

# Effective Teaching of English Summary Writing: Teacher-Student Classroom Interaction Pattern and Feedback Strategies as Catalysts

<sup>1</sup>Adebayo, Jameelah Oshuwa and <sup>2</sup>Prof. D. O. Fakeye

<sup>1</sup>Department of Communication and Language Studies, School of General Studies, Federal College of Education (Special) Oyo. Email: Jemilao@Gmail.Com

<sup>2</sup>Department of Art and Social Science, Faculty of Education, University of Ibadan, Ibadan. Email: fako4best@yahoo.com

## Abstract

*The study investigated the effect of classroom interaction and feedback methods as catalysts to effective summary writing instruction in Akinyele Local Government Area, Oyo State. The survey design was adopted. The instruments used were Teacher-Student Classroom Interaction Pattern Observation Schedule( $r=$ ), Feedback Methods Observation Schedule( $r=$ ) and Summary Writing Achievement Test( $r=0.81$ ). The participants were 250 randomly sampled students (50 per school) from five secondary senior secondary schools and 10 teachers purposely selected (two per school). Data were analyzed using descriptive statistics and Pearson Product Moment Correlation at 0.05 level of significance. Results revealed that teachers initiated most of the talks and mostly used oral feedback. Teacher-student classroom interaction pattern correlated significantly with students' achievement in English summary writing ( $r=0.537$ ). It was, therefore, recommended that teachers should encourage peer interaction to promote collaboration in summary writing instruction.*

**Keywords:** English summary writing, Instruction, Classroom interaction, Feedback methods, Collaboration

## Introduction

Summary writing is rewriting a brief version of a lengthy passage in the writer's own words so that the main ideas in the original passage are retained in the newly composed version and the extraneous ideas are left out. It is seen as an advanced form of comprehension where students are expected to write in their own words and are discouraged from lifting words exactly from the passage. Summary writing is used both inside and outside the school, even in our day-to-day lives, in our conversations, giving of reports, delivering messages from one decoder to another and many more uses. According to Maor; Ukoha; Gerald and Amuche (2022) added that summary writing is a crucial skill for students in the classroom. It is regarded as a component of writing ability that calls for one to highlight only the key ideas in a particular piece of writing. Summary writing is an important skill that learners of the English language must learn to enable them to develop communicative language competence; this is because of its value in day-to-day communication

Fakeye (2017) posited that the ability to write a good summary is evidence of effective language use. The ability of the learner to reduce the size of a text to a specific number of sentences prescribed is germane. It further enhances students' reading and writing skills as they can identify the main gist of the passage as presented by the author and rewrite it in their own words. Teaching summary writing aims to enable students to develop the ability to extract main ideas from whatever text or lectures they have listened to, and re-organize passages read through a thesis of relevant ideas which can be used whenever they are needed. This act enables the students to check and review how well they understand what they are asked to read for a variety of purposes across all the subjects

The neglect of summary writing skills may affect students' learning outcomes in the English language (Okome, Musa, and Gbenedio, 2020). The performance of students in summary writing examinations can contribute positively to the overall success of students in the English language. Candidates who wish to

do well in the subject must do well in aspects of the English language examination that tests writing skills such as essays or letter writing, comprehension passage, and summary writing (Igubor, 2015).

In the course of this, learners must also learn the skill of extracting main ideas, paraphrasing and creating new content by reducing the length of the passage or text read. Students can improve their vocabulary in the course of paraphrasing written texts since it involves using new vocabulary and grammar of the text. This will also promote students' critical reasoning as they decide on the main ideas of the text to be included in their summary. The totality of learning how to read and comprehend a written text and the ability to write well concise and brief extracts of the passage can contribute to the overall success of learners in English language and can fuel learners' learning achievement.

Studies have shown that despite these core values of summary writing to student's academic success in examination advancement, there is a record of low performance of students in the subject especially in external examinations (2023 Chief Examiner's Report, WAEC). In this report, it was observed that many of the candidates were unable to summarize the main ideas from explanations and illustrations. Consequently, many resorted to copying copiously from the passage. Some candidates could not put their answers correctly in a few words; thus, they ended up writing lengthy sentences and, in some instances, copying verbatim from the passage which is no summary. It was also observed that many candidates could not separate the main ideas from the explanations and illustrations.

Scholars have also reported that students have deficiencies in the area of summary writing. English language scholars have attributed the persistent poor performance of students in the language and nearly all compulsory subjects at the school certificate level to students' poor writing skills (Fakeye, 2001; Kolawole, 2003; Araromi and Olatunji, 2019). Generally, it could be observed that

candidates lack the technicalities of writing a good summary which makes it difficult to accomplish summary writing tasks. Learners lack the skill to extract what is relevant and significant from the passage and the ability to paraphrase and express extracted points clearly and concisely in their vocabularies. This affects the performance of English in one way or another because it has a connection with reading and writing. According to Hirvela (2004), there is a connection between reading and writing skills as reading enhances a learner's writing skills. The knowledge of summary writing can affect students' academic performance in areas like reading comprehension and essay writing which are core areas students should pay greater attention to in English language examinations. Candidates who can successfully answer summary questions will conveniently answer questions on comprehension passages and essay writing. This is why scholars in Nigeria's educational system think that students who do not have strong reading and writing skills in the language will have a difficult time in their examinations. (Oguntade and Akinwande 2023).

In finding solutions to this problem, many scholars have worked on different aspects to find solutions to the problem of poor performance in summary writing. Scholars such as Fakeye (2017), Olagbaju (2014) and Ohia (2018) attributed this ugly trend to factors such as the teaching strategy used by the teachers, the inability of students to read or understand the passage well, text type or genre, vocabulary sentence structure, mindless lifting, text readability and organization, text length, the inability of students to write the answer in their own words and grammatically correct sentences, among others. Scholars have conducted various research to address this problem, ranging from effective strategies for teaching essay writing to teacher and student-related factors (Ogunyemi, 2023). Some of these factors were explicit instructional strategy (Olagbaju, 2014), 5Es Constructivist Instructional Approach Es (Maor; Ukoha; Gerald and Amuche, 2022). Direct Instruction

and Read – Test Strategies (Okome, Musa and Gbenedio, 2020). However, these and some other studies do not seem to have had effect on the teaching of summary writing since the failure rate in English language and summary has been on the increase. From this assertion, it can be said that most of the studies aimed at improving students' performance in English have largely concentrated on investigating the effectiveness of instructional strategies with little effort on learner-related factors in the process of teaching and learning.

Looking at the complexity of teaching summary writing, learners need to be grounded in reading and writing skills. According to Celce-Murcia (2001), understanding the way people learn is crucial and this is important to educational improvement and advancement. The fact remains that people learn in different ways and through various means. The reason for this scenario is that the roles of teachers to carefully initiate teacher-student interaction and student-student are pertinent in this situation. Apparently to these assertions, scholars have affirmed that classroom interaction boosts students' performance in school subjects like Basic Science, and English language essay writing, (Samuel, 2018 and Obateru, 2019). Studies have shown that classroom interaction plays a vital role in language classes. Olusegun and Olusiji (2010) stated that classroom interaction enhances the development of two very important language skills which are speaking and listening skills among the students. Teachers can employ appropriate teacher-student classroom patterns to facilitate productive learning in language classrooms, especially English summary writing classrooms. Okika (2021) and Nwosu (2017), believed that learners' interaction with one another will ginger their interest in writing which consequently increased higher performance in their writing tasks. Teachers can have learners grouped into small learning groups consisting of high, middle and low-level learners for a writing task and encourage peer feedback among them. According to Bamidele and Alli (2023) who found out that instructions conducted in small

heterogeneous peer learning groups which pared way for individual attention and equal participation contributed to improved essay writing performance in a treatment group in an experimental study.

Ajiwoju (2015) opines that making learning an interactive process and active, where the learner is immersed in learning activities that interest and appeal to him has a positive effect on students' writing tasks. Also, this brings about the justification that applying the appropriate teaching methods and patterns of interaction is a key factor in the success of any activity and the achievement of aims. Interaction encourages students to think, read, conclude, summarize, and question; can, achieve more, faster, and more accurately. To help facilitate the process of knowledge sharing, teachers and students must communicate appropriately in the classroom using interactive techniques that best suit specific objectives and expected academic outcomes. To this end, there is a need to look at classroom interaction as one of the variables of this study since many studies have been carried out on classroom interaction and student achievement in summary.

Classroom interaction is an important part of the teaching and learning process since the goal of the teaching and learning process can be achieved through interaction. Classroom interaction therefore stimulates involvement in the classroom. It also fuels students' motivation and helps them to see the relevance of teachers and topics by increasing their participation especially when all of them are involved.

Classroom interaction is thus created by the teacher through actions that depict full participation by the students (Heikonen, 2017). Interactive actions in the classroom may be verbal or nonverbal actions to promote learning. Students learn more when they can talk to one another and be actively involved in the process of learning. The teacher may employ various methods of encouraging classroom interaction by having students grouped into small groups and giving them tasks, projects or assignments. This will drive the students to communicate with each other through role-playing and offering

ideas and this would eradicate shyness among the students and bring the excitement of successful accomplishment in the group project.

Learners need to be consciously aware of their shortcomings and effective teaching requires that these areas of error must be systematically taught through corrective feedback in the course of instruction. Therefore, the use of corrective feedback in learner-centred instruction is of immense benefits when introduced during practice sessions, especially in the course of the lesson (Ohia and Ayegboyin, 2020, Ogunyemi, 2023). However, most teachers during instructional procedures do not factor the importance of practice sessions and corrective feedback into their teaching process. Practice sessions and corrective feedback are the hallmarks of good teaching methods.

Research has been carried out on feedback methods. Ohia and Ayegboyin (2020), Ogunyemi and Yakubu (2019), and Ogunyemi (2023) have worked on different modes of corrective feedback in essay writing, hence, bringing useful insights to the teaching and learning of writing but not in summary writing. In light of this, there is a need to look at feedback methods as a variable that inspires this study.

Feedback is an essential variable in language teaching, especially in attaining reading and writing skills, as it plays an important role in developing students' writing skills. Feedback is seen as a teacher's indication given to students to let them know that their written work contains errors. Corrective feedback is given by the teacher when the students make use of the target language incorrectly. One way to achieve correctness in the target language is through feedback from the teacher directed at errors that the learners have made in their written assignments.

Corrective feedback helps them to take corrective action about their writing to improve on it and reach an acceptable level of performance. The students' errors are expected to be improved after they get the correction. Learners' correction can be grammatical errors such as the incorrect use of prepositions, pronouns, and tenses; lexical errors such as

nouns, verbs or adjectives; and phonology errors. Karim and Nassaji (2013) observe that through corrective feedback, learners come to realize for themselves whether they are performing well or not. Getchell (2011) also supported that when students are not performing well, feedback helps them to take corrective action about their writing to improve on it and reach an acceptable level of performance.

Written corrective feedback is given by a teacher showing their comments, correction of errors, etc. on students' pieces of writing. The written feedback provided by the teacher exposes them to their shortcomings, gives them new ideas and makes them understand what the teacher wants. When teachers take their time to provide feedback on all noticeable errors in students' written works, students can comprehend the feedback and subsequently produce an improved version of their writing (Ogunyemi and Yakubu, 2010).

Another form of corrective feedback is oral corrective feedback. Teachers' oral feedback also plays a germane role in students' writing improvement. This type of feedback can be done to the whole class to discuss errors made by most of the students. It can also be done personally between a teacher and one student in a one-to-one conference. Previous studies (Cepni, 2016) indicate that oral feedback makes corrective feedback given by a teacher more effective because it allows both teachers and students to clarify their doubts. In addition, Hamidun (2012) mentions that oral praise can be given to students to boost their confidence in writing. In most research studies, oral feedback is normally used alongside written feedback to ensure students understand what teachers want to communicate to them. Exposing students to both oral and written corrective feedback can yield the most effective results.

### **Statement of the problem**

English summary writing is an important aspect of English Language Paper II in both WASSCE and NECO SSCE, and competence in this aspect of English language will help boost students' overall performance in English

Language. However, reports have shown that many senior secondary school students in Nigeria, including Akinyele Local Government Area, are deficient in English summary writing, which affects the overall performance of students in English language at WASSCE and NECO. Previous studies concentrated most on.

Intervention using effective instructional strategies than on the relationship between classroom interaction patterns and teachers' corrective feedbacks and senior secondary school students' academic performance in English summary writing in Akinyele Local Government Area of Oyo State, hence this study.

### **Objectives of the study**

#### **The study set out to specifically:**

1. examine the pattern of teacher-student classroom interaction in English summary writing classroom
2. investigate the dominant feedback method used by teachers in English summary writing
3. assess the relationship between teacher-student classroom interaction patterns and students' achievement in English summary writing.
4. determine the relationship between teacher feedback methods and students' achievement in English summary writing.

### **Research Questions**

The following research questions were asked:

1. What is the pattern of teacher-student classroom interaction in the English summary writing classroom?
2. What is the dominant feedback strategy used by teachers in the English summary writing classroom?
3. What is the relationship between teacher-student classroom interaction patterns as well as feedback methods, and students' achievement in English summary writing?
4. What is the relationship between teacher

feedback methods and students' achievement in English summary writing?

### **Significance of the study**

The study is beneficial to all English language teachers as it would expose them to the effective use of corrective feedback and classroom interaction patterns in a classroom situation. This would in turn lead to effective English summary instruction. The findings will help teachers improve on his or her pattern of classroom interaction so as to create a supportive learning environment that fosters student motivation and achievement. The study will equip the teachers with the best method to correct students' errors. In addition, this study will add to the pool of research on effective strategies for teaching summary writing in schools.

### **Methodology**

The survey design of correlational type was adopted for this study. An intact class of 250 SSII students and 10 teachers participated in the study. The instruments used for this study were Teacher-Student Classroom Interaction Pattern Observation Schedule, Feedback Methods Observation Schedule, and English Summary Writing Achievement Test

Each classroom observation was conducted twice by the researcher with a two-week interval. During the lesson, the classroom interaction between the learners and the teacher as well as feedback methods were observed. The achievement test was administered after the second observation. Data were analyzed using descriptive statistics and Pearson Product Moment Correlation at 0.05 level of significance.

## Results

**Research question 1:** What is the pattern of interaction in the English summary writing classroom?

**Table 1:** Pattern of interaction in the English summary writing classroom

s/n	Interaction category	Interaction pattern	Utterances	No	Yes
1	Teacher talk	Initiation (direct)	Asking questions	3(30.0%)	7(70.0%)
			Lecturing	2(20.0%)	8(80.0%)
			Giving directives	3(30.0%)	7(70.0%)
			Criticizing or justifying authority	2(20.0%)	8(80.0%)
		Response (indirect)	Accept feelings	4(40.0%)	6(60.0%)
			Praises and encouragement	3(30.0%)	7(70.0%)
Accepting students' idea	6(60.0%)		4(40.0%)		
2	Student talk	Initiation	Talk initiated by students	5(50.0%)	5(50.0%)
		Response	Students talk in response to the teacher	6(60.0%)	4(40.0%)
		Silence	Pauses, short periods of silence	3(30.0%)	7(70.0%)
			Period of confusion	4(40.0%)	6(60.0%)

Table 1 presents the analysis of the pattern of interaction in the English summary writing classroom, categorising interactions into teacher talk and student talk, with subcategories under each. The findings revealed that the teacher initiated most of the talks, but tried to balance up with the students trying to catch up with the class interaction by asking questions and responding to questions by way of engagement, collaboration and support from the teacher.

Overall, the analysis of interaction patterns in the English summary writing classroom suggests a dynamic and participatory learning environment characterised by active engagement, collaboration, and support from both teachers and students.

**Research question 2:** What is the dominant feedback strategy used by teachers in the English summary writing classroom?

**Table 2:** Feedback strategy used by teachers in the English summary writing classroom

s/n	Feedback strategy	Never	Rarely	Always		S.D.
1	Teachers give feedback to the students in their English summary writing	-	-	10 100.0%	3.00	0.000
2	Teachers give written corrective feedback to the students in their English summary writing	-	4 40.0%	6 60.0%	2.60	0.516
3	Teachers give oral corrective feedback to the students in their summary writing	-	3 30.0%	7 70.0%	2.70	0.483
4	Teacher addresses errors on the spot of correction without providing information to help correct the errors	4 40.0%	2 20.0%	4 40.0%	2.00	0.943
5	Teachers correct errors on the spot of correction with additional information to help correct errors	5 50.0%	-	5 50.0%	2.00	1.054
<b>Weighted Mean =2.46</b>						

Table 2 analyzed the dominant feedback strategies used by teachers in the English summary writing classroom. Firstly, the data indicate that all teachers surveyed provide feedback to students in their English summary writing, with a unanimous "always" response. Findings revealed that teachers give feedback to students on summary writing tasks with oral feedback being mostly used.

Overall, the findings revealed that oral (2.70) and written feedbacks (3.0) were the dominant methods used by teachers at a threshold of 2.50.

**Research question 3:** What is the relationship between teacher-student classroom interaction and students' achievement in English summary writing?

**Table 3:** Pearson Product Moment Correlation (PPMC) showing the relationship between teacher-student classroom interaction and students' achievement in English summary writing

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Achievement in summary writing	20.7000	18.75762	100	.537*	<.0001	Sig.
Teacher-student interaction	10.0100	4.71939				

\* Correlation is significant at the 0.05 level (2-tailed).

Table 4.6 showed that there is a statistically significant relationship between teacher-student classroom interaction and students' achievement in English language summary writing ( $r=.537$ ,  $n=100$ ,  $p (.000)<.05$ ). Hence, teacher-student classroom interaction influenced/enhanced students' achievement in English Language summary writing centers in the study.

**Research question 4:** What is the relationship between teachers' feedback strategy and students' achievement in English language summary writing?

**Table 4 :** Pearson Product Moment Correlation (PPMC) showing the relationship between teachers' feedback strategy and students' achievement in English summary writing

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Achievement in summary writing	20.7000	18.75762	100	-.097	.335	Not Sig.
Teachers' feedback strategy	12.3000	1.10554				

Table 4.7 showed that there was no statistically significant relationship between teacher-feedback strategy and students' achievement in English language summary writing ( $r= -.097$ ,  $n=100$ ,  $p (.335)>.05$ ). Hence, teachers' feedback strategy does not enhance students' achievement in English Language summary writing classes in the study.

### The pattern of interaction in the English language summary writing classroom

The findings from the study revealed that there was an active participatory engagement between the teacher and the students in the summary writing class. The class was dominated by the teacher playing the role of the leader in the class while the students tried to catch up with the interaction of the class by asking questions and responding to questions by way of engagement, collaboration and support from the teacher. This finding is in line with Ibrahim, Dodo & Garba (2021) who asserted that the interaction between

### Discussion

The study was investigated to determine the effects of teacher-student classroom interaction and feedback methods on students' achievement in summary writing.

teacher and students which teachers played a role by allowing the students to interact with the subject matter by encouraging them and asking them questions to create a good interaction for effective learning.

#### **The dominant feedback strategy used by teachers in the English language Summary writing classroom**

Findings revealed that teachers use feedback methods to improve their students' achievement in English summary writing with the data showing 100% of the teachers giving feedback. However, the dominant feedback strategy was oral corrective feedback (70%, mean=2.7) which was often with written corrective feedback (60%, mean=2.6) to improve students' performance in summary writing. The findings corroborated the findings of Rahman, Babu, & Ashrafuzzaman (2011) who observed from the class observation that teachers give feedback to students after various types of assessments though the feedback was not regular. Still, teachers give both verbal and written feedback after various types of assessment.

#### **Teacher-student classroom interaction and students' achievement in English language summary writing**

Findings from the study showed that there was a statistically significant relationship between teacher-student classroom interaction and students' achievement in English language summary writing ( $r=.537$ ,  $n=100$ ,  $p(.000)<.05$ ). Hence, teacher-student classroom interaction influenced/enhanced students' achievement in English Language summary writing classes in the study. This finding is in line with the findings of Samuel (2018) who posited that there is a significant relationship between classroom interaction and student achievement in basic science. This is because the role of teacher in the classroom interaction is significant in harnessing the interest, competence, and critical thinking of the students being taught.

#### **Teachers' feedback strategy and students' achievement in English language summary writing**

Findings from the study revealed that there was no statistically significant relationship between teacher-feedback strategy and students' achievement in English language summary writing ( $r= -.097$ ,  $n=100$ ,  $p (.335)>.05$ ). Hence, teachers' feedback strategy does not enhance students' achievement in English Language summary writing classes in the study. The findings were in line with the findings of Hammed (2014) who found that direct corrective feedback was not significant to middle and low-achiever's performance. This might be because the teachers do not possess the necessary skills to assess learners' summary writing also, many teachers may not possess the right teaching skills and methods to teach summary writing.

#### **Conclusion**

The study has shown that summary writing could be enhanced when learners are given the room to actively interact with the class. Based on the findings, the study has provided a better understanding of classroom interaction as a variable that could influence senior secondary school students' achievement in summary writing in, Oyo State.

#### **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Teachers should ensure that they incorporate more communicative and interactive activities in the classroom to help them interact and participate in English language classes.
2. Teachers should encourage peer interaction among students such as pair and group work, to promote collaboration and the exchange of ideas. This can help students develop their skills in summary writing and improve their understanding.
3. Teachers should use a feedback strategy to

- help students improve their achievement in English summary writing.
4. Teachers should use teaching methods and strategies to foster good classroom interaction.
  5. Stakeholders should organize seminars and workshops for teachers to expose them to recent methods of teaching summary writing.

### References

- Ajiwoju, J.A. 2015. *Effect of total physical response method on students' achievement in English vocabulary*. An Unpublished Master's Thesis, Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.
- Aniga, U. S. and Ella, S. M. 2010. English language for daily communication. Ibadan Panse Publishers Limited.
- Araromi, M.O. and Olatunji, S.O. 2019. Teacher perspective of peer assessment of essay writing among senior secondary school students in Lagelu Local Government Area, Oyo State. *European Journal of Educational Studies* 6 (8)
- Bamidele, S.F. and Alli, D. D. 2023. Effect of peer review technique on performance in English essay writing among secondary school students in Odigbo, Ondo State. *Zamfara International Journal of Education (ZIJE)*, 3 (5). 105-108.
- Chrisantus, O. 2019. Classroom interaction and its impact on senior secondary school students' academic performance in government. retrieved from <http://www.projecttopics.org/classroom-interaction-and-its-impact-on-senior-school-students-academic-performance-in-governemnt.html> on the 23<sup>rd</sup> June 2023.
- Fakeye, B. 2017 Contextual redefinition, vocabulary self-collection and students' achievement in reading comprehension in Ibadan, Nigeria. An Unpublished PhD Thesis University of Ibadan, Nigeria
- Fakeye, D. O. 2001. Relative effects of instruction in componential and rhetorical strategies on senior secondary school students' achievement in Ibadan. An Unpublished Ph.D Thesis University of Ibadan, Nigeria
- Getchell, X. 2011. Reflective thinking on communication teaching in writing. *US-China Education Review*, 4 (15) 19- 25
- Hammed, A. E. 2014. Palestinian university students' problem with EFL essay writing in an instructional setting. *Journal of Second and Multiple Language Acquisition* 2 (1), 1-21
- Heikonen, I 2017. student teachers' strategies in classroom interaction in the context of the teaching practicum. *Journal of Education for Teaching* 43. (5)
- Igubor, P. 2015. Effect of essay structured-based instructional strategies on students' achievement in expository essay in Benin City. A PhD Thesis University of Ibadan.
- Karim, K., and Nassaji, H. 2013. The role of corrective in second language learning writing retrieved from <https://www.true.ca/shared/assets/khaled>
- Maor, M. C.; Ukoha, E.; Gerald, A. D. & Amuche, N. P. 2022. Effect of 5E constructivist instructional approach on students' interest in summary writing in Benue state, Nigeria. *International Journal of Language Learning and Applied Linguistics* 1 (3)
- Nwosu, K.C. 2017. Effect of cooperative learning approach and direct instructional approach on early adolescents' reading achievement and metacognitive reading skills. An unpublished Ph.D. Dissertation, Department of Educational Foundations, Nnamdi Azikiwe University, Awka.
- Okika, L.C. 2021. Effect of literature circle and peer tutoring on the reading comprehension achievement of primary school pupils. An unpublished Ph.D. Dissertation, Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka
- Obateru , O. T. 2019. Influence of students' social classroom interactions on their learning outcomes in English language in Ekiti State Senior Secondary Schools,

- Nigeria. *Journal of Research & Methods in Education*. 9 (5), pp. 50-55.
- Ogunyemi, K. O. and Yakubu, O. S. 2019. Direct and indirect metacognitive feedback strategies and senior secondary school students' achievement in English composition in Ondo state. *International Journal of Education and Training (InJET)* 9(1)
- Ogunyemi, K.O. 2014. Explicit and implicit manageable reactive focus-on-form strategies as determinant of senior secondary students' learning outcomes in English language. An unpublished PhD Thesis University of Ibadan, Nigeria
- Ohia, I. N. 2018. Prior knowledge activation and concept mapping instructional strategies as paradigm for enhancing ESL student reading comprehension achievement. *A Journal of Educational Research and Development* 5, 72-84
- Ohia I. N. and Ayegboyin, A. S. 2020. Two modes of corrective feedback and students' achievement in essay writing in Oyo state. *International Journal of Art and Social Sciences Education* 6(2) 30-37
- Okome, E. O. Musa, R. J. and Gbenedio, U. B. 2020. Effect of direct instructional and Read-test strategies on senior secondary school students' achievement in summary writing in Edo state. *River State University Journal of Education*, 23 (1&2), 168-178
- Olusegun, O. O. and Olusiji, D. A. 2010. Conversational analysis of classroom interaction in secondary schools in Ondo state, Nigeria. Retrieved from www.academia.edu. on the 2<sup>nd</sup> of July, 2023.
- Rahman, M.D, Babu, R. and Ashrafuzzaman, M. D. 2011. Assessment and feedback practices in the English language classroom. *Journal of Nepal English Language Teachers' Association* 16 (12). 97-106
- Samuel, R. I. 2018. Home background and classroom interaction as correlates of basic science students achievement in upper basic schools in Nassarawa State, Nigeria. *International Journal of Current Innovation in Advanced Research* (1) 6 20-2
- WAEC, 2023. The West African Senior School Certificate Examination, (May June) Chief Examiner's Report