

eCONFERENCING AND ePANEL DISCUSSION INSTRUCTIONAL STRATEGIES, AND LEARNING OUTCOMES IN ENGLISH SUMMARY WRITING AMONG PUBLIC SENIOR SECONDARY STUDENTS IN OYO TOWN, NIGERIA

BY

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CERTIFICATION

I attest to the fact that the materials recorded in this thesis resulted from research carried out by Fatimah Adewumi AYANKOJO under my direction.

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DEDICATION

To the Lord God, for providing me succor day and night. Unto you I return all Glory; Also to (Late) Alhaji Abdulazeez O. Adeosun and Alhaja Sidikat A. Adeosun.

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ABSTRACT

English Summary Writing (ESW) is invaluable for academic success hence, it is expected to be taught with effective instructional strategies for students to excel. Reports have shown that many public Senior Secondary (SS) students in Oyo town, Nigeria exhibit poor learning outcomes in ESW, which partly accounts for their poor performance in English Language at public examinations. Previous studies focused more on school, home, and student-related factors influencing learning outcomes in ESW than on intervention using e-instructional strategies. This study, therefore, was carried out to determine the effects of E-Conferencing (E--C) and E-Panel Discussion (E-PD) instructional strategies on students' learning outcomes (achievement and attitude) in ESW in Oyo town, Nigeria. The moderating effect of Summary Writing Anxiety (SWA) and Mobile Phone Self-efficacy (MPSe) were also examined.

The study was underpinned by the Technological Acceptance and Socio-cognitive theories, while the pretest-posttest control group quasi-experimental design with a 3x2x2 factorial matrix was adopted. The multi-stage sampling procedure was utilised. The three Local Government Areas-LGAs (Oyo East, Oyo West and Atiba) in Oyo town were enumerated. Six public SS schools (two from each LGA) were randomly selected. A total of 82 SS II students with android phones were purposively selected from the six schools to participate in online instruction. The schools were randomly assigned to E-C (28), E-PD (31) and control (23) groups. The instruments used were Summary Writing Achievement Test ($r=0.83$); Summary Writing Attitude ($r=0.76$), Summary Writing Anxiety ($r=0.79$), Mobile Phone Self-efficacy ($r = 0.80$) questionnaires and instructional guides. The treatment lasted eight weeks. The data collected were analysed using descriptive statistics, Analysis of covariance and Bonferroni post-hoc at 0.05 level of significance.

The age of the participants was 15.80 ± 2.40 years and 54.9 % were females. The participants' SWA ($\bar{x} = 2.94$) and MPSe ($\bar{x} = 2.90$) were high, at a threshold of 2.50. Treatment had a significant main effect on students' achievement in ESW ($F_{(2;79)}=27.10$; partial $\eta^2=0.48$). The participants in E-PD obtained the highest post-achievement mean score ($\bar{x} = 15.87$), followed by those in E-C ($\bar{x} = 14.74$) and control ($\bar{x} = 11.21$) groups. Treatment had a significant main effect on students' attitude to ESW ($F_{(2;79)} = 10.392$; partial $\eta^2 = 0.261$). The participants in the E-PD obtained the highest post-attitude mean score (75.36), followed by those in E-C (67.18) and control (51.83) groups. The main effects of SWA and MPSe on achievement and attitude were not significant. The two-way interaction effect of SWA and MPSe was significant on achievement ($F_{(3;77)} = 2.72$; partial $\eta^2 = .121$), in favour of the participants with high MPSe from low SWA group, but it was not on attitude. The three-way interaction effects were not significant on achievement in and attitude.

E-panel discussion and E-conferencing instructional strategies enhanced achievement in and attitude to English summary writing among senior secondary students in Oyo town, Nigeria. Teachers should adopt both strategies, with due cognisance taken of summary writing anxiety and mobile phone self-efficacy.

Keywords: E-panel discussion and e-conferencing instructional strategies, Achievement in and attitude to English summary writing, Summary writing anxiety, Mobile phone self-efficacy

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TABLE OF CONTENTS

	PAGE
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Content	vii
List of Tables	viii
List of Figures	ix
 CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Objectives of the Study	8
1.4 Research Questions	8
1.5 Null Hypotheses	8
1.6 Scope of the Study	9
1.7 Significance of the Study	10
1.8 Operational Definition of Terms	10
 CHAPTER TWO: LITERATURE REVIEW	
2.1 Theoretical Framework	12
2.1.1 Technology Acceptance Theory	12
2.1.2 Socio-cognitive Theory	13
2.2 Conceptual Review	13
2.2.1 Why Summary is Taught	14
2.2.2 Factors that Affect Summarizing of Texts	15
2.2.3 Importance of ESW	21
2.2.4 Students' Problems in ESW	23
2.2.5 Methods of Teaching ESW in Schools	25
2.2.6 Innovations in the Teaching of ESW	32

2.2.7	Learner – Centeredness in the Language Classroom	33
2.2.8	Skill Model in Language Learning	34
2.2.9	Whole Language Activities	39
2.2.10	E-teaching and its Importance	41
2.2.11	E-Conferencing Instructional Strategy	42
2.2.12	E-Panel Discussion Strategy	43
2.3	Emperical Review	43
2.3.1	Studies on ESW Instruction	43
2.3.2	Studies on Online Teaching	45
2.3.3	Studies on e-Conferencing Strategy	48
2.3.4	Studies on e-Panel Discussion and outcomes in summary	48
2.3.5	Summary Writing Anxiety and outcomes in summary	49
2.4	Appraisal of Literature	50
CHAPTER THREE: METHODOLOGY		
3.1	The Design	52
3.2	Study Variables	54
3.3	Choice of Students	56
3.4	Instrumentation	56
3.4.1	Summary Writing Attitude Questionnaire (SWAQ)	57
3.4.2	Students' Mobile Phone Self-Efficacy Scale (SMPSS)	57
3.4.3	Summary Writing Anxiety Questionnaire (SWAQ)	58
3.4.4	Instructional Guide for e-Conferencing Strategy	58
3.4.5	e-Panel Discussion	59
3.4.6	Instructional Guide for Normal Classroom	59
3.4.7	Teaching Performance Evaluation Sheet (TPES)	60
3.6	Research Procedure	60
3.7	Choice of Content and Teaching Units	62
3.8	Methods of Data Analysis	62

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1	Results	64
4.1.1	Answering the Research questions	65
4.1.2	Testing of Hypotheses	69
4.2	Discussion of Findings	84
4.2.1	Mobile Phone Efficacy of Learners	84
4.2.2	Summary Anxiety among Learners	85
4.2.3	E-Strategy and Attainment in ESW	85
4.2.4	Main Effect Treatment and Students' Attitude to English Summary Writing	87
4.2.5	Summary Writing Anxiety and Students' Attainment in ESW	88
4.2.6	SWA and Students' Disposition to ESW	88
4.2.7	MPS and Attainment in ESW	89
4.2.8	MPS and Disposition to ESW	90
4.2.9	The Interface of e-strategies with MPS and Students' Attainment in ESW	91
4.2.10	E-Strategies with MPS and students' Attitude to ESW	91
4.2.11	E-strategies, SWAn and Students' Attainment in ESW	92
4.2.12	E-strategies, SWAn and Attitude Towards ESW	92
4.2.13	Interaction of MPS with SWAn on Attainment in ESW	92
4.2.14	MPS combined with SWAn and Students' Disposition to ESW	93
4.2.15	E-strategies, SWAn, MPS and Students' Attainment in ESW	93
4.2.16	E-strategies, SWA and Students' Disposition to ESW	94
4.2.17	Finding of the Study in Relation to Theory of Technology Acceptance and Vygotsky's Socio-cognitive Theory	94

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Summary	96
5.2	Conclusion	97
5.3	Implication of Findings	97
5.4	Limitations	98
5.5	Recommendations	98

5.6	Contributions of the study to Knowledge	99
5.7	Future research	99
	REFERENCES	100
	APPENDIX I	104
	APPENDIX II	105
	APPENDIX III	107
	APPENDIX IV	108
	APPENDIX V	110
	APPENDIX VI	111
	APPENDIX VII	112
	APPENDIX VIII	113
	APPENDIX IX	114
	APPENDIX X	117

LIST OF TABLES

Table	Page
3.1: Matrix of the Research	53
3.2: Diagram of the design	55
3.3. Tools for analysing data	63
4.1 Gender and age distribution of students	64
4.2: Students' Summary Writing Anxiety	66
4.3: Students' Mobile Phone Self-Efficacy	68
4.4: ANCOVA of attainment by e-strategies, SWA and MPS.	70
4.5: The EMM of attainment in summary by the three groups	72
4.6: Bonferroni post-hoc of disposition to ESW by the three groups	74
4.7: ANCOVA of disposition to ESW by the three groups, SWAn and MPS	76
4.8: EMM of changes in disposition to summary among the three groups	78
4.9: Bonferroni post hoc on disposition scores by the three groups	80

LIST OF FIGURE

Figure	Page
4.1: Graph of Interface of MPS and SWAn	83

LIST OF ABBREVIATIONS

ANCOVA	Analysis of Covariance
e-Con	e-Conferencing
e-PD	e-Panel Discussion
EMM	Estimated Marginal Mean
EL	English Language
ESL	English as a Second Language
ESW	English Summary Writing
L2	A Second Language
LGA	Local Government Area
MPS	Mobile Phone Self-efficacy
NECO	National African Examinations
SWAN	Summary Writing Anxiety
SWAQ	Summary Writing Attitude Questionnaire
SWAQ	Summary Writing Anxiety Questionnaire
SMPSS	Students' Mobile Phone-Self-Efficacy
TPES	Teaching Performance Evaluation Sheet
WAEC	West African Examinations Council
WASSCE	The West Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Summary writing is an act of rewriting or producing a short version of a written text. It represents an advanced form of reading comprehension. However, summary writing goes beyond mere comprehension because it involves stating in as few words as possible what has been said in many words. Summary can also be verbally rendered as it can also be carried out in oral text. Summarising could also entail identifying the theme of a discourse, reducing the thoughts of a passage, and suggesting a title that captures the content of a passage.

In the words of Akinsowon (2016), the first task in summary after reading is to decide its essence. This implies that after reading a text, the second task to be accomplished is to decide what its core is. This core must be disentangled. The process of doing this is consciously taught (Fakeye 2017). Summary writing is important because it captures the essence of a work for an audience who has no immediate access to the original work (Abegunde, 2016). Put differently by Adediran (2018), summary is a life skill because it is useful throughout one's life.

Still on the utility of summary writing, Ojedokun (2010) asserts that students need summary writing in order to concisely capture ideas extracted from written discourse. Adediran (2020) adds that students' ability to appropriate summary skills is key to their academic success as they need them to take notes in class, prepare for examinations and even during examinations by identifying the main points in the course of their preparation which they will need to master in order to answer questions appropriately. Furthermore, summary enhances students' reading skills as they are able to identify the major ideas presented by authors. In addition, students can improve on their vocabulary in the course of paraphrasing written texts since it involves altering the vocabulary and grammar of the text. This will also promote students' critical thinking as they decide on the main ideas of the text to be included in their summary.

Also, students will be better at writing and editing. All these point to the fact that summary is important for instructional and transactional use of the English language. It is in view of this that efforts need to be intensified to ensure that summary writing as one of the aspects of English language is properly taught in our schools. One of the objectives of teaching summary writing is to prove the depth with which a passage has been read by capturing its essential points. English summary writing is one of the three sections in Paper 2 (WAEC, 2020). Success in this section could assist the students to perform well in the overall English Language examination, while failure in it could also mar their chances of obtaining credit in English.

According to Fakeye and Ohia (2016), the unquantifiable value of summary writing notwithstanding, many senior secondary school students in Oyo township are deficient in it, which partly accounts for failure in the whole subject in public examinations. Many secondary school students in Oyo township lack competence in summary writing when they are expected to have overcome that problem before they write final year examinations. In 2017, candidates' general weaknesses were listed by external examiner to include wrong use of tenses and number, lack of familiarity with the written word, candidate's inability to restate the ideas in the passage in their own words, inability to identify parts of speech and how they function in sentences, and mindless lifting of portions of the set passages as answers.

The WAEC Chief Examiner's Report (2018) further lends credence to this submission by stating that:

Candidates perform poorly in summary. This is evident in the way they lift ideas verbatim from the passage... it is important that the teacher should rejig the teaching of this important aspect (pg.9).

The situation in 2019 was not anything better than 2018. For instance, the WASSCE Chief Examiner's Report (2019) states that:

The passage set here was quite easy and the answers were also easy to identify. However, the candidates found it difficult to summarize. All they did was to give the details back to the examiners as if they were answering comprehension questions. Thus they performed woefully. Candidates need to be reminded that summary is an advanced comprehension, which requires deep understanding of the passage and the skill to paraphrase (Pg 13).

The foregoing underscores the fact that WASSCE candidates in Nigeria are deficient in English summary writing without the exemption of senior secondary students in Oyo township. From the foregoing, paper two has the highest attainable marks. For this reason, Olagbaju (2014) asserts that students' good performance in English Language is capable of being influenced their performance in paper two. In a bid to search for solution to these problems in English summary writing, researchers have discovered that it is handled by English Language teachers who are either not conversant with the subject matter or do not know the appropriate strategies to employ in the classroom. In the same vein, Ezeokoli (2005) argues that one of the reasons pupils do not comprehend text is their non-exposure to the effective strategies of studying summary writing. Also, students generally lack adequate skills to organize and express their thoughts and ideas, clearly, correctly and effectively because they are deficient in summary writing.

This underscores the fact that without effective summary writing on the part of the students there is no tangible educational progress that can be achieved as academic activities cannot be done without summary where students need to use the skills to take lesson, read to understand and even summarize texts read in books and other subjects. Since summary writing is a multiple cognitive activity, it therefore requires that strategies with multi-dimensional focus should be used to stimulate student's classroom participation and achievement in summary writing. A good teacher provides practice to move students toward independence. As a result of this new thinking about learning, the roles of the teacher also change, According to constructivists, the main task of the teacher is no longer to transmit knowledge but to facilitate and coach.

The learners of English as a L₂ posted unsatisfactory results in summary annually because they have so many challenges to contend with. Notable among those challenges are shallow grasp of English words(vocabulary knowledge), shaky command of English language, misinterpretation of questions, unfamiliar texts and complex structure of sentences in the passage , among others(Enu, 2016). The unsatisfactory consequence of this is that they give wrong answers to questions, and in some other cases, they could not present summary answer in sentences as required in the rubrics of the paper. At higher levels of learning, they find it difficult to take notes in class where they need the application of the knowledge and principles of summary. It is, therefore,

not an overstatement to conclude that serious attention must be paid to summary as a life skill (Abegunde, 2016)..

Other causes of summary difficulties according to Joy (2010) include: low intelligence, physical disabilities such as poor vision or hearing, lack of knowledge of the English language, lack of exposure to printed materials, lack of important pre-reading skills such as the ability to recognise letters and the ability to attach sounds to letters, overemphasis on word recognition, overemphasis on oral reading, insufficient background of experiences, failure to adjust to techniques for reading purpose, materials and inconsistent reading due to attention deficit problems. Most importantly, the non-exposure to the use of effective strategies and their wrong usage hinder students' performance in summary and other language skills (Ezeokoli, 2005, Babalola, 2012 and Salako 2012).

The state of poor performance in English summary writing at public examinations has engendered poor disposition of students to it. Attitude is an affective learning outcome. Akinsowon (2016) views students' disposition as an important instrumental factor that promotes or impedes academic performance. Attitude is developmental and it takes time to manifest depending on the effectiveness of instruction (Bateye, 2017; Adediran, 2019). The foregoing have characterised disposition of students. It is an important learning outcome that needs to be boosted with effective and collaborative strategies. Research has shown that the use of effective and collaborative instructional strategies could bring about a good disposition to learning (Ogunyemi 2014; Adediran, 2019). Abegunde (2016) observes that learners' disposition to and the way they perceive the learning of summary could be influenced by instructional strategies adopted by the teacher.

Past efforts by scholars focused largely on interventions through explicit instructional strategy (Olagbaju, 2014), semantic feature analysis (Adebakin, 2014) and List-Group-Label (Enu, 2016) strategies among others. However, these strategies were very effective in physical classroom settings with students without the adoption of teaching online, which is one of the new normal in post- covid-19 pandemic era. The adoption of e-teaching strategies becomes necessary to add creativity to instruction and make students to gain access to English summary writing instruction in the comfort of their homes. Also, the need to add fun to the teaching of summary writing through mobile technology integration, and mitigate the adverse effect of students not possessing

the texts, call for the adoption of e-instructional strategies. E-Online teaching offers a lot of advantages. Akinyemi (2020) is of the view that students appreciate the convenience, flexibility, choice and relative affordability that online courses offer. The materials for study which the teachers make available to the students are accessed at the students' most appropriate and convenient time and place. Gilbert (2015) also agrees that online teaching/learning allows students to work at their pace, time and place that is in agreement with their learning needs. Online teaching enables the teacher to teach, give educational materials, give and retrieve assignments from students without much cost on the students. Research (Bassey, 2015) has shown that panel discussion and e-conferencing are two instructional strategies that can be used to teach summary writing online.

The ePanel discussion, is a strategy in which students work with their peers with high cognitive and affective levels about the subject matter (Engle and Ochoea, 2018). The e-panel discussion is a small discussion group where students engage in discussion online (Pune, 2010). During the discussion, it is possible to have agreement or disagreement among members of the panel on the topic they are discussing (Kenneth and Gangel, 2004).The panel is dissolved at the end of each lesson. In subsequent lessons, new panel members are chosen, while the former panel members join the audience. The rotation continues until all students are made to participate as panel members and members of the audience. The members of the audience ask questions from the panel or contribute to support or disagree with points raised by the panel on the summary passage discussed. Faust and Paulson (1998) note that panel discussion is beneficial to students because it involves the whole class rather than selecting few students.

The eConferencing is another strategy that is amenable to online teaching and learning. The process of e- conferencing, therefore, involves groupings of three to six students who have similar needs. They practice summary writing and present the answers in their groups. They are encouraged to share copies of their drafts with other members of the group by posting it on the e-platform used. The learners in each group will agree on who will speak first and so on. Each student will read his or her entire summary aloud, slowly, and without disruption, while other members go through their copies of the draft posted on the platform. After the presentation, the presenter may ask questions, ask for modification. The process is repeated among members of the group

(Evertz, 2009). Many teachers today sincerely desire to move past passive, purposeless, non-result- oriented teaching to active, purposeful result- oriented teaching, so that the end will invariably justify the means. However, many teachers feel a need for help in imagining what to do, that would constitute a meaningful, purposeful set of result-oriented teaching activities. Teaching that occurs with intent is called purposeful teaching. As teachers, there is the need to have a continuous evaluation of experiences, so that we could have a redefinition of purposes.

Online implementation of panel discussion and conferencing give students the opportunity to be anywhere and learn summary writing. The two strategies make learning of summary writing to be more learner-centred and more innovative. The strategies also give the students opportunity to get quick feedbacks from their mates and their teachers. Furthermore, Bonwell and Easton (2010) note that the strategies can be used to promote active learning. Active learning in summary writing classroom is essential because the course is expected to develop students' critical thinking. Panel discussion and conferencing are beneficial to students because the two strategies encourage social learning. They develop ability of problem solving and logical thinking. The two strategies also develop the ability of presentation of theme and giving logical explanations. Studies have lent credence to the potency of CS on political science and mathematics (Cheng and Chang, 2013) and Dramatic Literature (Bassey, 2021), when used in physical classroom setting. However, less focus has been put on the two strategies for online classroom interaction in English summary writing as part of the new normal. All previous strategies were manipulated in physical classrooms, but with less emphasis on strategies that are relevant for teaching and learning of summary writing using online platforms such as Whatsapp, telegram, google classroom and zoom among others.

Apart from the effectiveness of the instructional modes deployed, self-efficacy, self esteem, parental involvement, achievement motivation, technology acceptance, computer literacy, mobile phone self-efficacy and writing anxiety can also influence students' learning outcomes. However, mobile phone self-efficacy and summary writing anxiety are selected as moderator variables in this study because online platforms will be deployed in the implementation of the two e-collaborative strategies in ESW instruction.

Mobile phone self-efficacy is also relevant to this research. Mobile phone self-efficacy is the personal judgement about someone's capability to use mobile phones in carrying out online tasks. Mobile phone self-efficacy can be healthy (high), average or unhealthy (low), and it plays a very important role in students' achievement (Akinsowon, 2016). A person with a healthy mobile phone self-efficacy tends to participate more actively in online learning activities. The reverse is likely to be the case with a student having low mobile phone self-efficacy. Studies (Chado, 2016; Akinyemi, 2020) reported that mobile phone self efficacy played vital role in students' learning outcomes in chemistry and geometry, respectively. Conversely, Ike (2020) found no impact of mobile phone self-efficacy on achievement in French. This why the moderating effect of mobile phone self-efficacy was examined in the study.

Another variable that might influence learning outcomes in summary writing is summary writing anxiety. It is a psychological state that is manifested by uneasy feeling when a student is confronted with the task of summarizing a text . Fakeye and Ohia (2016) aver that many students feel uneasy to do summary. This state is normally reflected in sloppy or wrong answers, incomplete statement, intentional copying of sentences of the author of the texts and non-comprehension of the examination instructions. Alonge (2019) reported that writing anxiety correlated perfectly with general learning outcomes, but its moderating effect on summary writing has not been given much research focus, hence the need for its inclusion as a moderator variable.

1.2 Statement of the problem

Summary writing is invaluable for academic success hence, it is expected to be taught with effective instructional strategies for students to excel in it. It is examined in paper one in both WASSCE and NECO SSCE, and success in it helps to boost students' overall performance in English Language. But records have it that many students in Nigeria, including Oyo town, are deficient in ESW, which partly accounts for the poor results recorded in WASSCE and NECO in recent years. Also, the spate of poor performance in English summary writing at public examinations has engendered poor disposition of students to it. Attributed to depressing learning outcomes recorded in ESW are limited vocabulary knowledge, poor comprehension of summary passages and teachers' non-integration of mobile technology which is the in-thing in creative teaching of summary. Extant literature has focused more on teacher and student factors than on

interventions through the use of collaborative e-strategies to improve students' learning outcomes in ESW. Through these two e-collaborative strategies, students are able to access authentic materials on summary writing in the comfort of their homes thereby providing for online interaction of teachers and students through one or a combination of the platforms such as telegram and whatsApp as teaching and learning tools amongst other benefits. It will also mitigate the problem of poor text possession in class, and providing hands on activities in the classroom process. These e strategies improved learning outcomes of students in chemistry and mathematics, but their efficacy in enhancing learning outcomes in English summary at secondary schools in Oyo town has not been determined. Therefore, the conduct of this study was to find out the impacts of e-conferencing and e-panel discussion instructional strategies on outcomes in English summary writing among SSII students in Oyo town, Nigeria.

1.3. Objectives of the study

The specific objectives of the study are to:

- i. ascertain the level of summary writing anxiety among students;
- ii. find out students' level of mobile phone self-efficacy;
- iii. determine the main effect of e-strategies on learning outcomes;
- iv. examine the main effects of mobile self-efficacy and writing anxiety on learning outcomes in summary writing; and
- v. examine the moderating effects of mobile phone self-efficacy and summary writing anxiety on learning outcomes.

1.4. Research questions

Guiding this work were two research questions.

What is the students' level of

- a. summary writing anxiety?
- b. mobile phone self-efficacy?

1.5 Null hypotheses

In order to direct the study, seven hypotheses were tested as follows:

H₀₁: e-strategies will have no main effect on

- a. English summary attainment
- b. disposition to English summary

H₀2: Mobile phone self-efficacy will not significantly affect

- a. attainment in English summary
- b. disposition to English summary

H₀3: Summary writing anxiety will not significantly affect

- a. English summary attainment
- b. disposition to English summary

H₀4: E-strategies and mobile phone self-efficacy will not interact to significantly affect

- a. attainment in English summary
- b. disposition to English summary

H₀5: E-strategies will not significantly interact with summary writing anxiety to affect

- a. English summary attainment
- b. disposition to English summary writing

H₀6: Mobile phone self-efficacy and summary writing anxiety will not significantly interact to affect

- a. attainment in English summary
- b. disposition to English summary

H₀7: The e-strategies, mobile phone self-efficacy and summary writing anxiety will not significantly interact to affect

- a. English summary attainment
- b. disposition to English summary

1.6 Scope of the study

The impact assessment of e-panel discussion and e-conferencing online platforms on attainment in and disposition to English summary in Oyo, Nigeria was the interest of the study. The online platforms utilised were telegram and whatsapp. The extent to which mobile phone self-efficacy and summary writing anxiety interacted to affect learning outcomes was also examined. The research covered senior secondary two students from six senior secondary schools in Oyo. The summary passages used were taken from Intensive English Course for Senior Secondary Schools book two by Oluikpe, Ikpeze, Akubue and Ofomata (2011), which was different from the one being used in the schools involved in the study. This is to ensure that the passages considered for the study have not been treated in any of the schools.

1.7 Significance of the study

The effect produced by online platforms of e-panel discussion and e-conferencing through telegram and whatsapp on students' attainment in and disposition to English summary writing in Oyo, Nigeria. The study appears to be a pioneering effort in actual use of online platforms for the teaching and learning of English summary in secondary schools in Oyo town and it has successfully shown that this creative approach was effective as the two e-strategies (e-conferencing and e-panel discussion) enhanced students' learning outcomes in English summary. The study has further shown that integrating mobile phone technology could mitigate the adverse effect of large class size on lesson delivery. Also, the study has acquainted the English Language teachers with effective online platforms that could improve learning outcomes in English summary. It also contributed to the quality of ESW instruction by integrating mobile technology. It provided a lee-way from passive and teacher-dominated instruction to a participatory paradigm. Finally, using the two e-collaborative instructional strategies has also helped to mitigate the adverse effect of lack of text possession among students of public secondary schools, which hinders effective teaching of English Language.

1.8 Operational Definition of Terms

Terms used in the study are operationally defined as follows:

Attainment in Summary Writing: This is represented by students' pretest and posttest scores as measured by Summary Writing Achievement Test designed for the study.

e-Conferencing: An instructional strategy that involves engaging two or more people in discussion of specific topics in summary writing, with roles reversed from being a listener to a speaker and vice versa.

English Summary Writing Anxiety: This is the discomfort or nervousness that preservice English Language teachers display when engaged with summary as measured by Summary Writing Anxiety Scale designed for the study.

e-Panel Discussion: This is a group that discusses and practices summary writing online in the presence of the whole class (audience).

Mobile Phone Self-efficacy: This is students' personal judgement of their capabilities to participate in online learning with mobile phones as measured by Mobile Phone Self-efficacy Questionnaire designed.

Students' Attitude to English Summary Writing: This is the students' disposition towards summary writing as measured by .Students' Attitude to English Summary Writing Questionnaire.

CHAPTER TWO

LITERATURE REVIEW

This section of the thesis dwells on literature search to provide information on basic concepts in the research.. The review covers theories used for the study. It also covered review of concepts such as e-Conferencing strategy, e-Panel Discussion strategy, Mobile phone self-efficacy, Summary writing anxiety, Determinants of students' attitude to learning.

The empirical review focused on studies that had been conducted on summary writing, e- conferencing strategy an de-panel discussion strategy, e-Panel Discussion and attainment in summary, e-panel discussion and attitude to summary, e-Conferencing and attainment in summary, e- conferencing and attitude to summary, mobile phone self-efficacy and attainment in summary, summary writing anxiety and attitude to summary.

2.1 Theoretical Framework

2.1.1 Technology Acceptance Theory

Technology Acceptance Model (TAM) theory came into being through the effort of Davis Fred in 1989. Its basic assumption is that the way people embrace technology in their daily activities is a function of their level of acceptance of that technology. It focuses on users of technology with special emphasis on their disposition towards its use. The TAM assumes that the two factors that predispose technology users to its use are their perception of its utility and level of complexity involved in utilizing it. Put differently, TAM believes that if technology users view technology as being invaluable to lesson delivery, they will embrace it and accommodate such in their lesson design and delivery. But if users do not see any benefit of integrating it, they tend to be averse to its use. Akinyemi (2022) explicates the assumption of TAM further by examining the attitude of pupils to technology use in Mathematics classroom. It was reported that pupils had a good perception and a positive attitude to the use of technology in teaching mathematics hence, they welcomed its use.

The incorporation of the technology into schools is to encourage the use of hands-on activities to make for participatory approach in class. Some experts in the field of education agree that when properly used, technology facilitates effective teaching and learning (Iyamu, 2005). Research has shown that technology integration adds a lot of fun to teaching and learning and this accounts for its acceptance by teachers and learners. Educational media have been regarded as potential and effective instruments for the improvement of teaching and learning process. The effective utilization of educational media will enhance the interaction between teacher pupils, eliminating the passive situation obtained in our schools today. The relevance of TAM to this research is that mobile platforms of telegram and whatsapp were deployed to teach summary via e-conferencing and e-panel discussion to boost learning outcomes in summary.

2.1.2 Socio-cognitive Theory

Lev Vygotsky's (1978) socio-cognitive theory states that learning is a collaborative activity and that children's cognitive development can be enhanced through social interaction and education. The theory considers learning as a social activity in which learning is a product of social interaction among various categories of learners. The learner is the major concern and reason for learning. Several factors such as the learners' prejudices, experiences, physical and mental maturity affect the process of learning. Ozer (2004) posited that constructivism transforms today's classrooms into a knowledge-construction site where information is absorbed and knowledge is built by the learner.

The kind of classroom favoured by this theory is the one that sees the teacher as a facilitator who mediates between the learner and the learning task. It canvasses some sort of independence for the learner to process information at his own rate without being stampeded. The theory encourages the use of a more knowledgeable or experienced individual to help the inexperienced learner within socially organized activity. The effective use of mediation is referred to as the Zone of Proximate Achievement (ZDP), which is the gap between what the individual learner can do on his or her own and the level he or she can reach when assisted by someone who has more knowledge than him or her.

The theory offers appropriate theoretical justification to both e-conferencing and e-panel discussion strategies in that learning through these strategies is not individualistic, but for social interaction, as the students come together to exchange ideas

and practise summary together They all engaged and participated in summary task, which makes learning to be both personal and social. The processes involved in the two strategies actively engage the students in identifying main points in a summary passage and practising summary with members of their class are in tandem with the tenets of socio-cognitive theory.

2.2 Conceptual Review

2.2.1 Why Summary is Taught

An important aspect of English taught at secondary schools is summary. Besides its need in formal learning of English Language, it is also a life skill that is invaluable in human's daily activities. Proficiency in English language is often partly measured by a language user's ability to reduce the length of a thought to its key elements (Fakeye 2017). Scholars (Olagbaju, 2014; Enu, 2016; Adediran, 2018) identified the usefulness of summary in jotting down information when reading books, journals and periodicals as part of the process of education. In churches and mosques, audience take notes of salient points delivered in sermons using the skill of summary. When running verbal errands or giving written reports in an incident, the skill of summary comes into play. This is because, normally, it is not possible to give a detailed account of what transpires in an event verbatim. All that is needed is the key point recorded. In composition writing, a candidate requires the knowledge of summary to write a given number of words. In other words, what students write in essays is just a summary of all they know on the topic of the essay (Sunday, 2010).

Summary is done so that the passage is understood when read. Writing skill is to demonstrate the comprehension of a text by giving the basic ideas or gist of a passage, it must however be done in the writer's own words. The teaching of summary writing requires that teachers should guide the students to effectively capture an author's main ideas in a few well-chosen words to form a representative detail of the original passage. When students do not understand the passage given, it becomes hard for them to distinguish between main ideas and supporting details, and this confusion hinders quality summary writing. Writing summary entails, the ability to recognise the main ideas of a passage and being able to retell those ideas in a few sentences (Olagbaju, 2019).

2.2.2. Factors that Affecting Summarizing of Texts

Learners will find it rewarding to acquire the skill of summarizing. The goals of reading a particular book varies with individuals. Some read for pleasure, while most other readers do so to extract specific piece of information. In-depth knowledge search in books from learners' course of study and getting to know what operates in other fields are essential reasons why people read. In the views of Enu (2016) and Adediran (2019), the quality of summary production can be affected by how difficult the text is. Other factors that shape and reshape the quality of summary are command of English, how much familiar with the content learners are, depth of understanding students gain in the reading of the text. Moreover, the comportment shown in the writing of summary could make or mar the quality of summary written. Finally, length of the passage and adequacy or otherwise of the time allotted to do summary both have impacts on summary produced. There is also the problem of poor disposition, interest and motivation on the part of the teachers and learners. As a result of wrong beliefs held about summary as an aspect of English that it is difficult, most students see summary as a loathsome task, hence they always like to avoid it (Fakeye and Ohia, 2016).

When you read for summary, you should pay an undivided attention to the text such that you will hear the words in your head (Peter and Belanolf 1989:252). This does not mean that the text should be read aloud (this of course is one of the physical reading habits which hinder comprehension) but that the text should be read with considerable mental alertness. Since reading for summary is reading for exploration, you should be preoccupied with the identification of the total significance of the text or its main ideas. You should be able to distinguish supporting or developmental ideas from the main ones. To be able to do this, a good knowledge of the structure of texts will be of immense benefits.

Every well-written text contains some core ideas which form their 'essence' or total significance. These core ideas are expanded by some surrounding details. These details form the flesh of the text, the core being the bone or the skeleton. In order to reveal the bone, the flesh must be removed. This analogy points to the fact that in order to disentangle the core of a text (which summary is all about), all surrounding details must be stripped off it. The cores are contained in the topic sentences while the details in the forms of illustration, exemplification, amplification, etc., are contained in the

developmental sentences. It follows therefore that sentences that are needed for summary are those that contain the core ideas.

The secondary school students' abysmal performance in ESW in internal and external examinations is generating concern and frenzied reaction in the education sector and among reading scholars/researchers. Judging by the report obtained from the WASSCE chief examiner (2019) about students' performance in English reading comprehension has not been encouraging at all. For the past years, students have been experiencing a decline in their performance on a yearly basis in English Language, and based on the report in each of the aspects reading comprehension is not left out. The 2017, 2018 and 2019 chief examiners report on students' performance in English reading comprehension has proved that what obtains in the schools reading lesson is a total mess. The chief examiner noted that students engaged in mindless lifting of ideas and could not demonstrate an iota of comprehension since they could not provide answers to the questions correctly. These students evidently lack the comprehension skills and approach which ought to have been developed right from their JSS-SS classes. They could not comprehend meaning of textual information on the literal, inferential and critical level. They also could not identify grammatical names and functions of expression among others, (WAEC Chief Examiners report, 2017, 2018, 2019 and report from the Area Education Office Akoko South West 2019).

This gave rise to the concerted effort of Language educators and reading researchers to investigate the factors responsible for the consistent poor performance. Yusuf, (2011), Olaofe, (2013), Olaleye, (2014) and others revealed that Nigerian secondary school students have certain impediments to their reading achievement, stating clearly that part of the problems can be attributed to the students themselves, their homes/background, and a greater part to the methods and strategies adopted by the teacher in teaching reading comprehension. Other factors identified include institutional/external factors.

In the view of Oyewole, (2017), the poor performance of students is believed to be a carry-over from their formative (elementary) years up to the secondary level. From her survey, there were proofs showing that students do not read, and even those who read, read only when there is an examination. According to Hornby (2000), reading is a developmental skill which cannot be fully acquired. Therefore, it takes consistency to master the skills needed to make meaning out of the recorded information in prints, and

a conscious effort to sustain this throughout one's life. However, this is not the case with Nigerian secondary school students. Evidences have proved that these students have poor reading habit and culture thereby leading to limited comprehension skills (Okwilagwe, 1998, Aina, Ogungbemi, Ogungbemi, 2011, Busayo, 2011 and Oyewole, 2017).

Garba, (2003), Okeke, (2004), Fakeye, (2010), Tunde-Awe, (2014) and Oyewole, (2017) found in their studies that attitude to reading also facilitate or impede reading achievement. Positive attitude facilitates reading comprehension while negative attitude towards reading impede reading comprehension. They further note that in particular, secondary school students have come to develop a negative attitude towards reading and this contributes to their underachievement in reading comprehension since reading is a form of reciprocal relationship between the text and the reader. If the right attitude is not developed towards an activity or a subject, it may be difficult to achieve anything from it.

Other factors attributed to the students include among others reading failure and limited vocabulary/linguistic knowledge, which scholars like (Ayodele, 2001 and Jibowo, 2007) note can limit the students from acquiring the necessary comprehension skills hence leading to persistent failure when faced with the task to read a passage and answer some questions on it like the one in their Senior Secondary School Examination (SSCE). Okwilagwe, (1998) and Ayedun (2014) also note that the poor reading strategies employed by students (regression, line tracing etc) affect reading comprehension negatively.

Teacher factor: Studies have shown the most contributing factor to the underachievement of students is due to the strategies used by the teaching during reading comprehension lessons. According to Wasik and Brynes (2009), and in the researches carried out by Isuigo-Abanihe, (2002), Scott, (2009), Alice, (2011), : Fatimayin, (2012) Andik, (2013) and Abiola, (2013), it was revealed that reading instruction through the methodologies and strategies adopted by teachers contribute greatly to reading comprehension. The results from their findings revealed that majority of the English language teachers teach reading comprehension using the traditional method which rendered the students passive in the process of reading and comprehension of meanings. This is against the true essence of reading comprehension as an avenue to construct meaning from a text through a reciprocal holistic interchange of ideas between the reader

(the students) and the message communicated from the text which can be interpreted from different perspectives. So the teacher is not expected to be giving the students meaning from the text, like what applies in our reading classes. This explains why the students encounter difficulty in comprehending a text when they are given passages to read and comprehend meanings from it in order to provide answer to questions relating to the content or issues discussed in the text. Once they have no basis and experience of constructing meaning from text and interpreting from different perspectives, they will invariably fumble.

Having students comprehend text by themselves no doubt going to be very helpful and beneficial not only to answer questions from the passage during examinations but being able to master the skill which is needed throughout life. This approach to reading is foundational, and has been in the system since the elementary level of the child where they are being drilled to read set passages in the textbook and with little attention to comprehension. And this is what continues through secondary to the university level thereby leading to producing graduates who are deficient in reading and comprehension.

Another related factor is the case of inadequate teachers, teacher's qualification, pedagogical content, knowledge and lesson preparation/delivery, It was reported by some scholars (Adeyanju, 1981, Unoh 1985, Olabisi, 2002, Onukaogu, 2002, Adeniyi and Omale, 2011, Agbo, Kadiri and Ekwueme, 2018) that few qualified teachers actually teach reading comprehension in schools, as most of them are not specialists in the field and the few who teach it have limited pedagogical content knowledge about what they are actually teaching themselves. This invariably affects their adequacy in lesson preparation and delivery. The pedagogical content knowledge of the reading teacher also determines how well he/she will help the students develop in the learning of reading comprehension. All of these will go a long way to determine if they can teach students to achieve anything in the reading process. Put together, all of these factors have been said to majorly contribute to reading comprehension and English Summary Writing in the external examination and beyond.

In addition, the attitude of teachers towards the teaching also determines what the students stand to gain in the reading lesson. It is evident from what happens in school now that teachers are nonchalant to work. Their main focus is completing the scheme of work with no regard to how much the students benefit from the lesson. The attitude

of these teachers also contributes to the poor reading culture of the students (Kolawole, 2009).

Institutional/external factors: These are things or circumstances outside the learner, home and teacher that comes to play in students achievement in reading comprehension. Unlike other countries where reading is given a first place and even made subjects in the curriculum, Okeke, (2004) asserts that unfriendly institutional policy and limited infrastructure can lead to underachievement in summary. Some of these infrastructures are provision of books or other readers workbook and instructional materials etc. For a meaningful development of reading skills, schools must ensure that the libraries are well equipped to facilitate students learning (Araromi, 2000). However, the condition of the public secondary schools library is disheartening. There are no reading materials, plus the old ones that are left dusty and almost consumed by termites. Students cannot develop interest in this condition and can obviously achieve little in reading comprehension since there are no books to increase their reading ability.

There is also the case of text readability. Agbo *et al.*, (2018) and Falade (2019) note that the nature, style, context, language, and background of the text matter. When the text is accessible and relatable to the student's schemata, it will be easier to understand the text and as such the students will be able to comprehend meaning from the text while reading. However, if the text is not relatable, students get to easily feel disengaged from the reading. The difficulty or readability of the text thus contributes to their performance in reading comprehension. This is because some of the texts included in some of the English Language textbooks are far too removed from what the students know and somehow beyond their level.

Home factor: This has to do with the socioeconomic background of the students. Adekola, (2012), Olaleye, Ayedun, (2014), Oyewole, (2017) and Agbo *et al.*, (2018) confirmed the influence of home background on students' summary attainment. Students from wealthy homes where it is easy to access reading materials or educative materials, while students from poor homes lack the basic reading skills and good quality materials to enhance their reading comprehension and summary ability. This socio-economic background of students therefore significantly determine their achievement in reading comprehension and summary.

The ESW, described as a process of expressing brief ideas in printed symbols of language, is a critical academic skill that goes beyond the school. Wal'she (1983) perceived writing as more than a skill but as an instrument that is central to school learning process and significant to an individual. He also noted that writing is indispensable in many ways to modern society. Iyagba (1983) sees writing as a process of utilizing language and a greater deal of the personality of the writer. She describes writing as the most effective way of making meaning out of our world and environment. Summary writing is used to shape, analyze and synthesize our experience for constructive thinking, better understanding of our thoughts, emotions and feelings (Kolawole, 1988). Speaking in the same vein, Moffett (1981) sees writing as a medium of thought while Unoh (1982) views it as one of the surest ways by which we demonstrate our intellectual maturity. Graves (1981) on his part, views writing as a marvelous unifier whose power the teacher is yet to properly explore in securing the deepest kinds of learning, in improving critical thinking and in integrating the curriculum. Glover, Ronning and Brunning (1990) termed it an important part of day-to-day life and absolutely critical to many professions.

They further surmised that writing is central to the shaping of certain modes of cognition, a means of acquiring knowledge, learning about oneself, and of belonging to a social group. These assertions are pointers to the fact that writing is a key component to literacy within and outside school. According to Kadr-Futop (1988) writing and composition instruction is based on the assumption that being literate carries with it the burden of learning and using a large body of common knowledge and conventional wisdom. He established three major functions of composition instruction. They are:

- The promotion of cultural communication that enables the individual to communicate with a wider circle than the home, peers and community.
- The promotion of cultural loyalty or the acceptance and valuing of cultural norms and the inculcation of a desire to keep them.
- The development of individuality, for once one has learned to communicate within the culture and develop loyalty to it, one is able to become independent of it.

These functions further reinforced Wal'she (1981) view that writing is significant in the social and personal life of the individual. Not only this, Richards and Rodgers

(1986) reinforced that writing is not only the hallmark of literacy but also an essential aid to individual and group welfare and progress.

There are many forms of writing - fiction, biography, persuasive essays, business letters, and so on. School writing assignments (often referred to as essay, composition or continuous writing) vary in length, topic and amount of creativity expected. According to Osinowo (1990) composition is the inculcation of habits of writing effortlessly or with relative ease, the basic structures or patterns of a particular language. This refers to structural arrangement of thoughts and ideas, organization or putting together parts to make whole. Soola (1989) sees essay as an art that calls for an intelligent use of communication skills such as thinking, imagery, reasoning and visualizing. Oluikpe (1979) considers it as a skill that must be properly learned. According to him, to speak a language naturally is not to write the language proficiently as speech is an innate inheritance but writing is a skill that demands that students organize their thoughts clearly and effectively. Hedge (1989) perceives it as an aid to learning because composition writing is an invaluable area of determining how well students have mastered the various language skills. No wonder then it is tagged an aspect that makes or mars students' performance in English (Ayodele 1988). Abubakar (1989) also notes that students' performance in writing can be a good predictor of students' performance in English language as a whole and even in other school subjects. Composition writing, however still remains a major problem area in English language especially in a second language context.

2.2.3 Importance of ESW

A summary is a short overview of the main point of a text. The purpose of a summary is to quickly give the reader or listener an idea of what the material is saying. It enables to extract the most important points from a text and a rewrite them in the writer's own words, in a shortened form. Summary writing can be used as a study material when preparing for exams since it gives a brief but detailed information of the original text. It can be used in answering questions, documents and articles. It can also be useful to extract the precise information from them to help others understand combination of English reading comprehension and writing into a single task that focuses on both skills ESW helps to keep track on the original source and gives the writing more credibility.

Ojedokun (2010) asserts that students need summary writing in order to concisely capture ideas extracted from written discourse. ESW helps the students to develop better writing capability. It also helps them to identify the central idea of a text and ignore irrelevant information. It is of great importance for students to prosper in their careers because it improves their vocabulary and grammatical skills. Students can easily understand what they read and can also retain the information for a longer period of time.

2.2.4 Students' Problems in ESW

Despite its significance in the process of language learning, writing has been considered a major source of students' problem in English. Okoye (1990) and Iyagba (1993) observed that most students find it difficult to write coherent and comprehensible text and often complain that they find it difficult to express their ideas on paper. Odejide (1980) also pointed out that students attempt to compose fall below the expectations of the teachers and the examining body as WAEC (1994) reported that students' writing were usually incoherent and lack focus. Ekong (1981) partly attributes this problem with the content of their composition, which he argues, does not enhance logical organization of thoughts. He noted that students fail to combine their ideas in effective sentences. This, Sandra (1982) attributed to the fact that students see composition as completely divorced from reality, and the fear of making mistakes makes them find it difficult to say what they mean in a lively and interesting way.

Other causes of poor performance are spelling, grammar and punctuation as well as literal translation from mother tongue to English, (WAEC 1994). Oden {1988} summarized these shortcomings as lack of composing skills. According to Odejide (1980) lack of qualified teachers, inadequate preparation by the available ones, lack of necessary instructional materials, poor methodology and inadequate exposure of students to language outside the classroom. On ill preparation of teachers, Orisawuyi (1990) blamed this on the teacher preparation or training programme in Nigeria, which do not create room for specialisation in specific language skills. Most teachers therefore concentrate on the theoretical description of writing than on communicative skills. Supporting this view, Adaralegbe (1982) opined that teachers lack knowledge and good attitude, Iyagba (1983) also observed that few teachers bother to use available resources and teaching that will motivate students to acquire adequate skills, information and ideas

for writing, Applebee (1988) also observed that the decline in students writing abilities is due to the poor quality and extremely poor quantity of writing instructions given in schools. These shortcomings result in the learner being unable to develop the process skills necessary for writing good composition (Oden 1998). Freeman (1983) however brought an interesting dimension to the observed poor performance in writing. According to him, second language students of English who are faced with the difficulties of learning to write in their mother tongue at a level beyond minimal literacy are further faced with complexities in trying to master a second language. Therefore second language learners have the problem of expressing themselves appropriately in a different language and culture. In support, Kaplan (1971) suggested that the way linguistic structures are related to form sentences and paragraphs should be taught well as teachers should not assume that students could transfer and use the linguistic structures they had previously learnt in isolation to a writing situation (Kolawole 1998). However, some language educators reacted against his observation. In response to the question: "How important is the knowledge of grammar to the ability to write?" Glover, Ronning & Brunning (1990) noted that there is no evidence that teaching the learners' grammar improves their ability to write. They cited Frogner (1959)'s study where he contrasted teaching the students grammar with teaching them a "thought method" (an approach based on analyzing meaning) as a means of improving writing. Where teaching of grammar made no difference, an emphasis on meaning brought about a very clear change in writer's abilities. Freeman, Pringle and Yalden (1983) observed that too much emphasis on knowledge of grammar actually inhibits writing ability. According to them, the limited tradition of composition teaching with its emphasis on correct usage, grammar and spelling and its focus on topic sentence is problematic to writing.

Stressing it further, Akoh (1968) and Olaboo (1999) argued that teachers whose sole standard is correctness of grammar. Glover, Ronning and Brunning (1990) therefore summarized that knowledge of grammar is not critical to writing skills. They added that through the mechanical skills of writing should be taught, the communication of meaning should be the focus of instruction on writing and not the acquisition of grammatical facts. This is because, according to Harste, Short and Burke (1998) writing is guided by the author's attempt to create an overall framework for meaning. In support, Odusina and Ikegulu (1993) recommended the use of an integrated approach whereby the component skills of language will be taught using literacy work as basis. The

ultimate goal of this, they affirmed, would develop in students the desire and the ability to produce their own literacy and creative materials.

2.2.5 Methods of Teaching ESW in Schools

Oden (1998) recognised three basic methods of teaching ESW in schools. She identified the traditional approach where emphasis is on the finished product of writing. It involves analysis of discourse into words, sentences and paragraphs. There is also the notion of paragraph and its elements such as topic sentence, concluding sentence and transition (Silva 1990), with division of essay into introduction, body and conclusion. The emphasis is on form, which subjects the learners to the recognition of the forms of topics characterizing the development of paragraphs into complete passages. There is also emphasis on the composed product rather than the composing process. The teacher gives writing assignment to students, products of which are judged under headings. Occasionally models are provided and learners are to read and apply the structural knowledge to give parallel piece of writing. Mechanics of spelling, punctuation, word arrangement and style are of strong concern. The method has been criticized for undermining learners' confidence and for often producing antagonism. McNamara (1973) argued that learners only learned overt manifestation of writings and not necessarily how to write through the approach. According to Oden (1998), the approach is also linear, not recognizing the propensity of the learner to move forth and back in a continuum, hence it does not allow them to discover, analyze, synthesize and explore ideas. In opposition to this method, Harste, Short and Burke (1998) argued that writing is not a linear process, because writers do not start at the beginning and plough through to the end. The writing process involves being able to shift ideas around within an evolving text, and to juxtapose parts to strengthen the organization of the whole. Widdowson (1983) also argued that since writing is an interactive process, a teacher that focuses on writing as product would not be involved in understanding the interactive process going on within the learner in the course of writing assignment.

Teachers also use controlled writing method (guided composition), which aims at enabling the students to write a clear piece of writing free from grammatical errors. (Oluipke 1991). The method looks at instances of writing and analyzes the features, resulting in the manipulation of already existing patterns through imitation. Teachers make use of topics, model essays and frames within which the learners must operate.

There is focus on grammatical correctness and possession of a range of vocabulary, meaningful punctuation and correct use of conventions, spelling, linking of ideas and organizing the content clearly (Hedge 1989). It has preference for practising with previously learned discrete units of language, which limits the learner, hence it does not give him the opportunity to experiment with his linguistic resources (Oden1998). The approach is seen to lean on the behaviorist theory of learning which portends that behaviour is reinforced when it is practicalized, hence, learning to write is seen as an exercise in habit formation. The method has been criticized for encouraging rote learning and therefore irrelevant to expression of thought since it does not encourage spontaneous critical and analytical reasoning (Oden1998). In reaction against this method, Bright & McGregor (1978) surmised that teachers who carefully cross out or underline every mistake in his pupils books develops keen eye for errors that his students lack. They further noted that it is easier for such students to develop a tolerance for *red-ink-rash*, and argued that it is the pupils who should learn to spot mistakes by practising proofreading, as they should take responsibility for eliminating mechanical errors. Besides, it does a student better to find five errors for himself than it does him if the teacher finds fifty.

Teachers also employ free writing method, which is said to encourage writer originated discourse as it is based on the theory that the learner's language experience is enriched based on his motivation to produce extensively, notwithstanding the errors committed (Otuipke 1979). Here students are often assigned topics to write outside the classroom. Often teachers do not mark or correct students' grammatical errors, which render the writings unacceptable as a standard piece of prose. Most teachers assign composition topics one after the other, but never get round to teach, hence the learner is equipped with inadequate information needed for acceptable writing. Therefore, with their focus on linguistic knowledge, writing as product and division of writing into various sub-skills, these methods are inappropriate and inadequate for teaching composition whose target is both the linguistic and communicative competence of the learner.

2.2.6 Innovations in the Teaching of ESW

The conventional approaches and methods of teaching writing have been variously termed inadequate (Odejide 1980; lyagba 1983, Applebee 1988; Oden 1998; Kolawole

1998). This has resulted in several attempts, both individual and collective, at suggesting ways of improving on writing instructional practices in schools.

Britton (1975) in an extensive study of writing development in adolescents investigated the function and audience for students writing and establishes three major functions associated with the roles of language - transactional, poetic and expressive writings. He observed that the transactional writing, which is writing in the participant role to inform, persuade and direct was found to dominate the secondary school writing with little spectator (poetic) writing and even less expressive writing. He further discovered that students wrote primarily to the teacher as examiner rather than to themselves, peers or the teacher as a trusted adult. The dearth of expressive writing was considered significant for two important reasons: - (i) because of the importance of such as a means of learning and (ii) because of its importance to the development of writing ability generally. Britton therefore concluded that secondary schools are failing to provide a sufficient range of writing functions and audiences to promote students' development to full writers and suggested the inculcation of writing across curriculum (*language across curriculum*) in school. Applebee (1981) also revealed similar findings of restricted language use in schools. He noted that teachers in United State often reduce students' writing to "fill-in-the blanks exercises". They appear to be doing much of the linguistic work and seem not realize that part of the task they have taken over also involves important skills that are relevant to the students' subject area in learning as well as their writing instruction.

The above point brings us to the question of how often the students are expected to write. Exposures to writing practices have been seen significantly correlated to writing ability. While examining the factors that bring about differences between writing abilities, Glover, Brunning and Ronning (1990) concluded that writing is a skill, and like any other skill, will improve with practice and feedback. He also suggested the use of writing across the curriculum, peer editing, self-editing, rewriting and student-teacher conferences in improving students' writing abilities.

In the same vein, while responding to the question 'what's basic to teaching writing? Wal'she (1979) gave five basics against what he called "the endless rehearsal of cluster of mechanical skills" which never produced good writing and never deserved to be called basic. His five basics for teaching writing include:

- The teacher should value writing, have enthusiasm for it and know that writing ability is more caught than taught.
- The teacher should value learner-writer, taking an interest in his interest, listening to what he has to say and responding to what he writes, and should see writing coming from any part of the learner's already many-sided experience. The teacher should encourage pleasure in reading, as reading is inexplicably linked with writing. (Benton, et al 1984).
- The teacher should make use of insight into how writing happens - writing is a process not a one-shot act.
- The teacher should foster self-editing. (P28).

Graves (1983) added that children should be introduced to writing as early as possible and that each child should be allowed to adopt his own technique of writing. More so, teachers should share, not give writings to the students, i.e. teachers should be fully involved in the writing process.

Often advocated is the concept of writing as process (Dyer 1986, Glover, Ronning and Brunning 1990, Oden 1998). According to Dyer (1986) writing as a process carries students through a cycle of pre-writing task, free writing, peer feedback and revision. Here, the teacher is the facilitator; he does not assign specific topics nor give evaluative criteria for judging good writing. He sometimes taught with models or assign grammatical exercises. Dyer (1986) opined that the idea is that students naturally learn to write by writing and that the more they write the better writers they become.

Glover, Ronning and Brunning (1990) summarized the writing process into three main processes - planning, translating and reviewing, though they maintained that writers do not necessarily follow this pattern progressively, but move back and forth interactively from process to process as the need arises. Planning is further divided into goal setting (establishing writing objectives), generating (developing ideas and content), and organizing (integrating goals and ideas into one sensible coherent structure). Translating has to do with the process of converting one's ideas into written text and this includes according to Flower and Hayes (1986) accessing semantic memory, calling up vocabulary items, finding words for ideas, ordering the word string and reading off the words as they are written.

The process approach to writing has been criticized for emphasizing only the cognitive relationship between the writer and his internal world, hence Swales (1986)

advocates an approach which emphasize more the relationship between the writer and the writing environment, and the intended readership. According to Dyer (1986) the pendulum in second language competence -theory has swung from process but not back to the traditional rhetorical product, but rather, task based writing instruction that merges process and product in the context of communicative task. Hillocks (1984) identified four modes of instruction in a writing class. The presentational mode; which is teacher-centered and where students are passive recipients of rules and examples of good writing. The natural process mode; where the instructor encourages students to write for their peers and revise their drafts from peer feedback. The individual mode; where students receive instructions through tutorials on individual basis. The environmental mode where the instructor plans activities that result in high level of students interaction including specific structured problem solving activities with clear objectives; multiple drafts and peer revisions are part of the classroom activity, but explicit criteria for evaluation are considered. In Hillocks evaluation, environmental mode is the best mode of composition instruction, followed by natural process mode, while third effective is individual mode and least, the presentational mode. This preference goes in line with Bereiter and Scardamalia's (1986) suggestion that the teacher and other learners need to be actively involved in the writing process, hence creating a low and easy path to writing competence.

Oluipeke (1979) also discussed the concepts of free and controlled writings as against the traditional method of teaching writing. According to him, the traditional method has its origins in the rhetorical theory of invention, arrangement and style proposed by Aristotle. Based on this theory, to write is to invent, to discover the subject matter. Within the method, topics are central to paragraph development and students are subjected to the recognition of forms of topics characterizing the development of paragraphs into complete passages. Also, drills based on analysis and imitations of extracts from well-known writers are used. This approach has been criticized on the basis that it only teaches students on how to judge a composition, but not how to write (McNaman 1973).

In free writing, students are encouraged to write spontaneously with the teacher on any topic decided upon by the class, after which each student discusses his/her writing. The goal of the approach is a therapeutic device to get both the teacher and learners involved in exploring their communication problems in writing. There is no

concern with spellings, grammar or punctuation. According to Oluikpe (1979), this is based on the theory that a student's language experience is enriched if he is motivated to produce extensively without regard to the number and variety of errors he commits.

Controlled writing however accepts more of teacher control with the goal of instilling in the student the facilities to produce clear piece of prose free from all grammatical misdemeanors. It is based on the theory that " the use of language is the manipulation of fixed patterns which are learnt by imitation and not until this has been learnt can originality occur in their manipulation or variation" (Oluipke, 1979). The method involves a progressive shift from words to sentences, paragraphs and finally to the whole text (though without the rigidity of the traditional method). Widdowson (1983) however observed that stress on syntax does not prepare the non-native speaker either to write or read English text, hence exclusive use of controlled writing may not be advisable for second language students. More so, Kaplan (1972) suggests that the problem a second language learner grapples with is not purely linguistic and cannot be solved by purely linguistic means. One may therefore be constrained to adhere to Widdowson's (1983) and other studies that advocated various approaches and techniques. Osisanya-Olumuyiwa (1990) observes that composition writing is complex; therefore learners need to be guided through various methods being used. He therefore advocated Controlled, Directed and Guided techniques to teach composition. Broughton (1980) opines that if the goal of writing is to produce fluent, accurate and appropriately written English, the teacher needs to consider mechanical problems. He also advocated guided, free and controlled writing strategies. Aboderin (1990) and Olaboopo (1999) also advocated the use of reading as basis for written composition. Sing and Mitah De Saka (1994) observed that students must be aware of three kinds of competencies - linguistic, organisational and subject matter- to write effectively. Kolawole (1998) advocated that the use of linguistic inputs through activity, discussion and lecture methods could promote students' attitude and achievement in composition if adopted over a long period of time, while Oden (1998) advocated the use of Process Approach that has been previously justified

On language learning in general, alternative views have emerged as a reaction against structuralism and behaviourism, which dominated the scene of language teaching for a long period. Later views of language proposed the use of language for communicative purposes in ways that reflect the socio-cultural norms of the target

speech community. Such marked the debut of sociolinguistics in language learning process. According to Ige (1999) it is an emerging educational theme and practice concerned with the whole school's influence on pupils' language development and with their use of language in the process of learning. Britton (1970) observes that language development occurs when individuals respond to various situations and their own intention, and use language for increasing purpose and audience. This view heavily influenced by the theories and researches of James Britton, Nancy Martin and other U. K. educators (Ige 1999) gave two key premises on language.

According to Bullock (1975), language development is most usefully characterized as a facility in using language for an increasing range of purposes rather than as the accumulation of discrete skills or as the elimination of errors. While allowing the importance of such small-focused skills and surface correctness, language across curriculum emphasizes that the real basics in language development are motivation, intention and the opportunities to use language for one's own purposes, including purposes generated by the school learning. There is therefore a shift in emphasis from language teaching to language learning, from skill building to promoting learner's intentional use of language, and from teacher as corrector to teacher as audience. This also changes the focus of the school as language learning environment, as the burden of improving learner's language reservoir is no longer restricted to a particular teacher or subject area but includes all areas of the curriculum in which language is used. The theme therefore is the creation of a situation in which the learner encounters the need to use more elaborate forms of language and is thus motivated to extend the complexity of language available to him.

Closely associated with language across the curriculum is Widdowson (1978) concept of integrated language teaching. According to him, effective teaching of language as communication, calls for an integrated approach that represents different skills and abilities as aspects of a singly underlying activity that having skill and communication into close association with each other. He posited that:

If the learners' aim in language learning is the ability to interpret discourse, it would seem to follow that any approach directed at achieving it would avoid treating the different skills and abilities that constitute competence in isolation from each other, as ends in themselves. What the learner needs to know is to compose in the act of writing, comprehend in the act of

*reading by writing and to learn techniques of reading by
writing, and of writing by reading* {p 144}

He particularly criticized the overriding influence of grammar in language teaching as composition or reading tasks makes greater demands on the learner than the grammar section has often prepared him to meet. In such cases, grammar exercises, focused on usage, only provide a very partial and inadequate preparation for a complex writing or reading task. He therefore advocated that language learning should target appropriateness or use, rather than correctional or usage.

The controversy on importance of grammar in language teaching has prompted the evolution of the theory of Second Language Acquisition of Krashen (1982, 1988) and Prahbu (1987). The theory proposes that second language learners should be exposed to the process of first language acquisition where language use, both in production and reception entails a focus upon meaning and purpose rather than on form (Krashen 1982). They have been variously criticized on this stand. Ellis (1993) criticized the negligence of grammar but emphasized that grammar should be taught in appropriate context. However, the theory of Second Language Acquisition has been praised for giving teachers the insight into knowing that what is learned is controlled by the learner, not the teacher, textbook or the syllabus (Ellis 1993).

The onset of Whole language serves as harmonizing theory for the different perspectives of language teaching and learning. With its holistic perspective to literacy teaching and learning, its view of language learning as both personal and social endeavour and its emphasis on authentic and natural language among others, one can rightly conclude that the varied perspectives of language learning - Psycholinguists and Sociolinguistics - have finally reached a harmonizing point.

Apart from the specific trends in the language teaching approaches of the twentieth century, one basic assumption common to them all is the discouragement of mother tongue use in the classroom. Many of the approaches then assumed that the less exposure a student has to his/her home language in school, the faster he/she will learn ESL. The use of mother tongue in SL classroom was seen as recognition of teachers' failure to teach properly. However, the two theories under consideration do accommodate the use of mother tongue in the process of second language learning. A growing body of works (Auerbach, 1993; Cook 2001; Cummins, 1999; Scheeter and Cummins 2003, Gay, 2000) has linked judicious use of native vocabulary and interaction by teachers and students

for faster acquisition of the English language. The L1 has been established to play an integral role in L2 learning as well as L2 use (Anton and DeCamilla 1998). Curriculum Recycle Theory emphasised the use of learners' linguistic experience acquired from their social environment and the use of mother tongue in the process of regenerating experiences. Adedokun (1994) posits that one's mother tongue is most suitable for storytelling as basis for composition writing in English. Apart from this, in classes where students are working on English proverbs and idiomatic sayings, the teacher may ask them to bring to class proverbs from their own culture, which are later translated into English. Whole Language also encourages the use of first language. According to Prodromou (2000), mother tongue is seen as a resource on which we can draw to bring in the students' cultural background into the learning process. Baynham (1983), Duff (1989) and Kramsch (1993) have all found the L1 as a practical resource for improving students' linguistic competence while opening a window on to the students' own experience and culture.

2.2.7 Learner -Centeredness in the Language Classroom

Freeman and Freeman (1992) quoting Dewey (1929), opined that the child is the starting point, the centre, and the end of all curriculum instruction, hence, learner-centered approach in language pedagogy makes use of learners as active participants in the learning process.

Toshen (1994) observes that in learner-centered classroom, data about learners and from learners are utilized at all stages of planning, implementation and evaluation of language programmes. Such data are necessary because, according to Freeman and Freeman (1992), since most students are second language learners from a variety of first language backgrounds, it was critical that the curriculum should be drawn from their background, interest and strengths. Tudor (1993) opines that learner-centeredness is based on the assumption that learning activities will be more relevant if it is the students who decide on the conceptual and linguistic contexts of such activities; and that since language is an activity which involves students as complex human beings, not simply as language learners, language teaching should exploit students affective and intellectual resources as fully as possible and be linked with their continuing experience for life. This also agrees with the view of Bond (1990) that the main

characteristic of learner autonomy is that students take some significant responsibility for their own learning over and above responding to instruction. Baynham (1993) demonstrated these in teaching English to a Spanish student. He not only encouraged the learner in the choice of material for his instruction, he allowed the learner to choose the material from his Spanish background and at the same time, encouraged the learner in dictating the pace of instruction. He later reported that "the choice of material" overcame *a block in motivation*", transforming a rather unmotivated student who performed tasks listlessly into one who worked with interest and application, producing writings ranging from accounts of personal experience to abstract summaries. On this note, Harste, Short & Burke (1988) opined that teaching ought to provide meaningful experiences that invite students to assume responsibility for and ownership of learning, that is, teacher supporting the learning process and what the children know (their life experiences) becoming the touchstone upon which the curriculum is negotiated.

Learner-centeredness is therefore seen as imperative in language pedagogy if we want to maximize students' language abilities. Curriculum Recycle Theory (CRT), one of the theories under consideration, is purely learner-centered as, according to Ubahakwe (1999), it integrates the inputs of the learner, his society and environment in a harmonious relationship such that the learner is both the starting point and end point in the learning experience.

Whole Language Philosophy is also learner centered, as one of its major tenets is encouraging each child to adopt his own technique of learning, and relating language lessons to students' personal experience. Whole language educators believe that the curriculum has no place to begin than with children's current concepts and language. Most whole language classes are activity-oriented and focus on stimulating learner's interest while developing their language competence. Cummins (1989) summarizes this point;

Academic growth must be fostered by context embedded instruction that recognizes student background experiences, by encouraging them to express, share and amplify these experiences... for this reason, whole language teachers of ESL teach language and content by beginning with the experience of their students and by building on those experiences. (p 761)

Olisen and Multen (1990) calls this "*teaching to and from experience of students*", and therefore views learning as active reconstruction of knowledge and experience of the learners.

2.2.8 Skill Model in Language Learning

Language learning has been traditionally identified with four basic skills of listening, speaking, reading and writing. Speaking and writing are productive while listening and reading are receptive. Speaking requires the language user to synthesize phonemes together with the supra-segmental elements of stress and intonation to realize lengthy sentences; while writing involves the combination of written words, phrases and different sentence patterns in a technical way to realize different kinds of write-ups, and reading involves making sense of written texts.

These divisions have been termed 'linguistically indefensible' (Blanton 1992), where students are required to read, write, listen and speak with each area constituting a separate course. He termed the model inadequate for it deprives the students of the linguistic and cultural immersion needed for language acquisition and cognitive development to take place. It also hampers the students from developing the deep literacy on which academic success depends. Critics of the skill oriented language teaching have continually argued that the sum of parts cannot make a whole; hence they oppose the piecemeal method of language learning. Widdowson (1978) observes that the traditional assumption that once linguistic skills are acquired, communicative ability will-follow as an automatic consequence is not always the case. He argued that on the contrary, an overemphasis on drills and exercises for production and reception of sentences tend to inhibit the development of communicative ability. He therefore suggests the integration between linguistic skills and communicative abilities through teaching reading by writing, and writing by reading. Crayford (1989) and Flores (1982) observed that instructions many bilingual learners receive in schools are fragmented and disempowering and as a result dropout or push-out rate is very high. In the same vein, Goodman (1986) observed that the problem with studying parts in isolation is that students cannot visualize how the parts go together and as a result students often come to the end of their education with bits and pieces of information. Again Freeman & Freeman (1992) opined that the goal of language teaching is to enable the students become skilled language users, not by teaching separate skills, but focusing on

communication through reading and writing as well as speaking and listening as a whole. Torsen & Postlethivate (1994) also agreed that as literacy develops, language skills are taught alongside each other and embedded within one another. Therefore the emphasis is no more on linguistic skills but literacy skills with communicative ability, in relation to composition writing.

In Whole Language practices, there is much emphasis on connecting reading and writing. According to Harste, Burke & Short (1988) studies in mental processes involved in reading and writing have emphasized that these activities have so much in common in that both support the process of learning and that they are processes in which we originate, negotiate and revise ideas. They refer to this as experiencing authorship.

2.2.9 Whole Language Activities

Whole Language is a broad teaching and learning philosophy that focuses on, among other things, critical thinking, co-operative/ collaborative learning and integrated language learning (Adams & Hamm 1994). Its advocates have argued that it is properly seen, not as a set of methods, but as a set of beliefs about teaching and learning as a socio-psycho-linguistic process (Adams 1994). It however encompasses some activities that can be effectively employed in the classroom situation. Harste, Short and Burke (1988) termed these *Curricular Components*, which are meant to ensure the effective connection of reading and writing, and thus promote literacy development in students. They include:

Authors' Circle

Authors' Circle, developed by Burke (1983), Catkins (1986) and Graves (1986), helps less proficient writers clarify what they have written based on audience's questions and responses. The Authors' Circle is made up of three or four writers who have a self-revised piece they would like to think more about with others. Each participant must bring a piece of writing, which he reads aloud to the group rather than in written form so that the group will focus on meaning rather than on conventions such as spelling. Each writer does not revise during the circle but afterward considers privately the recommendations made and arrives at his own decision regarding any change in the writing.

Author's Folder.

Writers keep both current and past drafts of their writing in their folders, along with the lists of ideas for writing. Through this, they can continue to work on pieces of writing that are currently in progress and to revisit earlier drafts as they write. Authors¹ Folder gives both students and teachers a way to monitor and evaluate growth over time and to focus on process as well as mechanics of writing. The folders provide a cumulative record of an author's pieces of writing. Each writer can use the folders to remember and revisit work done. Its procedures go thus:

- As soon as the students begin a writing course, they are given a file folder to collect their writing over the course of the year. The writing kept in the folders consists of stories and articles that students perceive as publishable.
- Students date each piece of writing, staple all the draft copies of a single piece together, and file the writing in their folder from oldest to newest.
- A brainstorm list of ideas or topics to write about is usually kept in the folder, to be changed as he adds or uses ideas from the list. Students are encouraged to jot down ideas as quickly as they occur to them.
- An evaluation form is stapled to the inside cover of the folder. This form is divided into three sections: mechanics (spelling, punctuation, capitalization and grammar), strategies (writing process strategies) and insights (the "aha experience" the student has had, insights the teacher has about what the student knows, and the connection the teacher believes the student is ready to make based on the observations of the student). Observations about a student's growth are written under the appropriate section and dated. It is important that teachers review students' progress at least once a week.
- The students and the teacher choose some pieces of writing each year to be placed in a cumulative folder that is forwarded to the student's next teacher. This gradually builds a record of student's growth throughout school. The rest of the writing is sent home to the parents at the end of the year.

Generating Written Discourse

Developed by Kucer (1983), Generating Written Discourse is an activity that supports writers in focusing on the more global aspect of constructing texts. It focuses on supporting the writer in discovering, generating and structuring major ideas. Here,

writers develop and organize their ideas on cards before beginning to write. Since all the ideas and thoughts are on separate cards, writers can easily add and delete ideas and reorganize their meanings. The strategy demonstrates that writing is not a linear process. Writers do not need to start at the beginning and plow through to the end. It is particularly relevant in writing expository texts. Its procedure includes:

- Each student takes several slips of paper or cards and writes one idea for a possible writing topic on each card.
- As the students are thinking about and writing down their ideas, they informally share the topics with each other, which allows for further exploration of possible writing topics.
- Once students have had adequate amount of time to generate and share their ideas with one another, they select the idea they most want to write about. The other idea cards are placed into, their Author's Folder for future reference.
- After choosing their topics, the writers think about all the major ideas related to their topic. These ideas are each written on separate cards and arranged below the topic idea. Students are told that they can add or delete cards as needed and can move the cards around. The major ideas will serve as headings for expansion of the topic. Students are encouraged to write down as many related ideas as possible.
- On other cards they write ideas they have for expanding their headings. They write as many specific ideas as they can think of for each major idea card. These specific cards are then arranged below each major idea. The cards serve as placeholders for meanings students want to remember during the writing process.
- When the cards are arranged in what the student feels is the best order, he is ready to begin writing. Writers may rearrange and add or delete ideas as they wish during the writing process, for the organized cards serve only as a guide.

Group Composing

It is used in the classroom through the following steps:

- The teacher or a student issues an invitation to the class members to join a group to write a book on a particular topic.
- The students who join the group discuss their ideas of what they want to write about. Time is spent raising ideas, exploring those ideas, and thinking about

how to express the ideas. The class may use the language pattern or plot structure of a favourite author to create his or her own text.

- Each student in the group writes a page for the group book, and these are later gathered together. The process approach to writing can occur in two ways:
- After a group discussion about the topic of the book, each student individually writes and illustrates a page. These are then compiled and stapled into a book.
- After the group discusses what they might write about, one person acts as a scribe to write down the story on the chalkboard as the group develops it together. After the story is finished, each student is responsible for copying one page of the book from the chalkboard and illustrating it. These pages are then assembled into a group book.
- The finished book is read to the class with each student reading his contribution to the book, which is then placed in the classroom library. As a follow up activity, a traveling story may be created. One person begins to write a story and then passes it on to another writer. This continues until the last person receives the story and writes the conclusion.

Mine, Yours and Ours.

Developed by Short (1986), the strategy encourages the learners to make sense of their world not only by creating stories about their experiences and their interpretation of it, but also to appreciate other peoples' perspectives. Through this, learning is termed a process of connected knowing and storing (Harste, Short and Burke (1988)). The strategy is illustrated thus:

- Students participate in a common experience, such as a lecture or a field trip.
- Following the experience, students write a story summarizing what they perceive to be the most significant aspect of that experience.
- Students pair off to compare stories to see what the connections are between them. They discuss where they agree and disagree and what kinds of meanings are in one story but not in the other.
- The students explore the connections between their stories to discover the underlying assumptions, beliefs, and values of each story.
- Once the pairs of students have discussed their stories, the group comes back together to share their insights about why their stories did and did not connect.

- As a follow up activity, students can read the same text, write a story that highlights the important features of that text, and then explore or compare their stories in pairs.

Schema Stories.

Developed by Dorothy Watson, Schema story is an activity designed to encourage students to concentrate on the overall form and structure of a text. Readers possess certain expectations or schemata relating to the structure of stories and this strategy aims to make them more aware of the influence of these schemata for readers and writers. Students learn about structure through their experiences in reading literature. This activity will help to continue the development of a "sense of story" as they discuss the sequence of ideas within a text.

Other strategies include: authors' chair, bookmaking, choose your own story, classroom newspaper, cloning an author, editor's table, family stories, getting to know you, literature circles, message board, picture setting, theme cycles, wordless picture books, written conversation, etc. Adams (1994) observed that Whole Language classroom is comprehension-centered and child-centered but the methodologies are as varied as the teacher.

2.2.10 e-Teaching and its Importance

Akinkuotu and Olufowobi (2016) see e-learning as what gives users opportunity to access notes, lectures, assignments, discuss in forum and communicate with people from anywhere and at any time. Velumani (2013) notes that online resources have many advantages that could improve teaching and learning processes; these range from multi-point of access, speed, functionality, mixed media content for better understanding, mobility, saving of physical space, conveniences, to saving time and money. According to Jones, Gaffney-Rhys (2011), the use of online resources improves students' achievements. Holley (2002) asserts that students who participate in online learning perform better than students who study through conventional methods.

The decline and loss recorded in languages have been major headache for users. It was the major attraction in worldwide intellectual discourse among language educators. Strohlic (2018) predicts that by the year 2025, almost half of the languages of the world would be a thing of the past if technology is not deployed to perpetuate them. İşman (2012) describes technology as the application of science that can be used to solve well-

defined problems. This implies that technology relates to systemic application of information or knowledge in executing specific task(s). Levin (1996) lends credence to this with a view that technology should be considered as an approach and accordingly, the application of scientific principles to solve practical problems. Technology, consequently, pervades the global society hence the difficulty in disregarding it.

The influence of technology permeates all sectors of people's activities, including educational system. Integration of technology and language pave way for documentation and revitalization of languages through the internet, computer, and mobile technologies. Chun, Smith, and Kern (2016) opine that technology creates ways for representation of languages and culture. This view lends credibility to the inevitability of technology use for teaching languages. According to Golonka, Bowles, Frank, and Richardson (2014) technological innovation can enhance learners' motivation, increase access to target language input, provide interaction opportunities and help with appropriate feedback. Technological innovations brought about mobile technologies which have impacted recent pedagogical system.

Makinde, Makinde and Shorunke (2013) observe that it is safe to say that language teachers worldwide have usually been at the forefront of using new technologies in their teaching, such as. video, television, tape and cassette recorders, record players and now computer because they enrich the process of language instruction. Their application also makes the classroom to be electrifying through stimulating activities they provide. Technologies also helped in updating, changing and expanding their use of various tools for real life language use.

The mobile learning (m-learning) situation according to Winoka (2013) has called people's attention to how mobile devices can enhance learning generally. Mobile technologies and mobile applications are recently crucial part of learning languages. This pedagogical method is termed mobile learning. Kukulska-Hulme (2016) defines mobile learning as application of all forms of handy technologies such as android phones and I-pads, which allow access to e-textual materials, into the business of imparting and acquisition of knowledge. Sharples, Taylor, and Vavoula (2007) state that mobile learning relates with acquisition of knowledge with providing the anchor. Thus, technology provides a great advantage in students learning regardless of teachers' demeanour towards the use of mobile devices (Oguekwusi, 2021).

It is pertinent to note that mobile learning proliferates electronic learning through promotion of independent and active learning, and by making educational institutions a 24/7 learning centres (Kuimova, Burleigh, Uzunboylu, & Bazhenov, 2018). However, mobile learning enhances and promotes language learning in view of the presence of mobile devices which are versatile tools within and without classroom activities thereby enhancing learners' digital competence. Mobile learners can manipulate the "tools and software" available on smartphone devices in enhancing teaching and learning activities. In addition, the use of smartphones, tablets for checking facts, getting advice from friends on social media depicts the idea of personalisation in education (Kukulaska-Hulme, 2016).

According to UNESCO (2013), although mobile learning proffers solutions to some learning challenges, the use of mobile devices among learners often poses some challenges such as distraction due to social network, disrespect for teachers among other challenges. Ogata and Yano (2005) state that the main features of mobile learning include accessibility, immediacy, interactivity, and situation of instructional activities. Teacher's ability to complement the curriculum with technology will enhance learners' usage of technology in acquiring proficient language skill. The introduction of mobile learning in the teaching of indigenous languages can reinstitute the interest of learners (students) in indigenous language due to the integration of technology and attitudes of students towards the use of smartphone and social network.

Tanuja, Suvama and Sarika (2016) refer to mobile application as a computer program that is downloaded and operated on a person's mobile device like smartphone and tablet computer. They claim that there are numerous applications in virtually all works of life which include obtaining flight ticket, buying food items, online booking of doctor's appointment. They further reveal that applications bring necessary pieces of information to the fingertips of the users. It is simple, friendly, portable and speedy. To Mobin and Guillaume (2015), applications are found on smartphones and tablets; and they are problem-solving to any requirement that may arise in information and communication.

2.2.11 e-Conferencing Instructional Strategy

Conferencing encourages active discussion among students. Anderson (2005) identifies six characteristics of effective conferencing: expected structure, emphasis on

few ideas, clarification of students' challenges, allowance of role reversals and promotion of the use of words suitable for writing. Different characteristics of conferencing can be used in ESW classroom. In conferencing strategy, the lecturer and learners swap roles. Presentation goes thus:

Step I: Lesson objectives and the procedure for the strategy are made known to learners

Step II: Students are put in online groups e.g five members each.

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: Students read the passage in their online platform groups.

Step V: The research assistant discusses the passage with students online.

Step VI: Students with the guidance of the teacher, engage with the passage to identify topic sentences and supportive ones.

Step VII: Students re-write the topic sentences in their own words.

Step VIII: Teacher drops questions on the online platform for students to practise summary writing

Step IX: Students send their answers to the teacher's e-mail for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students.

2.2.12 e-Panel Discussion Strategy

The e-panel discussion is a small discussion group where students engage in discussion online (Pune, 2010). During the discussion, it is possible to have agreement or disagreement among members of the panel on the topic they are discussing (Kenneth and Gangel, 2004). The panel is dissolved at the end of each lesson. In subsequent lessons, new panel members are chosen, while the former panel members join the audience. The rotation continues until all students are made to participate as panel members and members of the audience. The members of the audience ask questions from the panel or contribute to support or disagree with points raised by the panel on the summary passage discussed. The EPD allows learners to challenge the opinions of their peers and the ideas of the lecturers are also open to criticism (Engle and Ochoea, 1988).

Faust and Paulson (1998) note that panel discussion is beneficial to students because it involves the whole class rather than selecting few students. Bonwell and Easton (2010) believe that e-panel discussion promotes active learning among students. The lesson steps of this strategy are as follows:

Experimental Group 2: (e-Panel Discussion Strategy) This strategy will be used to teach English summary writing to students in experimental group two. Procedure is as follows:

Step I: The lesson objectives and the procedure for the strategy are made known to the students.

Step II: Teacher creates online panel groups made up of five students each, while the remaining students serve as the audience..

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: The panelists read the passage in their online platform.

Step V: The research assistant discusses the passage with the panelists online.

Step VI: The panelists, with the guidance of the teacher, engage with the passage to identify the topic sentences and supportive sentences.

Step VII: The panel discusses the summary passage including the topic and supportive sentences with the rest of the class (audience) listening to them attentively.

Step VIII: The audience asks questions from the panel members or add to the discussion.

Step IX: Practice questions on the passage are dropped on the platform for the panel members and the audience to work on.

Step X: Students send answers to the teacher's e-mail address for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students, and thereafter, the panel is dissolved for a new one to be reconstituted at the next lesson.

2.3 Empirical Review

2.3.1 Studies on ESW Instruction

Akinsowon (2016) made use of two reading strategies to improve senior secondary class two (SS2) students attainment in text recall and summary. It was an experimental work conducted in Oyo Metropolis. The two strategies were partner reading and paragraph shrinking. Summary texts were taught for eight weeks. ANCOVA was used in data analysis and the result showed that the group in partner reading recorded higher attainment and dispositional scores than paragraph shrinking and the control.

Adediran (2014) deployed reciprocal and directed reading-thinking activity strategies to bring improvement to attainment in summary. Ancova was used to analyse

data. It was reported that reciprocal teaching instructional strategy ($\bar{x} = 11.83$) significantly differed from directed reading thinking instructional strategy ($\bar{x} = 9.92$). These significant pair wise differences were therefore responsible for the significant effect of treatment.

Olomo (2014) utilised inquiry chart and partner reading instructional strategies to teach comprehension and summary in Ikorodu, Lagos. After data were processed with Ancova, it was found that the students exposed to partner reading instructional obtained highest mean score than inquiry mean score. So, the instructional strategies were helpful in facilitating students' achievement in summary writing. Also, Olomo (2013) used paragraph shrinking instructional strategy to improve reading comprehension and summary writing among learners .

Abegunde (2016) explored the predictive influence of achievement motivation and self-efficacy on summary attainment of secondary school learners in Osogbo. Pearson product moment correlation was utilised in processing the gathered data. The study revealed that the two variables made combined and comparative influence on attainment in summary of the respondents.

Many other researches were conducted to improve summary skills. Muyiwa, Bonny and Kola (2010) worked on comprehension strategy The comprehension strategies explored include individualized and collaborative methods to improve text recall and summary attainment. Individualized method group performed best after intervention. Collaborative strategy and control came second and third, respectively.

Ajani (2010) studied understanding the relationship between L₂ reading comprehension and summary. Result indicates that majority of the readers were frustrated due to the incompetence to understand the language of the written text. Similarly, Ezeokoli and Fasan (2013) examined socio-psychological factors influencing achievement in summary. Results revealed that affective factors which are components of socio-psychological variables are crucial in improving students' ability and capacity to read, comprehend and summarize textual materials.

Jaga (2011) investigated scaffolding students' comprehension of text. Results indicate that parents, guardians, teachers and educational stakeholders need to encourage students to read and create an enabling environment for students to read, through competition and other ways. Kolawole and Bateye (2017) investigated teaching strategies and students' achievement in reading comprehension. Results reveal that there

is positive effect of prior knowledge activation, text familiarity, topic familiarity and pictorial context to enhance reading comprehension.

This study considered the use of the two e-strategies (e-conferencing and e-panel discussion strategies) both driven by active student engagement and use of technology in the process of teaching summary to foster students' performance in English summary. Arising from earlier studies, the methods which are prescribed for use by teachers to improve ability to read, comprehend and summarise texts have not been capable of addressing most of the problems associated with students' reading. Therefore, there was a need to explore other strategies such as e-conferencing and e-panel discussion strategies to enhance students' achievement in summary.

2.3.2 Studies on Online Teaching

Some studies on the merits and demerits of online teaching have been undertaken by some researchers. Sun and Chen (2016) conducted a study aimed at illuminating the utilisation of virtual platforms for classroom activities. The research method was to do a review of research published on virtual classroom. About 47 online articles published since 2008 were used for data collection. In the research findings, it was reported that e-learning was widespread through the help of internet with mobile technology as the catalyst. The advantages of online teaching (affordability, flexibility) according to the research findings would help online education to increase in popularity. Also, Tehrani (2009) presented an exploratory investigation designed to identify some advantages and disadvantages of online learning using 17 students who responded to 22 item questionnaire. The result showed that flexibility is one of the best advantages of online teaching and learning.

In another study, Kebritchi, Lipschuetz and Santiago (2017) inquired into the threats inhibiting successful deployment of virtual platforms course delivery in tertiary institutions. They went out to search for empirical studies of various designs in various publishing outlets. It was a longitudinal search that spanned 15 years starting from 1990 and terminating in 2015. One hundred and four articles were listed. Among the revelations on the major challenge of online teaching on the part of the teacher is perceived time consuming nature of virtual teaching, because of the colossal amount of time expended in its preparation and organisation. The research findings equally showed

that the teachers made use of traditional methods of teaching meant for a traditional classroom, which does not work in online teaching/learning.

Adelore (2017) utilised mobile technology in adult literacy centres in Ibadan using 20 adult learners selected from two adult literacy centers, while the design was experimental. The study found that there was an improvement in disposition to learning of adult learners, while the utilisation of technology for learning led to higher attainment scores of the group it was taught with as compared to those not taught with mobile technology. Studies on online games and language learning have begun to attract the attention of language scholars in recent times. Arintia and Fitriati (2020) in a study on teaching vocabulary using computer online games for young learners explained how vocabulary could be taught in class using computer games. According to them teaching vocabulary using games has three stages: (i) pre-teaching activities (ii) whilst teaching activities and (iii) post-teaching activities. The first stage is what they referred to as the preparatory stage; at this stage, the teacher/researcher sets the games ready and prepares the students to take up the task of playing them. The second stage is the actual playing of the game by the students; while the last stage is the stage for evaluation. The study found that young learners who were taught vocabulary using digital games excelled over traditional methods. The study concluded that online games could be used as a tool in teaching vocabulary development in children.

Lorenset and Piazza (2019) investigated the connection between digital games, foreign language learning and vocabulary development. The study sought to review the available literature in the field with the aim of discussing the features of digital games and their contributions to foreign language learning and vocabulary development. They first reviewed foreign language learning studies and their impact on vocabulary development. They found that computer games were instrumental in facilitating the learning of foreign language. Secondly, they found that digital games made significant contributions to learning in general and language learning specifically. The study concluded that digital games can favour vocabulary development in foreign language learning and promote countless benefits for foreign language learning.

Jassim and Dzakaria (2019) reviewed the impact of games on learning English vocabulary in children. The study highlighted the benefits of some games in vocabulary development in children and, highlighted some major challenges these games pose to language learning. The finding revealed that games are motivational tools that facilitate

children's foreign language learning, especially in the area of vocabulary development. However, they found that using games to teach language poses some levels of difficulty to both instructors and learners despite the fact that games are useful tools designed to promote language learning in children.

Owston, Wideman, Lotherington, Ronda and Brown (2007), in an elaborate study, investigated the development of computer game as a literacy activity in classroom. Four (4) research questions were formulated to guide the study. The research sample consisted of eighteen (18) classes of Grade 4 students. These classes were divided into two: the experimental group and control group. Both groups were taught the same curriculum unit over a ten-week period. The experimental group, however, were made to develop computer games related to the unit using a game development shell. The post evaluation result of the focused group was remarkably higher than the comparative colleagues especially on issue of logical sentence construction. It was concluded that computer games help learners to acquire literacy skills easily.

Gruss (2016) also explored how games and plays could be used as a tool for teaching English vocabulary to young learners. Sixteen seven (67) research participants, were involved. The data for the study were collected using an observation sheet, simple vocabulary test and pictures. The results showed that games constitute a crucial element of teaching English to young learners in the classroom. The present study differs slightly from the reviewed studies in terms of scope. It covers vocabulary development, spelling, reading and writing skills while the previous studies covered only vocabulary development. Secondly, the present study examined the implication of digital games on second learners of English whereas the previous studies did not. Last but not the least, inquired into the digital games outside the classroom while the reviewed studies examined the same variable in the classroom. These researchers had tried the effectiveness of teaching different aspects of English language using digital devices, but most of the studies did not focus on what e-PD and e-conferencing could do in the teaching of summary.

2.3.3. Studies on e-Conferencing Strategy

Ochogwu (2014) explored the Pearls of interactive strategies on JS2 students' attainment in summary, particularly to find out whether students taught reading using the interactive strategies of Directed Reading and Thinking Activities (DRTA) and Know-

Want to Know-Learn (KWL) would perform better in reading comprehension tasks. The study used experimental, non-equivalent design using nine JS.2 intact classes. The sample size was made up of 324 JS.2 students. One research question was addressed and four hypothesis tested. The two participatory strategies performed better than conventional method. It was concluded that traditional classroom practice was ineffective, therefore, there is a need to try new strategies in teaching summary in schools.

From the studies, it can be observed that there is a need to adopt methods that will make the learners to be active during the summary process and this is the reason for choosing the two collaborative e-strategies utilised in this work. Considering these benefits of e-conferencing and e-panel discussion, this study therefore investigated their impact on summary attainment of students in Oyo town.

2.3.4 Studies on e-Panel Discussion and Outcomes in Summary

Egunjobi and Adetunji (2014) assessed the readiness of teachers for integration of technology in Abeokuta, Nigeria. The study utilised 50 Basic Technology teachers from 10 JSS. Findings revealed that male teachers were fully ready and prepared to utilise ICT. They made many recommendations that could help prepare teachers for effective utilization of ICT facilities in JSS level.

Olatunji and Kolawole (2008) carried out a study to appraise the exposure of undergraduate teacher trainees. The survey design of ex post facto type was used to survey the facilities being used in selected Nigerian universities in preparing teachers for service. The study selected two private and two public universities using the simple random sampling technique. The researchers selected 30 final year undergraduates in each of the 4 public universities examined. Thus, 120 final year undergraduate teacher trainees took part in the study. Data were collected using questionnaires, which were validated by the researchers and found reliable. It was found that selected students are not computer literate. The study also found that pre-service teachers of English language were exposed to varied degree of computer courses by their universities even though that did not guarantee their proficiency in computer usage. Based on the findings, the researcher made many recommendations among which is that the universities curricula need to be reviewed drastically by those concerned.

Ogunleye (2010) conducted a study to investigate the predictive influence of mobile technology on the teaching of Chemistry in 150 schools equally from Oyo, Ondo and Ogun States of Nigeria using the stratified random sampling technique. The study found that computer literacy and attitude to computer jointly correlate with utilization of computer, with each factor making respective relative contribution. While computer literacy could predict the dependent measure, attitude to computer could not. The need to equip Chemistry teachers with computer appreciation and operational skills was canvassed, while computer systems need to be made available and accessible for Chemistry teaching in the school system.

Kolawole and Olatunji (2006) carried out a survey to establish a number of schools that had ICT facilities, know the level of their proficiency and also find out the number of teachers that make use of the facilities in teaching English language. The findings showed that most schools do not have ICT facilities; the teachers have little or no knowledge of the facilities, they demonstrated inadequate skills in its use and most of the teachers never used it in the teaching of English language.

2.3.5 Summary Writing Anxiety

Summary Writing Anxiety is referred to as summary apprehension or blockage. It is a psychological state of uneasiness or nervousness an individual has anytime he/she is faced with a summary task. Enu (2016) views any form of writing as a productive skill with a demanding process. This is because writing is the most complex of all the skills of language and mostly utilised in career pursuit. As such any time the learners are given work to do in summary, a feeling of uneasiness engulf most of them, especially in ESL contexts.

In his studies on writing apprehension, Atkinson (2010), came up with the report that almost everyone engaged in writing exude one form of apprehension or another in different proportions, especially if such writing task is in formal contexts. According to Olomo (2013), part of the factors that contribute to palpable fear on the part of learners whenever they have a cause to write summary include stress associated with thinking and being assessed particularly when the task is to be carried out in a second language.

Anxiety in language teaching and learning has dominated intellectual discourse by both psychologists and linguistics in the past decades. To the psychologists, anxiety relates to fear that engulfs someone who is facing a compulsory task that bothers on

success or failure (Adeleye, 2015). The linguists conceptualise anxiety as any form of fear that crops up and makes it difficult to perform certain functions (Green and Stone, 2015). Language anxiety is one of the affective filters for learning an L₂. It is a severe anxious reaction of learners in the course of their language learning which arises from unpalatable experiences encountered in the process (Yarbrough, 2017).

2.3.6 Summary Writing Anxiety and Outcomes in Summary

Malchor-Couto (2017) working on summary writing anxiety in second life oral interaction came up with outstanding facts on its interaction with learners' attitude to verbal communication. The study attempted a comparison between the effects of second language anxiety using virtual world second life and that of the traditional classroom on students' attitude to verbal communication. The VW group had a reduced foreign language anxiety as compared to those experienced by CR group. In the same vein, as language anxiety of VW increases, their interest and attitude to summary changes.

Kayaoglu and Saglamei (2013) carried out a study on students' perception of L₂. Anxiety. A lot of factors have been found to be responsible for English language anxiety. Among these is learners' perception of language anxiety. This is very important and partly directly involve in the teaching-learning process in most second language classrooms. The study revealed that learners' perception of language anxiety to a large extent determines and dictates their attitude to verbal communication, especially their participation in speaking-related classes.

Phillips (1992) studied oral competence and attitude towards oral competence which to him became very important as a result of increasing high FLA experienced by haunting ESL learners. It was found that language anxiety not only affected oral tests outcomes, it also had significant impact on students' affective reactions in verbal communication classes. Therefore, the study confirmed that students' attitude toward language learning in general, and verbal communication (including oral presentation) in particular is significantly influenced by learners' language anxiety level.

Hadler (2018) carried out a study on English language anxiety and verbal communication achievement. To him, English language today is the most important language as its values range from education to business. In all spheres of human life, there is the utmost need to be efficient in the language. He went further to confirm that learners often encounter difficulties in the mastery of the four basic skills of the

language. Different researches have established that English language anxiety hampers the academic achievement of students in the four language skills (Reddy, 2014).

Chen (2015) carried out an in-depth investigation on it. It was revealed that English language anxiety can be caused by internal factors traceable to the learners and environmental factors such as the physical context of teaching and learning (Leigh, 2009). The fact remains that the anxiety that most students have, stand as a stumbling block in their language proficiency.

2.4 Appraisal of Literature

The search for literature has shown that students achieve and participate better in any teaching-learning situation when the instruction is planned in a collaborative manner where the learners are made to work in pairs. The reviewed literature also showed that summary writing skills are important for effective reading, efficient writing and excellent study skills – these skills are needed by students to succeed in formal education and examination situations. Similarly, the various strategies documented in literature for teaching summary writing include scaffolding, literature circles, advanced and graphic organisers, exit slips, questioning the author, semantic mapping, and reciprocal teaching strategies among others. Empirical literature has shown that both e-conferencing and e-panel discussion could improve students learning outcomes in reading comprehension but their effects on their learning outcomes in summary writing are left for investigation. Literature has also documented a strong link between mobile phone self-efficacy and online academic success, but the extent to which mobile phone self-efficacy would interact with English summary writing instruction when e-conferencing and e-panel discussion instructional strategies are used, is yet to be determined especially in Oyo township. The effect of writing anxiety on achievement in L₂ learning has been extensively investigated, but with conflicting results, hence, more studies are required when students are exposed to summary writing instruction through e-conferencing and e-panel discussion instructional strategies. This research is therefore an effort in this direction.

CHAPTER THREE

METHODOLOGY

The chapter part describes the procedure followed in implementing the research namely, the design, population, sample and description of the instruments , among others.

3.1 The Design

Being an intervention programme, quasi-experimental design was utilised. The matrix was 3x2x2. Summary lessons were delivered to the experimental groups with e-conferencing and e-panel strategies using telegram and whatsapp platforms, but it was taught to the participants in the control group by using conventional classroom practice. Below is the schematic illustration of the design.

O₁ X₁ O₂ (Pretest, treatment and posttest for experimental group1)

O₃ X₂ O₄ (for group2)

O₅ -- O₆ (for control)

O₁, O₃, O₅ stand for pretest observations, while

O₂, O₄ O₆ stand for posttest observations, and

X₁ stands for e-conferencing strategy for experimental group 1

X₂ stands for e-panel discussion strategy for experimental group 2, while

-- stands for normal lesson control group.

Further illustration is on Table 3.1.

Table 3.1: Matrix of the research

Treatment	Mobile phone self-efficacy	Summary Writing Anxiety	
		High	Low
e-conferencing Strategy	High		
	Low		
e-panel discussion Strategy	High		
	Low		
Conventional Strategy	High		
	Low		

3.2 Study Variables

Three classes of varying factors are discernible. These are the independent variables which is the mode of teaching comprising e-conferencing, e-panel discussion and normal classroom practice; the intervening variables made up of mobile phone self-efficacy and summary writing anxiety, each of which is calibrated as high and low; and the dependent variables depicted by summary writing attainment and disposition (attitude) to summary.

Table 3.2: Diagram of the design

Mode of teaching	Intervening variables	Learning outcomes
1.e-conferencing strategy	1. Mobile phone self-efficacy i. High ii. Low	Attainment in English summary
2. e-panel discussion strategy	2. Summary writing anxiety i. High ii. Low	Disposition to English summary
3. Conventional strategy		

3.3 Techniques used in selecting the participants

The multi-stage procedure was employed. The three LGAs (Atiba, Oyo East and Oyo West) in Oyo were enumerated. Six senior secondary schools (two per LGA) were purposively selected based on:

- i. Schools that had teachers with any of B.Ed/B.A.Ed./B.A. plus PGDE in English teaching SS II English Language.
- ii. Schools that had teachers of English in SSII with the knowledge of online teaching of English.

Using purposive sampling, six intact classes of SSII students who had e-mail addresses and android phones to participate in online interactions (one per school) were deliberately chosen. Schools were allocated to experimental and comparative groups. The SS II students were chosen in view of the fact that:

1. Senior secondary two is the intermediate year of the senior secondary cadre of secondary education and it is the penultimate year for the WASSCE/NECO SSCE.
2. Empirical literature has shown that the two strategies used in this study were used largely for K-11 students in English as a native language contexts which is the equivalent of SS two in ESL contexts as obtained in Oyo city.

3.4 Instrumentation

The eight research instruments deployed in the collection of data are:

1. ESW Attainment Test (ESWAT)
2. Students' Attitude to ESW Questionnaire (SAESWQ)
3. Students' Mobile Phone Self-efficacy Questionnaire (SMPSQ)
4. Summary Writing Anxiety Scale (SWAS))
5. Instructional Guide for e-Conferencing Strategy (IGe-CS)
6. Instructional Guide for e-Panel Discussion Strategy (IGe-PDS)
7. Instructional Guide for Conventional Strategy (IGCS)
8. Research Assistants' Teaching Performance Evaluation Sheet (RATPES)

ESW Attainment Test (ESWAT)

The ESWAT was taken from *Intensive English Course for Senior Schools II* by Oluikpe, Ikpeze, Akubue and Ofomata (2011) which was different from the one in use in the schools involved in the study. It measured students' achievement in English summary writing. The questions were drawn parallel to the ones set in public

examinations. The test was based on supply response subjective format. It was administered on students as pretest and posttest. This instrument tested the participants' attainment in summary. The students were expected to write/present answers to the questions in correct sentences of appropriate length. Each sentence was marked over five, making a total of 30 marks. The SWAT was validated by experts from two departments for their inputs. This was done to validate the test. The test-running of SWAT was done (with interval of two weeks) on 20 SS II students of similar characteristics from a separate school. The value obtained was 0.83.

3.4.1 Summary Writing Attitude Questionnaire (SWAQ)

The SWAQ was constructed by the researcher. Specifically, the questionnaire centred on disposition of students to English summary writing. It consisted of items carefully structured to elicit responses on attitude of students. The instrument was structured along four response scales (Strongly Agree, Agree, Disagree and Strongly Disagree). The respondents chose one of the four scales above according to the way that best suits their views on each of the items listed. The scale of 1234 was for positives, while 4321 was for negatives. It assessed respondents' attitude towards ESW.

Experts in counselling and human development studies from this university examined it for validity. The SWAQ passed through the supervisor so as to affirm its suitability for the intended respondents. The test-running of SWAQ was carried out on a sample of 20 SS II students.. The Cronbach value of 0.76 was obtained which was deemed acceptable for use.

3.4.2 Students' Mobile Phone Self-efficacy Scale (SMPSS)

The SMPSS was adapted from Akinsowon (2016) which was designed to measure the students' English Reading Comprehension Self efficacy, but it was modified. It dwelt on their self-efficacy judgement in relation to the use of mobile phone for online interaction in summary. Likert Scale statements graded as Very Good; Good; Fair and Poor were adopted. It was made up of 20 items. The reliability index of the original scale of Akinsowon (2016) was 0.83. The mobile phone self-efficacy scale was examined by experts in counselling psychology for corrections to improve content and face validity as well as its suitability. Later, its consistency in measuring the trait was ascertained by testing it on SSII students. The Cronbach value of 0.80 was found and it was deemed suitable for the study.

3.4.3 Summary Writing Anxiety Questionnaire (SWAQ)

The SWAQ was adapted from Fakeye and Ohia (2017). The original instrument was designed to measure students' writing anxiety with a reliability index of 0.88. The items in the instrument were modified to measure English summary writing anxiety. The other part consists of 20 statements that assessed summary anxiety of the respondents. A Four-point scale of Very Often, Often, Seldom and Never was adopted. The positively worded items were scored according to the format; Very often:4, Often: 3, Seldom: 2, Never: 1 while the negatively worded items were scored in the reverse: Never: 4, Seldom:3, Often 2, Very Often:1.

Experts in counselling and human development studies from this university assessed it for validity. The researcher's supervisor also examined SWAQ with a view to affirming its suitability for the intended respondents. The test-running of SWAQ was carried out on SS2 students in a separate school to determine its consistency of results and suitability. A value of 0.79 was obtained and it was considered suitable for the study.

3.4.4 Instructional Guide for e-Conferencing Strategy

The guide on e-Conferencing Instructional Strategy was adapted from Oliver (2011). The original guide contained six lesson steps for the use of conferencing. However, to suit the purpose of this study, it was modified to accommodate online interaction through telegram and whatsapp. Detailed steps of the e-conferencing instructional guide are as follows.

Step 1: The lesson objectives and the procedure for the strategy are made known.

Step II: Students were placed in online groups of 10 students each.

Step III: Teacher drops on their online platform the summary passage.

Step IV: Students read the passage in their online platform groups.

Step V: Discussion of the passage with students online.

Step VI: Students engage with the passage in their various groups to identify topic sentences and supportive ones, while the research assistants monitors what goes on and offers help when necessary.

Step VII: Students re-write the topic sentences in their own words.

Step VIII: Teacher drops questions on the passages to practice summary writing

Step IX: Learners send their answers to the research assistant's e-mail for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students at the commencement of the next lesson.

3.4.5 e-Panel Discussion

This instructional guide was adapted from Burke (2011). The original guide contained six lesson steps. However, to suit the purpose of this study, it was modified to accommodate online interaction through telegram and whatsapp. Detailed steps of E-Panel Discussion Instructional guide are as follows

Step I: The lesson objectives and the procedure for the strategy are made known to the students.

Step II: Teacher creates online panel groups made up of five students per group, while the remaining students serve as the audience..

Step III: Teacher drops on their online platform the summary passage.

Step IV: Discussion of the passage with panelists online.

Step V: The panelists discuss and identifies the topic sentences in the passage in the online platform, while the audience listens attentively

Step VI: The audience contributes to the discussion and asks questions for clarification by the panelists

Step VII: Practice questions on the passage are dropped on the platform for the class for the panel and the audience to work on.

Step VIII: Students send answers to the research assistant's e-mail address for marking, and the panel is dissolved.

Conclusion: Feedbacks are provided by the teacher on the platform for students at the beginning of the next lesson.

3.4.6 Instructional Guide for Normal Classroom

The conventional strategy is a English summary writing teaching strategy which typifies most classroom practices of many teachers during English summary writing instruction. It contained the lesson steps popularly followed in normal classroom lessons. The steps involved included: making students read the passage silently and calling the attention of the teacher to difficult words in the passage, explaining the meaning of the passage to the students and asking them to answer summary writing questions in their notes, marking their notes, doing correction for them and giving them homework.

3.4.7 Teaching Performance Evaluation Sheet (TPES)

The evaluation sheet was designed to assess teachers' mastery, efficiency and effectiveness at using either of the strategies. Twelve teachers were trained from the six sampled schools (two from each school). The training lasted two weeks.

3.6 Research Procedure

Permission to use the schools, teachers and students was obtained from the authorities. After this, 12 research assistants who helped to teach students were trained to use the teachers' guides prepared for the two strategies. The training lasted two weeks. After the training, the 12 teachers were made to demonstrate lesson delivery following the steps of each strategy. The six highest scoring teachers were finally selected for the study, three assistants for each strategy.

The pretests of SWAT and SWAQ were conducted. The MPSEQ and SWAQ were conducted to obtain data for intervening variables. This was followed by classroom interaction using the two e-strategies. During the lesson delivery process of the classroom interaction, the trained research assistants taught one summary lesson per week for eight weeks, while the researcher went round to monitor activities going on. Participants in the experimental group one were exposed to summary writing instruction using e-conferencing strategy, while students in the experimental group two used e-panel discussion strategy to receive summary lessons. Teaching in experimental and comparative groups went at the same time. A dedicated time after school was used for the study on every lesson day in the two experimental guides to allow students to participate in online activities using telegram and whatsapp, but the control group took their lessons as normally specified on the time table. The researcher monitored the implementation of the strategies by the research assistants. The posttests of SWAT and SWAQ came up immediately after eight weeks of online interactions. The lesson steps followed in each of the groups are as indicated below.

i. e-Conferencing Strategy

This strategy was used to teach English summary writing to students in experimental group one.

Step 1: Lesson objectives and the procedure for the strategy are made.

Step II: Students placed in online groups are made up of 10 students each.

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: Students read the passage in their online platform groups.

Step V: The research assistant discusses the content of the passage with students online.

Step VI: Students engage with the passage in their various groups to identify topic sentences and supportive ones, while the research assistants monitors what goes on and offers help when necessary.

Step VII: Students re-write the topic sentences in their own words.

Step VIII: Teacher drops questions on the on-line platform to practice summary writing

Step IX: Students send their answers to the research assistant's e-mail for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students at the commencement of the next lesson.

ii. e-Panel Discussion Strategy

This strategy was used to teach English summary writing to students in experimental group two. Procedure is as follows:

Step 1: The lesson objectives and the procedure for the strategy are made known to the students.

Step II: Teacher creates online panel groups made up of five students, while the remaining students serve as the audience..

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: The research assistant discusses the passage with the panelists online.

Step V: The panelists discuss and identifies the topic sentences in the passage in the online platform, while the audience listens attentively.

Step VI: The audience contributes to the discussion and asks questions for clarification by the panelists

Step VII: Practice questions on the passage are dropped on the platform for the class for the panel and the audience to work on.

Step VIII: Students send answers to the research assistant's e-mail address for marking, and the panel is dissolved.

Conclusion: Feedbacks are provided by the teacher on the platform for students at the beginning of the next lesson.

iii. Conventional classroom strategy

Step 1: Research assistant reads the passage and explains the meaning as he/she reads.

Step II: He/She tasks the students to read the passage silently.

Step III: The teacher treats difficult words in the passage with the students.

Steps IV: Students are set to provide answers to the questions under the passage.

Conclusion: He/She marks their notes and correct their mistakes.

3.7 Choice of Content and Teaching Units

The English summary passages taught were taken from *Intensive English Course for Senior Secondary School Book 2* by Oluikpe, *et al* (2011).

3.8 Methods of Data Analysis

The data generated from the research questions were subjected to descriptive analysis. Also, results from the null hypotheses were analysed using ANCOVA. The mean difference in the performance of the three groups were ascertained by using Estimated Marginal Means (EMM). while the sources of significant effects were traced with the use of Bonferroni *post hoc* test. The summary of methods adopted for data analysis is on Table 3.3.

Table 3.3: Method of Data Analysis

Hypotheses	Method of Data Analysis
Hypothesis 1	ANCOVA and EMM
Hypothesis 2	ANCOVA and EMM
Hypothesis 3	ANCOVA and EMM
Hypothesis 4	ANCOVA and EMM
Hypothesis 5	ANCOVA and EMM
Hypothesis 6	ANCOVA and EMM
Hypothesis 7	ANCOVA and EMM

CHAPTER FOUR
RESULTS AND DISCUSSION

In this section of the thesis, data were analysed and the results are systematically presented as follows:

4.1. Results

Demographic information of participants

Table 4.1 Distribution of students based on Gender and Age

S/n	Gender	Frequency (f)	Percent (%)
1	Male	37	45.1
2	Female	45	54.9
	Total	82	100.0
S/n	Age	Frequency (f)	Percent (%)
1	14-16years	50	61.0
4	17-20years	32	39.0
	Total	82	100.0

These are the profiles of sampled students offering English summary writing in the participating schools on the basis of age and gender. According to the table, 37 (45.1%) of the students were male, while 45 (54.9%) were female. Furthermore, the table shows the age of the sampled students as follows: 50 students representing 61.0% of the participants were between 14-16 years while 32(39.0%) were 17-20 years of age.

4.1.1 Answering the Research Questions

Research question 1: What is the level of SWA among students?

The answer to this question can be found on Table 4.2.

Table 4.2: Students' Summary Writing Anxiety

S/N	Items	SA	A	D	SD	\bar{X}	Std
1.	I feel uneasy with English summary writing.	95(43.8)	107(49.3)	9(4.1)	6(2.8)	3.34	.690
2.	English summary writing is a frightful aspect of English Language	55 (25.3)	112 (51.6)	48 (22.1)	2 (9)	3.01	.717
3.	I have no fear for English summary writing	72 (33.2)	74 (34.1)	56 (25.8)	15 (6.9)	2.94	.931
4.	Embarking on summary writing is a frightening experience.	36 (16.6)	58 (26.7)	90 (41.5)	33 (15.2)	2.45	.942
5.	My mind goes blank when I start to work on summary writing.	54 (24.9)	91 (41.9)	50 (23.0)	22 (10.1)	2.82	.925
6.	I am always composed when writing English summary.	87 (40.1)	95 (43.8)	28 (12.9)	7 (3.2)	3.21	.787
7.	I am always afraid of mindless lifting when writing summary..	74 (34.1)	80 (36.9)	47 (21.7)	16 (7.4)	2.98	.925
8.	I have a feeling that I cannot pass English summary writing test.	67 (30.9)	108 (49.8)	36 (16.6)	6 (2.8)	3.09	.762
9.	I am good at summary writing.	76 (35.0)	93 (42.9)	34 (15.7)	14 (6.5)	3.06	.874
10.	I find English summary writing tests uneasy to pass.	55 (25.3)	94 (43.3)	55 (25.3)	13 (6.0)	2.88	.858
11.	I am afraid to practice English summary writing	87 (40.1)	92 (42.4)	30 (13.8)	8 (3.7)	3.19	.809
12.	Summary writing is a lot of fun to me.	33 (15.2)	77 (35.5)	68 (31.3)	39 (18.0)	2.48	.958
13.	I always apprehensive of English summary writing examination.	65 (30.0)	96 (44.2)	45 (20.7)	11 (5.1)	2.99	.844
14.	I expect to do poorly in summary writing even before I write.	38 (17.5)	68 (31.3)	92 (42.4)	19 (8.8)	2.58	.879
15.	I enjoy practicing English summary writing .	71 (32.7)	110 (50.7)	23 (10.6)	13 (6.0)	3.10	.816
16.	I am always afraid of committing errors when writing summary.	83 (38.2)	74 (34.1)	40 (18.4)	20 (9.2)	3.01	.969
17.	English summary writing is a difficult aspect of English to me.	40 (18.4)	79 (36.4)	67 (30.9)	31 (14.3)	2.59	.949
18.	I feel uncomfortable reading books on English summary writing.	50 (23.0)	76 (35.0)	67 (30.9)	24 (11.1)	2.70	.947
19.	Time is always against me when writing summary.	97 (44.7)	94 (43.3)	17 (7.8)	9 (4.1)	3.29	.783
20.	I feel excited when writing summary.	80 (36.9)	93 (42.9)	31 (14.3)	13 (6.0)	3.11	.862
Weighted Average: 2.94		Threshold: 2.5					

Table 4.2 shows the responses of Summary Writing Anxiety. It reveals a weighted average of 2.94 which is higher than the threshold of 2.5. This implies that the Summary Writing Anxiety was high.

Research question 2: What is the level of mobile phone self-efficacy among students?

The answer to this question can be found on Table 4.3.

Table 4.3: Students' Mobile Phone Self-Efficacy

S/N	Items	SA	A	D	SD	\bar{X}	Std
1.	I am good at using mobile phones.	76 (35.5)	122 (57.0)	13 (6.1)	3 (1.4)	3.27	.635
2.	I can use mobile phone for academic work	90 (42.1)	93 (43.5)	25 (11.7)	6 (2.8)	3.25	.769
3.	Using mobile phone is not easy	26 (12.1)	69 (32.2)	79 (36.9)	40 (18.7)	2.38	.925
4.	Mobile phone is easy to manipulate	59 (27.6)	107 (50.0)	40 (18.7)	8 (3.7)	3.01	.784
5.	I can do any assignment on mobile phone	89 (41.6)	91 (42.5)	28 (13.1)	6 (2.8)	3.23	.781
6.	I can only use mobile phone to make calls	42 (19.6)	55 (25.7)	70 (32.7)	47 (22.0)	2.43	1.040
7.	Using of mobile phone is complex for me.	61 (28.5)	80 (37.4)	52 (24.3)	21 (9.8)	2.85	.949
8.	I cannot use any application on mobile phone	39 (18.2)	39 (18.2)	80 (37.4)	56 (26.2)	2.29	1.047
9.	I access telegram on mobile phone	57 (26.6)	103 (48.1)	44 (20.6)	10 (4.7)	2.97	.813
10.	I participate in WhatsApp group on mobile phone	71 (33.2)	103 (48.1)	27 (12.6)	13 (6.1)	3.08	.835
11.	I can use mobile phone for e-learning activities	90 (42.1)	93 (43.5)	19 (8.9)	12 (5.6)	3.22	.830
12.	I am confident about my ability to use mobile phone	80 (37.4)	107 (50.0)	22 (10.3)	5 (2.3)	3.22	.723
13.	I can use voice notes on mobile phone	76 (35.5)	96 (44.9)	26 (12.1)	16 (7.5)	3.08	.879
14.	I perform other activities through mobile phone.	74 (34.6)	113 (52.8)	17 (7.9)	10 (4.7)	3.17	.765
15.	I feel uneasy using mobile phones for academic activities.	35 (16.4)	53 (24.8)	57 (26.6)	67 (32.2)	2.25	1.080
16.	I check meaning of words on mobile phone	96 (44.9)	98 (45.8)	14 (6.5)	6 (2.8)	3.33	.722
17.	I access my email on mobile phone	69 (32.2)	103 (48.1)	27 (12.6)	15 (7.0)	3.06	.854
18.	I depend on friends to operate my mobile phone	45 (21.0)	61 (28.5)	48 (22.4)	60 (28.0)	2.43	1.110
19.	Mobile phone is difficult to operate	49 (22.9)	41 (19.2)	72 (33.6)	52 (24.3)	2.41	1.091
20.	I often browse for information using mobile phone	75 (35.0)	107 (50.0)	19 (8.9)	13 (6.1)	3.14	.816
Weighted Average: 2.90		Threshold: 2.5					

Table 4.3 shows the responses of participants on Mobile Phone Self-Efficacy. It reveals a weighted average of 2.90 which is higher than the threshold of 2.5. This simply means that MPS was high.

4.1.2 Testing of Hypotheses

H_{01a}: e-strategies had no effect on ESW attainment

Table 4.4: ANCOVA of attainment by e-strategies, SWA and MPS.

Source	Type 3 SS	df	MS	F	Sig.	Partial Eta Squared
Corrected Model	329.806 ^a	20	16.490	6.942	.000	.702
Intercept	250.346	1	250.346	105.395	.000	.641
Pre-Achievement	84.270	1	84.270	35.477	.000	.376
Treatment	128.729	2	64.365	27.097	.000*	.479
Summary Writing Anxiety	4.719	2	2.359	.993	.376	.033
Mobile Phone Self- Efficacy	5.248	2	2.624	1.105	.338	.036
Treatment * Summary Writing Anxiety	10.812	3	3.604	1.517	.219	.072
Treatment* Mobile Phone Self-Efficacy	8.102	4	2.026	.853	.498	.055
SW Anxiety * Mobile Phone Self-Efficacy	19.348	3	6.449	2.715	.053*	.121
Treatment * SWA * MPSE	1.374	3	.458	.193	.901	.010
Error	140.144	59	2.375			
T.ot.al	14042.000	80				
Corrected Total	469.950	77				

a. $R^2 = .702$ (Adj. $R^2 = .601$) *denotes significance

In the table of results, e-strategies were found to have impact on participants' attainment in summary writing ($F_{(2;79)} = 27.097$; $p < 0.05$), partial $\eta^2 = 0.479$). The two e-strategies produced 48% impact out of the variance. Thus, hypothesis 1a was rejected. The EMM is shown below in the next page.

Table 4.5: The EMM of attainment in summary by the three groups

Strategies	Mean	Std. error	95% confidence interval	
			Lower Bound	Upper Bound
e-Panel Discussion	15.87	0.57	21.10	22.05
e-Conferencing	14.74	0.36	24.35	25.35
conventional Strategy	11.21	0.35	17.09	18.17

Table 4.5 shows that that e-PD group had a mean of 15.87 as against e-conferencing (14.74) and 11.21 of control.

Table 4.6: Post-hoc of disposition to ESW by the three groups

Treatment	(J) Treatment	Mean Difference (I_J)	Sig.
E-Panel Discussion	E-Conferencing	1.128a	.264
	Conventional Strategy	4.665a	.000
E-Conferencing	Conventional Strategy	-1.128a	.264
	E-panel discussion	3.538a	.000
Conventional Strategy	E-panel discussion	-4.665a	.000
	E-Conferencing	-3.538a	.000

Table 4.6 shows that e-PD group had the highest with 15.87 as against e-conferencing with 14.74 and control, 11.21. The implication of this finding is that significant differences in the attainment of students in summary writing were as a result of e-panel discussion and e-conferencing strategies.

H_{01b}: e-strategies had no effect on disposition to English summary

Table 4.7: ANCOVA of disposition to ESW by the three groups, SWAn and MPS

Source	Type III SS	df	MS	F	Sig.	Partial Eta Squared
Corrected Model	263.281 ^a	20	13.164	3.758	.000	.560
Intercept	330.869	1	330.869	94.457	.000	.616
Pre-Attitude	17.745	1	17.745	5.066	.028	.079
Treatment	72.807	2	36.403	10.392	.000*	.261
Summary Writing Anxiety	.899	2	.449	.128	.880	.004
Mobile Phone Self- Efficacy	5.164	2	2.582	.737	.483	.024
Treatment * Summary Writing Anxiety	11.389	3	3.796	1.084	.363	.052
Treatment* Mobile Phone Self-Efficacy	7.188	4	1.797	.513	.726	.034
SW Anxiety * Mobile Phone Self-Efficacy	20.191	3	6.730	1.921	.136	.089
Treatment * SWA * MPSE	4.649	3	1.550	.724	.442	.022
Error	206.669	59	3.503			
T.ot.al	14042.000	80				
Corrected T.ot.al	469.950	79				

a. $R^2 = .560$ (Adj. $R^2 = .411$) *denotes significance

As shown on the table, the two e-strategies were found to have a remarkable impact on participants' disposition to ESW ($F_{(2;79)} = 10.392$; $p < 0.05$), partial $\eta^2 = .261$). The e-C and e-PD made an impact of 26%. Thus, hypothesis 1b was rejected. The EMM is shown on Table 4.8 to show the state of each of the groups in their disposition to summary writing when instructed with e-PD and e-C

Table 4.8: EMM of changes in disposition to summary among the three groups

Strategies	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
e-Panel Discussion	75.355	0.68	54.001	76.708
e-Conferencing	67.184	0.43	48.332	75.036
Conventional Strategy	51.833	0.40	31.033	52.634

It is shown on Table 4.8 that the means (75.36) of disposition score after intervention of e-PD group was the highest, followed by e-conferencing (67.18). Coming at distant third position was the control. The e-PD > e-C > CS was used to represent the order. Next is the ascertaining of the actual source of significant disparity in post-disposition scores.

Table 4.9: Bonferroni post hoc on disposition scores by the three groups

Treatment	(J) Treatment	Mean Difference (I_J)	Sig.
E-Panel Discussion	E-Conferencing	8.13	.032
	Conventional Strategy	24.663	.000
E-Conferencing	Conventional Strategy	16.531	.021
	E-panel discussion	-8.132	.001
Conventional Strategy	E-panel discussion	-24.663	.000
	E-Conferencing	-16.531	.001

In this table, the e-PD differed significantly in their disposition from the e-C and the control. Moreover, e-C differed in disposition from the control

H₀2a: Mobile phone self-efficacy (MPS) will not significantly affect attainment in English summary

As seen on Table 4.4, MPS did not significantly affect attainment in ESW ($F_{(2;79)} = 0.993$; $p > 0.05$), partial $\eta^2 = .033$). Therefore, hypothesis 2a was not rejected.

H₀2b: Mobile phone self-efficacy will not significantly affect disposition to ESW
The ANCOVA Table 4.7 revealed that MPS did not significantly affect attitude to SW ($F_{(2;79)} = .128$ $p > 0.05$), partial $\eta^2 = .004$). Therefore, hypothesis 2b was not rejected.

H₀3a: Summary writing anxiety (SWAn) will not significantly affect ESW attainment
The ANCOVA result on Table 4.4 revealed that SWA did not significantly affect ESW attainment. ($F_{(2;79)} = 1.105$; $p < 0.05$), partial $\eta^2 = .036$). Therefore, hypothesis 2a was not rejected.

H₀3b: The SWAn will not significantly affect disposition to ESW
As found on ANCOVA Table 4.7 SWA did not affect ASW significantly ($F_{(2;79)} = .737$; $p > 0.05$), partial $\eta^2 = .024$). Therefore, hypothesis 2a was not rejected.

H₀4a: E-strategies and MPS will not interact to significantly affect attainment in English summary

As discovered on ANCOVA Table 4.4, e-C, e-PD and MPS had not interfaced to significantly affect attainment in ESW ($F_{(3;77)} = 1.517$; $p < 0.05$), partial $\eta^2 = .072$). Therefore, hypothesis 2a was not rejected.

H₀4b: E-strategies and MPS will not interact to significantly affect disposition to English summary.

From the first ANCOVA table of result on attainment, e-strategies, did not interact with MPS to impact ESW ($F_{(3;77)} = 1.084$; $p < 0.05$), partial $\eta^2 = .052$). Therefore, hypothesis 2a was not rejected.

H₀5a: E-strategies will not significantly interact with SWAn to affect English SWA
The ANCOVA result on table 4.4 shows that e-strategies with SWAn was not significant on ESW ($F_{(4;76)} = .853$; $p > 0.05$), partial $\eta^2 = .055$). Therefore, hypothesis 2a

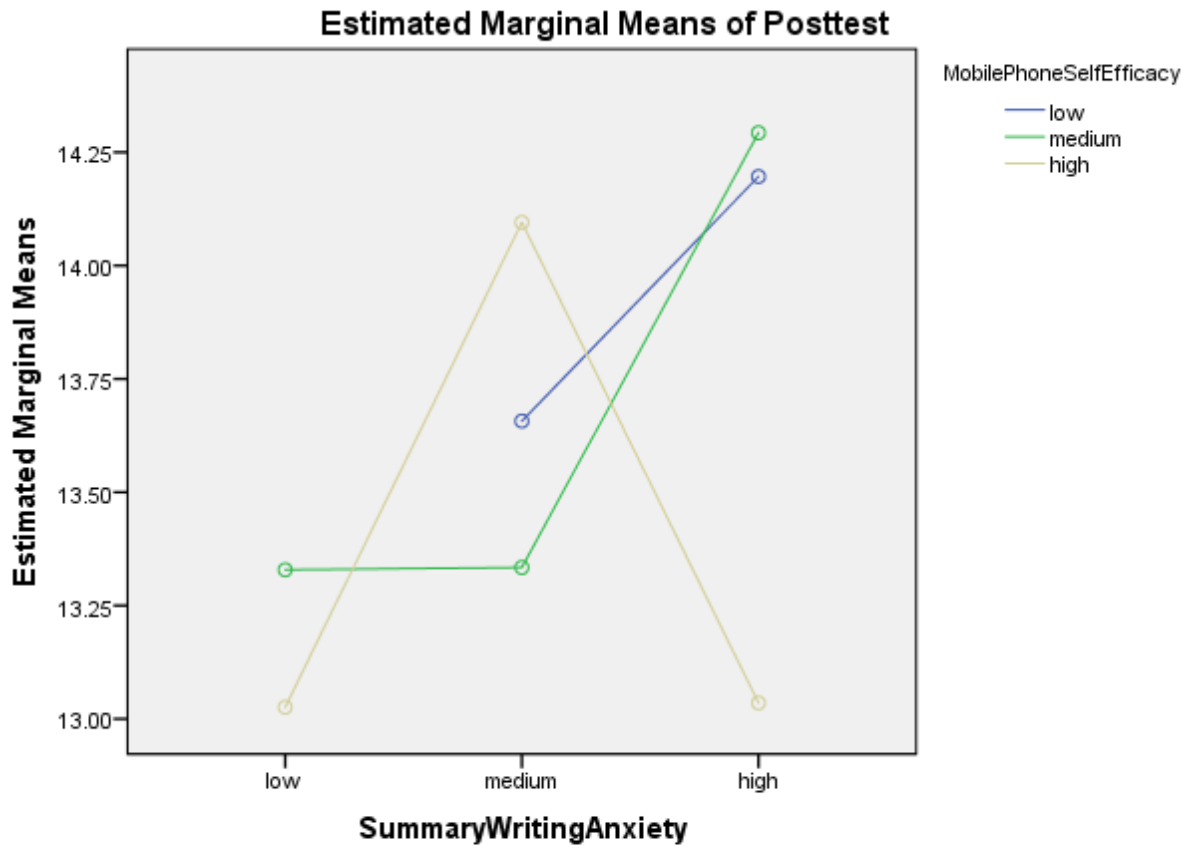
was not rejected. This means that treatment and mobile phone self-efficacy had no effect on students' achievement in English summary writing.

H_{05b}: E-strategies will not significantly interact with SWAn to affect disposition to SW.

The ANCOVA Table 4.7 showed that interaction of e-strategies with SWAn was not significant on ESW ($F_{(4;76)} = .513$; $p < 0.05$), partial $\eta^2 = .034$). Therefore, hypothesis 2a was not rejected.

H_{06a}: MPS and SWAn will not significantly interact to affect attainment in ESW.

Discovery on ANCOVA Table 4.4 revealed that the interface of MPS and SWAn on students' attainment in ESW was significant ($F_{(3;77)} = 2.715$; $p = 0.05$), partial $\eta^2 = .121$). Therefore, hypothesis 2a was rejected.



Covariates appearing in the model are evaluated at the following values: PreAchievement = 9.96

Non-estimable means are not plotted

Fig. 4.1: Interface of MPS and SWAn

H_{06b}: MPS and SWAn will not significantly interact to affect disposition to English summary.

As proved in ANCOVA result on table 4.7, MPS with SWAn did not impact disposition to ESW ($F_{(3;77)} = 1.921$; $p > 0.05$), partial $\eta^2 = .089$). Therefore, hypothesis 2a was not rejected.

H_{07a}: The e-strategies, MPS and SWAn will not significantly interact to affect attainment in ESW.

The ANCOVA result in table 4.4 revealed that the effect of the interface among e-strategies, MPS and SWAN on students' attainment ESW was not significant ($F_{(3;77)} = .193$; $p > 0.05$), partial $\eta^2 = .010$). Therefore, hypothesis 2a was accepted.

H_{07b}: The e-strategies, MPS and SWAn will not significantly interact to affect disposition to summary

The result on ANCOVA Table 4.7 has shown that the effect of the interface among e-strategies, MPS and SWAn on students' disposition to ESW ($F_{(3;77)} = 442$; $p > 0.05$), partial $\eta^2 = .022$) was not significant. Therefore, hypothesis 2a was accepted

4.2 Discussion of findings

4.2.1 Mobile phone efficacy of learners

The level of MPS among the respondents was very high. The reasons for this are that students are highly skilled in the use of android phones to perform various operations. Students confessed that they belonged to many whatsapp and telegram groups and they used their phones to do those things. Many of them have also been participating in online discussions on zooms and google. They have e-mail addresses and interact with their peers on facebook. Many of the respondents have also been using their phones to perform mathematical operations in the world of business and in class. Consequent on this the level of confidence exuded by the learners before and during the intervention was very high. There was, therefore, no hitch among them when deploying the e-strategies to teach summary. These outcomes are in line with those of Apata 2021 where students scored highly in the skill of using mobile apps for classroom activities. It also affirms the results of Olakunde 2021 that the high level of MPS among students simplified the process of knowledge building and acquisition in a comprehension class.

4.2.2. Summary anxiety among learners

A high level of language anxiety was exhibited by the participants as revealed in the results. This shows that the participants were not in any form of apprehension when writing summary in English language. The implication of this is that the classroom activities were smoothly conducted. Concepts were also properly explained and clarified without any form of ambiguity. This finding contradicts Effiong (2013) who reported that EFL students exhibited low level of anxiety in their use of the language. It is however consistent with Akulina (2016), who carried out a study in which the participants were given a writing task in the English language. This may justify the claim by Anthony (2021) that it is almost impossible for foreign language learners not to exhibit different traits of anxiety in their course of learning or using a foreign language. This is rightly so because the students often feel jittery and nervous in class whenever they discuss. They also get uneasy in practising summary. They also fidget when teachers are communicating in class with them because they are not confident enough with the use of English. The results support that of Ayankajo (2020) who found that the level of apprehension displayed by the students during communicative task presentation was high. According to Ayankajo, college students were visibly shaken, stammering and shy in the practicum demonstration class.

4.2.3. E-strategies and attainment in ESW

Data obtained showed that students in e-panel discussion scored highest in comparison with their colleagues in e-conferencing and popular classroom practice groups. Thus, e-panel discussion recorded the highest post-attainment mean score in ESW. The effectiveness of the e-panel discussion over the e-conferencing can be attributed to the fact that although both e-conferencing and e-PD have a wider range of activities, focusing on presentations and lectures, an e-panel discussion is usually more detailed and interspersed with hands-on activities. A moderator is always present to guide discussion. The presence of a moderator makes it goal-focused. This encouraged and enhanced students' achievement in English summary writing. E-panel discussion and e-conferencing can be perfectly combined to give desired results for instructions. Panel discussions can be held as part of conferences, larger seminars, and other events. A researcher or instructor can use ICT technologies like video conferencing (e.g., via Facebook, Skype, Go ToMeeting, ezTalks Meetings, TrueConf) to reach a wider audience by allowing participants to join the conference via the internet. Other ICT tools

and apps, such as Slido, Mentimeter, and Kahoot, can be used to collect questions, opinions, and feedback from the audience during the panel discussion.

The revelation is akin to Ganiyu (2021) who reported that blended learning impacted knowledge of global issues. Also, Ganiyu (2021) reported that students groups in blended learning did better than the individual-based blended learning. The treatments had significant difference because the e-strategies groups recorded a better performance than their colleagues in common classroom practice. The better ESW attainment of e-PD and e-C participants could be due to the fact that these online methods of teaching allow students to pay attention to details. It minimizes the problem of attention span. It also makes students learn at their own paces without the physical burden of going to classrooms. E-panel discussion and E-conferencing make understanding of a particular text easier, enhance opportunities for language use, and afford learners opportunities to share ideas together. Also, According to Lei (2010), the link between technology and student accomplishment is a recurrent element in educational technology project mission statements and arguments for educational technology investment.

The effectiveness of the e-PD over e-conferencing was attributable to the allowance of the strategy for learners to work together by pairs in order to critically annotate the text, share ideas and observance reflect what they have learned and take stock of each days lesson. It also indirectly measures the students' level of understanding in each reading lesson which is given as feedback to the teacher in order to properly plan for each lesson, hence the students are given chances to improve in his lesson" the intention is not to test the students ability to answer passage questions at the end o*f the day, but to take note and express the import points gained from different perspectives and summarize the principle features of the text which has been read.

The result of the study is similar to the findings of Allen, (2004), Leigh (2012) and Olaleye (2014) who also reported that students taught with exit slip instructional strategy recorded a great deal of improvement in their achievement in English reading comprehension. They noted that as the students work together in small groups to interact and share ideas on the meanings they individually construct from the text, they could easily comprehend the content of the text.

The result of the findings on Schema Activation Instructional strategy also correlates with studies carried out previously. The findings share similarity with the findings of Maghsoudi (2014), Adekunle (2011), Bateye (2017) and Ojerinde (2018)

who also succinctly reported that activation of necessary background knowledge helps to attain quick and easy comprehension. The students in the schema class engaged in series of activities which provided them with the opportunity to activate relevant schema needed for text comprehension. Through the use of graphic/pictorial organizers, KWL charts, brainstorming, semantic mapping etc, students could map out ideas in the new text and mediate with the previous knowledge they have acquired from their interaction with objects, animals, people, things and concepts.

4.2.4 Main Effect Treatments and students' attitude to English summary writing

It was found in the study that e-PD and e-C affected the disposition of students to ESW. It was further shown that the students in E-Panel Discussion scored higher than those in the e-conferencing and conventional strategies. Thus, e-panel discussion recorded the highest mean post-disposition score to ESW. The justification for this can be the reality that electronic teaching methods appeal directly into students' behavioural 'dispositions and attitudes. Unlike conventional method, students' attitude cannot be contaminated by electronic methods like e-panel discussion and e-conferencing. Today's students are technologically inclined and they are passionate and competent at utilising it. Over time, the paradigm of knowledge building among the young learners has gravitated towards technology integration through online activities. This change behoves teachers who are the prime facilitators in classroom interaction to ground themselves in the use of technology for quality experience and disposition of learners. Another justification is that in a classroom setting, computers can either support or hinder successful learning.

Furthermore, one of the most important contributing aspects affecting students' performance in numerous disciplines and domains is the students' attitude. As a result, the primary goal of school and higher education systems is academic accomplishment and achievement motivation. Educators are looking for new ways to improve education and help students achieve their goals. The foregoing submission is in line with the contention of Lin and Maarof (2013) who investigated the usage of collaborative writing in the teaching of summary writing. Students were taught summary writing skills through collaborative writing, which involved assigning an in-class summary writing job to them. They worked in groups to finish the procedure. Also agreeing with this finding are Getuno, Kiboss, Changeiywo and Ogola (2015).

4.2.5 Summary writing anxiety and students' attainment in ESW

It was discovered that summary writing anxiety had no significant impact on students' attainment in ESW. In a nutshell, summary writing anxiety did not affect ESW. This could be attributed to the potential of the e-strategies to afford collaborative learning in a non-apprehensive situation as provided by the telegram and Whatsapp platforms for learning summary. When a student is not captured by anxiety, he/she becomes composed and finds ESW easier to practise. Another justification for this finding is that writing anxiety which has been reported that writing anxiety used to be common among non-native speakers of English, had no impact on the participants of this research.

This is antithetical to Kara (2013) who identified the strongest of all the factors that affects the process of ESW as SWAn. This result also contradicts Adodo and Oyeniyi (2013) who identified that learners with high level of SWAn write shorter texts than their colleagues with low SWAn. Similarly, it corroborates Liu and Ni (2015) who reported that when learners were given a writing task in a foreign language like English, they were apprehensive, which weakened their ability and confidence to write well.

Similarly, findings in this study is in concord with Hartono's (2011) study which established no impact of SWA on the writings of undergraduates, but Cocuk, Yanpar-Yelken, and Ozer (2016) found a strong positive correlation between writing anxiety and writing disposition.

4.2.6. SWAn on Students' disposition to ESW

It was found that SWAn had no significant impact on students' disposition to ESW, meaning that summary writing anxiety had no effect on students' disposition to ESW. This showed that all the groups benefitted from the treatment without prejudice to summary writing anxiety. It also justifies the fact that attitude is a product of several behavioural outcomes, and it may not be affected by anxiety. Also, attitude is dispositional. Also, the two e-strategies promoted learning in a tension-free environment that did not generate any anxiety in learners. This finding is similar to the study of Göçer (2014) who found a strong connection between SWA and disposition to ESW. Individuals' interests, desires, and attitudes toward ES, are not the same.

4.2.7. MPS and attainment in ESW

The sole impact of MPS on students' attainment in ESW was not significant, meaning that MPS has no influence on students' attainment in ESW. The findings can be justified based on the fact that the requirements for and ability to excel in summary writing does not require the confidence in the use of mobile phone. Also, a student who can effectively and confidently use mobile phone does not necessarily become a good writer in English summary.

Rahimi and Abedini (2009), Ojedokun (2009), Lee and Reid (2016), and Leeming (2017) had reported similar results in their individual research. This finding, however, is against that of Akinsowon (2016) in a finding that MPS made the highest positive contribution to attainment in ESW. It indicates that teachers may not be familiar with many ICT facilities and their educational usefulness, It should be noted that, the survival and comfort of human beings in this 21st century could be highly dependent on their attitude to the use of ICT, hence, the comfort or otherwise of the English language instruction is dependent on teachers' attitude to the use of ICT.

This finding negates the findings of Nikhat Yasmin Shafee and, Mohdlmra (2016) that most of the teachers have favorable attitude towards ICT; Thamarana (2017) who found that the teachers' attitudes towards the role of ICTs for teaching English was favourable. A likely factor for divergence in the findings of this present study and that of the previous studies mentioned could be due to the differences in their contexts. While the previous studies were carried out in locations outside Nigeria and in countries where ICT facilities are deployed by the government for the facilitation of learning, many of those ICT facilities may not be readily made available in Nigerian schools.

Findings showed report that ICT knowledge among English language teachers selected for this study was above average. This is because their attitude to the use of ICT is poor and due to this, efforts may not be made by the teachers to acquire the knowledge of ICT and large percentage of the teachers are not ICT literates. Also, due to government's policy, it is only in recent times that many of them are getting familiarized with ICT because of the directive of the government who forced them to buy laptops and other ICT facilities and that made their knowledge of ICT above average. This implies that a sizable number of the selected teachers had above average knowledge of

the ICT, This is not so much surprising since ICT facilities are all around us in this age, such that human beings cannot do without noticing them.

This finding corroborates the Egunjobi and Adetunji (2014) who found that teachers are fully ready for the utilization of ICT. Teachers could not have been reported by Egunjobi and Adetunji to be fully ready for the use of ICT if they did not have adequate knowledge of the ICT tools. However, the finding negated Olatunji and Kolawole (2008) who found most of the teachers they selected for their study were computer illiterates. For emphasis sake, computer is not the only ICT tool that exists, hence, teacher's illiteracy in computer does not mean they have no knowledge of other ICT tools. This is an indication that many other factors come to play when it comes to utilizing ICT for/in instruction. First, it might be that the ICT facilities that are needed in second language classroom are not readily available for the teachers' use. As such, the teachers' positive attitude to and above average knowledge of ICT would amount to nothing if the needed facilities are not available. Personal observation of the researcher during the course of the field work revealed that many of the schools visited did not even have power supply. This ugly situation could incapacitate teachers from utilizing ICT tools for English as a second language instruction, even if such teachers have positive attitude to and good knowledge of the tools. Also, most of these teachers are not ICT literate.

4.2.8. MPS and Disposition to ESW

The impact of MPS on students' disposition towards ESW was not significant, meaning that MPS had no influence on students' attitude to ESW. This could be explained based on the fact that the most of the participants had positive attitude to English summary writing and that MPS was not strong enough to change the disposition of students to ESW. Another reason is that self-efficacy is a complicated concept. The belief in one's own ability to succeed varies depending on the circumstances and occurrences. A student's self-efficacy in verbal learning, for example, may be different than his or her self-efficacy in physical learning. People that have high self-efficacy are adamant about the situations and obstacles they face, putting forth more effort and showing strong resistance. This has a significant impact on a person's academic progress (Yılmaz, Yiit, and Kaşarc, 2012)..

The importance of attitudes and self-efficacy in face-to-face educational settings holds true for distant education applications as well. Because, in today's technology,

networks have gotten more powerful. As a result, the technology is now widely employed in educational and training settings. Muraina and Oyadeyi (2014) reported that mobile phone self-efficacy had no influence on students' attitude to English summary writing. Padmavathi (2013) reported that teacher technology efficacy and personal engagement play a critical role in shaping attitudes toward technology use in education.

4.2.9. The interface of e-strategies with MPS and students' attainment in ESW

It was found that when the e-strategies interfaced with MPS, no significance was found in attainment in ESW, translating to no effect of e -strategies and MPS on students' attainment in ESW. This finding is justified on the basis of the fact that participants are very versatile in the use and manipulation of mobile phones. So the variable did not intervene in the influence on attainment in ESW. Another justification for the findings could be that the treatment had no dependence on MPS. Hossain (2019) reported that being efficacious in the use of mobile phone has no influence on students' academic attainment. Also, it aligns with a recent study by Lepp, Barkley, Sanders, Rebold and Gates (2013) which found that MPS did not affect learning of Mathematics.

4.2.10. E-strategies with MPS and students' Attitude to ESW.

The interface of e-strategies with MPS, produced no effect on disposition to ESW, translating to the existence of no effect of e -strategies and MPS on students' disposition to ESW. This finding is justified on the basis of the fact that participants are very versatile in the use and manipulation of mobile phones already before treatment. So the variables did not interact to influence attitude to ESW. The findings can be justified based on the fact mobile phone self-efficacy and treatment cannot be effective on students' attitude to ESW when majority of the students did not have mobile phones. Another reason for the study is that the participants might not have positive attitude towards mobile phone usage. The general self-efficacy is related but different from mobile phone self-efficacy. In this case, students who possess high in general self-efficacy may not necessarily have high mobile phone self-efficacy. It is in agreement with the findings of Fattah (2015) who looked into the use of WhatsApp Messenger to help students improve their writing skills. There were thirty participants, ranging in age from twenty to thirty-five, and they were all in level four of the English major at Qassim College. There were two sets of volunteers, one controlled and the other experimental.

The experiment group used WhatsApp to improve their skills, whereas the control group was taught using a prescribed book over the course of a 45-day writing course.

4.2.11. E-strategies, SWAn and students' attainment in ESW

It was found that when the *e*-strategies interfaced with SWAn, no significant effect was found on attainment in ESW, translating to the existence of no effect of *e*-strategies and SWA on students' attainment in ESW. This finding is justified on the basis of the fact that participants were fully relaxed when learning ESW through the two *e*-strategies. So the interface of the two variables did not influence attainment in ESW. Another justification for the findings could be that the students did not feel any form of apprehension when learning using telegram and whatsapp. The result tallies with Chilletex (2017) whose students manifested little or no stress or anxiety in the course of learning. The study also revealed that students' poor performance in academic tasks was not as a result of anxiety.

4.2.12. E-strategies, SWAn and attitude towards ESW

The interface of *e*-strategies with SWA, produced no effect on disposition to ESW, translating to no effect of *e*-strategies and SWA on students' disposition to ESW. This finding is justified on the basis that participants are very versatile in the use and manipulation of mobile phones already before treatment. So the variables did not interact to influence attitude to ESW. The findings can be justified based on the reason that the participants might not have developed any form of anxiety in learning summary. Ayodele and Kinlana (2012) had earlier found a strong link between writing apprehension and college students' interest in writing dissertation. Their analysis found no correlation between anxiety and willingness to write texts. In addition, Rezaei, Jafari, and Younas (2014) reported writing anxiety in a mixed method study on Iranian EFL learners and they found that the most common type of anxiety is somatic, followed by cognitive and avoidance behaviour. Therefore, it is predictable that EFL learners produce a level of anxiety during their engagement in writing activities.

4.2.13. Interaction of MPS with SWAn on attainment in ESW.

It was found that when MPS interfaced with SWAn, no significant effect was found in attainment in ESW, translating to the no effect of MPS combining with SWAn was reported on students' attainment in ESW. This finding could result from the potential of

the two e-strategies to mitigate the adverse effect of MPS and SWA in the process of practice of ESW. So the variables did not interface to influence students' attainment in ESW. Another justification for the findings could be that the treatment had no dependence on MPS and SWA of the students between MPS and SWA was found to have produced a positive effect on attainment in ESW. This translates to the reality that MPS and SWA did not combine to impact ESW. This could mean that the MPS of students was high, while the SWA was low. Previous researches have consistently revealed a detrimental link between high levels of anxiety and MPS and poor academic performance (Soler, 2005; McCraty, 2007; Adeleye, 2015), which is antithetical to the findings in this study. El-Anzi (2005), reported the contrary.

4.2.14. MPS combined with SWA and students' disposition to ESW

The MPS and SWA did not affect disposition to ESW when they interacted. This means that MPS and SWA had no effect on students' attitude to ESW when they interfaced. Although the two are psychological constructs, yet, there are other psychological constructs that may affect students' disposition to ESW. The finding corroborates those of Muraina and Oyadeyi (2014) who revealed that MPS and SWA did not combine to influence students' disposition to ESW.

4.2.15. E-strategies, SWA, MPS and students' attainment in ESW

The finding revealed that the e-conferencing, e-PD, MPS and SWA did not interface to impact attainment in English summary writing. This means that the combination of treatment, SWA and MPS did not influence attainment in ESW. A likely reason adduced is the insignificant interaction effect of e-strategies, summary writing anxiety and mobile phone self-efficacy on students' attainment in ESW. Also, high level of anxiety and mobile phone self-efficacy could have accounted for lack of significant effect when combined with treatment which make learning of ESW a fun-filled activity in a technology-controlled classroom..

This finding is similar to the studies of Jekayinfa (2004) and McCraty (2007) who found in their separate studies that treatment, summary writing anxiety and mobile phone self-efficacy did not combine to impact attainment in English summary writing. This finding is against the studies of Chado (2015) who reported that treatment, summary writing anxiety and mobile phone self-impacted students' attainment in ESW.

4.2.16. E-strategies, MPS, SWAn and Students' disposition to ESW

E-strategies, MPS and SWAn did not interface on students' attitude to English summary writing. This means that e-strategies, MPS and summary writing SWAn did not interface to impact attitude to ESW. This finding can be explained and justified based on the fact that SWAn and MPS made no joint and relative contribution to students' disposition to ESW. The result supports Adodo and Oyeniya (2013), Philips (1992) and Olomo (2014) who reported in their separate studies that treatment, mobile phone self-efficacy and summary writing anxiety had no effect on students' disposition to ESW. It runs counter to Lam (2011) who reported that treatment, mobile phone self-efficacy and summary writing anxiety impacted students' disposition to ESW.

4.2.17. Findings of the Study in Relation to Theory of Technology Acceptance and Vygotsky's Socio-cognitive Theory

Findings of this study affirm the facilitative capacity of e-panel discussion and e-conferencing to promote students' attainment in and disposition to ESW. The intervening potentials of MPS and SWAn to improve students' achievement in ESW was also established. These results have successfully affirmed the assumption of the Technology Acceptance Model (TAM) and Vygotsky's Socio-cognitive theories. The basic assumption of TAM is that the way people embrace technology in their daily activities is a function of their level of acceptance of that technology. It focuses on users of technology with special emphasis on their disposition towards its use. The TAM assumes that the two factors that predispose technology users to its use are their perception of its utility and level of complexity it involves in utilizing it.

Put differently, TAM believes that if technology users view technology as being invaluable to lesson delivery, they will embrace it and accommodate such in their lesson design and delivery. But if users do not see any benefit of integrating it, they tend to be averse to its use. The positive acceptance and perception of the telegram and whatsapp platforms used to deploy the e-strategies is evident in the way both strategies improved attainment and disposition to ESW. The effective utilization of these educational media has eliminated passivity in ESW classroom. The relevance of TAM to this research is that mobile platforms of telegram and whatsapp were deployed to teach summary via e-conferencing and e-panel discussion and they boosted learning outcomes in ESW.

Also, findings of this study sustained the position of the Socio-cognitive Theory that a child does not learn in isolation, but in a social context. Thus, each learner socially constructs meaning as he/she learns. The theory encourages the use of a more knowledgeable or experienced individual to help the inexperienced learner within socially organized activity. The effective use of mediation is referred to as the zone of proximal development (ZDP), which is the gap between what the individual learner can do on his or her own and the level he or she can reach when assisted by someone who is more knowledgeable than him or her. The students could solve the problems if they were given guided by the teacher. The findings from this study on the use of e-conferencing and e-panel discussion strategies that availed the students to work in groups to practise summary writing, are in affirmation of this theory. The processes involved in the two strategies actively engage students to identify main points in a summary passage and practising summary writing with members of their class. All these are in tandem with the tenets of socio-cognitive theory.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the thesis is on the summary, conclusion and the recommendations.

5.1 Summary

The study investigated the effects of two collaborative e-instructional strategies (e-panel discussion and e-conferencing) on attainment in and disposition to ESW among public senior secondary school students in Oyo town, Nigeria. The study also looked at influence of the interface of MPS and SWAn on learning outcomes in ESW. Chapter one introduced the study, the variables and rationale for the study were discussed. Chapter two presented Technological Acceptance and Socio-Cognitive theories, which provided the framework for the study. Related literature was also consulted. The third chapter discussed the plan (design) followed to execute the research, participants, questionnaires and scales used, steps followed for the intervention, and data analysis. The fourth chapter presented results with explanation on findings, while the fifth and concluding chapter summarises the findings, concludes and recommends as appropriate.

The following were found based on the findings:

- 1) Treatment remarkably impacted attainment in ESW. Students in e-Panel Discussion (e-PD) performed better in English summary writing than their counterparts in E-conferencing.
- 2) Treatments had significant effect on students' attitude to English summary writing. Students in e-Panel Discussion (e-PD) did better in attitude to English Summary Writing than their counterparts in E-conferencing.
- 3) Summary writing anxiety did not affect students' achievement in English summary writing and did not impact ESW attainment.
- 4) Summary writing anxiety did not affect students' attitude to English summary writing and did not impact disposition to English summary writing.

- 5) Mobile phone self-efficacy neither affected students' achievement in English summary writing, nor their attitude. It also did not influence their disposition.
- 6) Treatment and mobile phone self-efficacy neither combined to affect students' achievement in English summary writing, nor affect their attitude.
- 7) Treatment and summary writing anxiety neither combined to affect students' achievement in English summary writing, nor affect their attitude.
- 8) Summary writing anxiety and mobile self-efficacy neither combined to affect students' achievement in English summary writing, nor affect their attitude.
- 9) Treatment, summary writing anxiety and mobile phone self-efficacy neither combined to affect students' achievement in English summary writing, nor affect their attitude.

5.2. Conclusion

It was established from the study that e-panel discussion and e-conferencing improved attainment in and disposition to ESW than the popular classroom practice. The interface of MPS and SWAn also impacted students' attainment in ESW only. When students are engaged in collaborative teaching and learning activities and they employ the use of mobile phone technology, their learning outcomes in ESW will improve.

5.3 Implications of Findings

The implication for effective teaching of English summary writing include:

1. The study revealed that the adoption of e-panel discussion and e-conferencing strategies which rely on the use of mobile platforms of telegram and whatsapp are capable of improving students' learning outcomes in ESW.
2. When electronic tools are deployed in the teaching and learning of ESW, it will yield a better result.
3. Strategies that allow for learners to take active part in lessons will also result in good learning outcomes.
4. Exposing students to collaborative teaching and learning activities using technology gadgets tend to mitigate SWAn.
5. High mobile phone self-efficacy could help to improve the quality of online instruction.

5.4 Limitations

Owing to the fact that the two teaching methods are novel in teaching English summary writing in schools in Oyo town, the gathering of literature review and implementation of the strategies are not without some hitches. The study was limited to only Oyo town and only three local government areas in Oyo town. Also, out of the several factors that could impact students' attainment in and disposition to ESW, only the interface of MPS and SWAn were investigated . A number of constraints were experienced from the participants of the study in terms of their ability to get mobile and internet supply for the teaching of the electronic methods. However, despite these constraints and limitations, the findings of this study provided crucial landmarks in a quest to enhance teaching and learning of English summary writing among secondary school students with a view to improving students' learning, creative ability and positive attitude towards English summary writing.

5.5 Recommendations

Arising from the outcome of the research, we recommend that:

1. The two collaborative e-strategies should be adopted in teaching ESW in virtual classrooms.
2. Teachers should devise a means that is capable of reducing summary writing anxiety among students.
3. Teachers should adopt electronic instruction to reduce anxiety among students in English summary writing.
4. Students should be exposed to small group discussion in ESW instruction
5. Teachers should integrate mobile phones in teaching and learning of ESW so that students can develop mobile phone self-efficacy necessary for virtual learning.
6. Teachers' professional associations like NUT, ETAN, IALE should organize regular seminars, conferences and workshops for teachers of English where they will get acquainted to the use of various virtual platforms for teaching ESW.

5.6 Contributions to Knowledge

The study made the following contributions to knowledge:

1. E-panel discussion and e-conferencing strategies enhanced and improved students' learning outcomes in ESW.
2. The interface of MPS and SWAn improved attainment in ESW.

3. The need for students to engage in group discussion to write acceptable English summary writing is stressed.
4. Teachers' use of collaborative teaching and learning activities is emphasised.
5. The study has also provided a novel idea of engaging in teaching English summary writing (e-Panel Discussion and e-Conferencing) other than conventional method.
6. The study is a pioneering effort in the deployment of mobile phone technology in the teaching of ESW.

5.7 Future Research

Further research could be conducted and focus application of the two treatment modes to other dependent measures that are resident in students, teachers or school factors. The e-panel discussion and e-conferencing can be applied to teach concepts and subjects like history, social studies, geography, government, civic education, security education, population and family education, social and behavioural sciences, language education, English comprehension and so on. In the same vein, further works should consider the intervening roles of computer use efficacy, emotional intelligence, language adaptability, reading habit, learning styles and so on. The study could also be conducted in different locale and states of Nigeria.

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APPENDIX I
Test of Summary

Time: 40mins

One day, the sun and the wind were arguing about which was the stronger. They could not agree about it. At that moment, they saw a man walking along the road on the earth down below.

They agreed that each would try to make him stop walking. The wind tried first, it blew loud, strong, louder and stronger, but the man simply tightened his belt and forced his way along.

Then, the sun smiled on the earth below, more and more, brightly than ever. Soon, the man took off his coat and his hat, the sun smiled more broadly than ever and, in the end the man had to stop and take shelter under a big, leafy tree. It was a proud sun that set that night, for the great and strong wind had to admit that the sun had beaten him.

Question: Summarise the passage in three sentences

APPENDIX II

Students' Disposition to Summary Writing Questionnaire

Instruction: Kindly tick(v) one of the options provided.

School:.....

Class:

14yrs (),14-17 (), 18+ ()

Sex: Male () Female ()

SECTION B: ATTITUDE TO ENGLISH READING COMPREHENSION

S/N	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I dislike English summary.				
2.	English summary writing is my favourite aspect of English Language				
3.	I want more lesson periods for English summary writing				
4.	I am weakened by my inability to write summary well				
5.	I like participating in discussion on summary writing				
6.	I do not care if I perform poorly in English summary writing				
7.	I do my English summary writing assignments on time.				
8.	English summary writing lessons are boring.				
9.	I find English summary writing interesting.				
10.	I find English summary writing tests uneasy to pass.				

11.	I do not see any reason to practice English summary writing				
12.	I keep try as much as possible to avoid English summary writing lessons.				
13.	If possible, I want English summary writing removed from English Language examination.				
14.	I contribute to discussions during English summary writing lessons.				
15.	I enjoy English summary writing lesson.				
16.	I do not bother to buy any English summary writing textbook.				
17.	English summary writing is a difficult aspect of English to me.				
18.	I read English summary writing texts in addition to my reading book.				
19.	I offer English summary writing because it is compulsory in examination.				
20	I am happy anytime I do well ESW.				

APPENDIX III

STUDENTS' MOBILE PHONE SELF-EFFICACY SCALE

Dear Respondent,

Kindly respond to this questionnaire by ticking (√) appropriate column that indicate your response.

SECTION A (Personal Information)

School:.....

Class:.....

SECTION B

Tick the option that is most applicable to you.

S/N		SA	A	D	SD
1	I am good at using mobile phones.				
2	I can use mobile phone for academic work				
3	Using mobile phone is not easy				
4	Mobile phone is easy to manipulate				
5	I can do any assignment on mobile phone				
6	I can only use mobile phone to make calls				
7	Using of mobile phone is complex for me.				
8	I can not use any application on mobile phone				
9	I access telegram on mobile phone				
10	I participate in Whatsapp group on mobile phone				
11	I can use mobile phone for e-learning activities				
12	I am good at to using mobile phone				
13	I can use voice notes on mobile phone				
14	I perform other activities through mobile phone.				
15	I feel uneasy using mobile phones for academic activities.				
16	I check meaning of words on mobile phone				
17	I access my email on mobile phone				
18	I depend on friends to operate my mobile phone				
19	Mobile phone is difficult to operate				
20	I often browse for information using mobile phone				

APPENDIX IV
SUMMARY WRITING ANXIETY SCALE

Sex:

School:.....

Class:

S/N		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1.	I am confident when practicing summary.				
2.	I am not afraid of summary.				
3.	I feel that time is not enough for me when writing summary				
4.	I am afraid of practising summary writing				
5.	Embarking on summary writing is a very frightening experience				
6.	Practising summary writing makes me feel good				
7.	I am tensed up working on summary				
8.	I am always composed when writing summary				
9.	I am always apprehensive when writing summary.				
10	I am often afraid of committing errors when writing summary				
11	I cool when doing summary writing.				
12	I am not comfortable writing summary.				
13	I am nervous when engaged in summary writing				
15	I feel uneasy trying to decode summary writing questions				
16	I practice summary writing with ease				
17	English summary writing is interesting				

18	English summary lessons are frightening to me				
19	Thinking about summary writing is a nightmare to me				
20	Practising summary writing with others is an enjoyable experience				

APPENDIX V
INSTRUCTIONAL GUIDE ON E-CONFERENCING INSTRUCTIONAL STRATEGY

Step I: The lesson objectives and the procedure for the strategy are made known to the students.

Step II: Teacher creates online groups made up of five students each.

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: Students read the passage in their online platform groups.

Step V: Teacher discusses the passage with students online.

Step VI: Students with the guidance of the teacher engage with the passage to identify topic sentences and supportive ones.

Step VII: Teacher models summary writing to students using the identified topic sentences.

Step VIII: Students write their own summary using teacher's model.

Step IX: Teacher drops a summary passage on the online platform for students to practice summary writing in their groups.

Step X: The group leaders send their answers to the teacher's e-mail for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students.

APPENDIX VI

INSTRUCTIONAL GUIDE ON E-PANEL DISCUSSION

This strategy will be used to teach English summary writing to students in experimental group two. Procedure is as follows:

Step I: The lesson objectives and the procedure for the strategy are made known to the students.

Step II: Teacher creates online panel groups made up of five students each, while the remaining students serve as the audience..

Step III: Teacher drops on their online platform the summary passage to be taught.

Step IV: The panelists read the passage in their online platform.

Step V: Teacher discusses the passage with the panelists online.

Step VI: The panelists with the guidance of the teacher engage with the passage to identify the topic sentences and supportive sentences.

Step VII: The panel discusses the summary passage including the topic and supportive sentences with the rest of the class (audience) listening to them attentively.

Step VIII: The audience asks questions from the panel members or add to the discussion.

Step IX: Teacher models summary writing to students using the identified topic sentences.

Step XI: Students practice summary writing based on teacher's model.

Step XII: Teacher drops a passage on the platform for the panel members and the audience to write summary on independently.

Step XIII: Students send answers to the teacher's e-mail address for marking.

Conclusion: Feedbacks are provided by the teacher on the platform for students, and thereafter, the panel is dissolved for a new one to be reconstituted next lesson

APPENDIX VII

INSTRUCTIONAL GUIDE ON NORMAL CLASS LESSON

This strategy was used to teach summary writing to the control group.

Step 1: Research assistant reads the passage and explain the meaning as he/she reads.

Step II: He/she tasks the students to read the passage silently.

Step III: The teacher treats difficult words in the passage with the students.

Steps IV: Teacher answers the first question on the passage as a model to the students.

Steps IV: Students answer the remaining questions that follow the passage in their notes

Conclusion: He/she marks their notes and correct their mistakes.

APPENDIX VIII

RESEARCH ASSISTANT'S EVALUATION CHECKLIST

Key:

- 5** - **Excellent**
- 4** - **VG**
- 3** - **Good**
- 2** - **Fair**
- 1** - **Poor**

S/N	OBJECTIVES	5	4	3	2	1
1.	Correct grasp of the lesson steps involved.					
2.	Content knowledge of the concepts					
3.	Adherence to stated objectives					
4.	Ability to follow instruction guide					
5.	Adequacy of evaluation procedures					
6.	Content delivery					
7.	Monitoring the class activities					

APPENDIX IX
Summary Passages Treated
Passage 1

The Managing Director of Fizzo Soft Drinks Company had summoned the managers of the various departments of the company to a crucial meeting. It was to proffer a solution to the problem of the company which was becoming a hard nut to crack.

‘Ladies and gentlemen,’ he said, ‘the position is serious. Our company has made a loss for two successive years and the informal committee of major shareholders has told me that unless we can effect an immediate improvement certainly by the end of this financial year, they will force the close of the company by withdrawing their capital, with the consequent loss of our jobs and those of all other employees. I welcome your suggestions.

The Publicity Manager said their range of products was too narrow: only orange, lemon and flavours. Pineapple had never made a profit. It should be dropped and at once replaced by a new lime flavours which will sell like hot cakes. Moreover, a new flavour should be added – apple, passion fruit, grapefruit and so on - at least once every two years.

The Finance Manager said that implied expenditure they could not meet. Already, they were being beaten by wealthier competitors who could rely on foreign capital. They would all be wiser to look for jobs in those companies, rather than struggling to save a small, old company with no hope of new money for expansion or experiment.

The young Technical Manager could not share that pessimistic view though he agreed that their problems were basically financial. ‘We are selling excellent products in an expanding market. Indeed, we are selling more bottles per month than ever before. Why are we making a loss and not a profit? Because we are too generous: our bottles are too big! It is as simple as that. Take the ingredients required for one bottle and use them to produce two smaller bottles and you will convert a loss into a profit.’

The Office Manager agreed. ‘Especially,’ she said ‘if we could increase the fizz. It’s the fizz that sells the drinks, not the flavour.’

The young Personnel Manager got very excited. ‘Can’t we,’ she exclaimed, ‘combine all these ideas? ‘It would be like working for a new company! Smaller bottles,

more fizz, new flavours and new advertisement for 'Fizzo'Limo,' 'Fizzo-Passion' and so on'. The Finance Manager shook his head. 'We simply got the money,' he said.

Questions

In five sentences, state the suggestions offered to the management for improvement.

Question: Summarise the passage in five sentences

Passage Two

It was the Ife day. Traders from different neighbouring towns like Ibadan, Gbogan and Ilesha came every fortnight to sell their goods. Various goods were brought to the market and many people patronized the traders. Many of them came from the north and from Niger Republic.

Karibi was at the market to buy some items in preparation for the inter-house sports competition. There were many sections in the market. She went from one place to another until she got to a place where she could buy quality goods. Many of the traders were shouting to advertise their goods, "come and buy! We sell good things at cheap prices". She smiled at the funny ways in which they advertised their goods. After buying all that she needed, she left for home.

Questions Question: Summarise the passage in five sentences

3 The family

The family is a union between two different people who are from different backgrounds and have different experiences. Traditionally, a family consists of the father, mother and their children. This type of family is called nuclear family.

People, all over the world, prefer this type of setting. They hope that there will be no intruder to disturb the family. This type of family is individualistic.

Another type of family we have is the extended family, where the father, mother and their children accommodate distant family members. These extended family members may include the grandparents, cousins, nephews, nieces, aunts and uncles.

Questions Question: Summarise the passage in five sentences

4.. Do not boast

Hare invited Snail to a race with the thought that he would run faster as it was known that Snail was very slow. Every animal knew that Snail would be foolish to agree to run against Hare.

Before the day of the race, Hare boasted to others that he would win the race. The distance of the race was twenty kilometres. For Snail, it meant that he would spend four days running the race. He decided to prepare.

Snail prepared himself very well. He took along everything needed for the race. Snail was also aware that he would find sand which was his food on the road. Hare did not bother to provide himself with food for the race.

On the day the race was to end, Hare became very hungry and could not continue with the race. He had to return home for food. Before he could return to continue the race, Snail had already completed the race. Hare saw this and was very ashamed of himself.

Questions Question: Summarise the passage in five sentences

5 Selimat and her obedient dog

Selimat and her dog are always together. Selimat is a blind girl, so, the dog is always a good companion to her. The dog barks anytime a visitor approaches Selimat or her house.

When someone passes by their compounds, the dog alerts Selimat. Other people who have dogs in the neighbourhood usually beat their dogs for not being as active as Selimat's dog. Their dogs never bark even at night when strangers move around.

Selimat calls her dog 'Obedience' because of the way it respond when any visitor arrives her compound. People in the neighbourhood generally like obedience and wish their dogs will be like it.

Question: Summarise the passage in five sentences.

APPENDIX X
PHOTOS FROM FIELD WORK



Conventional Group



Experimental Group 1



Conventional Group



Experimental Group 2



Research Assistants



Research Assistant with the participants



A Research Assistant



A Research Assistant



Participants in Conventional Group



Participants



Participants in Experimental Group I



Participants in Experimental Group I



Participants in Experimental Group 2



Participants in Experimental Group 2



The Researcher and a Research Assistant



The Researcher and a Research Assistant



The Researcher



The Participants



The Researcher and a Research Assistant



The Participants



A Research Assistant and the Participants



The Researcher and the Participants