced through the use of 'reminder', and puzzle. The reading component equip students with information about what they are set to learn. The component helps students to reflect and discuss, summarise and draw conclusions. The writing component is taught through guided composition, where students are engaged in reflective thinking. It is important to state that the listening texts have been included as an appendix to the book. This is done to discourage students from reading the texts in advance.

There is no gainsaying the fact that the eclectic approach to teaching and learning English language adopted in the series is perhaps the best on offer, to meet the evolving needs of English language teachers and students in Nigeria.

With *New Concept English*, teachers can:

- follow an active approach to English language teaching and learning
- engage their students with a bank of stimulating and exciting questions
- help their students develop a concrete understanding of English Language with a carefully planned progression from one unit to another, and from one book in the series to another
- plan and teach according to the needs of their students
- put themselves in control of the English

Appendix 6: Learners' textbook: Content Page

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Appendix 7A: learners' textbook: Scheme of work page

Scheme of work								
Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
1 Danger signs on our roads	1	Introduction Description of the /ɪ/ and /i/ sounds Description of the /ʊ/ and /u:/ sounds Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Danger signs on our roads</i> Summary writing	Find a word Vocabulary of water resources Vocabulary of transportation Exercise		Nouns, pronouns and verbs (forms and subclasses) Exercises	Components of the BECE in English The four main areas in the assessment of compositions Exercises	Introduction Literature — definition/meaning The importance of literature. The three genres of literature Class work Homework
2 Life history of a mosquito	16	Description of the /æ/ sound Description of the /ɑ:/ sound Description of the /e/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Life history of a mosquito</i> Summary writing	Synonyms Vocabulary of malaria		Adjectives, Adverbs, preposition (Forms and subclasses) Exercises Multiple-choice questions	Types of composition Tips on how to present ideas in a logical sequence More on elements of a composition Exercises Homework	
3 Family planning	30	Description of the /p/ and /b/ sounds Description of the /t/ and /d/ sounds Description of the /k/ and /g/ sounds Spelling Sound contrast Listening practice Exercises	Before you read. Comprehension: <i>Family planning</i> Summary writing	Antonyms Vocabulary of marriage and love	Gender issues-Gender inequality in education Questions	Phrase Identifying phrases Exercises Types of phrases Noun phrases Adjectival phrases	Paragraphing/ Connectives/Features of narrative composition Exercises Composition: Badly-written sample	Types of prose: Folktales Features of folktales African, Non-African, An American folktale Questions Class work Homework

Appendix 7B:

Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
4 Science and technology	46	Revision of the /f/ and /v/, θ and /ð/, /s/ and /z/ sounds. Description of the /f/ and /v/ sounds Description of the /θ/ and /ð/ sounds Description of the /s/ and /z/ sounds Spelling Sound contrast Listening practice Exercises	Before you read Reading to make deductions from information presented Comprehension: <i>Science and technology</i> Summary writing Exercise	Find a word Vocabulary of science and technology		Phrases: Adverbial, prepositional, and verb phrases Exercises	More on descriptive composition-describing people, places, events and places Composition: Well-written sample Exercises Homework	
5 Dangers of examination malpractice	58	Revision of /ʌ/, /ə/ and /ɜ:/ sounds Description of the /ʌ/ sound Description of the /ə/ and /ɜ:/ sounds Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Dangers of examination malpractice</i> Summary writing	Vocabulary of the environment; Words associated with the environment Exercise		Revision of tenses – Present progressive and past progressive Exercises	More on formal letter writing Features of a formal letter Well-written sample Exercises Homework: Composition: Badly-written sample	
6 Indiscipline among youths	70	Revision of the /n/ and /ɜ:/ sounds Description of the /n/ sounds Description of the /ɜ:/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Indiscipline among youths</i> Summary writing	Vocabulary of the library Words often confused Exercise	Drug abuse in Nigeria Questions	Tenses: Future progressive tense Exercises	Debate Examples of debate topics Features of a debate Exercises Homework Composition: Well-written sample Composition: Badly-written sample	Myths African myths Non-African myth Legends: Features of myths/ legends Questions Class work Homework

Appendix 7C:

Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
7 Corruption, Nigeria's major enemy	84	Revision of the /h/, /j/, /ʒ/, /tʃ/ and /dʒ/ sounds Description of the /h/ sounds Description of the /j/ and /ʒ/ sounds Description of the /tʃ/ and /dʒ/ sounds Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Corruption, Nigeria's major enemy</i> Summary writing	Vocabulary of fishing Adjectives ending in -ing Exercise		Sentence parts: Subject (S) Verb (V) Object (O) Adverbs (A) Exercises	Argumentative writing Features of the argumentative essay Composition: Well-written sample Exercises Homework	
8 The debate on the petroleum subsidy	97	Revision of /m/, /n/ and /ŋ/ sounds Description of /m/ sound Description of the /n/ sound Description of the /ŋ/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>The debate on the petroleum subsidy</i> Summary writing: Using synonyms to paraphrase Exercise	Antonyms Vocabulary of the press Exercise		Clauses I Types of clauses Types of subordinate clauses Noun(nominal) clauses Adjective (relative) clause Defining relative clauses Non-defining relative clauses Exercises	More on informal letters Features of an informal letter Formats of informal letters Exercises Composition: Well-written sample Composition: Badly-written sample	
9 Benefits of reading	111	Revision of diphthongs: /eɪ/, /aɪ/ and /ɔɪ/ sounds Description of the /eɪ/ sound Description of the /aɪ/ sound Description of the /ɔɪ/ sound. Spelling	Before you read. Comprehension: <i>Benefits of reading</i> Summary writing Proteins	Negative words and sentences Exercise	Listening skills Human rights abuse Questions	Adverbial clauses Types of adverbial clauses Exercises Homework	Descriptive writing Exercises Homework Composition: Well-written sample Composition: Badly-written sample	

Appendix 7D

Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
		Sound contrast Listening practice Exercises						
10 Tackling the problem of adulterated drugs	124	Revision of diphthongs: /ɪə/, /eə/ and /ʊə/ sounds Description of the /iə/ sound Description of the /eə/ sound Description of the /ʊə/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Tackling the problem of adulterated drugs</i> Summary writing Exercise	Word inference Vocabulary of emotions Exercises		The sentence Declarative sentences Pair work Imperative sentences Exclamatory sentences Conditional sentences Exercises	Narrative writing Features of a narrative Composition: Well-written sample Composition: Badly-written sample Exercises Homework	
11 Shakespeare: The taming of the shrew	138	Revision of diphthongs: /əʊ/ and /aʊ/ sounds Description of the /əʊ/ sound Description of the /aʊ/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Shakespeare: The taming of the shrew</i> Summary writing	Find a word Vocabulary of theatre Exercise		The interrogative sentences Yes/no questions 'wh' questions Rhetorical questions Tag questions Exercises	Formal letters Composition: Well-written sample Exercises Homework Composition: Badly-written sample Exercise	
12 Drug use, misuse and abuse	150	Revision of /l/ and /r/ sounds Description of the /l/ sound Description of the /r/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Drug use, misuse, and abuse</i> Summary writing Exercise	Antonyms Vocabulary of health and medicine Verbs and phrases used in medicine Exercises	Road safety in Nigeria Questions	Transitive verb Intransitive verbs Exercises	Expository writing Features of expository essay Composition: Well-written sample Composition: Badly-written sample Exercises	Revision of figures of speech and poetry: Figures of speech Types of poetry Features of poetry Homework

Appendix 7E

Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
13 The need for computer literacy	166	Revision of /w/ and /j/ sounds. Description of the /w/ sound Description of the /j/ sound Spelling Sound contrast Listening practice Exercises	Before you read Comprehension: <i>The need for computer literacy</i> Summary writing	Word focus: Words ending in -er Exercise		Active and passive voices Exercises	Informal letter Exercises Class work Homework Composition: Well-written sample Composition: Badly-written sample Exercise	
14 Animal husbandry	177	Revision of triphthongs: /eɪə/, /aɪə/, /ɔɪə/, /əʊə/ and /əʊə/ Description of the /eɪə/ sound Description of the /aɪə/ sound Description of the /ɔɪə/ sound Description of the /əʊə/ sound Description of the /əʊə/ sound Sound contrast Listening practice Exercises	Before you read Comprehension: <i>Animal husbandry</i> Summary writing	Vocabulary of animal husbandry Words associated with houses		More on simple, complex and compound sentences The simple sentences The compound sentences The complex sentences Exercises	Narrative writing Exercises Homework Composition: Well-written sample Composition: Badly-written sample Exercise	
15 The adventure of a Niger Delta boy	188	Revision of stress Stress in two-syllable words Stress in three-syllable words Sentence stress Exercises	Before you read Letter: <i>The adventure of a Niger Delta boy</i> Questions Summary writing	Money-related adjectives Homework	<i>Road traffic management</i> Questions	Modal auxiliaries Exercises	Writing articles Examples of questions on writing articles Features of articles Writing an effective article Exercises Composition: Well-written sample Composition: Badly-written sample	Drama Features of drama: play How to write a play Questions

Appendix 7F:

Unit	Page	Oral English	Reading	Vocabulary	Listening Comprehension	Grammar	Writing	Literature
16 Dangers of premarital sex	203	Revision of consonant clusters Exercises	Before you read Comprehension: <i>Dangers of premarital sex</i> Summary writing	Word inference Homographs List of homographs Exercise Homework		Agreement: (Subject - Verb; noun - pronoun) Agreement in existential sentences Exercises	Formal letters Features of a letter of application for scholarship Composition: Well-written sample Exercises Homework	
17 Consequences of negative peer pressure	214	Revision of intonation: Falling and rising tones The falling tone: Statements and wh - questions Pairwork The rising tone: Yes/No questions Exercise Rhythm	Before you read Comprehension: <i>Consequences of negative peer pressure</i> Summary writing	Words that take specific prepositions Exercise British and American spellings Exercise	The old woman the doctor Questions	Direct and Indirect speech Exercises Composition: Well-written sample	Descriptive Exercises Homework	Figures of speech Homework

Appendix 8A: Learners' textbook: Assessment Page

- E many
- 4 If it rains, the pitch _____ too slippery for the players.
A was becoming B will becoming
C became D will become
E become
- 5 I'm sure the book is _____.
A her's B hers
C hers' D her
E she
- 6 By the time we _____ again tomorrow, we will have finished the assignment.
A meet B meeting
C meets D met
E will meet
- 7 Do you think that you can enjoy _____ without smoking?
A yourself B yourselves
C yourself D ourself
E themselves
- 8 The teacher has given us _____ to do at home.
A a work B some work
C work D many work
E some works
- 9 _____ food is this?
A Which B How
C Whose D Who
E Whom
- 10 The man was attacked by a _____ of bees.
A pack B group
C school D swarm
E gang

III Add an object to the following where necessary. One has been done for you.

- 1 The man likes the meal.
- 2 The woman is cooking _____.
- 3 The baby is sleeping _____.
- 4 She gave him _____.

- 5 He rang _____.
- 6 He signed _____.
- 7 At 8 a.m. prompt, the store opens _____.
- 8 They ate _____.
- 9 Her friend wrote _____.
- 10 We danced _____.

Writing

Components of the BECE in English

Your English BECE comprises the following:

- 1 **A comprehension passage:** This passage is usually of interest to students. The questions are multiple-choice questions.
- 2 **A summary passage:** This is also an interesting passage and the questions are also multiple-choice questions.
- 3 **Lexis and structure:** The lexis is a test of your ability to understand and use technical words that people of your age should be familiar with. The questions on structure are meant to test your knowledge and usage of grammar (parts of speech: noun, pronoun, verb, etc.) and the correct use of structural words, such as articles and prepositions.
- 4 **Literature (objective and theory):** The objective questions are based on literary terms and your set books on drama, prose and poems. The theory questions are based on your set drama and prose texts.
- 5 **Spoken English:** Questions are set on vowel and consonant sounds.
- 6 **Essay writing:** Questions are set on different types of composition such as narrative, descriptive, letter writing (informal and formal), argumentative, expository and article writing.

Appendix 8B: Learners' textbook: Assessment Page

whether at the beginning or in the middle of your sentences.

- d) Spelling errors.
- e) Abbreviation errors, e.g. BECE or B.E.C.E., WASSCE or W.A.S.S.C.E.

Note The length of your composition is very important and it is first taken into consideration before the examiner reads your work. As a result, you must learn to write up to the required length of 200 words if you want to score good marks in your compositions.

Summary of mark allocation

Content (C):	4 marks
Organisation (O):	4 marks
Expression (E):	8 marks
Mechanical accuracy (MA):	4 marks
Total:	20 marks

Exercises

- I Complete the following with the appropriate words/expressions.
 - 1 The English studies examination comprises the following aspects _____ and _____.
 - 2 The questions on literature are set on literary terms and your set books of _____ and _____.
 - 3 _____ is the required minimum length of your BECE composition.
 - 4 The four important areas in the assessment of your compositions are _____ and _____.

II To ensure you have adequate ideas (content) for your composition, you should:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

III Fill in the gaps below.

The topics for your BECE composition are based on the following types of composition:

- 1 Na _____ writing
- 2 De _____ writing
- 3 In _____ letter writing
- 4 For _____ letter writing
- 5 Arg _____ writing
- 6 Ex _____ writing
- 7 Ar _____ writing

Literature

Introduction

Remember that literature is an important aspect of your Basic Education Certificate Examination (BECE). This is why a section is devoted to its study in some units of your complete English course textbooks.

In Books 1 and 2, you were taught the fundamentals of literature, such as its importance, the three genres of literature (prose, poetry and drama), their features and types. You learnt to write short stories, poems and plays as well. In Book 3, you will learn more about these genres so as to be well equipped to appreciate literature the more and also appreciate your set texts on prose and drama as well as set poems. You will also learn to write better stories, plays and poems.

Appendix 4

Listening texts

Unit 3 (page 36)

Gender issues – Gender inequality in education

Gender refers to the roles, responsibilities, opportunities, privileges and expectations given to males and females by the society. This means that the society determines these roles and expectations and expects men and women, boys and girls to behave in certain ways. In contrast, sex refers to the biological and physiological differences between a male and a female. Gender operates as a dimension of social inequality; an inequality which has historically favoured males.

Our society's cultural perception of women generally has been that they are the weaker sex, inferior, the scum of the earth and in a highly unenviable position. Women are seen as only providing moral support and nurture for their families. The first question people usually ask about a newborn child in Nigeria is 'Is it a boy or a girl?' – a question which has a great significance for the child's entire life. The preference for boys is more pronounced in continents like Africa and Asia and discrimination against females is common in these countries.

Because it is the traditional practice that male children succeed their fathers and sustain their family. Parents would rather spend their resources on their male children instead of their female children who will become wives to other men and will no

longer bear their family names. This practice has grossly affected women enrolment in education. As a result, males have dominated Nigerian schools from the primary to tertiary level. Many believe that education is the only instrument that can correct this inequality.

Unit 6 (page 76)

Drug abuse in Nigeria

The impact of drug abuse in Nigeria has reached a frightening level. It is leading the nation towards breeding morally bankrupt and decadent youths. Something concrete, strong and urgent has to be done to prevent the total degeneration of the country's values, culture and ideals.

Drug abuse is the overdependence on or misuse of one specific drug with or without a prior medical diagnosis from qualified health practitioners. Many Nigerian youths ignorantly rely on one form of drug or the other for their various daily activities – social, moral, educational and political.

Some factors contribute to drug abuse. First, there is peer group pressure. Many youth learn how to abuse drugs from friends who are drug addicts. Second, some people use drugs as stimulants to feel 'high', 'bolder, or powerful' enough to do things or work they are otherwise, unable to do. Dangerous drugs like Indian hemp, cocaine, morphine, heroine, tobacco and ephedrine are used as stimulants to feel high (on top of the world!) or

low (below the sea level!). Commercial truck or bus drivers take alcohol or other deadly concoctions to give them a boost to drive all day. However, accidents may be caused because of the drugs' negative effects on their brain.

Unit 9 (page 117)

Human rights abuse

Human rights are the basic rights of freedom that people living in a society or country should enjoy. These rights include freedom of speech, right to life, freedom of religion, freedom of association, right to education and freedom of movement. However, serious human rights abuse take place in many countries of the world. Some of the most horrifying human rights problems are abuses committed by militant or terrorist groups which are responsible for killings, bombings, and kidnappings. These attacks cause numerous deaths, injuries and widespread destruction of property. Abuses committed by security agents include extrajudicial killings, beatings, arbitrary detention, rape and degrading treatment of prisoners, detainees and criminal suspects.

Some human rights abuses are supported by the government. Government officials are involved in abuses by using security agents to engage in prolonged pre-trial detention, denial of fair public trial, executive influence on the judiciary and judicial corruption. Other abuses are restriction on freedom of speech, press, assembly and movement, violence and discrimination against women and official corruption.

Unit 12 (page 156)

Road safety in Nigeria

In February 1988, the Federal Government created the Federal Road Safety Commission (FRSC) through Decree No. 45 of the 1988. The Decree was amended by Decree 35 of 1992. The Federal Road Safety Commission Establishment Act of 2007 was also passed by the National Assembly. The functions of the commission generally relate to:

- Making the highway safe for motorists and other road users.
- Recommending works and devices designed to eliminate or minimise accidents on the highways.
- Advising the federal and state governments including the Federal Capital Territory administration and relevant government agencies.
- Educating motorists and members of the public on the importance of discipline on the road.

One of the initiatives of FRSC is a scheme called "Safe Road" designed to promote safety on our roads. The following facts about road safety are designed to educate Nigerians.

- Fact 1: Road crashes kill more than HIV/AIDS and malaria.
- Fact 2: There is someone you know who has been killed or injured in a crash.
- Fact 3: People are killed or injured in road crashes every day.
- Fact 4: All road crashes can be prevented.
- Fact 5: Most crashes are caused by the driver's behaviour rather than bad roads.

(From FRSC website)

Appendix 10A: Learners' textbook: Well written informal letter sample

II Write four reasons why you think your brother should not study science subjects. Compare your work with your partner's. Add details to your work and then show your teacher.

III Use your answers to exercise II above to form an outline on the given topic.

IV Use your outline to write a first draft on the topic. Write a letter to your brother who has just taken his BECE telling him why he should not study science subjects in his senior classes. Exchange your work with your partner for editing and proofreading. Make necessary corrections. Read the letter below as a guide. It was written by Daniel to his younger brother telling

him why he should take his studies seriously.

Home work

At home, read your first draft again, revise and write your final draft. Show your work to your teacher in your next English lesson.

Reminder

- Use the features of an informal letter. See Unit 8 for more details.
- Use informal language but be polite.
- Ensure that your composition has an introduction, a body and a suitable conclusion.
- Try to write up to 250 words.

Composition: Well-written sample

Community Grammar School,
Ikotun Egbe,
Alimosho Local Government Area,
Lagos.

25th November, 2013

My dear Stephen,

How are you and how is school life generally? I've been on midterm break for some days now and I had thought you would be on break too, so we could see each other.

I'm writing to tell you how important it is for you to take your studies seriously, especially now that you are in your third year in the Junior Secondary School. Examination is fast approaching and it is less than six months before you take your Basic Education Certificate Examination (BECE). Mummy and Daddy are worried that you are not working hard enough.

Steve, I hope you remember how difficult it's been for our Daddy to continue to pay our school fees since he lost his job in the banking sector. Daddy now does menial jobs like 'Kabukabu', using his own car for commercial purposes in the evenings. This calls

Appendix 10B: Learners' textbook: Badly Written Informal letter sample

for seriousness from you and I so that Daddy and Mummy will be happy to continue to struggle hard for us. You already know how hard I work and how I passed my BECE with distinctions in all my subjects. Daddy and Mummy were very proud of me. I'm very sure you'll pass with my kind of result if only you work very hard.

Furthermore, learning to study hard now will help you lay a good foundation for hard work in the future. You'll develop the habit of reading which will help you in your studies in the senior secondary school and in university as well. Remember we promised our parents that we would all study and become graduates later in life. I'm working towards this and will be happy if you do so too.

Also, the principals of schools give awards to students who excel in their BECE and in the West African School Certificate Examinations. I would not like you to miss this kind of award. Last year, I got the award for excellence and was given mini-laptop. You've been enjoying the laptop with me.

Steve dear, I believe you'll listen to my advice and turn over a new leaf. I'm looking forward to celebrating your success with you. Greet your friends. Bye.

Yours sincerely,
Daniel.

Composition: Badly-written sample

Boys high school,
Ikeja,
Lagos
23/11/2011

My Dear Kemi,

how are you and your friend, hope fine, if so glory be to God in highest. my purpose of writing is to tell you to read hard so that you can pass well. If you don't read hard you will not pass and daddy will flog you. You should read hard because JSS 3 is a tough class the exam is tough too because the questins are hard.

Also read so that you can pass to SS1 and your friends and classmates will not leave your and go to SS 1.

Please try and read so that you will pass well and go to senior school like me in Jesus name.

your brother
Luke Dandson

Exercise

Identify and correct all the errors in the badly-written sample composition.

Appendix 11A: Learners' textbook: Badly Written Narrative Essay

Reminder

- Write in paragraphs. Remember to have an introduction, body and conclusion.
- Remember to use descriptive words and phrases, metaphors and similes (but do not overuse them).
- Use the past tense.
- Take note of the introduction and conclusion of the sample essay.

Composition: Badly-written sample

a memorable day

A memorable day is my 10th birthday ceremony.

That day my mummy woke up early that day to prepare my delicious food rice and chicken. She has already bought a beautiful dress for me. my daddy also buy one for me. my aunty buy me shoe and a school bag. my daddy and mummy invited my friends to come and eat with us and they all come. we eat danced and did dance competition. my daddy brother played music for us. my friends gave me present. i was happy

My birthday was a memorable day b/c i enjoy well well.

Errors

Work with a partner to identify the errors in the above composition. The errors include the following:

- All the ideas are lumped together in one paragraph in the body.
- No particular day is given as the birthday.
- Spelling errors
- Tenses – both the past and the present tenses were used.
- Omission of a possessive marker.
- There is lack of adequate detail.

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- The length is not up to 250 words.

Exercise

Work with a partner to identify and correct all the errors in the badly-written sample.

Literature

Types of prose: Folktales

Human beings love telling stories and had been doing so, long before the advent of writing. Our forefathers used folktales to entertain themselves and the younger generation after a hard day's work. Folktales were also used to keep records of the history of their communities and to teach morals to the younger ones.

Today, even with the advent of writing, folktales are still serving the same purposes. Many of them have been documented and you can now enjoy them even without your grandparents telling them to you. Every society has its own folktales, African and non-African. The themes are almost the same and they serve the same purposes. Some have human characters while some have animal characters. Below are examples of African and non-African folktales.

Features of folktales

1 Didactic

Folktales teach moral lessons to both children and adults, Africans and non-Africans. The story of the cunning tortoise below, for example, teaches people not to tell lies and also not to be lazy and cunning, while the story of the Cow's Head teaches that kindness and hard work are good and are rewarded.

Appendix 11B: Learners' textbook: Well Written Narrative Essay

other parts.

- 6 Remember, as in other types of compositions, you need to plan your work before writing. Write your first draft, proofread, edit and rewrite.

Exercises

- I Discuss with your partner the features of a narrative essay without looking at your note or textbook.
- II Narrate to your partner a story about a memorable day in your life. Listen to your partner's story too.
- III Read the well-written sample composition below, then form your own outline on a memorable day in your life. (Look at the previous unit for advice on outlining.) Show your work to your teacher.
- IV Write your first draft using your outline, then exchange your draft with your partner's for proofreading and editing.

Composition: Well-written sample

A memorable day in my life

The most memorable day of my life was the day I received a letter saying that I had been granted a 50th Independence Anniversary Scholarship to study in a famous secondary school in Abuja. I was very excited but at the same time worried. I was excited because this had always been my dream. I had always wanted to study in Labinton College, a private secondary school in a highbrow area in Abuja, the capital of Nigeria. I just could not think of why God would not let it come to pass. All I did was to have faith in God and He granted my request.

On the other hand, I was worried because it was not a full scholarship. My parents still had to pay part of the school fees, accommodation and travel expenses. I was also meant to pay the specified amount of money a week from the day I received the letter. I knew my parents' financial condition and I knew it might be too sudden for them to meet the terms of the scholarship award.

I counted the hours and waited anxiously to hear from my Dad. Just a few minutes before he retired to sleep, he dropped the bombshell. He said the amount of money to be paid was still too much and he could not raise it within the specified time. I felt bad. I could not sleep for hours but I later consoled myself with the fact that I was still young and could still get better scholarship awards that would not require my parents to pay any fees at all. I resolved to work harder at my school work.

In all, I was sad but still grateful to God for granting me the scholarship even though my parents could not meet the conditions. I believe that God who gives good things will grant me a better one.

Homework

At home, revise your first draft and then write your final draft on 'A memorable day in my life'. Read the well-written sample composition very well before writing your first draft. Your composition should not be fewer than 250 words. Submit your work to your teacher during your next English lesson.

Appendix 12: Schools' JSS 3 English Timetables

**DOMINION HIGH SCHOOL ENGLISH
TIMETABLE FOR JSS 3**

Days	1	2	3	Long break	4	5	Short break	6	7	8
	8-8.40	8.40- 9.20	9.20- 10.00	10.00- 10.30	10.30- 11.10	11.10- 11.50	11.50- 12.00	12.00- 12.40	12.40- 1.20	1.20- 2.00
MON	3F		3B		3A			3E		3D
TUE	3F		3A		3B			3D		
WED		3C				3A		3B	3E	
THUR	3E	3E	3F			3C		3C		
	8.00- 8.35	8.35- 9.15	9.15- 9.50	9.50- 10.25	10.25- 11.00	11.00- 11.30		11.30- 12.00	12.00- 12.30	12.30- 1.00
FRI	3B	3D	3D		3C			3A	3F	

**KINGS HIGH SCHOOL ENGLISH
TIMETABLE FOR JSS 3**

DAYS	1	2	3	Short break	4	5	Long break	6	7	8
	8.00- 8.40	8.40- 9.20	9.20- 10.00	10.00- 10.10	10.00- 10.50	10.50- 11.30	11.30- 12.00	12.00- 12.40	12.40- 1.20	1.20- 2.00
MON	3A		3E		3B				3F	3D
TUE			3C		3D			3F		3E
WED		3E	3C		3A	3D		3B		3F
THUR			3A		3C	3E		3B		
	8.00- 8.35	8.35- 9.15	9.15- 9.50		9.50- 10.25	10.25- 11.00	11.00- 11.30	11.30- 12.00	12.00- 12.30	12.30- 1.00
FRI	3B	3C			3A	3F			3D	

**VICTORY HIGH SCHOOL ENGLISH
TIMETABLE FOR JSS 3**

DAYS	1	2	Long break	3	4	5	6	Short break	7	8
	8-8.40	8.40- 9.20	9.20- 9.50	9.50- 10.30	10.30- 11.10	11.10- 11.50	11.50- 12.30	12.30- 12.40	12.40- 1.20	1.20- 2.00
MON	3Q			3P	3S				3R	
TUE	3Q	3P		3R					3S	
WED		3P		3R		3Q	3S			
THUR				3R	3S		3Q		3P	
	8.00- 8.35	8.35- 9.15	9.15- 9.50	9.50- 10.25	10.25- 11.00	11.00- 11.30	11.30- 12.00		12.00- 12.30	12.30- 1.00
FRI	3S			3Q		3R	3P			

Appendix 13: First term Scheme of Work

English Studies J.S.S 3.

122	Revision of vowel sounds short /I/ Long /i:/
Wk 3	Consonant sounds, Adjectives, lit. Textbk Comprehension
Wk 4	Consonant clusters, Comprehension passage Question tag
Wk 5	Diphthongs, Phrases, Reading of Drama text
Wk 6	Antonyms, Letterwriting (formal), Reading of lit text
Wk 7	Tenses (present/past) Comprehension passage Literary Terms
Wk 8	Sentences & types, pronoun, Reading of lit. text
Wk 9	Adverb, Reading, Compr. passage
Wk 10	Composition: Narrative, conjunction
Wk 11	clauses, Comprehension. passage, preposition
Wk 12	Articles, continuous writing, Reading of lit text
Wk 13	Revision & Exams Ref Bks New Concept Eng for Sec schls bk 3

Appendix 14

Learners' written texts (typed)

TEXT 1A: Zarat's Argumentative essay (DHS) Beatrice's class

1] According to the Longman dictionary A male belongs to the sex that cannot have babies. 2] while a female belong to the sex that can have babies or produce eggs

But before I process I will like to give honour to whom it's due to by saying.

3] Good day Mr. chairman, panel of judges, Accurate time keeper, Co-debaters, my distinguish listeners and my fellow audience.

4] My name is AJAYI ZARAT, the name of my school is DOMINION HIGH SCHOOL, am a bonafied student of JSS 3.

5] Am here to support the motion which states that "A boy-child is more important at home than a girl-child.

6] Firstly we all know the male child is the bread winner of a female.

7] He takes care of all the needs and wants of his family, male children are either educated or trained as an apprentice but the females end up in the kitchen.

8] Like I know well my opponents will say it the female that cook food and the male will go out to play football or walk around the street well it is a lie most male are capable of cooking than the female.

9] The male children are Presidents and Governors, they have the potentials of leading the Countrys and state more than the female, without the male everything will not be in well order. 10] The leadership of the males make things grow rapidly.

11] The males even without education can end up getting an handy can earn a living through that, but as for the females they will end up into prostitution just to earn and these prostitution can lead to different type of diseases and the most deadly one is HIV/AIDS which females are the most carrier of it.

12] Lastly, female think they have no future and think that education is not important, then they end up hawking, selling their body for money that no worth it.

13] Hope with this point have been able to brainfull you and not to brainwash you that male child is more important than female child.

TEXT 1B: Zarat's Narrative essay (DHS) Ms. Beatrice's class

1] How I spent my last Sallah

2] One week of the sallah I was over occupied. 3] I had to finish morning chores on time so as to be able to do some work given to me by my mummy and sister.

4] I woke up on saturday at around 10:00 am. 5] we tidied up the house and prepared to shop for the up coming sallah celebration.

6] my mum, my sibilings and I all went to the market to buy food stuffs. 7] we had a lot to buy because we prepare a lot of dishes during sallah.

8] Sallah is here. 9] Friends and families visited. 10] I and my sibilings had to carry food for all the Christians families in the neighbourhood. 11] I used that opportunity to make a lot of money. 12] So I gladly and whole heartedly did the job.

13] I ate a lot and ended have constipation. 14] well it lasted for few days.

15] The school gave us up to one week to spend the sallah, 16] we only spend two days yet we were planning to visit our home town at Aramoko Ekiti to visit our grand parent. 17] Grand pa went to the farm and harvested some yams, killed bush meats and tapped some palm wine. 18] I enjoyed dinner that very night because it was the first time I tasted palmwine. 19] Infact it much sweeter than coke and fanta. 20] I spent some time with my child hood friends and we chatted together and returned home.

TEXT 2A: Ivy's Argumentative essay (DHS) Beatrice's class

1] The argument against the preposition that says: the boy-child is more important in the home that the girl-child.

2] The girl-child is more important and better than the boy-child at home. 3] because the girl-child is the one that will help the mother in the kitchen, also she is the one who will fetch water sweep the floor and so on.

4] She will be the one that will cook food. 5] while the boy-child will go and play football. 6] The boy will not stay at home to help their mother.7] Only the girl will stay. 8] The girl will be the one to fetch fire-wood at the farm at times, she will be the one who will Harwk good's after school hour's. 9] girl-child will wash clothe, plates. 10] the girls are more patient than the boy's in many way's girl-child is more important than boy-child

11] Thank you.

TEXT 2B: Ivy's Narrative essay (DHS) Ms. Beatrice's class

1] Narrative Essay on how I spend my last christmas.

2] before that day I and my mother, aunty went to market. we bought bag of rice, turkey. 3] on Christmas day, we woke up very early so that we can do our work very ...uickly. 4] I and my mother and aunty cook very fast and set the table many visitor came to our house and we served them. 5] will took our bath. 6] After I and my aunty went to our uncle's house. 7] when we got there will greet them and they greet us also. 8] They gave us food and drink we watch T.V and my uncle took us with his children to supermarket for shopping he bring us back to his house. 9] I played with his children. 10] Later I and his children went to the swimming pool and swimm and camera men camera us while swimming. 11] After allot us were camera when it was getting dark I and my aunty now went home back. 12] THAT how I spend my last Christmas.

TEXT 3A: Aaron's Argumentative essay (DHS) Ms. Beatrice's class

MALE CHILD IS IMPORTANT THAN MALE CHILD

- 1] Goodday, chairman, panel of Judges and accurate time keeper and co-debater
- 2] Am Here to speak on the motion that say a male is more important than a female in the house
- 3] A male is very important because a male is an hard working child, what a female can do a man can do better a male represent is family and a male represent is father and a male is the head of a family
- 4] A male 10 x 10 better that a female

TEXT 3B: Aaron's Narrative essay (DHS) Beatrice's class

1] How I Spend my xmas

2] When it was xmas time I visited my sister in Ibadan and her children and husband. 3] When I got there, my sister cooked for me and I eat and drink and I played with my sister's children and I like them very well the second day xmas day and we woke up push my teeth and bath and dress up I wear my clothe, earing, bag. 4] me and my sister children go and meet our grandma at come at Ado. 5] When we got there he cook rice and meat and will eta together and drink together. 6] When eta finish, we now going home our grandma and grandpa and my brother and sister gave us money and we were happy. 7] When we got to Ibadan. 8] When it was third day of xmas and was paraped to come back home when it was time to come back home my sister and her husband gave me money and my sister flow me to motor pack to carry when I was in the car my grandpa call me and seid are you come and I selled I was coming and when I got to home my mother welcome me and all my sister and my brother. 9] and when was time to school that is how I spen my last xmas

TEXT 4A: Vincent's Argumentative essay (KHS) Anne's class

1] Good day the chairman, co-debators, time keeper ladies and gentlemen and audience here and at home. 2] I am here to oppose the motion which says "A FEMMALE CHILD IS BETTER THAN A MALE CHILD"

=>3] When couples get married, the wish of most members of the family and well wishers is that couples be blessed with male and female children. 4] Many people prefer to have a male child as the first child. 5] Even many people particularly

in Africa, prefer male children to outnumber their female children. 6] Please, hear this. 7] There was a television message which broke out about a man whose wife delivered a baby boy to his family in the village with a handphone. 8] The entire family was enveloped by intense joy because of the birth of a baby boy.

=>9] Male children are more useful at home than female children. 10] If a family has a vehicle, a boy knows better how to wash the vehicle. 11] A woman who has a vehicle will prefer her son to wash and care for the vehicle than her daughter.

=>12] A male child is more useful at home than a female child because a boy is more energetic. 13] Heavy loads can be carried by boys, weeding of the compound is better done by the boys than by girls.

=>14] A male child is more courageous at home than a girl. 15] A boy can kill mice at home. 16] A snake that is roaming around the compound can easily be killed by a boy but a girl is too timid to do all these. 17] A boy is better in a play to be trained in defending the house from an invader or intruder.

=>18] A male parent will prefer a male child to represent him at any function he is unable to attend. 19] A boy is a good biological child who has to represent his father. 20] It is the responsibility of the boy to fend for the family when the parents become old. 21] A male child ensures the continuity of the family name. 22] A female child marries to change her name to that of her husband. 23] A female child may however adopt a compound name to perpetuate her family name but she has to seek the consent of her husband. 24] A male child needs not do this.

TEXT 4B: Vincent's Narrative essay (KHS) Anne's class

1] THE DAY I WILL NEVER FORGET

2] The day I will never forget is the day I was packed up together with some people who were making noise in the class in my former school. 3] They asked us to go outside and stretch our eyes in the sun. 4] We were there from morning till closing time, this affected me seriously that I was taken to the hospital when I got home.

5] In the hospital I was given some injections which had no effect in my body, I was taken back home after two days I was returned back to the hospital in which I was admitted for one week.

6] This spent my daddy a lot of money but he never complained.

7] I thank God Almighty for giving me the opportunity to be alive today with my eyes.

TEXT 5A: Temmy's Argumentative essay (KHS) Anne's class

1] Good day ladies and gentle men my name is Abiodun Temmy. 2] I am here to support the motion which says. Female child is better than male child.

3] First and foremost, I will like to describe who are female child, female child are all the girls of the family and they can also be called daughters of the family. 4] While, male

child are the boys of the family and they can also be called sons of the family.

5] Secondly, female child are the ones that normally used to help the family and while some male child are the child that did not normally used to help the family

6] Thirdly, female child do not have the freedom of movement that then the male child especially male child usually go to any where they like, play football how they like and even though they have opportunity to go out at any thing and even go to sleep with their friend and their male. 7] while female child do not have the right or opportunity To go out at any were they like.

8] fourthly, female child use to do all the necessary things they have to do. example, to sweep the floor, mop the floor, wash the plate, clean the Toilet, and even cook for the family. 9] while male child use to bolding that their friends might see them. 10] with few points of mine I am here to tell you that A HOUSE WITHOUT FEMALE IS USELESS and with few point of mine I am here to convince and not to confused you that female child is more better than male child. 11] Thanks.

TEXT 5B: Temmy's Narrative essay (KHS) Anne's class

1] A MEMORABLE DAY

2] MY memorable day is the day I visit my uncle house at Lagos, when I got there I am very happy because the place was so beautiful After I got there, my uncle's wife greeted me and welcome me and ii greet her daughter after that, she entertain me everybody eat and drink. 3] After that I help her to some house chores.

4] When my uncle arrive, He greeted me once again and tell me welcome. 5] Then me and his wife and children we all go together to captain cook when we got there, we bought a lot of things and for his daughter like ice cream fried rice and meat.

6] After that, we got home, we eat and drank after that we go to bed

TEXT 6A: Patricia's Argumentative essay (KHS) Ms. Anne's class

1] I am writing this letter to support a female child. 2] a female child is better than a male. 3] What a female child can do a male child can not.

4] A female child can cooking but a male child can not do it.

5] A female child can support her parent but male child can not support.

6] A female child can wash are parent's cloth but a male child can not do it.

7] A female like are children but a male did not care from they children.

8] A female can sell food but a male child can not do it

and what a female can do a male child can not I am writing to support a male child

9] a male child can do chair but a female child can not.

10] A male child can pay school fee but a female can not do it.

TEXT 6B: Patricia's Narrative essay (KHS) Ms. Anne's class

1] A memorable day in my life

2] The day I do my graduation in pry school I am so happy the day is the most happy day in my life.

and I was excited

and too I have my resport to secondary school

3] I thank God for what he doin in my life if not God there is nothing I can do

TEXT 7A: Maria's Argumentative essay (KHS) Kate's class

1] A female child is more useful than male child

Paragraph 1:

2] As for me I hold the opinion that female child is better than male child. 3] This is not just because I am a female as you will see in the following paragraphs.

Paragraph 2:

4] On the home front, female are the ones that keep the family going. 5] They Clean the house, take care of the Children, do the laundry, cook for the family and many times work to pay the bills. 6] They wake up at 5 am Just like men do do the same kind of work and get home Only to get on their Second job e.g home making, while the male hides behind newspaper thanking God he iS not a female

Paragraph 3:

7] The male hind under the excuse the very nature of female makes them fit into these roles e.g They are emotional, Sympathetic, empathetic, loving, resourceful and economical. 8] But whatevers female Natural, home maker does not matter here, the fact is that male needs to do more than just Providing the financial needs of the family to be better than female. 9] Money only helps in providing material things for us

Paragraph 4:

10] When it comes to what makes good children, youth and later adult, it is parental training. 11] Our parent need to be there all through our developing years teaching and disciplining us. 12] Here too male are found wanting.

Paragraph 5:

13] It is the mother that stays with the child all day taking him to school, bringing him back and providing the much needed education and correction. 14] Although male possess Some good characters like Courage, Strength and forthrightness most of them put all of these into their careers with nothing Left for the family

Paragraph 6:

15] I will like you to agree with me that "female child is better than male child".

Thanks

TEXT 7B: Maria's Narrative essay (KHS) Kate's class

1] A MEMORABLE DAY

2] A DAY I would never forget was the day I went to Ibadan for my holiday in Ibadan, Agoro street.

3] It was really fun when I went to Ibadan, I was received warmly my younger sister was happy to see me because it has been long she has seen me before because she just came back from school.

4] When I was about to travel I went to Akure first and used one week there before travelling to Ibadan. 5] On the way to Ibadan there were many beautiful things there.

6] We ate bean cake and bread on the way because it was not a public bus, it was an indomie bus for my uncle that was the car That took us there.

7] When we got to Ibadan, I saw a place called beaury, after I was their market which Gbagi market after that I saw iwo read then we reached Agoro street when we got to the house, I dropped my bag inside Then we sent out for the market To buy food stuff and other provisions that we need for my sister school. when we got the market we went to the market the buy food stuffs and provision for my sister and ingredients for soup when we left the place, we went to where goats are usually sold. 8] we got there and buy two goats for Christmas and new year. 9] On Christmas it was very fantastic and sweet. 10] That day we killed on goat and fry, we cooked jollof rice and pounded yam so we went to church that night, so before that day, my sister's husband has a meeting so we buy Turkey and fruits and pound it.

11] So on the new year day, before that day we went to church we did drama, I was part of the drama group after the drama. when it was twelve o'clock we shouted happy new year

12] When we got to the house we put on generator till three o'clock we put off the generator and we went to sleep.

13] When it was 9.30 we woke up and started working and after that when it was time to resume my elder brother took me back to Ado

14] That was my memorable day.

TEXT 8 A: Ola's Argumentative essay (KHS) Kate's class

1] Female child is better than male child.

2] My name is Ola Kelly-Victor How male child is better than female child goes as following: 3] male child are important, and famous people in the whole world. 4] Male child is the generational child because they married, being in process of producing child male child are the properties owners now-a-days, the male child the important child there famous in the

whole world. 5] Example, Barak Obama, Nelson Mandela, president. Good-luck the president of Federal republic of Nigeria

6] They father make them as the first or next of king in the olden days, male child are the choosing person for king in a villages male child are the first creature in the Bible.

7] This is my essay on how male child is better than female.

TEXT 8B: Ola's Narrative essay (KHS) Kate's class

1] A memorable Day

2] A day I we never forget

3] A day I we never forget, it was a great joyful and powerful day it was my birthday day, the day a am very happy and joyius, we celebrated it with some food and drinks and my father bought some goods for me to celebrate my birthday, even my uncle Bro Isaac bought me some things like wrist waches, Novels even includes short bread butter biscuit

4] The happy thing that happen that day is the day was FEB/14 on 14 and 2014 and even 14 year, I was every happy that day even and my twins sister every body was happy

5] My father prayed for me that day even he also prayed for my mother, sisther and my twins sisther my partner

TEXT 9A: Caroline's Argumentative essay (KHS) Kate's class

1] A female child is more useful than male child

Point one

2] Female is better than male child. 3] Who is a female child? 4] Is the person that helps her mother to do work e.g like cook Sweep take care of the house.

5] When male child is the head of the family their own is that give the are mother or the wife money of food.

Point two

6] Female child is them that borne child and take care of the house without female child, there is No world female child helps their parents.

Point three

7] There is No work that male can do that female can Not do e.g president Dusty Governor, account, teacher, and lawyer e.t.c.

Point four

8] Female is more useful than male child we help our mother to do work at home, shop, or anywear, but male they can do that because they are male when they go their mother they play football when females are ...

TEXT 9B: Caroline's Narrative essay (KHS) Kate's class

1] My memorable day

2] my memorable day was last year Christmas and it was on my birthday it was very interesting and fantastic Every body came to celebrate christmas and my birthday. 3] When it was on December 18th I travelled otun and celebrate it. 4] When I went to otun my mummy was happy to see and my daddy was glad to see me. 5] Om my birth day it was very generous and my friend came to celebrate I printed vest for me and my friends. 6] We went out to enjoy ourselves and we are happy on that day I did cake. 7] when we cut the cake we distribute it. 8] So when we cook food we distribute it and we were happy so on the 12th of January I came back to do for my school again.

TEXT 10A: Loveth's Argumentative essay (VHS) Susan's class

1] Good day Mr chairman, pannel of judges, accurate time keepers, my co-debater, ladies and gentlemen. 2] My name is Adams Loveth, I am here to support the motion which says "lifes in the cities are better than lifes in the villages".

3] Firstly, I will like to let you know the meaning of the word city and village. City is a very large and important town with social amenities, while village is a small place which lack social amenities like Electricity, water, hospital and so on.

4] I will like to support my motion with these under listed point:

5] To start with, people living in the city have access to sound education as we all know that education is the bedrock of life, but it is very unfortunate that people living in the village doesn't know the importance of education

6] Also, the level of exposure of the people living in the city is very high compared to that of village. 7] For instances, Airplane is not a new thing for people living in the city because they do see it every day and they have been to the airport where aeroplane do take off and land times without number Again the do go to amusement park where they meet children of different caliber. 8] All these are not possible in the village because in their life, they have never set their eyes on an helicopter let alone of aeroplane.

9] Furthermore, people in the cities are very consious of their health, because they so much believe that health is wealth. 10] They live in a very clean environment. 11] Even when they fall sick, they have access to well equiped hospital

with well trained medical practitioners. 12] While people living in the village does not take their health serious, they live in a dirty environment, hence they don't have access to good health care services

13] In conclusion my audience, as you all know that we are in a global world, whereby everything is now in a digital form. 14] People have access to mobile phones where they can easily network throughout the world, but in the village, they don't have access to the network services which facilitates all these networking.

15] Having highlighted all these few points of mine, I think I've been able to convince you that life in the cities are better than life in the villages.

TEXT 10B: Loveth's Informal letter (VHS) Susan's class

1] No 5, joy Avenue,

2] Behind Faloye Estate

3] Along Iyin Road,

4] Ado-Ekiti

5] Ekiti-State.

6] 26th Of November, 2014.

7] Dear Grandmother,

8] Here you meet the voice Of your Granddaughter; Loveth saying good day to you. 9] How is Grandpa? 10] How about uncle and aunty? 11] It's indeed a pleasure to Write to you after a Very long period of time. I hope every One is Okay.

12] The main purpose Of Writing this letter is to inform you of my Coming to the Village during the forthcoming Christmas holiday and also to Visit Some Notable places in the village.

13] To start with granny, I will like to Visit the Oba's palace Which has various antiquities and so many other things that I don't remember While Writing this letter.

14] Apart from this, I heard that there is a famous 'Eerin-Ayonigba stream" Which tradition forbid the killing of the mysterious fishes In the stream and Numerous raffia palm which is an abomination to tap from it, and it is located at the bank of the stream.

15] Also, my father told me that there is a particular tourist Centre Known as "Ikogosi-Warmspring", Which is a kilometer away Our village, Which normally attracts lot of tourist during festival periods.

16] Inaddition, I will like to Visit the popular Surulere farm settlement which is close to the Village. 17] people do say that the farm has many fruits and crops such as banana, cocoyam, So as to get Some for myself and my siblings.

18] Moreover, I will like to Come and experience the Village life and get used to Our culture and also to hear beautiful and interesting stories from you about the "Egungun festival" which my mother told me that it usually Come Up during the Christmas Season.

19] My Mum and Dad Send their warmth greetings, So also my Junior Sisters, Who stood by me while Writing this letter, but they are already On their bed now. 20] Till then have a wonderful time.

21] Your's Sincerely,

22] Loveth.

TEXT 11A: Praise's Argumentative essay (VHS) Susan's class

1] Life in the city is better than life in the village.

2] Good morning mr. chairman, Panel of Judges, time keeper, co-debaters and the audience. 3] I am here to support the motion which says life in the city is better than life in the village.

4] Firstly, let us look at the area of civilization in the village nothing like civilization is there, in the city where there are good road, technology, modern building while in the city there is not like that, in the city there is nothing like vehicle, no technology, no modern building like in the village where there is no good water while in the city we can find borehole, well while in the village nothing like borehole no well, where children go to stream and fetch water.

5] Secondly let us look at the area of education in the city children go to school learn and write, use modern equipment for learning, conducive environment for learning, institution and colleges are in the city while in the village don't go to school and they do not know the important of education and even if they know, no adequate material for learning no white board, no chalkboard, all they no is writing on wood with charcoal, no use of modern equipment such as, computer, laptop, no conducive environment like in the city, in village children learn under the tree, while in the city children learn under beautiful building, while going home the take school bus, while in the village they do not know anything about school bus

, either they treck go come.

6] Thirdly let us talk about recreational centres in the city there are different places you can enjoy yourself like going on excursion, traveling all over the world going to Hotel, different sport activities, going to airport, go to the beach, swimming in modern swimming pool, modern place for sport activities, modern football field. 7] while in the village the do not have any recreational centres, they do not go on excursion, the travel all over the world, they do not have hotel, they do have airport, talkless of going to airport, they do not have modern swimming pool, they swim in streams, they do not have modern football field.

8] Above from these reason let us talk about modern facility. 9] in the city there are Hospital and clinic centre while in the village nothing like hospital all the know his herbalist house, let us talk about telephone, laptop, computer, motor, aeroplane, e.t.c. 10] we have all this in the city while in the village nothing like that they only use communicate by burning of fire e.t.c.

11] mr chairman, Panel of Judges, timekeeper, co-debaters and the audience, I strongly believe that with the points presented here, I've been able to convince you all that 'life in the city is better than life in the village's. 12] Thank you all for listening.

TEXT 11B: Praise's Informal letter (VHS) Susan's class

1] Victory High School,
2] P.MB 031,
3] Ado- Ekiti,
4] Ekiti- State.
5] 27th November, 2014.

6] Dear Grandmother,

7] Dear grandmother, I am very happy to write you this letter, how is everything in the village, if so glory be to go

8] The main purpose of writing this letter is to tell you about this forth coming holiday I will be happy if you can allow me come and spend the holiday with you, because I enjoy living in the village and village life is interesting,

9] Infact I enjoy all the local food you prepared for me during the last holiday and I want to learn more about the village culture.

10] Moreover when we vacate I will be happy if you could allow me to spend my holiday in the village

11] Please extend my profound gratitude to grandpa and my best friend yinka, you will be expecting me soon thank you.

12] Your loving child
13] PRAISE.

TEXT 12A: Gloria's Argumentative essay (VHS) Susan's class

1] The life IN THE CiTy is better than life in the village.

2] Good day mr chairman, panel of Judges, My Co-debator, acculate time keeper, ladies and gentlemen.

3] My name is Adeniyi-Gloria, I am here to support the motion which says Life in the city is better than life in the village.

4] 1stly IN the city there is a lot of fun, in the city there is Motor car big houses. 5] But in village, it is very boring No cars people there treck to school and everywhere they go.

6] 2ndly In a village people take their children to farm not in school, but in the city people believe that if they take their children to school their future will bright, In a village they fesh water to dring and use, but in the city there is tap for us to drink and use.

7] 3rdly In the city our teacher come to school on time they dress neat they come to school early and come to the class any time the are having us they did not use their period to play or to use it to do any other things especially My ENlish Teacher Mrs Susan and Math Teacher pastor Ajayi.

8] But in the village the teacher there are useless they are looking so dirty even their Governor did not even bother to to talk to them they use their period to another thing else some of the school in the village is not having toilet, window, door, chalk they are using charcoal even their chalkboard is not even good.

9] In the city the school here go to escursion but for the people in the village they have no where to go. 10] Even if I went to my village at igede all the people their see me as a new baby they feel like using with me when I am coming back they crying saying that our Queen don't go then I say if I stay there I will also be like the am I hate them because they looking so ugly and dirty.

11] In the city the their is eroplane, helicoptal, Jet, airoplane

12] But in th village if they see any airoplane moving on them they will run inside they will

say what is this o eh God help us o then I am ashamed of them

13] In fact, I enjoy the city than the village.

14] With all this point I believe I have a point to convince you that life in the city is better than life in the village

15] Thanks.

TEXT 12B: Gloria's Informal letter (VHS) Susan's class

1] victory High School,
2] p.M.B 031,
3] Ado- Ekiti,
4] Ekiti- State.
5] 26th November, 2014.

6] Dear Grandmother,

7] How are you, how was your night, I hope it was fine. 8] How was all my uncle and aunt? 9] I hope they are doing fine. 10] Grandma I really missed you and every one there, help me to greet them.

11] The main reason of writing this letter to you is to inform you about the coming Christmas holiday with you at Igede-Ekiti.

12] I will be glad if you allow me to come and spend the holiday with you

13] My regard to every body at home especially My grandmother my cousin and nephew.

14] Yours sincerely,

15] Gloria.