EFFECTS OF LEARNER-CENTERED AND TEACHER-CENTERED APPROACHES ON WRITTEN ENGLISH PERFORMANCE OF STUDENTS IN BOSSO L.G.A OF NIGER STATE, NIGERIA

BY

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A DISSERTATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (M.ED) IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

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

NOVEMBER, 2019

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DECLARATION

I hereby declare that this dissertation has been written by me and that it is a record of my own research work.It has not been presented in previous application for a degree in Master of Education (M.ED.) inTeaching English as a Second Language M. ED. (TESL). All resources of information collected and materials used have been duly acknowledged by means of references.

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FARIDAMOHAMMED   Date

CERTIFICATION

This dissertation titled,"Effects of Learner-centered and Teacher-centered Approaches on the Written English Performance ofStudents in Bosso LGAof Niger State, Nigeria" by Mohammed Farida, meets the regulations governing the award of the degree of Master of Education in Teaching English as a Second Language (TESL) of Ahmadu University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is faithfully dedicated to my parents.

ACKNOWLEDGEMENTS

ABSTRACT

This study sought to determine effects of learner-centered and teacher-centered approaches on the written English performance of students in secondary schools in Bosso LGA of Niger State. Quasi-experimental research design was used in this study with static group pre-test and post-test none control procedure. The researcher made use of two groups of students: experimental 'A' andregular group 'B.' 100 students were randomly selected and used for the study. Data were collected by the means of testwhich consist of narrative essay and letter writing. Analysis was done using t-test statistics and two-Way ANOVA. The objective was to verify the effects of the learner-centered and the teacher-centered approaches on the written English (essay) performance of male and female students in schools, find out the effects of the learner-centered and the teacher-centered approaches on the written English (essay), performance of public and private school students.Comparison of the effects of the learner-centered and the teacher-centered approaches on the written English (essay) performance of SS2 students in Bosso L G A.was also carried out. The research questions are: What are the effects of the teacher-centered and learner-centered approaches on the written English (essay) performance of male and female students? What are the effects of the teacher-centered and learner-centered approaches on the written English (essay) performance of public and private schools students? What are the effects of the teacher-centered and learner-centered approaches on the written English (essay) performance of students in Bosso L. G. A.? And the hypotheses are: There is no significant difference between the effects of the learner-centered and teacher-centered approaches on the written English (essay) performance of male and female students.There is no significant difference between the effects of the learner-centered and teacher-centered approaches on the written English (essay) performance of public and private schools students.There is no significant difference between the effects of the learner-centered and teacher-centered approaches on the written English (essay) performance of students in Bosso L G A.The population for the study comprises all the SS 2 public and private senior secondary schools in Bosso L. G. A. of Niger State. The study has two different sample sizes-before and after the treatment.One of the major findings arrived at in this study is that the learner-centered teaching improvesthe teaching of English language better than the teacher-centered teaching approach. The mean performance scores on written English for the experimental group were better than that of the regular group. The mean difference was 9.04 in favour of the experimental group. Therefore, it is recommended that English language teachers should put more effort to develop the students' writing skills using the learner-centered approach.

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DEFINITION OF OPERATIONAL TERMS

Performance - The grade students get in English Language examinations, how well a person does a piece of task or activity and completing the task with application of knowledge.

Teacher-Centered Approach - Teacher-centered pedagogy is often described as being basedupon a model of an active teacher and passive students.

Learner-Centered Approach - Student-centered teaching is based on the constructivist model in which students construct rather than receive knowledge.

Effect- Outcome, consequence or result of doing something.

ABBREVIATIONS USED

S.S.S.- Senior Secondary School

W.A.E.C. -   West African Examinations Council

S.S.C.E.- Senior Secondary School Certificate Examination

NECO – National Examinations Council

PQP--   Praise, Questioningand Polish

LCA -   Learner-Centered Approach

TCA -   Teacher-Centered Approach

LGA -Local Government Authority

SCI – Student-centered instruction

COL- College

SCI - Science

SEC - Secondary

SCH - Secondary

EDU - Education

UBE – Universal Basic Education

INTRODUCTION

1.1.Background to the Study

The learner-centered approach has been argued to be preferred to teacher-centered approach in the teaching of languages by various scholars such as Walsm&Vandiver (2007), Weimer(2002), Ahmed&Mighetti,(1998), Conti(1990) and others. The argument for the learner-centered approach against teacher-centered approach arises as a result of the poor performances in the teaching and learning experiences in institutions. Some scholars such as Biggs & John (1995), Nwogu (1988), Williams (1990), Isma'il (1974),andCuba (1979) have disputed for and against the claim that, "The written English performance of students has fallen". Such scholars agreed that the performance has fallen, for it is obvious that the written English performance of students can be a great success or dismal failure depending on teaching approaches used. Syllabus and English texts being used are not integrated; the dearth of trained language teachers, shortage of sufficient teaching materials and the use of unworkable syllabuses. Teachers who are the key persons that can make curriculum design for English to achieve what it was planned to achieve, are not succeeding in doing so.

Table: 1.1
SSCE RESULTS IN ENGLISH OF SOME SELECTED SCHOOLS, 2015

School	Year	No ofStudents	Passed at Credit Level	%
School A	2015	165	20	12.12
School B	2015	125	25	11.11
School C	2015	122	41	33.00
School A	2016	153	15	09.80
School B	2016	308	30	09.74
School C	2016	124	33	26.61

The outcry of parents to government to do something to improve quality teaching and

standard of education in Niger State made the government swing into action. Government responded by organising seminars and workshops for teachers of English Language in schools. Training and recruiting more qualified teachers to boost the teaching and learning experiences in schools. Yet the dismal failure of students in English Language in the .S.S.C.E persisted. One is therefore compelled to ask why does this situation continue despite all these efforts?

Scholars pointed out that the learner is the centre of attention, being both the subject and object without whom the curriculum does not exist. Any curriculum planning which ignores the specific capabilities and characteristics of the learners for whom it is planned will experience serious difficulties during the implementation stage. A study of the effect of the teacher-centered and learner-centered approaches on the written English performance of students in senior schools is necessary. This is because many studies have shown that students' progress and success in examinations, to a large extent, is dependent on the written English performance of the students.

Observing schools and teaching, the one thing that struck one is the pattern with which teaching is carried out in many different schools. What happens is almost exactly the same one that would have been categorized as wholly teacher- centered approach in a classroom situation. Learners sit in rows; discussions are teacher-led with the teacher spending 90% of instructional time teaching the class. This uniformity of instructional style, irrespective of time and school, appears to be linked to the apparent invulnerability of teachers to change (Cuba, 1979). That is, instructional style remains unchanged, impervious to any proposed changes.

Referring to the promulgation of the teacher- centered approach in classroom instruction, scholars do not see much evidence of a significant change in instructional style, despite the input of research in professional journals arguing for information towards instructions that is more student-centered in approach.

1.2. Statement of the Problem

This study focuses on the effects of the teacher-centered and learner- centered approaches on the written English performance of students in schools. It has been noticed overtime that teachers seem to have professional strong points and weak points. Some teachers have expressed fondness for teaching certain aspects of the English language syllabus. Many teachers would teach only vocabulary and reading comprehension, if they would not be noticed by the authority. Such teachers would avoid oral English, essay writing and summary writing. Their reasons for this inclination are varied. For example, they feel that teaching essay writing task is too demanding; that their classes are too large; that they do not know how to go aboutteaching certain aspects of the English syllabus; and some teachers do not teach some aspects,as they dislike them. The results of these teachers' attitude are that many students have very little practice in essay writing, oral English and summary writing. Our educational process requires well cultivated English language skills which are indispensable for further academic pursuit of the students. Every day there is a cry over the dismal written English performance of students in schools. In the teacher centered approach knowledge is received by the learner with little critical reflection on how it came to be. The learner-centered approach knowledge is often discovered by the learner, capitalising on the innate inquisitiveness of the learner.

The teacher used the product writing approach (teacher-centered approach) or the process-writing approach (learner-centered approach) in teaching letter writing / essay writing in school. This study was to find out which of the two approaches constitutes good teaching.

1.3 AObjectives of the Study

The aim ofthe study was to find out the effects of the learner-centered and teacher-centered approaches on the written English performance of SS2 students in secondary schools. Specifically, this study sought to:

1. Compare the effects of the learner-centered with the teacher-centered approaches on the written English(essay) performance of SS2 students in Bosso L G A.
2.. Verify the effects of the learner-centered and the teacher-centered approaches on the written English (essay) performance of male and female students in schools.
3. Find out the effects of the learner-centered and the teacher-centered approaches on the written English (essay) performance of public and private school students.

1.4. Research Questions

If good teachings are measured by teachers' success in creating an atmosphere where learners want to learn, this research questions are:

1. What are the effects of the teacher-centered and learner-centered approaches on the written English (essay) performance of male and female students?

2. What are the effects of the teacher-centered and learner-centered approaches on the written English (essay) performance of public and private schools students?

3. What are the effectsof the teacher-centered and learner-centered approaches on the written English (essay) performance of students in Bosso L G A?

1.5 Null Hypotheses

The following null hypothesesdeveloped in null form for study to be tested at PS 0.05:

i. There is no significant difference between the effectsof the learner-centered and teacher-centered approaches on the written English (essay) performance of male and female students.

ii. There is no significant difference between the effectsof the learner-centered and teacher-

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centered approaches on thewrittenEnglish (essay) performance of public and private schools students.

iii. There is no significant difference between the effectsof the learner-centered and teacher-centered approaches on the written English (essay) performance of students in BossoL. G. A.

1.6 Significance of the Study   The findings of this study are expected to expose the students to both learner-centered and teacher-centered approaches with a view to finding the effects of both approaches and recommendation given appropriately.The study is significant in the sense that the weaknesses and strengths of the two approaches would be recognized by teachers.Thisis expected to unveil the areas that the textbook writers need to work hard onto improve students' written English performance skills.The findings of this study could help school administrators (principals) to provide guidance and suggest ways of shifting from one approach to the other.This could help curriculum planners to design approaches and choose methods aimed at improving students' written English performance in letters and narrative writings.The findings might cover the gap still existing in the pool of knowledge on learner-centered approach, especially in Nigeria.The findings of this study will help students to be critical thinkers, analysers of complex situations and presenters of information in a vivid manner.

1.7 Scope and Delimitation

This study was delimited to determining theeffects of teacher-centered and learner-centered approaches on the written English (essay) performance ofSS 2students; in four secondary schools in Bosso L.G.A. The study was delimited because the researcher wanted to minimize the interactive effects that might adversely affect the result of the experiment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to study. This review considered the concept of the learner-centered and teacher - centered approaches on the written English performance of students. Quite a lot of writers have written on the position of the dexterity of English Language teaching and learning, teacher-centered and learner-centered approaches and the NationalCurriculum designed for English Language in the senior secondary school. The rationaleof this chapter is thus to evaluate such important writing.

2.1   Writing

Olaofe, (2013), posits that, "Writing can be taught as a product and as a process."

Writing can be taught as a product using the teacher-centered approach. That is as an end in itself rather than as a means to an end. Writing as a product follows the following modified steps.

- The topic is assigned.

- A model of the type of writing to be done is given for learners

- The model is analysed for features of paragraph cohesion, cohesive ties, content and organisation, by learners and the teacher.

- Learners are required to produce a parallel text, using their own topic.

- Scoring of the script is done.

- Error correction and general discussion are undertaken as a feedback.

- Another topic is given to be written.

Writing in process approach is seen as multi-layered stages and distinctive thinking process which the writer uses over and over again. This approach has its theoretical grounding in

the cognitive code learning theory, which sees the learner as an active participant in the intellectual creative or mental process of writing. Error is seen as a necessary by-product of creative dynamism of the writer (Bell, 1998, Flower, 1994). It also derives its foundation from interactive theories of Widdowson (1994), Coulthard (1994), and Pagano (1994).The writing process is the thinking process that goes on during writing (Crowhurst, 1998).The principles involved in this approach are stated below :

- It is a multi-layered process that involves discovering of ideas, planning, writing of drafts, and so on.

- Revision is crucial to its success and this is done on the first and subsequent drafts, through reformulating, conferencing and self-editing strategies.

- It has three major stages which are pre-editing, writing, re-writing.

- It is a social act which involves the writer, the text and the social context fully right from the beginning to the end.

Writing is a method of representing language in visual or tactile form. Writing systems use set of symbols to represent the sound of speech, and may also have symbols for such things as punctuations and numerals.

Writing is very important to the human race and the art of writing is not just putting pen on paper. It consists of having something to say that is worth saying and knowing how best to convey it in writing. It then means that the subject of what we have to write will determine its form. You know that to be able to write well, one must have acquired the skills of listening and speaking in the language concerned. Being able to listen and understand and speak English bears on what one is writing. One must also have acquired a wide range of English vocabulary to be able to convey meaningful ideas through writing.

Writing is the visual representation of the spoken language and it can be in different forms. It might be to narrate, to describe, to argue or to imagine one thing or the other. In a situation where English is a second language, there is need for adequate knowledge of the .other skills since they are related. Adequate knowledge of English is the needed panacea that can promote the ability to write.

Writing can occur at different levels of complexity. Paragraph at the earlystage and c controlled writing can serve as a launching pad for the development of the skill. This is done by asking learners to substitute missing or deleted words from certain parts of a story or by providing a set of pictures accompanied with an incomplete passage, and asking the learners t topassage. Paragraph writing can also be guided. Here, learners have more freedom to write guided by questions that will lead to what they will write. Free or creative writing occurs when the learner has the total freedom to manipulate language the way he likes based on his knowledge and skills of vocabulary, grammar, ideas, etc.

It is advisable to give exercise to learners in different forms of writing as this willcontinue to widen the knowledge of the learners. The purpose of writing should also be another guiding principle. Learners should be taught to focus on the purpose of any writing task so as to select appropriate words, grammar, language expressions and appropriate ideas.

2.2 Learner-Centered Approach

The term, "learner-centered" describes a concept and a practice in which students and professors learn from one another. It proposes a global shift away from instruction that is fundamentally teacher-centered, at times persuasively termed "sage on the stage," focusing instead on learning outcomes. It is not intended to diminish the importance of the instructional side of the classroom experience. Instead, instruction is broadened to include other activities that

produce desirable learning outcomes. Learner-centered teachers articulate what we expect our students to learn, design educational experiences to advance their learning, and opportunities for them to demonstrate their success in achieving those expectations.

Hancock, Bray &Nason (2003; 366) describe learner-centered pedagogy in several ways: Teachers are a catalyst or helper to students who establish and enforce their own rules. Secondly, teachers respond to student work through neutral feedback and encourage students to provide alternative/additional responses. Thirdly, teachers ask mostly divergent questions and few recall questions. Fourthly, students are allowed to select the learning task and the manner and order in which it is completed. Fifthly, students are presented with examples of the content to be learned and are encouraged to identify the rule of behaviour embedded in the content. Then students are encouraged to summarize and review important lesson objectives throughout the lesson and the conclusion of the   activity. Students are also encouraged to choose new activities in the session and select different topics for study. Lastly, students signal their readiness for transition to the next learning set.

Collins & O'Brien (2003) claim that student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking. These problems cannot be solved by following text examples involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation

to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Student-centered learning can also be viewed from the perspective of an influential report from the National Research Council (1999) that the report synthesized research on learning and recommended organizing learning environments around four foci. These includeknowledge-centered, learner-centered, assessment-centered, and community-centered. Knowledge-centered learning approaches grow out of the research on novices and experts and have revealed that experts have organized their knowledge very differently than novices. So knowledge-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design.

In a learner-centered learning environment, McCombs & Whistler (1997) state that learners are treated as co-creators in the learning process as individuals with ideas and issues that deserve attention and consideration; learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempt to build on prior knowledge. Assessment-centered learning environments provide opportunities for feedback and improvement throughout the learning process leading to evaluation and judgment at the end of the learning process. Assessment for feedback and improvement is referred to as formative assessment while assessment for conclusive evaluation and judgment is referred to as summative assessment.

Nicol& Macfarlane-Dick (2006) indicate that formative assessment can promote the development of capacities and attitudes used in lifelong learning. Assessment-centered learning environments also emphasize congruence between learning goals and what is assessed (National

Research Council, 1999). Finally, community-centered environments recognize that individual learners take many cues and insights from learners around them.By that community- centered learning environments facilitate purposeful interactions among learners to promote and sustain learning. For the purposes of this essay, learning environments are student-centered to the degree to which they are concurrently knowledge-centered, learner-centered, assessment- centered, and community-centered.

Dupin-Bryant,(2004:42) posited that learner-centered approach as "a style of instruction that is responsive, collaborative, problem-centered, and democratic in which both students and the instructors decide how, what and when learning occurs".Saulnier, Landry, & Wagner, (2008), Walsh &Vandiver(2007) concluded that learner-centered approach contributed to the construction of educational activities and provided for a greater student learning & a more authentic student assessment .As they have a say in what they learn, and the teacher only acted as facilitators. The approach contributed to students' feeling respected as learners, develop their critical thinking skills, and encourage their self directedness.

Leo (2007) posited that student-centered approach help student to develop a "can do" attitude. It is effective, motivating and enjoyable. In a student-centered class, students donot depend on their teachers all the time, waiting for instructions, words of approval, correction advice, or praise. They do not ignore each other, but look at each other and communicate with each other. They value one another's contributions; they cooperate, learn from one another and help one another. When in difficulty or in doubt, they do ask the teacher for help or advice; but only after they have tried to solve the problem among themselves. The emphasis is on working together in pairs, in groups and as a whole class. Their teacher helps them to develop their language skills. A student-centered classroom isnot a place where the students decide what they

want to learn and what they want to do. It is a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time.

One of the most rewarding aspects of a student-centered language lesson, which sets it apart from lesson in other subjects, is sharing. Students have a chance to talk about personal feelings and private experiences they did and are unlikely to share in other lessons or even in their everyday lives.   .

English lesson gives students chances to step back, reflect, and find out about other people, and even share their secrets. This can be quite exciting and sometimes you even feel the hair on the back of your neck standing up when you have shared something very personal and done this in English.

Learner-centered approach is called activity-language-learning. Itstresses participatory, cooperative, collaborative and interactive learning strategies. The modern school is an activity school which emphasizes the creative aspect of experience. It is recognised these days that directed activities give reality to learning and effective teaching using available resources. Activities are meant to give varied experience to the learner to facilitate the acquisition of knowledge, experience, skill and attitude. An activity is anything which is carried out with a purpose in a social environment involving physical and mental action. Such activities help in the establishment of stimulating environment for creative expression. Activities can be exploratory; knowledge-getting; constructive; experience-getting and expressional presentation.

Interactive approach views language as a vehicle creating, maintaining and sustaining social relations through communication exchanges, conversations, etc. The child is an active learner, learning through problem posing and inquiry.

2.3Teacher-Centered Approach

There is the need to integrate the learner-centered approach with the teacher-centered approach, because teachers have not been able to implement some of the philosophy of National Policy on Education using the teacher-centered approach. National Policy on Education, section 4g states that: it will raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizen.

According to Ambelu&Gebregziabher (2011)teacher-centered approach isteaching where students are more passive participant in the learning process. Students listen to the information, participate in limited discussion, take notes and retrieve or recall the information for evaluation purposes. With the teacher-centered approach, the focus is more on acquisition of information than a group- driven problem solving.

Dupin-Bryant (2004:42) observes that teacher-centered approach teaching is considered "as a style of instruction that is formal, regulated and autocratic, in which the instructor directs how and when learning occurs.Conti (1982) posited that teachers who prefer the teacher-centered approach act "as managers of the classroom condition in which they have determined as necessary to bring about desiredbehavioural changes in the students".

Conti & Wellborn (1986: 20) submit the teacher solely determines the goals, outcomes, and methods of instruction and evaluation of the class with little or no input from the students. The teacher is the only authority in the classroom and learning.This case is in contrast with learner-centered approach.

The traditional approach to teaching English is teacher-centered, a process in which the lecturer tries to impose his knowledge on the students andstudents often fail to make the

connection between their own understanding of materials and the teacher's.

After passing through the work of different scholars, the researcher decided to sample the opinion of the principals, head of departments and some English Language teachers of the schools used for this research. They were interviewed to give their views about the components of effective teaching of English; and which approach boosts the written English performance of students. Most of them agreed that proper mastery of the content and method of teaching are important components that can enhance the written English performance of students in schools. They pointed out that method is not an overriding factor over and above the mastery of the content of what to teach. Those teachers are expected to be masters of both if the written English performance of students are to improve. They also agreed that no approach is good or bad, it is the teacher, the teaching situations and its application that makes it so; and that variety is the spice of good language teaching. They are also of the same opinion that students' good written English performances are the product of quality teaching in schools. They said that they are looking forth to see the result of this experiment as it has never been used in their school before.

A head of department in one of the schools used for the research told the researcher that, he was invited to attend a workshop on how to improve the teaching of English language. But he wasshocked when the vice principal, who was acting as the principal of the school at that time, and a holder of BA (Ed) English decided to nominate himself to attend the workshop. The HODsaid that the V.P never bothered to transfer the knowledge and experience gained from that workshop to the classroom teachers who needed it most.

During the experiment, at the beginning of the learner-centered approach class, the researcher observed that the class was a bit noisy, because of informal interactions between students in their groups. But as the experiment proceeds into the second and third weeks, the

learners understood they had to concentrate, cooperate with one another for them to attain their objectives. They shared the limited text books which were provided by the school and the one provided by the private school students.

2.4 Problems of Teacher-Centered Approach

The arguments below are some of the problems of teacher-centered approach:

1. Argument of exhaustive learning outcomes – the main critique of this approach is for thelearner to merely master limited sets of knowledge e.g by memorizing content or applying rehearsal formula.

2. Teacher and instructor dependency – teacher-centered learning foster a culture where by the learner does not outgrow his dependency on the supervising instructors or teachers.

3. Non facilitator of higher cognitive and meta- cognitive skills –higher cognitive skills include abilities like analysis, synthesis, evaluation (Anderson &Krathwohl, 2000). They also cover critical thinking, interpretation and self regulation (Schraw& Robinson, 2011);meta- cognitive skills such as facilitated in Problem Base Learning questioning the justification and validity of arguments, not just the given reason themselves (Barrows, (1992). Teacher-centered learning most often do not address the importance of open inquiry which can occur at any stage of the learning   process.

3. Monopolised and limited assessment- since the learner is only being assessed by the teacher and instructor; critical assessmentof oneself and others is not an intrinsic part of teacher-centered learning. Standardised grading and monopolized assessment encompass a traditional top-down approach. Assessment is in many cases only carried out as summative and not formative evaluation and they rarely address qualitative issues

of learners' progress. In contrast to a traditional grading system, multi- perspective assessment (Barrows & Wee kong Neo, 2007) focuses on the learner's performance as a problem solver, research and team player.

4. As the key competencies of a global workforce many researchers quote cross-culture communicative competencies, problem solving skills, soft-skills to motivate and facilitateworkgroup to be innovative and high context adaptability (Farrell & Fenwick, 2007). To latter criterion higher cognitive and meta-cognitive skillsconstitute a prerequisite. Almost all of such competencies are hardly mediated in traditional curricula, in particular earning environments which are sill based on passively receptive classes and not interactive small groups.

2.5 Hindrances to Introduction of Learner-Centered Approach

1. Some teachers do not know the method to use when presenting language materials to belearnt based on the learner-centered approach. They cannot translate the approach into an instructional system based on the objectives of language learning, content to be learnt, type of task etc.

2. Materials are generally in short supply; materials limitation creates two channels for students to become rote or surface learners.

3. The ideal group size for a learner-centered approach is two to four groups, but in large class where we have thirteen to fourteen groups. The teacher would not have a enough time to examine/monitor each group (Kirkpatrick, 1998; Johnson et al 1994).

4. - Curriculum Biggs (1995:41) claims that curriculum in Asian are design in a particular quantitative format which sees "any topic as important as every other topic, so that everything is taught and the student is grossly overloaded." Due to such

coverage teacher just have enough time to go through all materials but not investigate students' deep understanding or touch any topic outside the curricula.

5. - Infrastructure: There is a gross inadequate infrastructure in schools to man the learner-centered approach.

Looking at the critique that the teacher- centered approach is a non facilitator of higher cognitive and meta- cognitive skill; monopolized and limited assessment and it does not facilitate cross- culture communicative competencies is acceptable.

Aglance at the hindrances of the learner-centered approach depicts that curricula are designed in a particular quantitative format which sees any topic as important as every other topic.Also, there is gross inadequacyin infrastructure in schools to take care of the learner-centered approach.

However, it is unacceptable that methodology, material resources and big class-size are obstacles that cannot be surmounted by the teacher when introducing the learner-centered approach. Professional teachers have been trained and encouraged to develop a repertoire of methods to use in the classroom. They also draw upon their professional knowledge in determining when moreteacher-centered or learner-centeredmethods are appropriate. teachers have been trained and encouraged to improvise to meetthe needs of students' material resources.

2.6 Reasons for Learner-Centered Pedagogy

The successful learner over time and with support and instructional guidance, can create meaningful, coherent representation of knowledge.

Learner-centered learning can link new information with existing knowledge in meaningful ways.

Learner-centered learning can create and use a repertoire of thinking and reasoning

strategies to achieve complex learning goals

Higher-order strategies for selecting and monitoring operations facilitate creative and critical thinking.

The learner's creativity, higher order thinking and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty; relevant to personal interest, and providing for personal choice and control.

Learning is most effective when differences in learned linguistic, cultural and social backgrounds are taken into account (1997, pp.3-6).

These principles have in common the view that through learner-centered pedagogy students has the capacity to develop higher-order thinking and critical engagement with the world around them, skills deemed necessary for success in a complex world.

2.7 Comparison of Teacher-Centered and Learner-Centered Paradigms

Huba& Freed (2000) summarise the comparison between Learner-centered and

Teacher-centered Approaches in Table 2.2

Table: 2.2

Teacher-Centered Paradigm	Learner-Centered Paradigm
1.Knowledge is transmitted by the gathering and synthesizing information and skills of	Students construct knowledge through teacher integrating it with the general inquiry, communication, critical

thinking,   and problemsolving.
2. Students passively receive information.   -Students are actively involved.
3.Emphasis is on acquisition of knowledge.-Emphasis is on using and communicating
outside the context in which it will be used.   knowledge effectiveto address enduring in real-
life   and emerging issues and problems
          according tocontext.
4. Professor's role is to be primary -Professor's role is to coach and facilitate.
information giver and primary evaluator   Professor and students evaluate learning   of
learning.   together.
5.   Teaching and assessing are separate.   -Teaching and assessing are intertwined.
6. Assessment is used to monitor learning.   -Assessment is used to promote and
diagnose learning.   7. Emphasis is on right answers
- Emphasis is on generating better questions and learning from errors.
8. Focus is on a single discipline.   -Approach is compatible with
          inter-disciplinary investigation.   9. Desired learning is
assessed indirectly   -Desired learning is assessed directly   through the
use of objectively scored   paper projects,performances, portfolios,
          and the likes.
10. Culture is competitive and individualistic.-Culture is cooperative, collaborative, and
          supportive.
11. Only students are viewed as learners.   -Professor and students learn together.

 Source: HubaM.E.& Freed J.E. (2000)*Retrieved from;http://assessment.UCONN.
          edu/docs/teacher-centeredVs learner centered paradigms. Pdf.*

Inter-subjectivity is a shared understanding among individuals whose interaction is based

on common interests and assumptions that form the ground for their communication (Rogoff,

1990).So far, the literature reviewed is worthwhile, in that it gives the researcher a prior

knowledge of the study at hand, by clarifying the research problem of this study - From the

review it can be inferred that positivism when applied to teaching suggests that teachers deliver a

body of facts ascertained and authenticated by scientists. It is obvious from the review that the

teacher is placed at the center of the teaching and learning experience in the teacher-centered

approach. This approach elevates the teacher as one who transmits authoritative knowledge to

the students, who receive it with little critical reflection on how it came to be. Students are

assessed by how well they have learned the verified knowledge (du Plessis&Muzaffar, 2010: 45) .This review relates to the study, as same strategy will be used by the researcher in handling the teacher-centered approach. The review revealed that in learner-centered approach learners receive knowledge through self direction and connection with their environment (Kumar, 2006).

This also relates to the study, as in social constructivism.The shared understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication (Rogoff, 1990). The researcher will use this shared understanding and common interest to form the background for the communication and group the learner-centered group into ten groups with five members each in a group.

An additional gain from the review is that reality, knowledge and learning occurs through human, social and cultural activities. That knowledge is derived from interaction between people and their environments and resides within cultures (Shunk, 2000; MacMahon 1997). Added to the gains from the review above is that there are four perspectives that show how we facilitate the learning within a framework of social constructivism— cognitive tools, idea based, pragmatic and transaction. For this research the idea-based constructivism perspective of social constructivism sets educational priority on an important concept will be used. The researcher also let students receive knowledge same as above, and the two groups will be taught for eight weeks. The researcher uses the knowledge gained from the review as a springboard to finding out which of the two approaches constitutes good teaching. The teacher may use the product-writing approach (teacher-centered approach) or the process-writing approach (learner-centered approach) in teaching letter-writing / essay-writing in school.

Overall, the implementation of learner-centered approach is complex and requires careful planning across different sectors in the educational system. The co-ordination of reforms in the

examination system in the development of curricula and in teacher education at both the pre-service and in-service levels is essential to the success of any policy aimed at getting teachers to use learner-centered pedagogy in the classroom. One of the main barriers to the use of learner-centered pedagogy is its lack of alignment with current examination structures. Policy-makersneed to take a close look at whether the system as a whole is ready to support the changes necessary for learner-centered approach to move from policy to practice.

This review has also sought to explain some of the reasons for the use of teacher-centered approach. The review highlights different approaches to the restructuring of teacher education on the continent to show that there is no 'right way' to institute changes in the direction of learner-centered pedagogy. Thereview also highlights the concept of a spectrum of teaching rather than a dichotomy to suggest that teachers should be encouraged to develop a repertoire of methods to use in the classroom. They should also draw upon their professional knowledge in determining when more teacher-centered or more learner-centered methods are appropriate (Olaofe,2010)).However, the importance of quality teaching cannot be overlooked because safe, supportive classrooms and an ethics of concern for students are not pedagogical options but needs to be present in every school and every institution that prepares future teachers.

The review discusses the comparison between learner-centered and the teacher-centered approaches. Also the researcher describes learner-centered approach as the concept of allowing learners to explore the field of knowledge freely, reflect on what is learnt, assimilate the learnt experience and draw their own conclusions. The teacher is the source and whisperer of knowledge into the ears of the learner. He gives out information from his memory bank into the learner's memory bank.

2 .8 **Theoretical Framework**

Positivism starts from the assumption that knowledge lies outside the knower and that his or her task is to use reason to discover it objectivity. More recent contributions to positivist thought have focused on empiricism and the use of scientific method to learn the reality of the external world. This refers to the testing of hypothesis through observation and experimentation, and verification or falsification of these hypotheses by other researchers. When applied to teaching, positivism suggests that teachers should deliver a body of knowledge discovered and verified by scientists. The teacher's task is to transfer this authoritative knowledge to students, who 'receive it with little critical reflection on how it came to be. Students are assessed by how well they have learned predetermined set of facts about the world, thereby placing the teacher at the center. If knowledge is to be transmitted by the teacher and received by the learner, the curriculum tends to be consistent with a teacher-centered model of instruction, and traditional system of assessment that aims at recall of received knowledge. (duPlessis&Muzaffar, 2010).

The behaviourist model leads to the talk-and-chalk method in which the teacher transmits information through lecture and notes on the board, while students listen and receive it. The teacher is seen as the bearer and sharer of knowledge, providing an important source of power and prestige.

The teacher-centered approach elevates the teacher as the sole provider and evaluator of instructional tasks being elaborated in the context of primary and secondary education. These concepts have also been influential within college and university settings (Barrett, Bower & Donovan, 2007; Laverie, 2006; Lord, 1999; Barber, 2007; Umbach&Wawrzynski, 2005). The distinction between learner- centered pedagogy and teacher-centered pedagogy is often made with reference to the distribution of expertise and authority in the classroom. Traditional

teacher-centered pedagogy is generally defined as a style in which the teacher assumes primary responsibility for the communication of knowledge to students. From this view, because teachers command greater expertise about the subject matter, they are in the best position to decide the structure and content of any given classroom experience.

Teacher-centered pedagogy is usually understood to involve the use of the lecture as a primary means of communication in the classroom. The goal of the classroom involves the dissemination of a relatively fixed body of knowledge that is determined by the teacher. The lecture format is generally assumed to proceed in a unilateral fashion; the teacher elaborates upon a given body of knowledge from his or her own expert perspective rather than building the content of classroom communication around questions that students might have.

Drawing from Cicchelli (1983) and Hancock, Bray &Nason (2003;366) teacher-centered instruction can be described in several ways: The teacher is the dominant leader who establishes and enforces rules in the classroom. He structures learning tasks and establishes the time and method for task completion. He states, explains and models the lesson objectives and actively maintains student on-task involvement. He responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers. He asks primarily direct, recall-recognition questions and few inferential questions. He summarizes frequently during the lesson and at the conclusion of it. He signals transitions between lesson points and topic areas. Teacher-centered pedagogy is often described as being based upon a model of an active teacher and passive students.

In contrast learner-centered approach draws on an alternative theory of knowledge known as constructivism. Learner-centered education has its origins in constructivist developmental theory (Fosnot& Perry, 2005; Kolb, 1984; Piaget, 1948/1973) and in the progressive education

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movement in the early part of the 20th century (Dewey, 1938).

Constructivism refers to the idea that individuals construct their understanding of the world as a product of their actions on the world. Piaget's theory of cognitive development is perhaps the best known of constructivist approaches to development. In this study, the constructivist theory, research-based instructional practices and management inspired the framework for studying the effect of learner-centered approach on student written English performance.

The constructivist theory asserts that learners receive knowledge through self-direction and connection with their environment (Kumar, 2006). This learning decreases student dependency on teachers though teachers supervise the instructions. The standard features of learner-centered pedagogy include collaborative learning, connecting new information to previous knowledge, higher-order thinking, and conversations in teacher-directed small groups (Froyd, 2007).

Learner-centered pedagogy exposes students to democratic learning arrangements and attitude. In a learner-centered environment, students work in small groups, choose a variety of tasks, share work, and learn social and leadership skills. Teachers help students to set and check learning goals. Constructivist pedagogy training supports teacher's competence and success. Some colleges give pre-service teachers a positive constructivist model (Andrew, 2007). Constructivist training helps teachers to organise learner-centered classrooms (Franklin, 2007). Constructivist instructional methods encourage higher-order thinking, stimulate learning environments, and create multiple solutions for a single problem.

Kumar (2006), Colburn (2007), Dewey,(1938) and Piaget,(1973) contributed to the constructivist theory development. The theory purports the notion that student participation in

learning raises enthusiasm and achievement. This participation includes opportunities to manipulate concrete objects. Researchers like Bush (2006) and Kumar (2006) support the value of constructivist-based instruction because it connects students' world with learning pursuits in the classroom. Students find cognitive meanings from experience with objects.

Computer technology emphasizes the learner-centered principle of constructivism. Computers stimulate the student's desire to learn through enjoyment. Most computers support interactive learning with clear sounds and vivid graphics. Many researchers endorse the computer as a constructivist learning-tool. Overhead projectors, radios, televisions, and video cassette recorders still support learner-centered environments (Bruce, 1998). Small groups used overhead projectors and other traditionally teacher-dominant technology to present reports. This lessens teacher dominance and encourages technology-based instructions. Clear procedures support technology infusion in the regular classroom. Group activity concoction management in computer-aided instruction discourages time-wasting (Hsie& Sun, 2006).

The student-focused features of constructivism guide culturally diverse learning groups in cooperative learning communities (Cartledge&Kourea, 2008). Learning communities build trust among students and teachers, and offer opportunities for students to collaborate. An organized learning community allows students to discover talents, improve communication skills, and learn at their own pace. Teachers address diversity and increase students' responsibility for sharing and learning in supportive environments (Ross, Bondy, Gallingane&Hambacher, 2008).

Student used self-willed efforts to complete independent tasks. Successful participatory and self-directed learning depend on students' physical skills, cognitive abilities, and ethnicity. Learner-centered instruction is a non traditional method teachers use to motivate learners .Learner-centered instruction influence planning that meets student ability, interest, and

academic needs. Sunderman (2006) recommended that teachers use constructivist instruction model to motivate student learning.

Constructivism while not opposed to the use of scientific method as an approach to creating knowledge, it assumes that knowledge emerges as a result of interactions and experiences among knower's. Through reflection on the knower's own ideas "knowledge is created through a process of new information interacting with the prior knowledge and experience of the learners" (du Plessis&Muzaffar, 2010, 45). This theory is based on the simple principle that teachers cannot give or transmit knowledge to learners; they can only facilitate learning by getting learners to explore knowledge and draw their own conclusions. Teachers support or scaffold learning, for instance, breaking a task into a sequence of smaller tasks which students can manage. They also support active learning and construction of knowledge rather than instruction.

This approach inspires learner to discover, critically think and use the language on their own. The more learners engage in critical thinking the better involved and more the development of thinking and application as well as innovative faculties. The more resourceful the learners, the more they are able to develop their own learning strategies and innovate their own concepts of productive skills.

Constructivism makes different assumptions about the source of knowledge and calls for a much more dialogical and less hierarchical relationship between teachers and students. In learner-centered approach knowledge can be co-constructed by teachers and learners, learner reflections and critical thinking. One of the fundamental premises of learner-centered pedagogy is that knowledge is constructed through active engagement with others during a process in which prior experiences are brought to bear on analytical task.

Student-centered is based on the constructivist model in which students construct rather than receive or assimilate knowledge. Constructivist model involves active input from the students and require intellectual effort and aids retention. Constructivists are of the opinion that for higher level of cognition to occur, students must build their own knowledge through activities that engage them in active learning. Effective learning happens when students take stock of what they already know and then move beyond it.

A constructivist teacher will begin a lesson by asking students to recall what they already know about the subject. Then they w Research ill involve students in an activity that will take them beyond what they currently know. The students must actively engage in the learning process by doing something. Again, the learner-centered approach is further narrowed to social constructivism.

2 .9what is Social Constructivism?

Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Derry, 1999; McMahon, 1997). This perspective is closely associated with many contemporary theories, most notably the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000).

2.9.1 Assumptions of Social Constructivism

Social constructivism is based on specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivists, it is important to know the premises that underlie them.

2.9.1.1 Reality

Social constructivists believe that reality is constructed through human activity. Members

of a society together invent the properties of the world (Kukla, 2000). For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention.

2.9.1,2Knowledge

To social constructivists, knowledge is also a human product, and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat&Floden, 1994). Individuals create meaning through their interactions with each other and with the environment they live in.

2.9.1.3Learning

Social constructivists view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces (McMahon, 1997). Meaningful learning occurs when individuals are engaged in social activities.

2.9.2 Intersubjectivity of Social Meanings

Intersubjectivity is a shared understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication (Rogoff, 1990). Communications and interactions entail socially agreed-upon ideas of the world and the social patterns and rules of language use (Ernest, 1999). Construction of social meanings, therefore, involves intersubjectivity among individuals. Social meanings and knowledge are shaped and evolve through negotiation within the communicating groups (Gredler, 1997; Prawat&Floden, 1994). Any personal meanings shaped through these experiences are affected by the intersubjectivity of the community to which the people belong. Intersubjectivity not only provides the grounds for communication but also supports people to extend their understanding of new information and activities among the group members (Rogoff, 1990; Vygotsky, 1987). Knowledge is derived from interactions between people and their environments and resides within cultures (Shunk, 2000; McMahon, 1997). The construction of knowledge is also

influenced by the intersubjectivity formed by cultural and historical factors of the community (Gredler, 1997; Prawat&Floden, 1994). When the members of the community are aware of their intersubjectivity meanings, it is easier for them to understand new information and activities that arise in the community. Two people, interacting through communication, help to extend each other's understanding of what makes a rainbow.

2.9.3 Social Context for Learning

Some social constructivists discuss two aspects of social context that largely affect the nature and extent of the learning (Gredler, 1997; Wertch, 1991): *Historical developments inherited by the learner as a member of a particular culture.* Symbol systems, such as language, logic, and mathematical systems, are learned throughout the learner's life. These symbol systems dictate how and what is learned. The nature of the learner's social interaction with knowledgeable members of the society is important.

Without the social interaction with more knowledgeable others, it is impossible to acquire social meaning of important symbol systems and learn how to use them. Young children develop their thinking abilities by interacting with adults. General perspectives of social constructivism on learningare seenb**y** social constructivists as crucial both the context in which learning occurs and the social contexts that learners bring to their learning environment. There are four general perspectives that inform how we could facilitate the learning within a framework of social constructivism (Gredler, 1997): cognitive tools; ideas; pragmatic or emergent; and transitional or situated.

2.9. 3.1 Cognitive Tools Perspective

Cognitive tools perspective focuses on the learning of cognitive skills and strategies. Students engage in those social learning activities that involve hands-on project-based methods

and utilization of discipline-based cognitive tools (Gredler, 1997; Prawat&Folden, 1994). Together they produce a product and, as a group, impose meaning on it through the social learning process

2.9.3.2 *Idea Based Social Constructivism*

Idea-based social constructivism sets education's priority on important concepts in the various disciplines e.g. part-whole relations in mathematics, photosynthesis in science, and point of view in literature, (Gredler, 1997, 59; Prawat, 1995; Prawat&Folden, 1994). These "big ideas" expand learner vision and become important foundations for learners' thinking and on construction of social meaning (Gredler, 1997).

2.9.3.3 *Pragmatic or Emergent Approach*

Social constructivists with this perspective assert that the implementation of social constructivism in class should be emergent as the need arises (Gredler, 1997). Its proponents hold that knowledge, meaning, and understanding of the world can be addressed in the classroom from both the view of individual learner and the collective view of the entire class (Cobb, 1995; Gredler, 1997).

2.9.3.4 *Transactional or Situated Cognitive Perspectives*

This perspective focuses on the relationship between the people and their environment. Humans are a part of the constructed environment (including social relationships); the environment is in turn one of the characteristics that constitutes the individual (Bredo, 1994; Gredler, 1997). When a mind operates, its owner is interacting with the environment. Therefore, if the environment and social relationships among group members change, the tasks of each individual also change (Bredo, 1994; Gredler, 1997). Learning thus should not take place in isolation from the environment.

2.10 Social Constructivism andInstructional Models

Instructional models based on the social constructivist perspective stress the need for collaboration among learners and with practitioners in the society (Lave & Wenger, 1991; McMahon, 1997). Lave & Wenger (1991) assert that a society's practical knowledge is situated in relations among practitioners, their practice, and the social organization and political economy of communities of practice. For this reason, learning should involve such knowledge and practice (Lave & Wenger, 1991; Gredler, 1997). Social constructivist approaches can include reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, webquests, anchored instr

learning with

Teacher -Centered Instruction

Overall, this   following Figures.

2.1and2.2 respectively.

Teacher- Centered Lesson Planning

31

Teacher- Centered Instructional Strategies
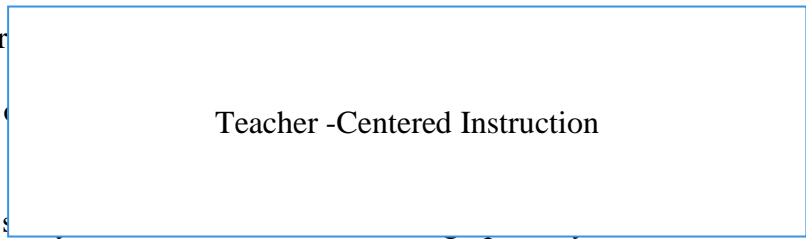
Learner-Centered Instruction
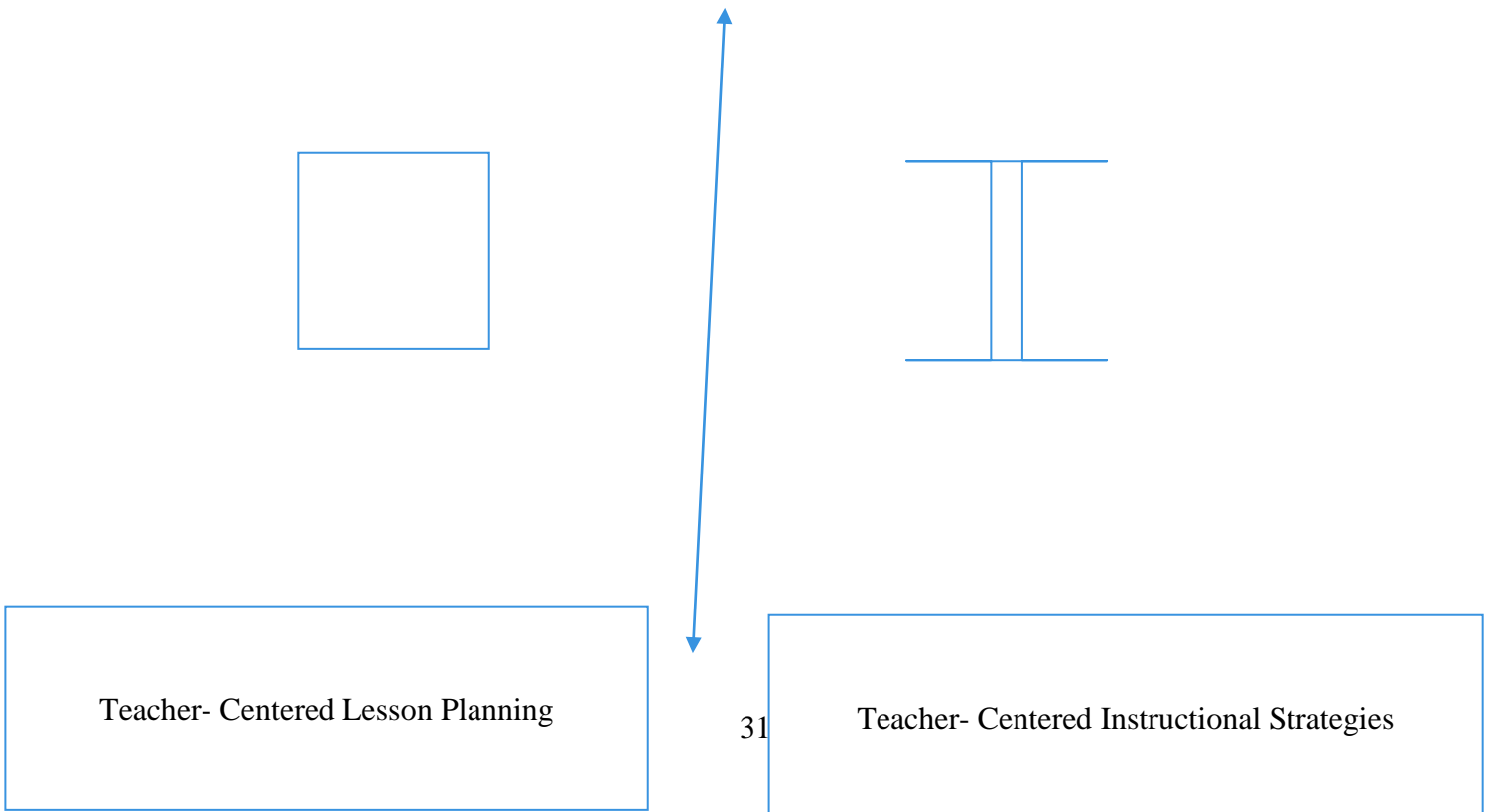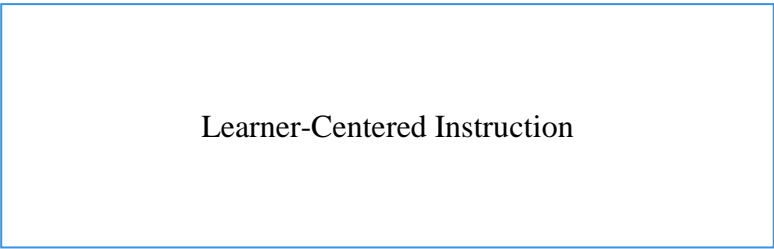
Figure 2.1 Teacher -Centered Instruction

Learner Centered Principles

Evaluation of Learner Centered Instruction
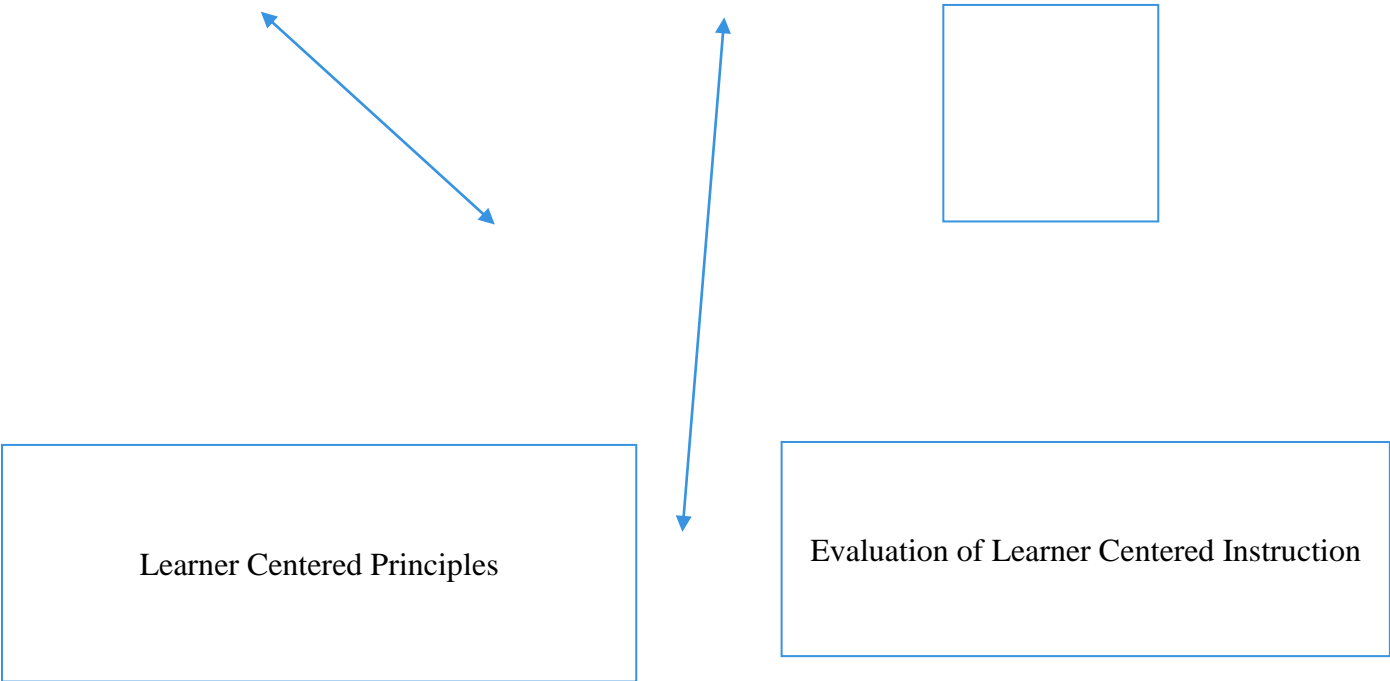
Figure 2.2 Learner-Centered Instruction

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describesresearch design, population of the study, sampling and samplings techniques, research instruments, and validity and reliability of research instruments.Furthermore, it explains data collection procedures;it explains analytical procedures, pilot study and summary.

3.1 Research Design

The study employed static group pre-test and post-test none controldesign.This design is an aspect of Quasi-experimental design. Best and Kahn, (2006) saw Quasi-experimental design as aiming at demonstrating a relationship, hopefully causal, between independent and dependent variables The design is used because it allows the use of intact classes (Fraenkel& Waller, 2000). Figure 3.1 illustrate the design

Quasi-Experimental Design

LC ———— O1 ———— X1 ————O2

TC ———— O3 ———— X2 ————04

LC- Learner-Centered Group

TC- Teacher-Centered Group

O1 – pre-test

O2- O4 ─ post-test

Figure 3.1   Static Group Pre-test and Post-Test None Control Design

This design allows the use of whole (intact) class during the treatment. Before the treatment the design allow the use of whole (intact) class, this was in accordance with the design of the study.

3.2 Population

The population for the study comprisesall the SS 2 public and private senior secondary schools in Bosso L. G. A.of Niger State. The numberof senior secondary schools in theLGA is twenty-twoas provided in Table 3.1

Table 3.1

Public and Private Secondary Schools in Bosso L G A

S/No	School	SS 11Male	SS11Female	Total	Status
1	Bosso Secondary School	323	120	443	Public
2	Abdullahi Dada Sec School	214	108	322	Public
3	Abu-turab Islamic College	246	68	314	Private
4	Maryam BabangidaSci Col	329	102	438	Public
5	St. Peter Secondary School	108	101	209	Private
6	Day Secondary School Piata	79	71	150	Public
7	Day Secondary school Chata	98	77	175	Public
8	Sanda Secondary School	112	60	172	Private
9	Niger Baptist Sec School	156	107	263	Private
10	Global Diamond Sec Sch	107	66	173	Private
11	Fema Secondary School	246	81	315	Private

12 Onward Secondary School   9863   161Private
13 Model School Tudun Fulani   155   80   235 Public   14 St.
Clement Secondary School   121   105   226   Private   15 Special
Educfor the Disabled   22   13   35   Public   16Govt.Day Sec
School Garatu131   92   223 Public   17 Govt. Day SecSch
G/Magoro218   122   340 Public   18 Umar Faruq Sec School   138
114   252   Private   19Govt.Day Sec School Beji122   85
207Public   20Hasha Secondary School   144 101245   Private
21 Col of Arts &Islamic Studies   165   101   369   Public   22 UBE
Secondary School   107   95   202 Public **Total**   **34391932**
5469

From Table,3.1 the researcher sampled four schools for the study. These schools were

selected, because the teachers there confirmed that learner-centered approach is not practised

inthem.

3.3 Sample and Sampling Techniques

The study has two different sample sizes-before and after the treatment. The researcher

used four whole (intact) classes during the treatment.Before the treatment the study used four

intact classes, one class from each of the selected schools (Bosso class- 105, Fema class- 54,

Abu-Turab Islamic College 66 and Maryam Babangida Science College class- 89)This was in

accordance with the design of the study. However, after the treatment 100 students were

randomly selected for analysis For the purpose of uniformity 25 studentseach from public and

private schools were used, i.e 100 students from 4 secondary schools as shown in the following

Table 3.2:

Table: 3.2Students Sampled for the Study

S/No.	School	Status	SS 11 Students Class	Selected Sample	Percentage
Secondary SchoolA	Public	105		25	
Secondary School B	Private	54		25	
Secondary School C	Private	66		25	
Secondary School D	Public	89		25	
Total			**314**		**100**

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However, after the treatment 100 students were randomly selected using yes or no that was written on pieces of papers folded and mixed in a container thoroughly before allowing students to pick. The "yes" papers were numbered between 1 and 50. The numbering were used in classifying students into the experimental groups "A" and regular group "B". Students who picked the first 50 fell into group "A" for the learner-centered approach,those who picked between 51 and 100 fell into group "B" for the teacher-centered approach.

3.4 Research Instruments

The researcher decided to use questions from students' text book, Intensive English Book 2,because the researcher learned that they are relatively standardized. The motive of this research was to study the effect of the teacher-centered and the learner-centered approaches on the written English performance of students. The students essay writing i.e. informal, formal, semi-formal letters and narrative essays wereassessed with the intention of recommending one of the two approaches for use in the senior secondary schools.These questions will be used to get data on the level of achievement of the students before and after the treatment using the two approaches. Some topicsdiscussed include*The Famous Cultural Festival in my Town; Experience is the Best Teacher; ALetter to my Father,Mother or Relative; and a Letter to the Honourable Commissioner or to Mr. Governor etc.*

3.5 Pilot Study

The pilot study was conducted at Government Secondary School Minna which is outside the study area. A total of 10 students participated in the pilot study. These students were divided into two equal groups of 5 students per group and they were randomly selected into two teaching approaches on the topic. Pilot tests were conducted with small sample size respondents similar to, but not the same as the ones that were used in the study proper (Olaofe, 2010). This topic

was—*Write a letter to your Brother Abroad Informing him of the Present Political Situation in the Country.*

3.6 Validity of Instruments

In order to ensure the content, construct and criterion related validity of the instrument that was used for this study; the researcher gave the instrument to the supervisors as well as some teachers in the school where the experiment was carried out, to vet the students' performance test.

3.7 Reliability of Instruments

Equivalent form reliability method was to determine the internal consistency of students' performance. The groups were further divided into two and the instrument was administered concurrently. The results were analysed using correlation coefficient to ascertain the reliability of the instrument. The reliability coefficient got was 0.80 using Spearman Brown prophecy formula of = 2r/2+r which showed that the instrument was reliable (Best & Kahn, 2006).

3.8 Method of Data Collection

The following were the steps the researcher took when conducting the research. Berger (2000: 21) describes Method of Data Collection as "The structure of a typical experiment".

The study has two different sample sizes-before and after the treatment. The searcher used four whole (intact) classes during the treatment. Before the treatment the study used four intact classes, one class from each of the selected schools (Class A- 105, Class B- 54, Class C 66 and Class D- 89) This was in accordance with the design of the study. However, after the treatment 100 students were randomly selected for analysis For the purpose of uniformity 25 students each from public and private schools were used, i.e 100 students from 4 secondary schools.

--   A pre-test was done. The researcher would measure the groups in term of a dependent variable. The pre-test was administered on both groups in the first week before the treatment.

Two English language teachers as research assistants were directly involved in this experiment. A lesson plan which will last for forty minutes was designed on the topic within senior secondary syllabus by the two teachers.

The study involved two groups of students: the experimental group (also known as the treatment group, intervention group or stimulus group) and the (regular group) teacher-centered. `Treatment was given to the experimental group, and the teacher-centered group at the same time..

--   The researcher performed the experiment and introduces one independent variable to the experimental groupi.e learner-centered approach. One teacher exposes the 50 students to the teaching topics -letter writing and narrative essay using the teacher centered approach. Another teacher facilitates the experimental group   students of five groups each using the learner-centered approach. Helping students achieve their goals and decide on how, what and when learning occurs.

--   A post-test was conducted to see if there is a significant difference between the experimental group and the teacher-centered group relative to the variable introduced. Past questions were used in evaluating the instruction immediately after the lesson. The study wasconducted for a period of eight weeks during which the topics –formal, informal, semi-formal, and narrative essays were covered.   --   The questionsused for the pre-test and the post-test were randomly selected. Thetests had two parts; part "A" had two questions one on letter writing, the other on narrative essay. The students answered only one question of their choice. Part "B" had two questions, one on letter writing and

the other on narrative essay. The studentsanswered only one question of their choice. The duration of both tests was fifty minutes respectively.

--   The pre-test and post-test were marked by a third teacher who did not participate in the teaching and facilitating throughout the experiment. The use of the same teacher to mark the pre-test and post-test was to guarantee scorer's reliability. The scripts weremarked using a marking scheme so as to reduce the element of subjectivity in the award of marks.

--   In marking the essay, marks were allocated for content, expression, organisation and mechanical accuracy respectively. Each one of them was assigned 10 marks except expression which carries 20 marks making a total of 50 marks.

--   A pre-test was given and graded to know the level of performance of the teacher-centered group and experimental group at the start of the experiment.Treatment in the form of teaching and facilitating was carried out for eight weeks by two teachers, one for teacher-centered approach the other for learner-centered approach.   A post- test was administered and graded at the end of the treatment.

3.9 Data Analysis Procedures

The data collected from the pre-test and post-test wereanalysed usingdescriptive statistics of means and standard deviations to answer the research questions. Similarly, two-way analysis of variance and independent samples t-test were used to test the null hypotheses.

Null hypotheses 1, 2 and 3 weretested for any significant differences between the two approaches using the means of pre-test and post test results .T-test analysis was used to compare the means of the scores of the students in testing the null hypotheses at 5% level of significance. The results of the t- test analysis and ANOVA were used in determining the effect of the two teaching approaches on the written English performance of students. Where the t-test,shows no

significant main effect, the null hypothesis of no significant difference was rejected and vice versa. The researcher concluded that there wereno significant differences between the two approaches.(Adedokun&Ejeh, 2011).

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of findings of the effects of the teacher-centered and learner- centered approaches on written English performance of students in secondary schools in Bosso L. G.A,ofNiger State. Data collected were statistically analyzed and presented in the sub-headings: Analysis of the Pre-test, Post-Test Scores, Answering Research Questions, TestingNull-Hypotheses, Summary of Major Findings, and Discussion. Descriptive Statistics of Means and Standard Deviations were used to answer the research questions, while two-way analysis of variance and independent samples t-test were used to test the null-hypotheses.

4.1.1 Analysis of Pre-Test and Post- Test Scores

The pre-test and post-test scores of the respondents were analysed in this section based on gender and ownership status. The discussion was based on the type of treatment given to the two groups. Table4.1shows performance by gender.

Table 4.1 Analysis of Pre-Test and Post-Test Means Scores by Gender

Group	Gender	N	Mean	SD
Pretest	Female	50	10.86	2.441
Male		50	10.04	3.344
Posttest	Female	50	22.78	5.343
Male		50	21.96	6.624
Total		200		

Table 4.1 shows the mean on pre-test and post-testscores of .male and female students in written English. The pre-test means written English performance scores (M=10.86) forfemale was higher than that of male (M=10.04,). The post-test mean written   English performance scores (M=22.78) for female was lower than that of male(M=21.96).

Table 4.2 shows performance by school status as follows

Table 4.2   Analysis of the Pre-Test- Post-Test Scores by School Status

Group	Ownership status	N	Mean	SD
Pretest	Private	50	11.00	2.424
	Public	50	10.34	2.730
Posttest	Private	50	25.12	5.513
	Public	50	19.70	5.219
Total		**200**		

Table 4.2 shows the means on pre-test and post-test scores of private and public schools students in written English. The pre-test means written English performance scores (M=11.00) for private schools was higher than that of public schools (M=10.34). The post- test mean written English performance scores (M=25.12) for private schools was higher than that of public schools (M=19.70)

4.1.2 Analysis of Pre-Test and Post-test Scores by Gender

This section presented the pre-test and post-test scores of the public and private schoolsstudents in written English. Results of the computation are presented in Table 4.3

Table 4.3 Analysis of Pre-Test and Post-test Scores by Gender

Group	Gender	N	Mean	SD	SE	Mean Difference
Pretest	Female	50	10.86	2.441	0.345	0.82
Male	50	10.04	3.344	0.473		
Posttest	Female	50	22,7853.43	0.756	0.82	
Male	50	21.96	6.624	0.937		
Total		**200**				

Results in Table 4.3 shows the means and standard deviations on pre-test and post-testscores of male and female students in written English. The pre-test written English means performance scores (M=10.86, SD=2.441) for female was higher than that of male (M=10.04, SD=3.344) with a difference of 0.82. The post-test means written English performance scores (M=22.78, SD=5.343) for female was lower than that of male (M=21.96, SD=6.624) with a

difference of 0.82. This shows that at the pre-test and post-test, the performance of both femaleand male were similar (with a difference of 0.82). The difference in the mean

performance scores of male and female does not differ at both pre-test and post-test
        4.1.3 Analysis of Pre and Post-Test Scores by SchoolStatus

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This section presented the pre-test and post-test scores of the public and private schools students in written English. Results of the computation are presented in Table 4.4.

Table 4.4   Analysis of the Pre-Test- Post-Test Scores by School Status

Group	Ownership status	N	Mean	SD	SE	Mean Difference
Pretest	Private	50	11.00	2.424	0.343	0.66
	Public	50	10.34	2.730	0.386	
Posttest	Private	50	25.12	5.513	0.780	5.42
	Public	50	19.70	5.219	0.738	
Total		**200**				

Results in Table 4.2 shows the means and standard deviations on pretest and posttest scores of private and public schools students in written English. The pre-test mean written English performance scores (M=11.00, SD=2.424) for private schools was higher than that of public schools (M=10.34, SD=2.730) with a difference of 0.66. The post-test mean written English performance scores (M=25.12, SD=5.513) for private schools was higher than that of public schools (M=19.70, SD=5.219) with a difference of 5.42. This shows that at the pretest, the performance of both private and public schools were similar (with a difference of 0.66), while at the post-test the private schools performed better than the public schools. The difference in the mean performance scores of private and public schools at the posttest differ in favor of the private schools.

4.1.4 Analysis of Overall Pre and Post test Scores of Selected Schools

This section presents the pre-test and post-test scores of students taught written English using learner centered and teacher centered approaches. Results of the computation are presented in table 4.5

Table 4.5   Analysis of the Pre-Test- Post-Test Scores of Groups after Treatment

Group	Treatment	N	Mean	SD	SE	Mean Difference
Pretest	Experimental	50	10.74	3.263	0.461	0.58
	Regular	50	10.16	2.582	0.365	
Posttest	Experimental	50	26.88	4.241	0.600	9.02
	Regular	50	17.86	3.642	0.515	
Total		**200**				

Results in Table 4.3 shows the means and standard deviations on pretest and posttest scores of experimental and regular groups in written English. The pretest mean written English performance scores (M=10.74, SD=3.263) for experimental groups was higher than that of regular groups (M=10.16, SD=2.582) with a difference of 0.58. The posttest mean written English performance scores (M=26.88, SD=4.241) for experimental groups was higher than that of regular (M=17.86, SD=3.642) with a difference of 9.02. This shows that at the pretest, the performance of both experimental and regular groups were similar (with a difference of 0.58), while at the posttest the experimental groups performed better than the regular groups. The difference in the mean performance scores of experimental and regular groups at the posttest differ in favor of the experimental group.

4.2 Answering the Research Questions

This section presents the descriptive statistics of the experimental and regular groups on written English by gender and ownership status. The three research questions were answered using means and standard deviations.

4.2.1 Research Question One

What is the difference between themean scores of written English performance of male and female students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso LG A, Niger State? This research question was answered using means and standard deviations.

Result of the analysis is presented in Table 4.6.

Table 4.6 Means and Standard Deviations in Written English Performance of Male and Female Students in Experimental and Regular Groups

Group	Sex	Mean	Std. Deviation	N
Experimental	Male	26.92	4.368	25
	Female	26.84	4.200	25
	Total	**26.88**	**4.241**	**50**

Regular	Male	17.00	4.387	25
	Female	18.72	2.509	25
	Total	**17.86**	**3.642**	**50**
Total	Male	21.96	6.624	50
	Female	22.78	5.343	50
	Total	**22.37**	**6.001**	**100**

Result in Table 4.6 presented the means and standard deviations for written English performance scores separately for the two genders and treatment groups. The result indicated that the mean performance scores for males in the experimental groups was (M=26.92, SD=4.368) and that of males in the regular groups was (M=17.00, SD=4.387). The results indicated that the females in the experimental group had (M=26.84, SD=4.200) and that of the regular groups was (M=18.72, SD=2.509). On the overall, the male and female in the experimental group had (M=26.88, SD=4.241) and those in the regular group had (M=17.86, SD=3.642). The mean difference between the two groups was 9.02 in favor of the experimental groups. Therefore, there was a difference between the mean written English performance scores of male and female students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso L G A, Niger State.

4.2.2 Research Question Two

What is the difference between the mean written English performance scores of public and private schools students taught using teacher-centered approach and those taught using Learner-centered approach among secondary schools in Bosso local government area, Niger state? This research question was answered using means and standard deviations

The result of the analysis is presented in Table 4.7.

Table 4.7 Means and Standard Deviations in Written English Performance of Public and Private Schools Students in Experimental and Regular Groups

Group	Status	Mean	Std. Deviation	N
Experimental	Public	23.64	2.612	25

	Private	30.24	2.521	25
	Total	**26.94**	**4.191**	**50**
Regular	Public	15.76	4.055	25
	Private	20.00	1.041	25
	Total	**17.88**	**3.629**	**50**
Total	Public	19.70	5.219	50
	Private	25.12	5.513	50
	Total	**22.41**	**5.995**	**100**

Result in Table 4.7 presented the means and standard deviations for written English performance scores separately for the two types of schools and treatment groups. The result indicated that the mean performance scores for public schools in the experimental group was (M=23.64, SD=2.612) and that of public schools in the regular group was (M=15.76, SD=4.055). The results indicated that the private schools in the experimental group had (M=30.24, SD=2.521) and that of those in the regular group was (M=20.00, SD=1.041). On the overall, the public and private schools in the experimental group had (M=26.94, SD=4.191) and those in the regular group had (M=17.88, SD=3.629). The mean difference between the two groups was 9.06 in favor of the experimental groups. Therefore, there was a difference between the mean written English performance scores of public and private schools students taught using teacher-centered approach. Those taught using learner-centered approach among secondary schools in Bosso L G A, Niger state.

4.2.3 Research Question Three

What is the difference between the mean written English performance scores of students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso L G A, Niger State? This research question was answered using means and standard deviations. The result of the analysis is presented in Table 4.8

Table 4.8 Means and Standard Deviations in Written English Performance of

Experimental and Regular Groups

Group	N	Mean	SD	Mean Difference
Experimental	100	26.91	4.195	9.040
Regular	100	17.87	3.617	
Total	**200**			

Result in Table 4.8 presented the means and standard deviations for written English performance scores for the experimental and regular groups. The mean performance score on written English for the experimental group was (M=26.91, SD=4.195) and that of the regular group was (M=17.87, SD=3.617). The mean difference was 9.04 in favor of the experimental group. Therefore, there is a difference between the mean written English performance scores of students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso L G A, Niger state.

4.3 Testing the Null Hypotheses

This section presented the inferential statistics on written English performance of the experimental and regular group by gender and ownership status. The null hypothesis one and two were tested using two-way analysis of variance while null hypothesis three was tested using independent samples t-test at p≤ 0.05.

4.3.1 Null Hypothesis One

There is no significant difference between the effects of students taught using teacher-centered approach and those taught using learner-centered approach of the written English performance scores of male and female students. This null hypothesis was tested using two-way analysis of variance. Since there are two independent variables (teaching method and gender) having two levels each and one dependent variable (written English performance) the null hypothesis was tested using two-way analysis of variance. The summary of the computations were presented in Table 4.9

Table 4.9 Summary of Two-Way ANOVA on Male and Female Students in Experimental and Regular Group

Source	Type III Sum of Squares	Df	Mean Square	F	P	Partial Eta Squared
Corrected Model	2071.070[a]	3	690.357	44.353	.000	.581
Intercept	50041.690	1	50041.690	3215.014	.000	.971
Group	2034.010	1	2034.010	130.678	.000	.576
Sex	16.810	1	16.810	1.080	.301	.011
group * sex	20.250	1	20.250	1.301	.257	.013
Error	1494.240	96	15.565			
Total	**53607.000**	**100**				
Corrected Total	3565.310	99				

a. R Squared = .581 (Adjusted R Squared = .568)

A two-way between groups analysis of variance was carried out using gender and type of teaching method (teacher-centered and learner-centered approaches) as the independent variables, and written English performance as the dependent variable. Mean square, sum of squares, ANOVA, p-value and partial eta-squared value are shown in Table 4.9. There was, however, no significant main effect of gender on written English performance, $F(1,96)=1.080$, $p>0.001$. Eta for gender was about 0.011. According to Cohen (1988), is a small effect. Furthermore, there was a significant main effect of treatment on written English performance, $F(1,96)=130.678$, $p<0.001$.(Eta) for treatment was about 0.576, which, according to Cohen (1988) is a large effect. When teaching method and gender were compared, there was not a significant interaction between gender and treatment on written English performance, $F(1,96)=1.301$, $p>0.001$. Eta for treatment and gender on written English performance was about 0.013, which, according to Cohen (1988) is a small effect. The null hypothesis which stated no significant difference was not rejected. Therefore, there is no significant difference between the mean written English performance scores of male and female students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso Local Government Area, Niger state.

4.3.2 Null Hypothesis Two

There is no significant difference between the effects of students taught using teacher-centered approach and those taught using learner-centered approach of the written English performance scores of public and private schools students. This null hypothesis was tested using two-way analysis of variance. Since there are two independent variables (teaching method and ownership status) having two levels each and one dependent variable (written English performance) the null hypotheses was tested using two-way analysis of variance. The summary of the computations were presented in Table 4.10

Table 4.10 Summary of two-Way ANOVA on Private and Public Schools in Experimental and Regular groups

Source	Type III Sum of Squares	Df	Mean Square	F	P	Partial Eta Squared
Corrected Model	2821.310[a]	3	940.437	122.519	.000	.793
Intercept	50220.810	1	50220.810	6542.718	.000	.986
Group	2052.090	1	2052.090	267.344	.000	.736
Status	734.410	1	734.410	95.678	.000	.499
group * status	34.810	1	34.810	4.535	.036	.045
Error	736.880	96	7.676			
Total	**53779.000**	**100**				
Corrected Total	3558.190	99				

R Squared = .793 (Adjusted R Squared = .786)

A two-way between groups analysis of variance was carried out using status (private and public) and type of teaching method (teacher-centered and learner-centered approaches) as the independent variables, and written English performance as the dependent variable. Mean square, sum of squares, ANOVA, p-value and partial eta-squared value are shown in Table 4.10 There was, however, a significant main effect of status on written English performance, $F(1,96)=95.678$, $p<0.001$. Eta for status was about 0.499. According to Cohen (1988), is a large

effect. Furthermore, there was a significant main effect of treatment on written English performance, $F(1,96)=267.344$, $p<0.001$. Eta for treatment was about 0.736, which, according to Cohen (1988) is a large effect. When teaching method and status were compared, there is no significant interaction between gender and treatment on written English performance, $F(1,96)=4.535$, $p>0.001$. Eta for treatment and status on written English performance was about 0.045, which, according to Cohen (1988) was very small effect. The null hypothesis which stated no significant difference was not rejected. Therefore, there is no significant difference between the mean written English performance scores of public and private schools students taught using teacher-centered approach. Those taught using learner-centered approach among secondary schools in Bosso L G A, Niger State.

4.3.3 Null Hypothesis Three

There is no significant difference between the effects of students taught using teacher-centered approach and those taught using learner-centered approach of the written English performance scores of students. This null hypothesis was tested using independent samples t-test. This is because there was only one independent variable (treatment type) having two levels, and one dependent variable- written English performance. The result of the computation is presented in Table 4.

Table 4.11 Summary of Independent Samples t-Test on Written English Performance for Experimental and Regular Groups

Group	N	Mean	SD	Mean Difference	T	Df	P	Remark
Experimental	100	26.91	4.195	9.040	16.320	198	.000	Sig.
Regular	100	17.87	3.617					
Total	**200**							

Result in Table 4 reveals mean performance score on written English for the experimental group was (M=26.91, SD=4.195) and that of the regular group was (M=17.87,

SD=3.617). The mean difference was 9.04 in favor of the experimental group. Therefore, there is a difference between the mean written English performance scores of students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in Bosso L G A, Niger State. This is supported by t(198)=16.320, p<0.001; the null hypothesis which stated no significant difference was rejected. Therefore, there is a significant difference between the mean written English performance scores of students taught using teacher-centered approach and those taught using learner-centered approach among secondary schools in the local government area.

4.4   Summary of Major Findings

Summary of major findings is as follows;   1.There is a significant effect for learner-centered teaching and teacher-centered   approaches, after exposure to two teaching approaches. Students' performance in   content, expression, organisation and mechanical accuracy in English language using   learner-centered approach atpost-test levelimprove significantly.Learner-centered   approach pretest gender scores: 15, 10 and 5 and posttest gender scores- 35, 27 and   23. Teacher-centered approach pretest gender scores 14: 10, and 5 and posttest gender   scores- 22, 16 and 5.

2.There is a significant effect for learner-centered and teacher-centered teaching approaches, suggesting that after exposure to learner-centered teaching and teacher-centered approaches, student's performance at post-test level improves significantly compared to pre-test performance for both public and private schools students..

Learner-centered approach pretest school scores: 15, 10 and 5 andposttest school   scores- 35, 26 and 15. Teacher-centered approach pretest school scores:13, 11 and 7   and posttest school scores- 22, 17 and 5.

3. Results from the experiment in the pre-test and post-test using the two teaching

approaches suggests that there is a significant effect for learner-centered teaching

approach over the teacher-centered teaching approach when compared. The mean

performance score on written English for the experimental group was (M=26.91, SD=4.195) and

that of the regular group was (M=17.87, SD=3.617). The mean difference was 9.04 in favour of

the experimental group. Therefore, there is a difference between the mean written English

performance scores of students taught using teacher-centered approach and those taught using

learner-centered approach among secondary schools

4.5   Discussion of the Findings

There is a significant effect for learner-centered teaching and teacher-centered

approaches, after exposure to two teaching approaches. Students' performance in content,

expression, organisation and mechanical accuracy in English language using learner-centered

approach at posttest level improves significantly.

There is a significant effect for learner-centered and teacher-centered teaching

approaches, suggesting that after exposure to learner-centered teaching and teacher-centered

approaches, student's performance at posttest level improves significantly compared to pre-test

performance for both public and private school students

As shown in the sentences of students' pretest and posttest writing and narrative essays below:

Pretest: how are doing and how is your health

Posttest: How are you doing and how is your health?

Pretest: Hope you are doing fine, I miss you so much but am enjoying my holiday here am sure
you are taken care of yourself

Posttest: I hope you are doing fine? I miss you so much, but am enjoying my holiday here. I am
sure you are taking good care of yourself.

Pretest: abuja is a very lovely place to be… there are alot of house and story building allover

the place

Posttest: Abuja is a very lovely place to be… there are alot of house and storey building allover
the place

Pretest: I eat everything when I was trus

Posttest: I drank everything given to me when I was thirsty.

Pretest: he asked me if I wanted to rid onmary go round and I was exceted

Posttest: He asked me if I wanted to ride on merry go round and I was excited.

Pretest: my Reason of writing This …

Posttest: : My reason of writing this…

 Posttest: plese dad we need your pray very urgently

Posttest: please dad we need your prayer very urgently

Pretest;   Your'ssincerelly

Posttest;   Yours sincerely,.

 Pretest;   sign

Posttest;   Yours sincerely

There is a significant effect for learner-centered teaching approach, meaning that after exposure to learner-centered teaching approach, performance at post-test level improves significantly compared to pre-test performance for both male and female students. Likewise, teacher-centered teaching approach suggests significant improvement in performance at post-test level for both male and female studentsWhen examined, significant effect for learner-centered teaching approach was also observed, suggesting significant improvement in performance for both public and private school students after exposure to learner-centered teaching approach. Teacher-centered teaching approach suggests a significant improvement in performance for both public and private school students at post-test level.

The outcomes are in line with previous observations that learner- centered approach is preferred to teacher- centered approach in the teaching of Englsh language by various scholars -

Walsm, J., &Vandiver D (2007), Weimer, (2002), Ahmed (2013), Mighetti,C.I.& Stronger, C.C.(1998), Conti (1979). The argument in preference for the learner- centered approach against teacher- centered approach occurs as a result of the poor performances in the teaching and learning experiences in various secondary institutions in the state. Some scholars like Adeyanju (2014), Nwogu (1988), Williams (1990) andIsma'il (1974) stated that written English performance of students in secondary schools can be a great success or dismal failure depending on teaching approaches used by teachers in schools. This is because the approach inspires learners to discover, critically think and use the language on their own. The more learners engage in critical thinking the better involved and more the development of thinking and application as well as innovative faculties. The more resourceful the learners, the more they are able to develop their own learning strategies and innovate their own concepts of productive skills (du Plessis&Muzaffar, 2010).

According to Freire (1993), first and most definitivelyto articulate what has become the central tenet of critical pedagogy, education can be a vehicle for social change. Stage, Muller, Kinzie, and Simmons (1998, p. 57) elaborate: "Education's role is to challenge inequality and dominant myths rather than socialize students into the status quo. Learning is directed towards social change and transforming the world and 'true' learning empowers students to challenge oppression in their lives."

The conditions under which the student learns,whether he retains and applies the learning, and how current learning positions the student for future learning, is of vital concern. The student is still an important part of the equation. In fact, we make the distinction between learner-centered instruction and teacher-centered instruction as a way of indicating that the spotlight has moved from teacher to student. When instruction is learner-centered, the action

focuses on what students (not teachers) are doing. Because the instructional action now features students, this learner-centered orientation accepts, cultivates and builds on the ultimate responsibility students have for learning. Teachers cannot do it for students. They may set the stage, so to speak, and help out during rehearsals, but then it is up to students to perform, and when they do learn, it is the student, not the teacher, who should receive accolades.

Some work in cognitive psychology is directly tied to constructivism, a currently prominent educational theory. At its core, this theory is about the relationship between learners and content: "Constructivist approaches emphasize learners' actively constructing their own knowledge rather than passively receiving information transmitted to them from teachers and textbooks. From a constructivist perspective, knowledge cannot simply be given to students;students must construct their own meanings" (Stage, Muller, Kinzie, and Simmons, 1998, p. 35).

The term, "learner-centered" describes a concept and a practice in which students and professors learn from one another. It proposes a global shift away from instruction that is fundamentally teacher-centered, at times glibly termed "sage on the stage," focusing instead on learning outcomes. It is not intended to diminish the importance of the instructional side of the classroom experience. Instead, instruction is broadened to include other activities that produce desirable learning outcomes. Learner-centered teachers articulate what teachers expect their students to learn, design educational experiences to advance learners learning, and provide opportunities for them to demonstrate their success in achieving those expectations. A learner-centered environment grows out of curricular decisions and in-class strategies which encourage students' interaction with the content, with one another and the teacher, and with the learning process. It encourages students' reflection, dialogue, and engagement, and requires a reliable assessment of their content mastery.

Conventional wisdom has been that if teachers teach well and offer insightful, clear, rigorous, challenging, and even enjoyable lectures, our students will learn. Learner-centered pedagogy questions this assumption, given differences in how students learn. The emergence of learner-centered instruction arises from the quest to have all students achieve more success in their educational enterprise.

Interestingly, some students and faculty have resisted the change. There are students who thrive in teacher-centered instruction and many claim to prefer the experience. Weimer (2002) suggests this is because as it makes less demands upon them, until the evening before an exam, whereas learner-centered pedagogy requires a more active role in the classroom experience. For teachers, it can mean a shift of some level of responsibility to students, which may feel like a loss of control.

This study is able to confirm findings earlier reviewed, as well as fill the space still existing in the pool of knowledge which are of long term benefits to the secondary schools in Bosso L G A. Thus the study shows that teachers can engage secondary school students in learner-centered approach, as being used in tertiary institutions, and as was revealed in the review of related literature. That most of the studies on the comparison of learner-centered and teacher-centered approaches were carried out with foreign schools, only a few were conducted using Nigerian schools. This idea is not entirely new in the educational sector, but it is sort of new and fresh to secondary schools' teachers and students in Bosso L. G. A.

The findings of this research are of utmost value as it could help curriculum planners to design approaches and choose methods aimed at improving students' written English performance in letters and narrative writings. It has the potentials of radically influencing and changing the methodology used by teachers of English and even other subjects in schools. The

findings of this study would help students to be critical thinkers, analyses of complex situations and presenters of information in a vivid manner, thereby elevating success in WAEC and NECO examinations in secondary schools of Bosso L G A, Niger State andNigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and offer suitable recommendation of the study. This research considered the concept of the learner-centered and teacher-centered approaches on the written English performance of students.

5.1   Summary

This research aims to determine the effects of the teacher-centered and learner-centered approaches on the written English performances of senior secondary school students. The research subjects were SS2 students of Secondary School A,Secondary SchoolB, Secondary School C and Secondary School D The first step was to conduct a pretest. The purpose of this was to evaluate the two groups to be used. The test had two sub-sections of essay-writing – narrative and letter writing— the duration was 50 minutes. Students' scripts were marked by a teacher who did not participate in the experiment using a marking scheme to guarantee impartiality. The scores were collected and analysed using T- test analysis to show that the two groups had equivalent performance before experimentation. This validated their selection as the

groups to be used in the study. Treatment was given to the experimental group – learner-centered approach – the regular group-teacher-centered approach- for eight weeks. At the end of the treatment, another test was given to the experimental and regular groups in order to determine their performance. Similar to the pretest, the post-test had questions on essay-narrative and letter writing-and the duration was 50 minutes. Students' scripts were marked by an autonomous teacher using a marking scheme toguarantee impartiality. The scores of the experimental and regulargroups in the post-test were collected and analysed using T-test test.   On the basis of the analyses of the data got in this research, the findings of this study   include:

1. After exposure to the learner-centered approach,it could be observed that there is a significant effect in the application of the approach as students' mean performance is seen toimprove significantly. That isin the content, expression, organisation and mechanical accuracy in English language at post-test level when compared to pre-test performance for both male and female students.There is also a significant effect for teacher-centered teaching approach, after exposure to teacher-centered teaching approach, students' meanperformanceat post-test level improved significantly.That is in the content, expression, organisation and mechanical accuracy in English language at post-test level when compared to pre-test performance for both male and female students.However, when compared between the two approaches, students perform significantly better when exposed to learner-centered approach than teacher centered approach.

2. Significant effect for learner-centered teaching approach was also found.After exposure to learner-centered teaching approach, students' meanperformance at post-test level improved significantly. That is in the content, expression, organisation and mechanical accuracy in English language at post-test level when compared to pretest performance for both public and

private schools students.There was also a significant effect for teacher-centered teaching approach.After exposure to teacher-centered teaching approach, students' mean performance at post-test level improved significantly.That is in the content, expression, organisation and mechanical accuracy in English language at post-test level compared to pre-test performance.Both public and private schools perform significantly better when exposed to learner-centeredteaching approach than teacher-centered approach.

3. The outcome of the experiment in the pre and post-testtesting using the two teaching approaches suggests that there is a significant effect for learner-centered teaching approach over the teacher-centered teaching approach when compared.

4. **5.2 Implications**

The findings reached in this study arethat there is a significant effect for learner-centered teaching approach, after exposure to learner-centered teaching approach. Students'performances at post-test level improve significantly compared to pre-test performance for both male and female students and for public and private schools. Similarly, teacher-centered teaching approach suggests significant improvement in performance at post-test level for both male and female students and for public and private schools

The significance of this finding is that the learner-centered approach should be used in theteaching of essay—narrative essay and letter writing—to students at the secondary school level. It is clear from the analysis of data that students perform significantly better when exposed to learner-centered approach than teacher-centered approach.

Teaching is complex (Shulman &Shulmam, 2004). As such educational policies and professional development programmes that treat teaching as a specific set of easily transferable

methods and techniques ignore contextual nuances that teachers need to understand. The teachers also need to address such nuances when they put their training into practice.

Also, each teacher interprets learner-centered pedagogy somewhat differently, and this is expected because it draws upon constructivism and utilizes numerous teaching methods. Yet the breadth of possible interpretations of learner-centered pedagogy does not mean that 'anything goes' or that it is sufficient to employ some methods. These methods constitute group work associated learner-centered pedagogy without embracing the perspective that students should actively construct knowledge by engaging in critical inquiry about it (Barrett &Tikly, 2010). Moreover, the claim by teachers' school heads or policy-makers that classroom practices are 1earner-centered does not necessarily mean that high-quality teaching is taking place. Some teachers have attempted to utilize learner-centered pedagogy approaches, such as encouraging students to provide any answer they can to a question without guiding students to understand how one can discover the most accurate discussion and dialogue. These approaches are intended to stimulate inquiry and critical thinking. But putting students at the centre of the learning process does not mean that all opinions and answers they provide should be accepted as equally valid or correct (Bartlett, 2009). It is necessary, therefore, for teacher education curricula and educational policies to explain carefully what is meant by quality teaching and not reduce Learner-centered pedagogy to students working in groups and giving their opinions in class. There may be in fact, situations where more teacher-centered methods are appropriate and can be used while still maintaining the commitment of student learning as the centered-piece of teaching (Barett, 2007; Vavrus, 2009). Below is therefore, a summary of   some of the most important conditions for quality teaching to take place, which may incorporate a range of teaching methods:

5.3 Condition for Quality Teaching

The suggestions below are some of the conditions for quality teaching:

1. School environment that allow children to feel safe and supported in their learning.

2. Classrooms where teachers demonstrate care and concern for students

3. Well organized lessons that help students understand instructions, expectations and strategies for successful learning.

4. Opportunity for feedback from peers through group work and pair work.

5. Learning activities that connect abstract concepts to practical, real life activities.

6. Reinforcement of content across subject areas.

7. Constructive relationship between teacher and parents.

8. Consistency in goals and expectations throughout the school.

5.4   Conclusion   Improvement of students' performance in their schools subjects is of utmost magnitude to teachers, school administrators, parents and guidance. This is mostly correct for English language which records a high proportion of failure in the S.S.C.E annually. Numerous explanations account for this; that students performed poorly because of deficient and ineffective teaching skills and methods, inexperienced and incompetent teachers. In an attempt to find an approach of improving students' written English performance this research was carried out to determine the effect of teacher-centered and learner-centered approaches on the written English performance of students in senior secondary schools. It was observed in the data analysed that there is a significant effect for teacher-centered teaching and learner-centered teaching approaches. After exposure to teacher-centered teaching approach, performance at post-test level improves significantly compared to pre-test performance for both male and female students. This is also the same for public and private schools. However, when compared between the two approaches, students performed significantly better when exposed to learner-centered approach than the teacher-centered approach. This has implications for the English language teaching in Bosso Secondary School, FemaSchool, Abu-Turab Islamic College, and Maryam Babangida Girls Science College, and other schools of Niger State and Nigeria in general.

The implication is that teachers should guide the senior secondary students to know that composition is writing beyond the sentence level. That it is the writing of paragraphs, and the composing of paragraphs in connected discourse, or continuous writing. Continuous writing is not the mere collocation of a string of sentences.Composition-teaching/learning can be a hit or a miss affair if it is not guided by clear cut principles underlying its content and method. The overriding distinction has to be made between the communicative and the purely linguistic and technical aspects of the composition exercise. Also important is an awareness of special

problems faced by students who are required to express themselves in a language that is not native to them.

In addition to basic syllabus guidelines for the actual conduct of the composition, lessons have to be worked out. Such techniques apply to aspects of composition-writing such as relevance and organisation of content, expression and mechanical accuracy. Sequential development of these aspects is based on techniques related to the principles of moving from regulated to free writing. There should also be a proper hammering on the details of correction, quantity and frequency of written exercise. Teachers should note that this regularity of writing exercises involves writing, rewriting and rewriting of student essays until proficiency is attained.

This is to say that teachers are expected to expose students to sufficient use of writing as a tool for thinking,i.e more systematic teaching of essays using the learner-centered approach Good practice in writing is notoriously hard to define, and even when defined it is hard to measure or assess. The best writing is vigorous, committed, honest and interesting. Students can become skillful and knowledgeable writers, if they are exposed to contextualized writing. For students the context may be a desire for time and space to explore. Thus, the students find enjoyment and meaning in writing, especially when theyrealise that writing can give permanence to their spoken words or thoughts,

Finally, the learner-centered approach can be used to tackle the changing face of teaching and learning.

5.5   Recommendations

From the findings of the research above, the following recommendations are suggested**:**

1.   Students should engage in critical reflection on receivingknowledge from their

teachers.

2.   English language teachers should put more effort to develop the students' writing skills using the learner-centered approach.

3.   Basic to all written activities are crafting, re-writing, editing, proof-reading or polishing…Therefore, it is recommended that language teachers should encourage and teach their students the skill of writing, re-writing and re-writing their essays until they are proficient.

4.   Teachers should use learner-centered approach when teaching expository, argumentative and descriptive essays.

5.   Curriculum planners and designers should inculcate the learner-centered approach when drafting the curriculum.

6.   Textbook writers should ensure that relevant portions in the curriculum are integrated.

7.   Textbooks should assimilate the learner-centered culture where deemed appropriate.

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APPENDIX 1

PRE-TEST QUESTIONS-TEACHER-CENTERED AND LEARNER-CENTERED

APPROACHES FOR ENGLISH LANGUAGE 1

Part A

Time: 50minutes

Answer one question from this part. Your answer should not be less than 450 words

1. Write a letter to your father, who is away from your country, describing an important incident

that happened recently in your country and the effect the incident has on the people

2. Write a letter to your state governor informing him about the poor state of roads in your local government, area and asking him to come to your aid.

3. Write a story to illustrate the saying 'Experience is the best teacher'.

4. Imagine you have opened a nursery school in your home. Write a letter to the Chief Inspector of Education in your State for the approval of the school.

Post- test Question Teacher-centered and Learner-centered Approaches

Part A   50minutes

Answer one question from this part. Your answer should not be less than 450 words.

1. You have visited Abuja for the first time to spend your long vacation with your uncle, who is a civil servant in Abuja. Write a letter to your father telling him your impression of Abuja

2. Write a letter to the honourable commissioner of education in your state telling him/her about the poor condition of your school library, and asking him / her to assist in putting the library in proper shape

3. You have passed the examination and been admitted to study the course of your choice.   Write a letter to the counselor, thanking him for his advice and suggesting how he could make the counseling programme available to all students in need.

4. Write an essay on the famous cultural festival in your town

APPENDIX 2

MARKING SCHEMEFOR PRE-TEST ENGLISH LANGUAGE 1

Part A

Question 1

Write a letter to your father, who is away from your country, describing an important incident

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that happened recently in your country and the effect the incident has on the people.

The writer's address and date

Boss Secondary School,

P.M.B. 30,

Minna,

Niger State.

2nd October, 2015.

The Salutation

Dear Father,

The body of the letter: Presented in either block or indented paragraph structure.

The subscription

Your loving son,

Ismaila

The Four Main Aspects of the Essay

For an essay to be successful it must satisfy many conditions:

1. Content

2. Organisation

3. Expression

4. Mechanical Accuracy

Content: The writer must present his fact carefully. These facts must be relevant to the topic and there must be an attempt on his part to make his ideas attractive to his reader.

Content – 10 marks - Topic Boko Haram   (for example)

a)   (a)The students must recognize this as an informal letter   2marks.

b) The students must be able to discuss at least four of the following points:

(i)   What Boko Haram stands for and the background story.

(ii)   The havoc it has done on the lives and identity of Nigerians.

(iii)   The effect of Boko Haram on the socio-economic aspect of Nigeria

(iv)   Measures taken by the government to curb Boko Haram in Nigeria.   8 marks

Total   **10 marks**

Expression: It is essential that the writer conveys his thought in a way that is easily understandable to the reader. If his regular of the language is such that he is able to express himself simply and clearly, use variation of sentence structure and type, judicious use of figurative language, skilful and sophisticated use of punctuation, then his writing will be attractive. Faulty expression is likely to obscure his meaning and improve communication.

Expression – 20 marks

In informal letter informal English is mostly used i.e the use of:

-Contraction form e.g isn't for is not etc.

-Slang

-Dropping of relative structures in formal situations e.g that–My teacher thought that. . formal while- My teacher thought . . . .informal.

-Use of who instead of whom (who –informal) (whom- formal).

-Dropping of auxiliary e.g Gone to the place-informal while Have you gone to the place?- formal

-Use direct personal language making sentences active

Organisation: This has to do with the way in which the material in the essay is developed and arranged. Is the material logically developed and systematically presented or is it loosely arranged. The writing must be judged as whatever it is intended to be: an article, a speech, a

letter, an argument or a debate, etc. The qualities to look for are a suitable opening, adequate development, good paragraphing, balance, coherence and a suitable conclusion.

.Organisation – 10 marks

- The address of the writer   -   2 marks

- The date   -   1 mark

- The salutation   -   2 marks

- Paragraphing   -   2 marks

- The subscription   -   2 marks

- The identity of the writer   -   1 mark

Total   **10 marks**

Mechanical Accuracy: It is important that the essay is free of mechanical errors --- mistake in grammar, punctuation and spelling. All these spoil the work and make the essay less readable.

Mechanical Accuracy - 10 marks

One mistake equal a loss of 1/2 mark

Twenty such mistakes therefore means loss of ten marks

Errors under MA include

-Wrong spelling

-Punctuation

-Wrong tense

Question 2- Write a story to illustrate the saying 'Experience is the best teacher'.

Introduction:

* Captivate

* Sensitizes readers to the story

* Shows the setting or direction of the story

*Gets the attention of the reader

Body of the story:

*Describes the event or experience as it happened in time

*Keeps the reader's interest going through interesting, inviting, and easily comprehensible sentences

Conclusion:

* Finalizes the story

* Clears point of view established

* Neatly tied to the theme of the story

Content – 10 marks - Topic 'Experience is the Best Teacher'

The students must be able to:

(I)   Introductory sentences to give background to the story using captivating words to sensitize the readers to the narrative   2marks

(ii)   Describe the events or experiences as it happen in time with well punctuated sentences

                                                                                    2marks

(iii) Keep the reader's interest going through interesting, inviting words, appropriate sentence types and easy comprehensible topic sentences for writing the narrative.   2marks

(iv) Use the appropriate tense form usually the past tense for writing a narrative essay.

           2marks

(v) Finalise the story with well punctuated sentences neatly tied to the theme of the story.

                                                                                    2marks

Total   10 marks

Expression – 1

20 mark

Students must be able to express themselves clearly using appropriate sentences to give sufficient details about the people or characters, places or events in a vivid manner; and choice of words specially selected to express the student's mood, fear or concerns effectively.

Organisation – 10 marks

-The heading:	-2marks
-The introduction	-2marks
-The body of the story	-2marks
-Paragraphing	-2marks
-The conclusion	-2 marks
Total	**10 marks**

Mechanical Accuracy - 10 marks

One mistake equal a loss of 1/2 mark

Twenty such mistakes therefore means loss of ten marks

Errors under MA include

-Wrong spelling

-Punctuation

-Wrong tense.

APPENDIX 3

MARKING SCHEME FOR POST-TEST ENGLISH LANGUAGE 1

Part A

Question 1

(1)You have visited Abuja for the first time to spend your long vacation with your uncle who is a civil servant in Abuja. Write a letter to your father telling him your impression of Abuja.

The writer's address and date

Bosso Secondary School,

P.M.B. 30,

Minna,

Niger State.

2nd October, 2015.

The Salutation

Dear Father,

The body of the letter: Presented in either block or indented paragraph structure.

The subscription

Your loving daughter,

Hauwa.

Content – 10 marks – Topic: My impression of Abuja

(a)The students must recognize this as an informal letter   2marks

(b)   The students must be able to discuss at least four of the following points:

(i)   My first day in Abuja and the things I saw e. g. good road network etc.

(ii)   My uncle and his family's hospitality towards me.

(iii) Our visit to the zoo, millennium park etc

(iv) We went shopping at the shopping mall, market etc

(v) We went to the mosque on Friday / We went to the church on Sunday etc.   8marks.

Total   **10 marks**

Expression – 20 marks

In informal letter informal English is mostly used i.e the use of:

-Contraction form e.g isn't for is not etc.

-Slang

-Dropping of relative structures in formal situations e.g that –My teacher thought that. . formal

while- My teacher thought . . . .informal.

-Use of who instead of whom (who –informal) (whom- formal).

-Dropping of auxiliary e.g Gone to the place-informal while Have you gone to the place?- formal

-Use direct personal language making sentences active

.Organisation – 10 marks

- The address of the writer   - 2 marks

- The date   - 1 mark

- The salutation   - 2 marks

- Paragraphing   - 2 marks

- The subscription   - 2 marks

- The identity of the writer   - 1 mark

Total   **10 marks**

Mechanical Accuracy - 10 marks

One mistake equal a loss of 1/2 mark

Twenty such mistakes therefore means loss of ten marks

Errors under MA include

-wrong spelling

-punctuation

-wrong tense

Question 2- Write an essay on the famous cultural festival in your town.

Introduction:

* Captivate

* Sensitizes readers to the story

* Shows the setting or direction of the story

*Gets the attention of the reader

Body of the story:

*Describes the event or experience as it happened in time

*Keeps the reader's interest going through interesting, inviting, and easily comprehensible sentences

Conclusion:

* Finalizes the story

* Clears point of view established.

* Neatly tied to the theme of the story

Content – 10 marks - Topic 'Experience is the best teacher'

The students must be able to pattern their narrative in a well organized way to:

(I)   Introduce sentences to give background to the story using captivating words to sensitize the readers to the narrative   2marks

(ii)   Describe the events or experiences as it happen in time with well punctuated sentences

2marks

(iii) Keep the reader's interest going through interesting, inviting words, appropriate sentence types and easy comprehensible topic sentences for writing the narrative 2marks

(iv) Use the appropriate tense form usually the past tense for writing a narrative essay   2marks

(v) Finalize the story with well punctuated sentences neatly tied to the theme of the story

2marks

Total   **10 marks**

Expression – 20 mark

Students must be able to express themselves clearly using appropriate sentences to give sufficient details about the people or characters, places or events in a vivid manner; and choice of words specially selected to express the student's mood, fear or concerns effectively.

.Organisation – 10 marks

The heading: -2marks

-The introduction   -2marks

-The body of the story   -2marks

-Paragraphing   -2marks

-The conclusion   2 marks

Total   **10 marks**

Mechanical Accuracy - 10 marks

One mistake equal a loss of 1/2 mark

Twenty such mistakes therefore means loss of ten marks

Errors under MA include

-Wrong spelling

-Punctuations

-Wrong tense

APPENDIX4

WEEKONE-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2; picture, illustration, chalkboard.

Previous Knowledge: Students have been taught reading to make notes

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

a. Define narrative essay

b. List the various forms of narrative writing

c. Define story writing

d. List vital questions to guide their composition

Introduction: Teacher introduces the lesson by asking the students questions based on their previous lesson:

Question: What are the stages of note taking/ making?

Answer:(a) Listening attentively

(b) Reading with concentration

(c) Identifying key words and sentences

(d) Identifying main and supporting points

Presentation: Teacher presents the lesson by writing the topic on the board

Step 1: Teacher defines a narrative as a story about something someone did or something that happened; about an event or series of events.

Step 2: Teacher explains to students that narrative writing can take various forms. These include personal essays, stories, autobiographical, biographical texts presented in a sequence of events, usually in a chronological order. Using correct grammar and writing conventions are very important in narrative texts. The first important thing to remember about narrative is that they tell a story. Therefore we will be looking at story as an aspect of narrative today.

Step 3: Teacher defines story as any situation in which you want to recreate experience asa slice of life is an occasion for short story writing.

Step 4: Teacher lists the vital questions that students should ask themselves when they have decided on an event(s) to write on:

Where and when did the event(s) occur?

Why did it / they occur?

What was the main character in the story doing before and during the event(s)?

Were other characters involved - who and how?

What the consequences of the event were for: (a) the main character (b) other characters?

Any lesson (morals) taught by the event(s)

Students Activities: Students are given the opportunities to ask questions where they do not understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

That a narrative is a story about something someone did or something that

happened; about an event or series of events. And a story is any situation in which you want to

recreate experience as a slice of life is an occasion for short story writing.

Evaluation: Students are asked to list the vital questions that students should ask themselves

when they have decided on an event(s) to write on:

Conclusion: Teacher goes round to see, correct and mark students work.

APPENDIX 5
WEEK ONE-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essays from Intensive English for Senior Secondary Schools Book 2;

picture, illustration, chalkboard.

Previous Knowledge: Students have been taught note making and narrative essay like the

regulargroup.

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

(i)   Define narrative essay

(ii)   List the various forms of narrative writing

(iii)   Define story writing

(iv)   List vital questions to guide their composition

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson:

Question: What are the stages of note taking/ making?

Answer: (a) Listening attentively to members of their group

(b) Reading with concentration

(c) Identifying key words and sentences

(d) Identifying main and supporting points

Presentation: Learners through the guidance of the teacher choose the topic for study.

Step 1: Students are given the materials to be used for the pre-writing stagei.e

Intensive English for Senior Secondary Schools Book 2;New Oxford Secondary English Course

for Senior Secondary Schools 2, picture,illustrationand chalkboard.

Step 2: Students are guided by the teacher to study on their own by making note of the definition

of an essay, story, the various forms of narrative writing and the vital questions to guide their

composition from their text book – Intensive English Book 2 -- and to answer the vital questions

and make note as they study; then engage learners in conferencing whereby teacher and learners

discuss their writing. Next teacher instruct learners to share what they wrote and ask for advice

on how to revise their write up, this is done through their collaborative effort of rewriting, editing

and proof-reading.

StudentsActivities: Students are encourage to use the PQP technique (praise, questioning and

polish) in group conferencing, and are given the opportunity to ask questions where they do not

understand as the teacher response to their questions by guiding them to get the answers to their

questions.

Summary: Students with the help of the teacher's facilitation summariseswhat they have learnt

on their note book.

Evaluation: Teacher evaluates the students' study by asking them to:list the vital questions that students should ask themselves when they have decided on an event(s) to write on:

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

WEEK TWO-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2;

picture, illustration and chalkboard.

Previous Knowledge: Students have learnt, narrative essay, various forms of narrative   writing,

story writing, and the vital questions that students should ask themselves when they have decided

on an event(s) to write on

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

a.   Know the features of a narrative essay

b.   Know the pattern of a narrative essay

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson: (i) List the vital questions that students should ask themselves when they have

decided on an event(s) to write on.

Answer: -Where and when did the event(s) occur?

-Why did it / they occur?

-What was the main character in the story doing before and during the event(s)?

-Were other characters involved - who and how?

- What were the consequences of the event (s)for: (a) the main character (b) other characters?

-Any lesson (morals) taught by the event(s)

Presentation: Teacher presents the lesson by writing the topic on the board

Step 1: The teacher explains to the students that the features of a good short story must involve:

i. Characters

ii. Actions by characters

iii. Places where the action of people occur

iv. Time when the actions occur

Step 2: Teacher explains that narrative texts are patterned in a well organized way; the patterned is illustrated below: The introduction, the body of the story and the conclusion.

The introduction: The answers to the vital questions asked above will help you decide where to begin your story. You should captivate, sensitize readers to the   story; show the setting or direction of the story and get the attention of the readers   in your introduction. Your first paragraph should 'set the scene.' The first paragraph will tell us where and when the events occurred. Introduce the main character briefly in this paragraph, as well as telling us who and where he / she were at the beginning of the story. For example, if the story was about a bicycle accident, then you may begin thus:

As I lay on the road, I realized the accident need never have happened, if only Khadijat had. You can go to the beginning and relate everything that led to the accident.

The body of the story:

* Describesthe event or experience as it happened in time.

* Useimagery that appeal to the senses to keep the reader's interest going through interesting inviting and easily comprehensible sentences.

* Use noun, pronoun, and possessive adjective to link paragraphs

*   Make your story true to life by allowing characters in the story to interact through dialogue

*   Language: use past tense except when dialogue is brought in

*   Aim at a plausible story and one which is plotted around the theme

The Conclusion:

*   Finalisesthe story e.g. if the story had started from the beginning and moved down to the consequences, you could end it by expressing any suitable feeling- surprise, pleasure, regret, dismay, e.tc. You could pass comment that the beginning led to the ending or that the ending was the inevitable result of the beginning.

*   Clears point of view established e.g. you could comment   on the wisdom, kindness, and wickedness, etc. of one or   more characters in the story.

*   Neatly tied to the theme of the story e.g. you could end   with a suitable proverb or a well-known saying which the story illustrates.

Students Activities: Students are given the opportunities to ask questions where they do not understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students to:

(i) List the features of a narrative essay

(ii)   List the pattern of a narrative essay

Conclusion: Teacher goes round to see, correct and mark students work.

WEEK TWO-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2 ;

picture, illustration and chalkboard.

Previous Knowledge: Students have learnt narrative essay, various forms of narrative

writing, story writing, the vital questions that students should ask themselves when

they have decided on an event(s) to write on.

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

(i)   Know the features of a narrative essay through their study

(ii)   identify the pattern of a narrative essay

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson: (i) List the vital questions that students should ask themselves when they have

decided on an event(s) to write on.

Answer: -Where and when did the event(s) occur?

-Why did it / they occur?

-What was the main character in the story doing before and during the event(s)?

-Were other characters involved - who and how?

-What were the consequences of the event(s) for:

(a) the main character (b) othercharacters?

-Any lesson (morals) taught by the event(s)

Presentation: Learners through the teacher's guidance choose the topic for study.

Step1: Students are given the materials to be used for their study i.e.Intensive English for Senior Secondary Schools Book 2; New Oxford Secondary English Course for Senior Secondary Schools Book 2, picture, illustration and chalkboard.

Step 2: Students are guided by the teacher to study on their own, and to make note as they study the features, pattern of a narrative essay and the grammatical forms to be used in the story, ; then engage learners in conferencing whereby teacher and learners discuss their writing. Next teacherguide learners to share whatthey wrote and ask for advice on how to craft their write up, this is done through their collaborative effort of rewriting, editing and proof-reading..

Students Activities: Students are encourage to use the PQP technique in group conferencing, and are given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to their questions on their own.

Summary: Students with the help of the teacher's facilitation summarizes what they have learnt on their note books.

Evaluation: Teacher evaluates the students by asking students to:

(i) List the features of a narrative essay

(ii) List the pattern of a narrative essay

(iii) List the grammatical forms to be used in a story

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

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APPENDIX 8

WEEK THREE-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2;

picture, illustration and chalkboard.

Previous Knowledge: Students have been taught, narrative essay, various forms of narrative writing, story writing, the vital questions that students should ask themselves when they have decided on an event(s) to write on.

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

(i)   Know the grammatical forms to be used in a story.

Introduction: Teacher introduces the lesson by asking the students questions based on their

Previous lesson - List the features of a good story.

a.   Characters

b.   Actions by characters

c.   Places where the action of people occur

d.   Time when the actions occur

Presentation: Teacher presents the lesson by writing the topic on the board.

Step 1: Teacher explains that the following grammatical forms that should be used in narrative essays:

- Past tense to relate experiences or events in the past;

- Present tense to represent recent or an on-going experience, event or personal thought for thinking silently or thinking aloud;

- Sentences consisting of subjects and predicates

- First person (I), second person (you), third person he/she/it narration to relate what happened to self, somebody else or general audience.

- Step 2: Teacher instruct students to use:

- Introduction that progressively moves to the body of the story and ends with an important conclusion about the experience that has been described;

- Appropriate sentences used to give sufficient details about the people or characters, places or events in a vivid manner; and

- Choice of words specially selected to express the author's mood, fears, or concerns. Students Activities: Students are given the opportunities to ask questions where they do not understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students to:

List the grammatical forms to be used in a story.

WEEK THREE-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essays from Intensive English for Senior Secondary Schools Book 2 ;

picture, illustrationand chalkboard.

Previous Knowledge: Students have learnt, narrative essay, various forms of narrative

writing, story writing, the vital questions that students should ask themselves when they have

decided on an event(s) to write on.

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

(i)   Know the grammatical forms to be used in a story.

Introduction: Teacher introduces the lesson by asking the students questions based on their

Previous study - List the features of a good story.

a.   Characters

b.   Actions by characters

c.   Places where the action of people occur

d.   Time when the actions occur

Presentation: Teacher presents the lesson by writing the topic on the board.

Step1: Students are given the materials to be used for their study i.e.

Intensive English for Senior Secondary Schools Book 2; New Oxford

Secondary English Course for Senior Secondary Schools Book 2.

Step 2: Students are guided by the teacher to study on their own and to make note as they study; the grammatical forms to be used in a story; then engage learners in conferencing whereby teacher and learners discuss their writing. Next teacher instruct learners to share what they wrote and ask for advice on how to revise their write up, this is done through their collaborative effort of rewriting, editing and proof-reading..

Students Activities: Students are encourage to use the PQP technique in group conferencing, and are given the opportunity to ask questions where they do not understand as the teacher responds to their questions by guiding them to get the answers to their questions.

Summary: Students with the help of the teacher's facilitation summarise what they have learnt on their note book.

Evaluation: Teacher evaluates the lesson by asking students to:

(i)   List the features of a narrative essay

(ii)   List the pattern of a narrative essay

(iii) List the grammatical forms to be used in a story

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

APPENDIX 10

WEEK FOUR-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2;

picture, illustration and chalkboard.

Previous Knowledge: Students have been taught the grammatical forms to be used in a story.

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

(i)   Express themselves clearly through a narrative composition.

(ii)   Write well punctuated sentences for a narrative composition

(iii)   Select appropriate words for writing narrative composition.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson – Explain the grammatical forms to be used in a story.   *   Past

tense to relate experiences or events in the past;

*   Present tense to represent recent or an on-going experience, event or personal thought   for

thinking silently or thinking aloud;

*   Sentences consisting of subjects and predicates

*   First person (I), second person (you), third person he/she/it narration to relate what happened

to self, somebody else or general audience.

And to use:

*   Introduction that progressively moves to the body of the story and ends with an important

conclusion about the experience that has been described;

*   Appropriate sentences used to give sufficient details about the people or characters, places or events in a vivid manner; and

*   Choice of words specially selected to express the author's mood, fears, or concerns.

Presentation: Teacher presents the lesson by writing the topic on the board, after that reads an interesting portion from the short story to students from their text book - INTENSIVEENGLISHbook 3 page38 in order to stimulate students' interest toread the short story.

Step 1: Teacher asks students to read the story silently then asked a student from each   row to read one after the other

Step 2: Teacher guides the students to discover the features of a short story spread before them in their text book i.e the characters, actions by characters, places where the   action   of people occur and time when the actions occur. Thereafter, discusses the language and punctuation used in the letter.

Students Activities: Students are given the opportunity to ask questions where they do not understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students to: Write an essay on the famous cultural festival in your town.

WEEK FOUR-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS 2

Subject: English Language

Time: 40 minutes

Topic: Narrative Essay

Teaching aids: Intensive English for Senior Secondary Schools Book 2; picture, illustration

and chalkboard.

Previous Knowledge: Students have been taught the grammatical forms to be used in a story.

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

(a) Express them clearly through a narrative composition.

(b) Write well punctuated sentences for a narrative composition

(c) Select appropriate words for writing narrative composition.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson – Explain the grammatical forms to be used in a story.   *   past

tense to relate experiences or events in the past;

*   Present tense to represent recent or an on-going experience, event or personal thought for

thinking silently or thinking aloud;

*   Sentences consisting of subjects and predicates

*   First person (I), second person (you), third person he/she/it narration to relatewhat happened to self, somebody else or general audience.

And to use:

*   Introduction that progressively moves to the body of the story and ends with an important conclusion about the experience that has been described;

*   Appropriate sentences used to give sufficient details about the people or characters, places or events in a vivid manner; and

*   Choice of words specially selected to express the author's mood, fears, or concerns

Presentation: Teacher presents the lesson by writing the topic on the board.

Step1:   Students are given the materials to be used for their study i.e.Intensive English for Senior Secondary Schools Book2; New Oxford Secondary English Course for Senior Secondary Schools Book 2.

Step 2: Students are guided by the teacher to study on their own by observing the sample essay on their text book and to make note as they study;   Step 3: Students are encouraged to read again and examine written models so as to gather information on the topic. Then proceed to do their first draft, which contains development of contents, meaning and flow of thought in writing. Next they are encouraged by the teacher to rewrite, redrafting can be done by them as many times as possible as the teacher guides them to reorder their ideas or structures, changing direction or abandoning earlier ideas completely and reformulating ideas and concepts.

Step 4: Learners engage in conferencing whereby teacher and learners discuss their craft (writing). Next teacher instruct learners to share what they wrote and ask for advice on how to

revise their write up, this is done through their collaborative effort to model good responses from writing. Teacher proceed in facilitating by suggesting ideas and forms for editing , proof reading for revising paragraph structure, sentence structure, diction and appearance (spacing ,indentation and pagination e.t.c) spelling, punctuation and capitalization.

Students Activities: Students are encourage to use the PQP technique in group conferencing, and are the given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to their questions.

Summary: Students with the help of the teacher's facilitation summarises what they have learnt on their note book.

Evaluation: Teacher evaluates the lesson by asking students to: Write an essay on the famous cultural festival in your town.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

WEEK FIVE-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Letter Writing

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2 ,

picture, illustrationand chalkboard.

Previous Knowledge: Students have been taught narrative essay.

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

(i)   Define what letter writing is and the types of letters.

(ii)   Explain what an informal, semi-formal and formal letters are.

(iii)   List the types of informal, semi-formal and formal letters.   .

Introduction: Teacher introduce the lesson by asking the students questions based on their

Previous lesson –List the grammatical forms to be used in a story.

Answer:

*   Past tense to relate experiences or events in the past;

*   Present tense to represent recent or an on-going experience, event or personal thought for

thinking silently or thinking aloud;

*   Sentences consisting of subjects and predicates

*   First person (I), second person (you), third person he/she/it narration to relatewhat happened

to self, somebody else or general audience.

And to use:

*   Introduction that progressively moves to the body of the story and ends with an important conclusion about the experience that has been described;

*   Appropriate sentences used to give sufficient details about the people or characters, places or events in a vivid manner; and

*   Choice of words specially selected to express the author's mood, fears, or

Presentation: Teacher presents the lesson by writing the topic on the board

Step 1: Teacher explains what letter writing is and the types of letters- informal, semi- formal and formal letters:

(i)   Letter writing is the process of sending messages through writing to other people. E. g. parents, editors, pen-friends e.t.c.

(ii)   Informal letters – are friendly letters, letters to close associates and family based situations.

Types of Informal Letterscontemporaries (classmates, colleagues, friends   close associates our parents and relations.

(iii)   Semi-formal letter is any situation in which you receive a fair treatment from an older person, calls for a semi-formal letter.

Types of Semi-formal Letter: letters to distant pen friends, distant adult relations, and adult friends of the family.

(iv)   Formal letters are letters of application normally written in official situations.The addressee is often the person who has the authority to take the desire action on the subject of the letter.   Types of Formal Letters

Application letter: Application may be made in respect of:

(a)   a job (b) a promotion (c)a transfer (d)an admission (e) a scholarship(f)a loan (g)report writing (h) official minutes of meetings e.t.c.

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Students Activities: Students are given the opportunity to ask questions where they do not understand while the teacher guides them to get the answers to their questions.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard

Evaluation: Teacher evaluates the lesson by asking students to:

(i)   Explain what an informal, semi-formal and formal letters are.

(ii)   List the forms of informal, semi-formal and formal letters.

Conclusion: Teacher goes round to see, correct and collect students work for marking.

WEEK FIVE-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Letter Writing

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2 ,

picture, illustration and chalkboard.

Previous Knowledge: Students have been taught narrative essay.

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

(i)   Define what letter writing is

(ii)   Explain what an informal, semi-formal and formal letters are.

(iii) List the forms of informal, semi-formal and formal letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson –List the grammatical forms to be used in a story.

Answer:

*   Past tense to relate experiences or events in the past;

*   Present tense to represent recent or an on-going experience, event or personal thought   for

thinking silently or thinking aloud;

*   Sentences consisting of subjects and predicates

*   First person (I), second person (you), third person he/she/it narration to relatewhat happened

to self, somebody else or general audience.

And to use:

*   Introduction that progressively moves to the body of the story and ends with an important

conclusion about the experience that has been described;

*   Appropriate sentences used to give sufficient details about the people or characters,   places

or events in a vivid manner; and

*   Choice of words specially selected to express the author's mood, fears, or concern.

Presentation: Teacher presents the lesson by writing the topic on the board.

Step1: Students are given the materials to be used for their study i.e.Intensive English for Senior

Secondary Schools Book 2; New Oxford Secondary English Course for Senior   Secondary

Schools Book 2,pictures,illustration and chalkboard.

Step 2: Students are guided by the teacher to study in groups the definition of letter writing;

informal, semi-formal, formal letters and their forms; and the vital questions to guide

their composition from their text book – Intensive English Book 2 and to answer the

vital questions and make note as they study; then engage learners in conferencing

whereby teacher and learners discuss their writing. Next teacher instruct learners to

share what they wrote and ask for advice on how to revise their write up, this is done

through their collaborative effort of rewriting, editing and proof-reading..

Students Activities: Students are encourage to use the PQP technique in group conferencing,

and are the given the opportunity to ask questions where they do not understand as the

teacher response to their questions by guiding them to get the answers to their

questions.

Summary: Students with the help of the teacher's facilitation summarise what they have   learnt

as a group in their notebooksto: (i)   explain what an informal, semi-

formal and formal letters are.

(ii)   List the forms of informal, semi-formal and formal letters.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

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APPENDIX 14

WEEK SIX-LESSON NOTE FOR TEACHER-CENTERED APPROACH

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School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Informal Letter Writing

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2 ,

        picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of letter writing and their

        types'

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

(i)   Indentify the format of an informal letter.

(ii)   Know the features of an informal letter.

(iii)   Know the language-grammatical expressions in informal letters.

        Introduction: Teacher introduces the lesson by asking the students questions based on

        their   previous lesson –List the types of letters you know.

        Answer

        Informal, formal and semi-formal letters

Step 1: Teacher discusses and presents the format of an informal letter for the students to see on

<div style="text-align: center">

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</div>

the chalkboard.

- The address (one address and date)

- The salutation

- Body of the letter

- Subscription

The writer's address and date
Block Style
Bosso Secondary School,
P.M.B. 30,
Minna,
Niger State.
2nd October, 2015.
The writer's address and date
Slanting Style

Bosso Secondary School,

P.M.B. 30,

Minna,

Niger State.

2nd October, 2015.

The Salutation

Dear Father,

The body of the letter: Presented in either block or indented paragraph structure.

The subscription

Your loving daughter,

Hauwa

Step 2: Teacher discusses the features of an informal letter with the students:

- Use contracted forms in informal letters. For example: isn't for is not, doesn't for does not, they've for they have, aren't / weren't for are not /were not it's for it is e.t..c. Use slang and colloquial language but in moderation.

- It must be chatty discuss freely as if you are actually conversing with the receiver.

- Bring other topics of interest to both of you into the letter, but keep track of the main topic as you write.

- It is worthy to note that the address and date, salutation, body of the letter, and the subscription are all part of the features of an informal letter.

  Step3: Teacher explains to students to:

- Use shortens forms, colloquial and slang language in informal letter writing.

- Drop of relative structure in informal situation like my father thought that I was going to school- produce in formal situation- informal situations to produce My father thought I was going to school.

- Use of whom instead of who:

  Who have they selected for the position (Informal situations)

  Whom have they selected for the position (formal situations)

- Dropping of auxiliary in informal situations but not acceptable in formal situations

  Have you gone to the place? (formal)

  Gone to the place? (informal)

- Usae of passive:

    Informal language uses direct personal language making sentences active; the formal

    form can make language impersonal by making it passive.

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Students Activities: Students are given the opportunity to ask questions where they do not understand.

Summary: Teacher with the help of the students summarises the lesson on the board.

Evaluation: Teacher evaluates the lesson by asking students to:

(i)   Write the format of an informal letter.

(ii)   List the features of an informal letter.

(iii) Identify the language-grammatical expressions in informal letters.

Conclusion: Teacher goes round to see, correct and collect students work for marking.

APPENDIX 15

WEEK SIX-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Informal Letter Writing

Teaching aids: Intensive English for Senior Secondary Book 2,picture, illustration and

chalkboard.

Previous Knowledge: Students have been introduced to the concept of letter writing and their

types.

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

(i)   Indentify the format of an informal letter.

(ii)   Know the features of an informal letter.

(iii)   Know the language-grammatical expression in informal letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson –List the types of letters you know.

 Answer

Informal, formal and semi-formal letters

Presentation: Teacher presents the lesson by writing the topic on the board.

Step1:   Students are given the materials to be used for their study i.e.

Intensive English for Senior Secondary Schools Book 2; New Oxford Secondary

English Course for Senior Secondary Schools Book 2.

Step 2: Students are guided by the teacher to study on their own and in their group's and then engage learners in conferencing whereby teacher and learners discuss their writing. Next teacher instruct learners to share what they wrote and ask for advice on how to revise their write up, this is done through their collaborative effort of rewriting, editing and proof-reading. Students Activities: Students are encourage to use the PQP technique (praise, questioning and polish) in group conferencing, and are the given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to their questions. Summary: Students summarises what they have learnt in their note books

1. Evaluation: Teacher evaluates the lesson by asking students to:
   (i) Identify the format of an informal letter.
(ii) List the features of an informal letter.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

WEEK SEVEN-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutess

Topic: Informal Letter Writing

Teaching aids: Model letterfrom Intensive English for Senior Secondary Schools Book 2;

picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of letter writing and their

types'

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

(i)   Express themselves clearly through letter writing.

(ii)   Write well punctuated sentences through letter writing.

(iii)   Select appropriate words for writing Informal Letters.

Introduces   Teacher introduces the lesson by asking the students questions based on their

previous lesson

(i)   Indentify the format of an informal letter.

(ii)   List the features of an informal letter.

Answer

- The address (one address and date)

- The salutation

- Body of the letter

- Subscription

The features of an informal letter:

- Use contracted forms in informal letters. For example: isn't for is not, doesn't for doenot, they've for they have, aren't / weren't for are not /were not it's for it is e.t..c. Use slang and colloquial language but in moderation.

- It must be chatty discuss freely as if you are actually conversing with the receiver.

- Bring other topics of interest to both of you into the letter, but keep track of the main topic as you write.

- It is worthy to note that the address and date, salutation, body of the letter, and the subscription are all part of the features of an informal letter.

    Presentation: Teacher presents the lesson by writing the topic on the board

Step 1: Teacher displays and reads a sample letter with all it relevant features from

        students' text book while the students listen.

 A student from each row is asked to read while others listen attentively.

Step 2: Teacher explains the expressions, punctuation marks and appropriate words used

in the letter to the students. She further discusses the features and patterns of an   in   formal

letter with the students.

Students Activities: Students examine the sample letter in order to note the important features

        and are given the opportunities to ask questions where they do not

understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students to answer the question below:

        You have visited Abuja for the first time to spend your long vacation with your   uncle

who is a civil servant in Abuja. Write a letter to your father telling him your   impression   of

Abuja.

Conclusion: Teacher goes round to see, correct and collect students work for marking.

APPENDIX 17

WEEK SEVEN-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Informal Letter Writing

Teaching aids: Model letter from Intensive English for Senior Secondary Schools Book 2; picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of letter writing and their types'

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

(i) Express themselves clearly through letter writing.

(ii) Write well punctuated sentences through letter writing.

(iii) Select appropriate words for writing Informal Letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their previous lesson

(iii) Identify the format of an informal letter.

(iv) List the features of an informal letter.

Answers   - The address (one address and date)

- The salutation

- Body of the letter

- Subscription

The features of an informal letter:

- Use contracted forms in informal letters. For example: isn't for is not, doesn't for does not, they've for they have, aren't / weren't for are not /were not it's for it is e.t..c. Use slang and colloquial language but in moderation.

- It must be chatty discuss freely as if you are actually conversing with the receiver.

- Bring other topics of interest to both of you into the letter, but keep track of the main topic as you write.

- It is worthy to note that the address and date, salutation, body of the letter, and the subscription are all part of the features of an informal letter.

    Presentation: Teacher presents the lesson by writing the topic on the board.

Step1: Students are given the materials to be used for their study i.eIntensive English for Senior Secondary Schools Book 2; New Oxford English Course Book 2, picture and   illustration.

Step 2:   Students are guided by the teacher to study in small group of five, to make note as they study; the grammatical forms to be used in letter writing; then engage learners in conferencing whereby teacher and learners discuss their writing. Next teacher   instruct learners to share what they wrote and ask for advice on how to revise their   write up, this is done through their collaborative effort of rewriting, editing and   proof-reading..

Students Activities: Students are encourage to use the PQP technique in group conferencing, and are the given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to their questions.

Students Activities: Students are given the opportunity to ask questions where they do not understand as individuals or group while the teacher guides them with leading

words to get the answers to their questions

Summary: Students with the help of the teacher's facilitation summarise what they have

learnt.

Evaluation:Teacher evaluates the lesson by asking students to writea letter on the topic below:

You have visited Abuja for the first time to spend your long vacation with your uncle, who is a civil servant in Abuja. Write a letter to your father telling him your impression of Abuja.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

WEEK EIGHT-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Formal Letter Writing

Teaching aids: Model letter from Intensive English for Senior Secondary Schools Book 2,

picture,illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of informal letter writing.

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

(i)   Identify the format of a formal letter.

(ii)   Know the features of a formal letter.

(iii)   Know the language-grammatical expressions in formal letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson

i. List the types of letters you know.

ii. What is a formal letter?

iii. List the types of formal letter.

Answers

i.   Informal, formal and semi-formal letters

ii.   Formal letters are letters of application normally written in official situations. The

addressee is often the person who has the authority to take the   desire action on the subject of the

letterforms of Formal Letters

Application letter: Application may be made in respect of:

(a)   job (b) a promotion (c)a transfer (d)an admission (e) a scholarship(f)a loan   (g)report

writing (h) official minutes of meetings e.t.c

Presentation: Teacher writes the topic on the board.

Step 1:   Teacher discusses and presents the format of a formal letter for the students to see on

the chalkboard.

- The address- two address (the writer's address and date and receiver's address)

- The salutation

- The title or heading

- Body of the letter or content

- Subscription

- Signature

The writer's address and date

Block Style

Bosso Secondary School,

Bosso Secondary School,

P.M.B. 30,

Minna,

Niger State.

2nd October,

The Permanent Secretary

Niger State Ministry of Health

Minna

The Salutation

Dear Sir,

The Title

Provision of a Hospital in Minna,

The body of the letter: Presented in either block or indented paragraph structure.

The subscription

Yours faithfully,

(signature)

AminaIsah

Step 2:   Teacher explains the features of formal letter to students – it is important to note that the

following are also regarded as features of a formal letter.

*   Two address and date

*   The salutation

*   The title or heading

*   Body of the letter or content

*   Subscription

*   Signature

* Avoid embellishment, slang, colloquialism, use of short contracted forms.

* Write   in   paragraph   by   indenting   any   time   a   fresh   paragraph   is   introduced.

* Close with Yours faithfully, your signature and your full name.

Step 3:   Teacher explains the language of formal letters to the student:

* No embellishment, slang, colloquialism, use of short contracted forms

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*   No abbreviations except internationally accepted ones.

*   Limited but possible use of personal words / pronouns such as he / she / you etc

*   Language is impersonal; use of passive words possible.

Some of the language expressions that could be used in formal letters are:

Starting the letter

Ending the letter

- I write to submit…   We look forward to you…

- I beg / present / ask for…   Thanks and regards etc.

Students Activities: Students are given the opportunity to ask questions where they do not understand while the teacher guides them to get the answers to their questions.

Summary: The students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students to:

   (i) indentify the format of a formal letter

   (ii)   list the features of a formal letter

Conclusion: Teacher goes round to see, correct and collect students work for marking.

WEEK SEVEN-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Formal Letter Writing

Teaching aids: Intensive English for Senior Secondary Schools Book 2, picture illustration

and chalkboard.

Previous Knowledge: Students have been introduced to the concept of informal letter writing.

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

(i)   Identify the format of a formal letter.

(ii)   Know the features of a formal letter.

(iii)   Know the language-grammatical expressions in formal letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson:

i. List the types of letters you know.

ii. What is a formal letter?

iii. List the types of formal letter.

Answer   I

        Informal, formal and semi-formal letters

iiFormal letters are letters of application normally written in official   situations. The

addressee is often the person who has the authority to take the desire action on the subject of the

letter.

i.   Types of Formal Letters

Application letter: Application may be made in respect of:

(a) Job (b) A promotion (c) A transfer (d) An admission (e) Ascholarship (f)a loan(g)Report writing (h) Official minutes of meetings etc

Presentation: Teacher presents the lesson by writing the topic on the board

 Step1: Students are given the materials to be used for their study i.e.

Intensive English for Senior Secondary Schools Book 2; New Oxford

        Secondary English Course for Senior Secondary SchoolStep 2: Students are guided by the teacher to study in groups by observing the sample   essay on their text books and to make and compare notes as they study;   Step 3: Students are encouraged to read again and examine written models so as to gather   information on the topic. Then proceed to do their first draft, which contains   development of content, meaning and flow of thought in writing. Next they are   encouraged by the teacher to write, redrafting can be done by them two or three times,   as the teacher guides them to reorder their ideas or structures, changing direction or   abandoning earlier ideas completely and reformulating ideas and concepts.

Step 4: Learners engage in conferencing whereby teacher and learners discuss their craft   (writing). Next teacher guide learners to share what they wrote and ask for advice on how to revise their write up, this is done through their collaborative effort to model   good responses from writing. Teacher proceed in facilitating by suggesting ideas and   forms   for editing, proof reading for revising paragraph structure, sentence structure, diction   and appearance (spacing,indentation and pagination e.t.c) spelling,   punctuation   and capitalization.

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Students Activities: Students are encourage to use the PQP technique in group conferencing, and are the given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to the questions

Summary: Students summarise what they have learnt with the help of the teacher.

Evaluation: Teacher evaluates the lesson by asking students to:

(i)   Identifythe format of a formal letter

(ii)   Listthe features of a formal letter

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

APPENDIX 20

WEEK EIGHT-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Formal Letter Writing

Teaching aids: Model letter from Intensive English for Senior Secondary Schools Book 2,

picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of informal letter writing.

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

(i)   Express themselves clearly through letter writing.

(ii)   Write well-punctuated sentences through letter writing.

(iii) Select appropriate words for writing formal Letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson: (i)   identify the format of a formal letter

(ii)   list the features of a formal letter

Answers:The formats of a formal letter are:

-    The address- two addresses (the writer's address and date and receiver's address)

- The salutation

- The title or heading

- Body of the letter or content

- Subscription

- Signature

The following are also regarded as features of a formal letter.

* Two address and date

* The salutation

* The title or heading

* Body of the letter or content

* Subscription

* Signature

* Avoid embellishment, slang, colloquialism, use of short contracted forms.

* Write in paragraph by indenting any time a fresh paragraph is introduced.

* Close with Yours faithfully, your signature and your full name.

Presentation: Teacher presents the lesson by writing the topic on the board

   Step 1: Teacher displays and reads a sample letter with all it relevant features from

     students' text book while the students listen.

A student from each row is asked to read while others listen attentively.

Step 2:   Teacher explains the expressions, punctuation marks and appropriate words used

    in the letter to the students. She further discusses the features and patterns of an   formal

letter with the students.

Students Activities: Students examine the sample letter in order to note the important

features, and are given the opportunities to ask questions where they do notunderstand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Write a letter to the honourable commissioner of education in your state telling him/her about the poor condition of your school library, and asking him / her to assist in putting the library in proper shape.

Conclusion: Teacher goes round to see, correct and collect students work for marking

WEEK EIGHT-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Formal Letter Writing

Teaching aids: Model letter from Intensive English for Senior Secondary Schools Book 2, picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of informal letter writing.

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

(i) Express themselves clearly through letter writing.

(ii) Write well punctuated sentences through letter writing.

(iii) Select appropriate words for writing formal Letters.

Introduction: Teacher introduces the lesson by asking the students questions based on their previous lesson:

(i) Identify the format of a formal letter

(ii) List the features of a formal letter

Answers

The formats of a formal letter are:

- The address- two address (the writer's address and date and receiver's address)

- The salutation

- The title or heading

- Body of the letter or content

- Subscription

- Signature

The following are also regarded as features of a formal letter.

* Two address and date

* The salutation

* The title or heading

* Body of the letter or content

* Subscription

* Signature

* Avoid embellishment, slang, colloquialism, use of short contracted forms.

* Write in paragraph by indenting any time a fresh paragraph is introduced.

* Close with Yours faithfully, your signature and your full name.

Presentation: Teacher presents the lesson by writing the topic on the board

Step1:   Students are given the materials to be used for their study i.e.Intensive English

for Senior Secondary Schools Book 2; New Oxford Secondary English   Course

for Senior Secondary Schools Book 2.

Step 2: Students are guided by the teacher to study on their own and in groups; to read the

sample   letter   in   their   text   book   and   to   make   notes   as   they   study;

Step 3: Students are encouraged to read again and examine written models so as to gather

information on the topic. Then proceed to do their first draft, which contains

development of contents, meaning and flow of thought in writing. Next they are

encouraged by the teacher to rewrite, redrafting can be done by them as many times as

possible as the teacher guides them to reorder their ideas or structures, changing

direction or abandoning earlier ideas completely and reformulating ideas and concepts.

Step 4: Learners engage in conferencing whereby teacher and learners discuss their craft (writing). Next teacher guide learners to share what they wrote and ask for advice on how to revise their write up, this is done through their collaborative effort to model good responses from writing. Teacher proceeds in facilitating by suggesting ideas and forms for editing, proof reading for revising paragraph structure, sentence structure, diction and appearance (spacing, indentation and pagination etc) spelling, punctuation and capitalization.

Students Activities: Students are encourage to use the PQP technique in group conferencing, and are the given the opportunity to ask questions where they do not understand as the teacher response to their questions by guiding them to get the answers to their questions through leading words.

Summary: Students with the help of the teacher summarise what they have learnt on their note.

Evaluation: Teacher evaluates the lesson by asking students to:

Imagine you have opened a nursery school in your home town. Write a letter to the Chief Inspector of Education in your State for the approval of the school.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

WEEK EIGHT-LESSON NOTE FOR TEACHER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Semi-formal Letter Writing

Teaching aids: Model essay from Intensive English for Senior Secondary School Book 2,

picture, illustration and chalkboard.

Previous Knowledge: Students have been introduced to the concept of formal letter writing.

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

(i)   Identify the format of a semi- formal letter.

(ii)   Know the features of a semi- formal letter.

(iii)   Know the language-grammatical expressions in semi-formal letters

Introduction: Teacher introduces the lesson by asking the students questions based on their

previous lesson:

(i)   Identify the format of a formal letter

(ii) List the features of a formal letter

Answers :The formats of a formal letter are:

-     The salutation

- The address- two address (the writer's address and date and receiver's address)

- The title

- Body of the letter or content

- Subscription

- Signature

The following are also regarded as features of a formal letter.

* Two address and date

* The salutation

* The title or heading

* Body of the letter or content

* Subscription

* Signature

* Avoid embellishment, slang, colloquialism, use of short contracted forms.

* Write in paragraph by indenting any time a fresh paragraph is introduced.

* Close with Yours faithfully, your signature and your full name.

Presentation: Teacher presents the lesson by writing the topic on the board

     Step 1: Teacher discusses and presents the format of a semi-formal letter for the

students to see on the chalkboard.

- The address- one address (the writer's address and date) .

- The salutation

- Body of the letter or content

- Subscription

- Signature

The writer's address and date

Block Style

Bosso Secondary School,

P.M.B. 30,

Minna,

Niger State.

2nd October,15

The Salutation

Dear Mr. Ali,

The body of the letter: Presented in either block or indented paragraph structure.

The subscription

Yours sincerely,

(Signature)

AminaIsah

President Dramatic Society

Step 2: Teacher discusses the features of a semi-formal letter with the students:

- Requires only one address- that of the writer- and date.

  Requires a semi-formal greetings such as : Dear Mr. John,------ Dear Professor / Dr. ----------
  -Mohammedl

- The language and tone should be semi-formal -use contracted forms in semi-formal letters. For example: isn't for is not, doesn't for does not, they've for they have, aren't / weren't, for are not /were not, it's for it is etc. but in moderation.

- Subscription requires a semi-formal closing, for example: Yours sincerely.

Students Activities: Students are given the opportunity to ask questions where they do not understand.

Summary: Students with the help of the teacher summarises the lesson on the chalkboard.

Evaluation: Teacher evaluates the lesson by asking students:Assuming you have   benefitted from the school counselor's advice to you on the UME, have passed the examination and been admitted to study the course of your choice; write a letter to the counselor, thanking him for his advice and suggesting how he could make the counseling programme available to all students in need.

Conclusion: Teacher goes round to see, correct and collect students' work for marking.

APPENDIX 23

WEEK EIGHT-LESSON NOTE FOR LEARNER-CENTERED APPROACH

School: Bosso Secondary School

Class: SS2

Subject: English Language

Time: 40 minutes

Topic: Semi- formal Letter Writing

Teaching aids: Model essay from Intensive English for Senior Secondary Schools Book 2, picture, illustration and, chalkboard.

Previous Knowledge: Students have been introduced to the concept of formal letter writing.

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

(i)   Identify the format of a semi- formal letter.

(ii)   Know the features of a semi- formal letter.

(iii)   Know the language-grammatical expressions in semi-formal letters

Introduction: Teacher introduces the lesson by asking the students questions based on their previous lesson: (i) indentify the format of a formal letter

(ii) List the features of a formal letter

Answers

The formats of a formal letter are:

- The salutation

- The address- two address (the writer's address and date and receiver's address)

- The title

- Body of the letter or content

- Subscription

- Signature

The following are also regarded as features of a formal letter.

* Two address and date

* The salutation

* The title or heading

* Body of the letter or content

* Subscription

* Signature

* Avoid embellishment, slang, colloquialism, use of short contracted forms.

* Write in paragraph by indenting any time a fresh paragraph is introduced.

*Close with Yours faithfully, your signature and your full name.

Presentation: Teacher presents the lesson by writing the topic on the board

Step1: Students are given the materials to be used for their study i.e Intensive English for

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Senior Secondary Schools Book 2; New Oxford Secondary English Course for   Senior

Secondary Schools Book 2.

 Step 2: Students are guided by the teacher to study on their own and in groups; to read the

sample letter on their text book and to make note as they study;

Step 3: Students are encouraged to read again and examine written models so as to gather

information on the topic. Then proceed to do their first draft, which contains

development of contents, meaning and flow of thought in writing. Next they are

encouraged by the teacher to rewrite, redrafting can be done by them as many times as

possible as the teacher guides them to reorder their ideas or structures, changing

direction or abandoning earlier ideas completely and reformulating ideas and

concepts.

Step 4: Learners engage in conferencing whereby teacher and learners discuss their craft

(writing). Next teacher instruct learners to share what they wrote and ask for advice

on how to revise their write up, this is done through their collaborative effort to model

good responses from writing. Teacher proceed in facilitating by suggesting ideas and

forms for editing , proof reading for revising paragraph structure, sentence structure,

diction and appearance (spacing ,indentation and pagination e.t.c) spelling,

punctuation and capitalization.

Students Activities: Students are encourage to use the PQP technique in group conferencing,

and are the given the opportunity to ask questions where they do not   understand

asthe teacher response to their questions by guiding them to   get the answers to

their questions through leading words.

Students Activities: Students are given the opportunity to ask questions where they do not

understand as individuals or groups while the teacher guides them toget   the answers to their questions through leading words.

Summary: Students with the help of the teacher summarise what they have learnt on their note.

Evaluation: Teacher evaluates the lesson by asking students to answer the question below:

Assuming you have benefitted from the school counsellor's advised to you on the UME. You have passed the examination and been admitted to study the course of   your   choice. Write a letter to the counselor, thanking him for his advice and   suggesting   how   he   could make the counseling programme available to all students in   need.

Conclusion: Teacher goes round to see students work, and guiding them to get the correct answer using the PQP technique.

APPENDIX 38
Univariate Analysis of Variance

[DataSet1] C:\Users\umar\Documents\Farida Muhammad Null One.sav

```
GET
  FILE='C:\Users\umar\Documents\Farida Muhammad Null One.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
UNIANOVA score BY group sex
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(group*sex)
  /PRINT=ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=group sex group*sex.
```

[DataSet1] C:\Users\umar\Documents\Farida Muhammad Null One.sav

Between-Subjects Factors

		Value Label	N
Group	1	Experimental	50
	2	Regular	50
Sex	1	Male	50
	2	Female	50

Descriptive Statistics

Dependent Variable:score

Group	Sex	Mean	Std. Deviation	N
1 Experimental	1 Male	26.92	4.368	25
	2 Female	26.84	4.200	25
	Total	26.88	4.241	50
2 Regular	1 Male	17.00	4.387	25
	2 Female	18.72	2.509	25
	Total	17.86	3.642	50
Total	1 Male	21.96	6.624	50
	2 Female	22.78	5.343	50
	Total	22.37	6.001	100

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
1.646	3	96	.184

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + group + sex + group * sex

TESTS OF BETWEEN-SUBJECTS EFFECTS

Dependent Variable:score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2071.070[a]	3	690.357	44.353	.000	.581
Intercept	50041.690	1	50041.690	3215.014	.000	.971
Group	2034.010	1	2034.010	130.678	.000	.576
Sex	16.810	1	16.810	1.080	.301	.011
group * sex	20.250	1	20.250	1.301	.257	.013
Error	1494.240	96	15.565			

Total	53607.000	100	
Corrected Total	3565.310	99	

a. R Squared = .581 (Adjusted R Squared = .568)

ESTIMATED MARGINAL MEANS

group * sex

Dependent Variable:score

				95% Confidence Interval	
group	Sex	Mean	Std. Error	Lower Bound	Upper Bound
1 Experimental	1 Male	26.920	.789	25.354	28.486
	2 Female	26.840	.789	25.274	28.406
2 Regular	1 Male	17.000	.789	15.434	18.566
	2 Female	18.720	.789	17.154	20.286

APPENDIX 40

```
GET
  FILE='C:\Users\umar\Documents\Farida Muhammad Null Two.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
UNIANOVA score BY group status
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(group*status)
  /PRINT=ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=group status group*status.
```

Univariate Analysis of Variance

[DataSet1] C:\Users\umar\Documents\Farida Muhammad Null Two.sav

Between-Subjects Factors

		Value Label	N
group	1	Experimental	50
	2	Regular	50
status	1	Public	50
	2	Private	50

Descriptive Statistics

Dependent Variable:score

group	Status	Mean	Std. Deviation	N
1 Experimental	1 Public	23.64	2.612	25
	2 Private	30.24	2.521	25
	Total	26.94	4.191	50
2 Regular	1 Public	15.76	4.055	25
	2 Private	20.00	1.041	25
	Total	17.88	3.629	50
Total	1 Public	19.70	5.219	50
	2 Private	25.12	5.513	50
	Total	22.41	5.995	100

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
7.115	3	96	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + group + status + group
* status

Tests of Between-Subjects Effects

Dependent Variable:score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2821.310[a]	3	940.437	122.519	.000	.793
Intercept	50220.810	1	50220.810	6542.718	.000	.986
group	2052.090	1	2052.090	267.344	.000	.736
status	734.410	1	734.410	95.678	.000	.499
group * status	34.810	1	34.810	4.535	.036	.045
Error	736.880	96	7.676			
Total	53779.000	100				
Corrected Total	3558.190	99				

a. R Squared = .793 (Adjusted R Squared = .786)

Estimated Marginal Means

group * status

Dependent Variable:score

group	Status	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 Experimental	1 Public	23.640	.554	22.540	24.740
	2 Private	30.240	.554	29.140	31.340
2 Regular	1 Public	15.760	.554	14.660	16.860
	2 Private	20.000	.554	18.900	21.100

APPENDIX 42

<div align="center">T-TEST</div>

```
GET
  FILE='C:\Users\umar\Documents\Farida Muhammad Null Three.sav'.
DATASET NAME DataSet2 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
/VARIABLES=score
  /CRITERIA=CI(.95).
```

T-Test

[DataSet2]   C:\Users\umar\Documents\Farida   Muhammad   Null
Three.sav

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	1 Experimental	100	26.91	4.195	.419
	2 Regular	100	17.87	3.617	.362

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Sc or E	Equal variances assumed	3.718	.055	16.320	198	.000	9.040	.554	7.948	10.132
	Equal variances not assumed			16.320	193.805	.000	9.040	.554	7.948	10.132

STUDENTS' POST-TEST MARKED SCRIPTS –LEARNER-CENTERED APPROACH

SS 2^A   Teacher-Centered

22/50

Abu-Turab Islamic College
P.o. Box 3385
minna
Niger State
8th November, 2016.

Dear father

I'm happy to wrote this lette to you my father for Decribe what am goo in Abuja.

Went I arive Abuja my uncle tolk me to his house he shows me his wife children and where I sport to sleep after that he told tomorrow we are going to auting to see many thing Abuja first we visit where they are training female for handicate skill tailoring, fashion Design beet and so many things.

The following day he tolk to area one where national police, head2ualer is salled and chnising fly over rood. Street beautiful Housing llove how them arranged and again has airport, big super market and (soo) many thing in Abuja ne tolk me we visit a place similar with muttala part I see the sewiming Pool sropings and soo many things in there.

yours sincerely
Suleiman Idris

C — 5
E — 8
O — 7
MH — 2

22

STUDENTS' POST-TEST MARKED SCRIPTS –LEARNER-CENTERED APPROACH

155

C = 7₃
E = 9   = 34
O - 9
MA - 5

34/50

A FAMOUS CULTURAL FESTIVAL IN MY TOWN

The arrival of civilization and western culture has made us to forget our cultural past. Our heritage has been lost and traded off for the western ways. Those cultural heritages which had delighted our fore-fathers are looked down by youth who regard these heritages as old-fashioned and anachronistic.

I must confess that I did share this opinions with my peers but I have to give it another thought when I was privileged to accompany my parents to our village to witness a famous festival.

The festival is usually celebrated early of September in my Village, Kuta. Every year the Indigenes travel from far and near to convene at the market square; the venue of the annual new yam festival.

The origin of this festival goes as far back as when the the first group of settlers fled to Minna for safety and decided to dwell there. I can recollect vividly what my grandfather told me about the first settlers festival when the settlers had their first new yam harvested. Tradition has it that the very first celebration was held at the summit of Kuta Mining. The joy and happiness shared among the people was enough to pull the heavens down according to my grandmother. Ever since, the celebration has taken the same pattern.

Last year the new yam festival which I witnessed began on Tuesday. The day preceding that Tuesday, all men in the village woke up very early in the morning and left for their farms. They returned in the evening with their children carrying large tubers of yam on their heads. I joined the village children to carry the tubers which we

STUDENTS' PRE-TEST MARKED SCRIPT –TEACHER-CENTERED APPROACH

Teacher-Centered

6/11/2016

Rashida Bara'u

S/50

Bobbo secondary school
P. M.B 30,
Niger State :
8th/11/2016

Dear father
am glad of witting the letter to you I hope
you are fine my levining in Abuya is very fun I revy
enjoyed my staying there I visit the Government
House and shoping complex, zuma rocks, and so
many places + There street is good other building

Yours Sincelelly
Rashida Bara'u

C — 2
E — 0
O — 3 = 5
MA — 0

STUDENTS' POST-TEST MARKED SCRIPTS –TEACHER-CENTERED APPROACH

The Bariki (20/50)

Nupes in Niger state celebrite Bariki in every year after the two Eids (annual prayers) celebration. These are ~~days~~ fixed days that Nupes celebrite with their emires going on round the noble houses of Emirates, tittle holders traditional houses. Bariki is an annual celebration where categories people participate such as young and the old, weak and the strong, poor and the rich, rules and rulers, leaders and the subordinate gether to celebrite with their families and friends

It is a day where all the tittle holders demonstrate their happiness using decorated horses, camels and donkeys coming out to show their emire the traditional wears.

Traditional materials are been exhibited for its tourist and people to be viewed in emire place. The emire addresses the entire people the achievement, problems and the solutions (20/50)

C — 4
E — 8
O — 6
MA — 2

C — 4
E — 8
O — 6
MA — 2