



Global Advanced Research Journal of Arts and Humanities (GARJAH) Vol. 2(6) pp. 111-120, December 2013
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Full Length Research Paper

Improving students' achievement in essay writing: What will be the impact of mini-lesson strategy?

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Accepted December 16, 2013

This study focused on the impact of mini lesson strategy on senior secondary II students' achievement in essay writing in Ankpa Local Government Area of Kogi State. Stratified random sampling technique was used to select a sample of 342 students located in eight intact classes in four schools. The eight classes were randomized into experimental and control groups and where exposed to pre-test and post-test. The experimental group was taught essay writing using mini lesson strategy, while the control group was taught using the conventional method. Four research questions and four hypotheses guided the study. Essay Achievement Test (EAT) consisting of four questions was used to collect data. Using Spearman Rank Order Correlation, the reliability of EAT was found to be 0.86. Australian Council for Educational Research (ACER) standardized test was used to group the students according to their ability levels. ACER yielded reliability of 0.91 using Kuder- Richardson (21) formula. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test at 0.05 alpha levels to test the hypotheses. Results revealed significant difference in the mean achievement scores between the experimental and the control groups ($P= 0.001 < 0.5$). The study also revealed a significant effect of mini lesson strategy on students with high, average and low abilities ($f_{2,167}=30-733 < 0.050$). However, there was no significant difference in achievement across school location and gender. It was, therefore, recommended among others that students should be exposed to mini lesson strategy to enhance their achievement in essay writing and the government and other professional bodies should encourage in- service training, seminars and workshops to expose teachers of English language to mini lesson strategy.

Keywords: Interactive lesson, skills development, modeling

INTRODUCTION

The importance of acquisition of the English language skills in the economic, political, academic and social life of Nigerians cannot be overstressed. Besides being the

recognized medium of communication in the administration of government businesses in a country with over four hundred indigenous languages, English language is the medium of instruction through which learners acquire knowledge and skills at all levels of education. To the average Nigerian, therefore, proficiency in English language skills especially in writing in today's diverse society is the key to the world's proof of

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knowledge and universal culture (Mgbodile, 1999) and a gateway to success in the global economy (Carl, 2003).

However, in spite of the vital roles of the English language, most Nigerian students are unable to acquire proficiency in the skills of the language especially writing. Komolafe and Yara (2010) observe that the poor performance of students English could be connected to their inability to write effectively. This translates to abysmally low performance of students in other subjects in both external and internal examinations.

Writing is foundational to success in academics, in the work place and in the global economy. In an increasingly demanding world of literacy, the importance of ensuring students' proficiency in writing can never be overemphasized. The ability to write well, hitherto a luxury is now a dire necessity (Gallagher, 2006). Writing is vital to students' developing literacy skills. In light of this, teaching learners to write well should be top priority of a worthwhile education system. Gallagher observes that a school that "teaches its children the curriculum without concurrently teaching them how to write well is a school that has failed" (p. 170).

Sadly, Gallagher's observation typifies the public school system in Nigeria where writing is hardly taught in any meaningful way (Oyetunde & Muodumogu, 1999). It is expected that the English language learner should be able to develop ideas in effective sentences, paragraphs, and write good essays as writing is the medium through which the academic performance of the learners are assessed. However, the reverse is the case in Nigeria. Hence students' performance in written English affects their achievement not only in English language as a subject but also in the other subjects. Idogo (2005) and the WAEC Chief Examiners' Report (2000) list poor knowledge of the rules of grammar, inability to construct good sentences, lack of teachers' exposure to modern methods of teaching as causes of students' poor achievement in English language.

Many reasons have been advanced for learners' inability to write but teacher related factors appear to be the most reverberating (Rog, 2007; Boscolo & Gelati, 2007; Muodumogu & Odey, 2006; Anizoba, 2004; Uzoegwu, 2005; Obi-Okoye, 2004; Dyson & Freedman, 2003). It could therefore be deduced that the poor achievement recorded by students in English language is traceable to inappropriate methodology (Muodumogu & Odey, 2006). Teachers in the secondary schools are ill-equipped to handle writing and are therefore not comfortable teaching it. Oyetunde and Muodumogu (1999) opine that teachers do not teach writing because they do not know how to teach it. Writing as a result is the most neglected of the language skills and this has continued to have disastrous effect on students' achievement as proficiency in writing is critical to excellence in academics and in the work place. According to Perin (2007, p.242) "low writing skills may

mask a student's true state of knowledge, which confounds the assessment of his or her learning".

Writing is one of the most important activities of a literate community. Students need to read so they can learn about the world but they need to know how to write so they can change the world. This statement by Rog (2007) captures the centrality of writing to life generally. Writing is an extra ordinary complex activity that incorporates thought processes, feelings, and social interactions. It is also an act of creatively and imaginatively putting down ideas, feelings and opinions using the correct words. Perin (2007) adds that it can be a satisfying and mind-expanding activity to those who have acquired the necessary skills but a frustrating and even aversive experience when the skills are lacking. Teachers therefore should take the teaching of writing serious to enable the students master the fundamentals of effective writing.

Many methods have been tried in teaching and learning essay writing, yet students' achievement is low. The methods include the guided method, which gives students guidelines to help them write or produce correct compositions. The non-guided method which is also called free composition where the students are given topics and allowed to produce correct essays on their own and the literacy method which provides students with the necessary experience in the theme, structure, tone and other aspects of style (Omachonu, 2003). These methods of writing are used in the conventional classroom and they emphasize the product of the students' writing without bothering whether the students have learnt the skills of writing.

According to Fearn and Farnan (2001) product approach to writing instruction consists of three components: assign, write, and assess with little attention paid to what young writers thought, valued or did. It lays heavy emphasis on mechanical correctness and the final product of writing and requires students to write essays with little or no guidance from the teacher. Such classes are usually dull and as such, the teachers and students view writing as an uphill task.

The conventional method of teaching has not given students much assistance and part of the reason for this according to Obi-Okoye (2004) is that writing is one of the skills that are not amenable to mere memorization of a set of rules because it calls for development and application of composite skills in the writing process. Not until teachers start teaching students to see writing as a process of discovering, exploring ideas and constructing frameworks with which to present ideas, there will be little or no improvement in students' essays. According to Nelson and Hayes (1988) learners expend significantly more effort and tackle more difficult tasks when teachers monitor and support them throughout the writing process, giving them guidance on references and asking them questions.

Available literatures suggest that Mini lesson strategy can help both the teachers and students to achieve the desired goal in essay writing (Rog, 2007; Routman, 2005; Atwell, 1998, Graves, 1994). Mini lesson is a strategy of teaching essay that focuses on a teaching point or objective at a time. The teaching point could be on the techniques of writing, craft or procedures involved in writing. This study would center on the techniques or skills of writing which include mechanics, sentence formation and variation, paragraphing, idea generation, language usage and forms of writing. The craft includes titles, endings, focusing, adding details, consistency, showing thoughts and feelings and using interesting and appropriate language.

According to Monarch library (2008) mini lesson was created to support the implementation of Continuous Improvement Model (CIM) through maintenance. Maintenance is a continuous process of helping students retain and strengthen the skills and concepts previously taught. Writing is an exercise that needs building on; the learner must retain what has been learnt and use it as a base for new knowledge.

During mini lesson, the teacher explains briefly and models what he/she wants the students to learn after which, the students are actively engaged in writing.

It makes use of the interactive and recursive stages of writing such as the pre-writing, drafting, conferring (with the teacher, peer conferencing), revising, editing (self editing or peer editing), sharing and publishing with the teacher scaffolding instruction as she monitors and assists the learners (Rog, 2007). The teacher's role in the mini lesson class is that of a facilitator. She moves around the class, listening to comments, providing feedback and answering questions; supporting and scaffolding the students as they write their own texts in what is referred to as guided writing.

Mini lesson are based on effective lesson planning. Each lesson includes a before (introduction), during instruction (presentation of skill) and after instruction (the application) components. The lesson introduction provides a link to what students already know and explains what students are going to learn in the mini lesson. The instruction component is the explicit teaching aspect while the application component provides students the opportunity to demonstrate what they have learnt.

School location could be a factor of students' achievement in writing. No two school environment is the same. Location of schools determines learning facilities, infrastructure, number and quality of teachers and class size etc (Uzoegwu, 2005). Adequate provision of or lack of these facilities may improve or hamper students' achievement in writing.

Gender is variable important to learning. While some researchers suggest that females have an edge over males in linguistic aptitude, others are of the view that because of the biological differences in males and

females (Okoye, 2009) the females perceive themselves as not able to do well in writing.

Students' ability level is another significant factor in academic achievement. Students with high ability seem to grasp tasks faster than those with an average and low ability. Students with high ability according to Eze (2002) require less effort and time to process and learn a given task than their average and low ability counterparts. This study seeks to find out the effect of mini lesson strategy on students achievement based on school location, gender and ability levels of the students.

Statement of the problem

The inability of most students to write effectively gives parents and teachers and even students lot of concern. Students' poor performance in English language and in academics has been blamed on their abysmally low proficiency in writing (Ibe, 2004; West African Examination Council Chief Examiners Report, 2004 & 2007). The difficulty which students encounter could be traced to poor teaching method. Oyetunde and Muodumogu (1999) observe that the school system is failing in its responsibility to make learners proficient in English language skills. In Kogi State and Ankpa Local Government Area in particular, the case is not different.

Considering the need to improve students' proficiency in the writing skills, it becomes necessary to explore alternative strategy of teaching essay writing. The researchers believe that if a more effective strategy is employed, students writing would improve. In recent times, no attempt has been made in Ankpa Local Government Area as to establish the effect, if any, of mini lesson strategy on students' achievement in writing. At the moment, it will be a costly assumption to say that using mini lesson strategy in teaching writing will improve students' achievement in writing in Ankpa LGA. As such, the problem of this study posed as a question is, what will be the effect of mini lesson strategy on students' achievement in essay writing?

Research questions

The following research questions were answered in the study:

1. To what extent would the mean score of students taught essay writing using mini lesson and those taught using the conventional method differ?
2. To what extent would mini lesson strategy have effect on rural and urban students' mean score in essay writing?
3. To what extent would the effect of mini lesson strategy on male and female students' mean score in writing differ?

4. To what extent would the effect of mini lesson strategy on students' mean score in writing differ across their ability levels?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean gain of students taught essay writing using mini lesson strategy and those taught using the conventional method.
2. There is no significant difference in the mean gain of rural and urban students taught essay writing using mini lesson strategy.
3. There is no significant difference in the mean gain of male and female students taught essay writing using mini lesson strategy.
4. There is no significant difference in the mean gain of students taught essay writing using mini lesson strategy with regard to their ability levels.

METHODOLOGY

The design used in this study is a quasi-experimental design of pretest-posttest non-randomized group type. The design was adopted because it was the most appropriate in determining the effects of the independent variable (mini-lesson) on the dependent variable (achievement). Secondly, it provided reasonable control over most sources of invalidity like suspicion on the part of the students, timing, anxiety, etc and, since it is often inconvenient to randomly assign students to groups in a school setting; already established intact classes were used.

The study was restricted to Ankpa Local Government Area of Kogi State. All the 2983 SS2 students in the 26 public secondary schools in the area as at May 2011 constituted the population of the study. The choice of SS2 students was because they were assumed to have covered more topics than the SS1 students and to have gone through the methods the teachers use in teaching writing. It is therefore assumed that they would be able to respond and assist one another.

The sample of this study consisted of 342 SS2 students located in four schools (two from urban and two from rural areas). Stratified random sampling technique was adopted in selecting the sample because the target population was in both the rural and urban areas. Using a simple random sampling technique, two intact classes were selected in each of the schools and assigned to experimental and control class. Out of the 342 students, 170 in four intact classes made up the experimental group, while a total of 172 in another four intact classes made up the control group. In all, eight intact classes were used.

Three instruments were used for the study. They were: Essay Achievement Test (EAT), Lesson plans, Australian Council for Educational Research (A.C.E.R.) Standardized Aptitude Test. The essay achievement test consisted of four topics used as both pre and post-tests. The test items were based on the current Senior Secondary School Certificate syllabus and patterned along the West African Senior School Certificate Examination's (WASSCE) past questions.

The lesson plans which adopted the mini lesson strategy were used in teaching both the experimental and control groups. They contained the activities the teachers and students performed in the course of teaching and the instructional materials that were used. There were fourteen lesson plans; seven for the experimental groups and seven for the control groups. The A.C.E.R Test was used to group the students according to their ability levels- high, average or low. The A.C.E.R is a standardized test set by the Australian Council for Educational Research. As it was set in a different country, to determine its suitability in Nigeria and in Ankpa in particular it was subjected to validation using test retest method.

To ensure that the items are appropriate and relevant to the purpose of the study, the three instruments were subjected to both face and content validity. They were given to experts, lecturers from the department of Curriculum and Teaching of Benue State University Makurdi to correct where necessary. They were requested to make recommendations as to whether they were suitable for SS2 students to appropriately interpret. Similarly, they examined the suitability of the lesson plans in teaching writing as a process using mini lesson strategy especially in identifying and teaching writing skills. Based on their comments, the lesson plans for the experimental classes were redone to clearly reflect the mini lesson strategy which is the kernel of the study. The EAT yielded reliability co-efficient of 0.86 using inter-rater estimate and analyzed using spearman rank order of correlation. The A.C.E.R. yielded reliability co-efficient of 0.91 using Kuder-Richardson formula

Within the first week of the experiment, the English language teachers of the classes used in the different schools were trained on how to use the pre-planned lessons to teach the students in the experimental groups. Thereafter, a pretest was administered on both the experimental and control groups to establish the learners' entry behavior. After the pretest, the experimental group continued to receive treatment which lasted for 8 weeks. Treatment was held twice a week and each session lasted for 40 minutes. The researchers supervised the instruction to ensure that the lessons were taught as planned. During the eight weeks, the control group continued with the conventional method of teaching writing.

Learners in the experimental group were taught using the mini-lesson strategy which afforded them the

opportunity to discuss among themselves; have conferences, and to meet with their teachers who were in the class as guides and facilitators in the process of writing. The students also had the opportunity to share their writing with the class. The principle behind this was to enable the students to be more adventurous in planning, generating organizing and expressing ideas logically, clearly and coherently which are the essential skills of effective writing. The activity for the second week was on beginning writing. Instruction for the third week was on paragraphing. In the fourth week, adding details and revision were the focus of the lesson. A writing task was given to the students as formative evaluation to test the efficacy of the intervention strategy. Students were exposed to varieties of sentences and idea generation and sorting in the fifth and sixth weeks. Revising and concluding of essays were handled in the seventh week. The eighth week was for revision and post-test. The post test was for both groups to ascertain the effect of the treatment.

RESULTS

This research answered 4 research questions and tested 4 hypotheses. The data used to answer the questions and test the hypotheses were obtained from the scores of the EAT. The mean and standard deviation were used to answer the research questions. Hypotheses 1, 2 and 3 were tested at 0.05 levels of significance using independent t-test. ANOVA was used to test H_{04} because it compared more than two means – low, average and high ability.

Research question 1

To what extent would the mean score of students taught essay writing using mini lesson and those taught using the conventional method differ?

Table 1 show that the experimental group taught with mini lesson has a mean gain of 9.9 while the control group taught with the conventional method has a mean gain of 4.4. The mean score difference between the group is 5.5. This implies that the experimental group had a higher score in the post test. The extent of the difference in the mean scores is further examined by testing hypothesis 1.

H_{01} : There is no significant difference in the mean gain of students taught essay using mini lesson strategy and those taught using the conventional method.

Table 2 shows that t calculated is 18.335, df is 340 and p is .001. This means that the probability level is less than the specified alpha level of 0.05 ($P < 0.05$). The calculated t value is higher than the table value at 0.05. It implies therefore, that the experimental group performed significantly better than the control group. Consequently, the null hypothesis is not accepted.

Research question 2

To what extent would mini lesson strategy have effect on rural and urban students' mean score in essay writing?

Looking at the mean gain of the data in Table 3, the urban students had a gain of 9.28 while the rural students had 10.28 and the between groups difference of 1, meaning that the students in the rural area achieved more than their counterparts in the urban area. Hypothesis 2 is used to further examine the extent to which the two groups differ.

H_{02} : There is no significant difference in the mean gain of rural and urban students taught essay writing using mini lesson strategy.

Table 4 shows that t calculated is .899, df is .168 and P is .370. This means that the probability level is greater than the specified alpha level of 0.05 ($P > 0.05$). The calculated t value is lesser than the table value at 0.05. The calculated t value is therefore not significant. The null hypothesis is therefore accepted, implying that there is no significant difference between the mean gain of urban and rural students in essay writing.

Research question 3

To what extent would the effect of mini lesson strategy on male and female students' mean score in essay writing differ?

Table 5 shows that the mean gain (that is the difference between the pre and post test scores) for the male is 9.6 while the females have a slightly higher mean gain of 9.82. Therefore, mini lesson had more effect on the females than the males. Again, the extent to which the mean score differed is further explained by testing hypothesis 3.

H_{03} : There is no significant difference in the mean gain of male and female students taught essay writing using mini lesson strategy.

Table 6 shows that the t calculated is 1.16, df is 168 and p is .247. This means that the probability level is greater than the specified alpha level of 0.05 ($p > 0.05$). The calculated t value is lesser than the table value at 0.05. This implies therefore, that there is no significant difference between the mean gain of the male and female students taught essay writing using the mini lesson strategy. The null hypothesis is therefore accepted.

Research question 4

To what extent would there be a difference in the mean gain of high, average, and low ability students taught essay writing using mini lesson?

Table 7 reveals that the high ability group has a mean gain of 8.84; average ability group has a mean gain of 9.98 while the mean gain of the low ability group is 9.36.

Table 1. Mean (\bar{X}) and standard deviation (SD) of students' achievement in essay writing (By method)

Method		Pre test	Post test	Mean gain	Diff. b/w groups
Mini lesson	N	170	170		
	\bar{X}	11.03	20.93	9.9	
	SD	4.52	6.63		5.5
Conventional	N	172	172		
	\bar{X}	10.55	14.95	4.4	
	SD	3.83	4.51		

Table 2. T-test of mean gain of students taught essay writing using mini lesson strategy and the conventional method.

Method	N	\bar{X}	SD	t	df	Sig/P
Mini lesson	170	9.90	3.37			
				18.335	340	.000
Conventional	172	4.40	2.01			

Table 3. Mean and standard deviation of students' achievement by location

Location		Pre test	Post test	Mean gain	Diff b/w groups
Urban	N	96	96		
	\bar{X}	9.88	19.16	9.28	
	SD	4.06	6.10		1
Rural	N	74	74		
	\bar{X}	12.72	23.00	10.28	
	SD	4.62	6.66		

Table 4. T – test of mean gain of urban and rural students taught essay writing using mini lessons strategy

Location	N	X	SD	t	df	Sig/P
Urban	96	10.10	3.21			
				.899	.168	.370
Rural	74	9.63	3.57			

Table 5. Extent of effect of mini lesson on male and female students in essay writing

Gender		Pre test	Post test	Mean gain	Diff.b/w groups
Male	N	85		85	
	\bar{X}	10.83		20.43	9.6
	SD	4.36		6.38	0.22
Female	N	85		85	
	\bar{X}	11.41		21.23	9.82
	SD	4.8		6.9	

Table 6. T-test of mean gain of male and female students taught essay writing using mini lesson strategy

Gender	N	\bar{X}	SD	t	df	Sig/P
Male	85	10.20	3.64			
				1.16	168	.247
Female	85	9.60	3.07			

Table 7. Extent of effect of mini lesson on low, average and high ability students in essay writing

Ability		Pre test	Post test	Gain score
High	N	6	6	
	\bar{X}	15.66	24.50	8.84
	SD	7.96	9.31	
Average	N	102	102	
	\bar{X}	11.17	21.15	9.98
	SD	4.94	6.95	
Low	N	62	62	
	\bar{X}	10.59	19.95	9.36
	SD	3.35	5.80	

Though students with varying abilities were influenced by this strategy as improved achievement was recorded across all levels, the effect on the achievement on students with average ability is more. Students with low

ability were less affected and students with high ability were least affected. Hypothesis 4 is used to further examine the extent of the effect of mini lesson on students with varying abilities.

Table 8: ANOVA of mean gain of students taught essay writing using mini lesson strategy by ability levels.

	Sum of squares	df	Mean square	f	sig
B/w groups	516.901	2	258.450	30.7	.000
W/n groups	1404.399	167	8.410		
Total	1921.300	169			

Table 9: Scheffe test on direction of significance

Grouping	Ability level	\bar{X}	Mean diff (I - J)	Sig	Remark
1.	High Ability	13.00			
		1.92	.295	N.S	Average Ability 11.08
2.	High Ability	13.00			
		5.36	.000	Sig.	
3.	Low Ability	7.64			
	Average Ability	11.08			
		3.44	.000	Sig.	
	Low Ability	7.64			

HO₄: There is no significant difference in the mean gain of students taught essay writing using mini lesson strategy with regard to their ability levels.

Analysis of variance as observed in Table 8 shows that the f ratio of 30.733 is significant at 0.001 alpha level. Since the level at which the calculated f is significant ($p=0.001$) is less than the level chosen ($p<0.05$), it implies that there is a significant difference in the mean gain of students taught essay writing using mini lesson by their ability levels. ($f_{2,167} = 30.733$, $p<0.05$). Based on the analysis of Table 8, Scheffe test was applied to further see the direction of significance among the three groups (See Table 9).

Table 9 reveals that the difference between high ability and average ability groups is not significant, between high ability and low ability is significant and the difference between average ability and low ability is also significant. Though ANOVA reveals a significant difference among the three groups, the direction of significance is in groups 2 and 3. Consequently, the null hypothesis of no significant difference in the mean gain of students taught essay writing using mini lesson strategy with regard to their ability levels is not accepted.

DISCUSSION OF FINDINGS

The evidence from the findings of this study reveals that students taught essay writing using mini lesson strategy have higher mean gain in their written task than those taught with the conventional method. This finding agrees with findings in earlier researches of Anizoba (2004), Bos (2008), Jibowo (2010) and Komolafe and Yara (2010). These studies report a positive effect on students' writing when teachers adopt an interactive strategy in teaching essay writing. Bos research stresses that the process approaches hold a lot of promise for the development of writing skills. Jibowo, Komolafe and Yara's studies show a positive correlation between the interactive strategies used and students' achievement in essay writing.

Mini lesson like the process oriented approaches to teaching writing is built on an interactive model of composing which is undertaken in overlapping and recursive stages. The interactive and recursive stages employed in this study must have enhanced the achievement of the students in the experimental group. One can infer that the experimental group was able to acquire writing skills as they were taken through the

writing process and made proper use of the many activities that comprise the act of writing. In addition, teachers' readiness to assist the students at their points of need also helped to improve the students' writing skills. Mini lesson enhances students' active participation, clear and creative thinking and this no doubt accounted for the significant effect on students' achievement.

The study reveals that there is no significant difference in writing achievement between students in the urban and rural areas. This agrees with the findings of Anizoba (2004) and Uzoegwu (2005) whose studies reveal that there is no significant difference in the achievement of students located either in the rural or urban area. Though students in the urban area have a slightly higher mean gain, the difference tends not to be significant despite the poor facilities in the rural area. This shows that mini lesson transcends boundaries as an effective strategy. It contradicts the findings in Mkpugbe (1998), Okoye (2009) and Aduwa-Ogiegbaem and Iyamu (2010) who found that students in urban schools perform better in language learning because of the developed environment and facilities than schools in the rural areas with limited human and material resources that could enhance learning.

The result of this study shows that there is no significant difference in achievement between male and female students taught essay writing using mini lesson strategy. The finding implies that both male and female students benefited from the treatment. The result is in agreement with the findings of Anizoba (2004); Jibowo (2010) and Kowolafe and Yara (2010). These studies report that there is no significant effect of gender on students' achievement in essay writing. It contradicts, however, the findings of Nnachi (2007) which reports that females have an edge over the males in writing tasks and that of Ikegbunam (1998) which revealed that male students performed better than the females.

The study revealed a significant effect of the strategy on students with high, average and low ability level but the direction of significance was between high and low ability; average and low ability groups. The strategy thus impacted positively on all levels of students. Students with high, average and low abilities improved in their achievement after treatment. This agrees with the finding of Uzoegwu (2005) that ability level has no significant effect on the achievement of students in essay writing. Rather, there is a relationship between instructional method/strategy and students' achievement in a particular subject.

CONCLUSION AND RECOMMENDATIONS

This study was undertaken to find out the impact of mini lesson strategy on Senior Secondary II students' achievement in writing so as to address students' inability to write effectively resulting from poor method of

instruction. The study revealed that mini lesson strategy facilitates the development of the writing skills. It also revealed a significant difference in the mean gain of students across ability levels. However, the study revealed no difference in achievement across gender and school location. Based on the findings of this study, the following recommendations were made:

Mini lesson strategy which teaches writing as a process should be adopted to enhance the teaching and learning of essay writing in schools irrespective of gender, location and ability of the students.

Curriculum planners should encourage the use of mini lesson in the teaching of English language in secondary schools by making it a component of the curriculum of pre-service teachers. Publishers too, should include it in English language texts for secondary school. Featuring it in language texts will make teachers use the strategy in the classrooms.

Since many serving English teachers are not familiar with the strategy, conferences, seminars and workshops should be organized by the government, faculties of education and relevant professional bodies to educate teachers on the use of this strategy in teaching essay writing in schools.

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