
*THE EFFECTS OF EDITING INSTRUCTION IN TEACHING
COMPOSITION TO SSII STUDENTS IN GOVERNMENT SENIOR
SECONDARY SCHOOLS IN JOS NORTH LOCAL GOVERNMENT
AREA OF PLATEAU STATE.*

NWAFO CHINEDUM

Chinedumnwafo77@gmail.com

Abstract

The study was on the effects of editing instruction in teaching composition to SSII students in Government Senior Secondary schools in Jos North Local Government Area of Plateau State. The population was all the Senior Secondary two students in Government Senior Secondary Schools in Jos North LGA. The study adopted pretest-posttest experimental design. The sample was made up of twenty students from SS2 A at Government Senior Secondary School Gwom and another twenty SS2A students at Government Senior Secondary School Kabon for the experimental group, giving a total of forty SSII students for the experimental group. Another twenty SS2 students from SS2 B at GSS Gwom and GSS Kabon as the control group. The experimental group was exposed to editing instruction while the control group was denied such treatment. Relevant literatures were reviewed. Five research questions and two hypotheses were formulated for the study. The arithmetic mean was used to analyze the data obtained in order to answer the research questions, while the t-test for related samples was used to test the two hypotheses at 0.05 level of significance. The study found out that students exposed to editing instruction performed better than those who were not exposed to the treatment. The result led to the inference that the editing instruction has positive effects in teaching composition to SSII students. Therefore, recommendation was made by the researcher that English Language teachers should adopt editing instruction as a technique for teaching composition writing so as to enhance and improve students' performance in composition writing.

Keywords: Education, Students, Composition Writing, Teaching, English Language.

Introduction

Composition writing is an integral component of the English curriculum of

secondary schools in Nigeria and in it is useful for helping students acquire the requisite mastery of the English language

so as to prepare them for higher and long life language use in tertiary institutions and future work places. Composition involves the mental preparation and organization of ideas on a particular topic and putting down of complete thought in graphic codes. In composition writing, a whole range of language activities interact and the writer manipulates words to create communicative effect. Learners' proficient use of language can best be manifested, identified and assessed through composition writing which encompasses all other writing skills.

The teaching and learning of composition takes place only within the ambit of English language curriculum. However, writing has been treated with low commitment on the part of teachers and students of government secondary schools in Jos North Local Government Council of Plateau State. The learning of composition can become exciting and productive when the instructional programme involves learners in active collaboration with the teacher and peers as it is obtainable in editing instruction. It a communicative instruction method capable of enhancing proficiency where learners willingly take responsibility for acquiring knowledge, editing instruction helps learners realize the possible benefits of a growing readership beyond the classroom. It is also capable of

helping learners to take more active roles in their own learning process and endeavour to improve their writing. At each session, learners are led through the editing process that professional writers follow to achieve success in writing. They look forward to each session with enthusiasm. Editing instruction helps students gain confidence, feel free to generate ideas, get inspiration and reduce apprehension. It enables them to improve their reading and writing skills and makes learning both an academic and social experience.

The editing instruction may just have the answer to the perceived weak approach, poor teaching and learning of composition in senior secondary schools in Jos North Local Government Council of Plateau state.

Awobuluyi (1998) observed that an unsatisfactory quality of English is available to the nation's schools due to poor teacher quality and in effective methods. The present generation of teachers continues to use traditional lecture approach and teacher-centered approach for teaching composition writing skills. The traditional approach of lecture and drills in grammar exercises are not relevant to modern conventional and are devoid of technological support. Students in the senior secondary classes are expected to possess a reasonable level of proficiency to

enable them adequately prepare for senior secondary certificate examination (SSCE), tertiary level schooling and occupational life.

In senior secondary 2 (SS2), teachers give extensive practice to groom students on how to write long essays which they are expected to produce in SSCE. Most times, teachers assume that they have undergone enough basic language learning to enable them produce these essays and do not bother to give them practical instruction on the writing process. Most times, teachers simply assign writing for students to produce. Sometimes, these essays are characterized by all kinds of errors.

Despite the ever increasing importance of writing, it present stage across the country in general and in senior secondary schools in Jos North in particular is grossly below expectation. According to Oluikpe in Omoniwa (1989) learners at the secondary school level generally exhibit practical lack of knowledge for functional continuous writing. Omojuwa (1999) opined that errors in composition writing have persisted because teachers of English as a second language still cling to traditional methods of teaching and evaluation. Considering the universal need for writing, there is a need to alleviate students' frustration by addressing the issue regarding methods of teaching language in

government schools in Jos North Local Government Council.

Beside, teachers need empowering strategies to approach writing instruction and editing instruction has been shown to engendering confidence in both teachers and learners. Oyetunde and Muodumogu (1999) opine that Nigerian teachers are afraid of teaching writing, they do not teach it and they don't know how to teach it. To them writing is taught as a product and this does not bring out success of writing curriculum. Besides, the world view of writing is changing and so the language teachers in schools in Jos North must adjust to accommodate this change. The teachers seem to be burdened with large classes and have therefore continued to rely on traditional methods to cover the syllabus. Since the teachers seem to lack confidence to tackle composition writing, the students exhibit their apprehension by responding to writing prompts through short unorganized essays that lack accuracy, cohesion and logical conclusion.

The editing instruction is capable of providing a framework for better understanding of the teaching and learning tasks and achieving success in composition even in large classes. When proficiency in composition writing is achieved at the secondary education level, a critical success

variable to attainment of literacy and objectives of the English studies curriculum would have been realized.

Objectives Of Study

The objective of this study is to determine the effectiveness of editing instruction in teaching composition writing to senior secondary school students in government schools in Jos North Local Government Counsel of Plateau State. The study is designed to specifically achieve the following objectives, to:

1. Determine the effectiveness of the editing instruction in helping senior secondary students to generate and organize ideas on a composition topic
2. Determine the usefulness of editing instruction in helping students avoid erroneous sentences in their composition
3. Determine the usefulness of editing instruction in helping students to construct coherent paragraphs
4. Determine the effectiveness of the editing instruction in helping students to proofread and edit their composition pieces

Research Questions

To achieve the purpose of the study, the following researcher questions were raised;

1. To what extent does the editing instruction help students to generate and organize ideas on assigned composition topic?
2. To what extent is the editing instruction better than the conventional method of teaching composition writing to senior secondary school students?
3. To what extent does the editing instruction help students to proofread and edit their composition in order to avoid erroneous sentences?
4. To what extent does the editing instruction help students to be able construct coherent paragraphs?

Hypotheses

The following null hypotheses were formulated to assess the effects of the editing instruction in teaching composition writing to senior secondary students in government secondary schools in Jos North Local Government Council in Plateau State.

1. There is no significant difference between the pretest mean score of the students in experimental group and those in the control group in the general composition.
2. There is no significant difference between the posttest mean scores of the beneficiaries and the nor-

beneficiaries of editing instruction in the general composition achievement.

Method and Procedure

The procedure and methodology employed in the collection of data for the editing instruction method of teaching composition writing would be discussed in detail under the following sub-headings; research design, population and sample, sampling technique, instrument for data collection, validity and reliability of instrument, method of data collection and data analysis, challenges encountered.

Research Design

The study has adopted an experimental pre test post test control design. This design, there are usually two groups; the experimental group and the control group. According to Awotunde and Ugodulunwa (2002) experimental pretest posttest design is the type of research design that involves the manipulation of treatment variables followed by observation of the effects of this manipulation on one or more dependent variables.

The choice of this research design for the study is well informed because the study sought to determine the effects of editing instruction in teaching composition writing to senior secondary students.

Population of the study

The target population for the study comprised of all senior secondary II students in government secondary schools in Jos North Local Government Council of Plateau state. There are nineteen government secondary schools in Jos North Local Government Council having a population of 1153 senior secondary II students, out of which 575 are male and 578 are female. The average age of this population is fifteen years. The population has social and linguistics heterogeneous background. The distribution of government owned secondary schools in Jos North Local Government Council of Plateau state is shown in table one below.

Table one: Distribution of senior secondary II students in the nineteen Government Secondary Schools in Jos North Local Government Council of Plateaus State

S/N	NAME OF SCHOOL	MAL E	FEMAL E	TOTAL
1	GSS Kabong	35	28	53
2	GSS Tunduwada	33	35	68
3	GSS Township	28	40	68
4	GSS Rot Norong	33	30	63

5	GSS Jos Jaaraw	32	33	65
6	GSS Rikkos	38	22	60
7	GSS Naraguta	35	20	55
8	GSS West of Mine	28	35	53
9	GSS Gwong	33	27	60
10	GSS Angwarog o	32	28	60
11	GSS Utan	28	22	50
12	GSS Lamingo	33	22	55
13	GSS Kuwiri	22	40	62
14	GSS Babale	32	28	60
15	GSS Y/Zangam	29	30	59
16	GSS Nasarawa Gwong	25	35	60
17	GSS Gangare	38	40	78
18	GSS Laranto	33	28	61
19	Gss Chwelnyap	28	35	63
	Total	575	578	1153

Sample

Out of the number of government secondary schools in Jos North, two schools were randomly selected for this study. They are Government Secondary School, Gowom and Government Secondary School, Kabong. Random sampling was used because it gave all members of the population equal opportunity to participate in the study.

From the two sample schools, twenty SS2 students were selected at random from one arm (A) of each sample school. This gave a total of forty students that were used as the experimental group. The experimental group was made up eighteen female and twenty two male students. Another twenty SS2 students were also selected from another arm (B) of each sample school. This also gave forty students for the control group. The control group had twenty-one girls and nineteen boys.

The average age of the sample units for both experimental and control groups is fifteen years.

Sampling Technique

The study adopted both a simple random technique. “Yes” and “No” were written on a piece of paper and folded. The folded papers were placed in a receptacle, and lottery method was employed to select the two schools that were used as sample, also random sample was used to draw twenty SS2 students from SS2 “A” at GSS

Gwom for the experimental group. This according to Lere, Dadughun and Bulus(2002) is to ensure that every member of the class has equal chance of being selected as a participant. Also the researcher employed random sample technique to draw another twenty SS2 students from SS2 “B” at GSS Gwom as the control group. Another twenty SS2 students were also selected at random from SS2 “A” in GSS Kabong for the experimental group and twenty SS2 students from SS2 “B” drawn as the control group.

Instrument For Data Collection

The study was conducted using editing instruction schedule for treatment and students’ writing composition pretest and posttests.

Validity of the instrument

Two experts from the department of Arts Education (English language) validated the test instrument through expert judgment as the research presented the draft copy of the instrument to the supervisor and lecturers who is an expert in English language in the University of Jos through instrument evaluation guide for experts (see appendix A). They used their wealth of experience to critique the item of the instrument to ensure that the instrument is ideal for the purpose it was intended. Their suggestions and recommendations were incorporated to produce the final copy of

the instrument. Thus, the instrument was judged to be of high content validity.

Reliability of the instrument

The reliability of the instrument was established through test retest method in a pilot study. The researcher administered the instrument to 20 SS II students in GSS Laranto. The pilot test sample though not part of the main study possessed similar traits as those in the main sample. The same test was administered twice to the group of the subjects with a given time interval of three weeks between the two administrations. The aim was to establish whether all the items in the instrument are measuring one variable which is achievement on composition writing or other variables. The resulting test score were correlated using the pearson’s method of correlation and the procedure yielded a correlation coefficient of 0.69. This value is an indication that the instrument is good and reliable as such could be used to collect data for the study. Also, according to Awotunde and Ugudulunwa (2004) the high reliability value lends credence to the content validity of the instrument.

Method Of Data Collection

Data were collected using the students’ writing composition Pretest Posttest developed by the researcher. The processes of data collection were in three phases.

Pre Treatment Phase

The researcher went to the sample schools and got herself introduced to the principles of these schools via an introductory letter from the Department of Art Education, University of Jos. The principals who allowed her to carry out the research work in their schools introduced her to the teachers and students who were directly involved in the study.

The pretest was administered to all the subjects in the two groups (experimental and control groups) the pretest was marked and recorded by researcher before the commencement of the treatment. For example, the respondents were asked to write an exposition of how to prepare their best food. The aim was to determine the students' performance in writing composition. The pretest scores of each student yielded the data for the students for both groups.

Method Of Data Analysis

The major statistical techniques that were employed for data analysis in this study were the mean and T-test for correlated samples. Awotunde and Ugodulunwa (2002) are of the opinion that T-test for related sample is employed when a researcher wants to determine if any difference exist between two different samples on a given dependent variable. They also posit that the mean which the

most common measure of central tendency is the arithmetic average of set of scores and that the mean has advantage over the other measures of central tendency because it takes into consideration all other scores in the distribution. The choice of the mean was due to the fact that the unit of observation was the average scores of students in the pretest and posttest. Since the groups were assigned to intact classes, the arithmetic mean was chosen because it took into consideration all the scores in the distribution.

The T-test for correlated samples was used to test the hypotheses stated in the study. T-test was used because the study met the condition for its use.

The mean is defined by the relation.

$$\text{Mean } X = \sum fn/n$$

Where: \bar{X} = statistical mean

\sum = summation

fn = total observation

n = sample size

The group with the highest mean was taken to have performed better.

The t-test is characterized by:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where t = t-test statistic

X_1 = mean of experimental group
 X_2 = mean of control group
 S_1 = variance of experimental group
 S_2 = variance of control group
 n_1 = sample size of experimental group
 n_2 = sample size of control group

Results and Discussion

This chapter presents the results and findings of the study in line with the research questions and hypotheses formulated for the study using the mean and t-test for the analysis of the data collected during the pre and posttest.

Results

Research question one

To what extent does the editing instruction help students to generate and organize ideas on assigned composition topic?

The summary of the analysis of the pretest and posttest scores of the Experimental and control group on idea generation and organization is presented in table one below;

Table two: the pre test and posttest mean scores of the experimental and control group on idea generation and organization.

Group	N	Test type	Total	Mean	Group mean
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			score	score	n
			pre	post	gain
Experimental	4	Pretest	28	0.7	
	0	st			1.95
	4	Posttest	106	2.6	
	0	est	24	5	
Control	4	Pretest		0.6	0.2
	0	st	32	0.8	
	4	Posttest			
	0	est			

Table two showed that the pretest mean score of the experimental group is 0.7 while that of the control is 0.6. The pretest mean scores of the two groups are low. However, the table also revealed that the posttest mean score of the experimental group is 2.65 with a group mean gain of 1.95 while the posttest mean score of the control group is 0.8 and the group mean gain is 0.2. This result showed that the experimental group did better than the control group in the area of generating and organizing ideas on assigned composition topic after being exposed to treatment.

Research question two

To what extent is the editing instruction better than the conventional method of teaching composition writing to senior secondary students?

The summary of the analysis of the pre test and post test scores of the experimental and control groups on the general composition achievement is as depicted in the table below.

Table three: The pre test and post test mean scores of the experimental and control groups on the general composition achievement.

Group	Type of test	N	Total score	Mean score	Mean gain difference
Experimental	Pre test	40	50	1.25	
	Post test	40	204	5.1	3.85
Control	Pre test	40	30	0.75	
	Post test	40	38	0.95	0.2

The result presented in table 2 above showed the pretest mean scores of the experimental and control groups were 1.25 and 0.75 respectively while the posttest mean scores of the groups were 5.1 and 0.95 respectively. The mean gain of 3.85 and 0.2 recorded for the experimental group and control group shows that the experimental group did well in the general

composition achievement after being exposed to the treatment than the control group which was not exposed to the treatment. The mean gain difference of 3.65 is significant to conclude that editing instruction could be used by teachers in SS II to improve students' performance in composition writing.

Research question three

To what extent does the editing instruction help students to proofread and edit their composition in order to avoid erroneous sentences?

The summary of the analysis of the pre test and post test scores of the experimental and control groups in proofread and edit composition in order to avoid erroneous sentences is presented in table three below.

Table four: The pre test and post test mean scores of the experimental and control groups in proofreading and editing composition in order to avoid erroneous.

Group	Type of test	N	Total scores	Mean scores
Experimental	Pre test	40	406	10.15
	Post test	40	1026	25.65
Control	Pre test	40	408	10.2
	Post test	40	503	12.575

The result presented in table three above showed that both the experimental and control groups did not do well in editing and proofreading their composition so as avoid erroneous sentences during the pretest as both groups got the mean scores of 10.15 and 10.2 respectively in the use of correct sentences. However, in the posttest, the experimental group got a mean score of 25.65 with a total mean gain of 15.5 while the control group scored 12.58 as a mean score with the mean gain of 2.38. The mean gain difference of 13.12 suggested that the experimental group after being exposed to the treatment did better in editing and proofreading of their composition to ensure correct use of sentences than the control group.

Research question four

To what extent does the editing instruction help students to be able construct coherent paragraphs?

The summary of the pretest and post test mean score of the experimental group is as depicted in the table below.

Table five: The pre test and post test mean scores of the experimental group on the ability to construct coherent paragraphs.

Group	Typ e of	Tot al	Mea n	Mai n gain
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	tes t	scor e	scor e
Pre	4	26	0.65
experime ntal	test	0	29.3
		120	30
Pos t	4		5
	test	0	

The result in table five showed that the pre test mean score of the experimental group on construction of coherent paragraphs is 0.65 while the post-test mean score of the same group is 30. The mean gain of 29.35 indicates that students in the experimental group performed better in their construction of coherent paragraphs during the posttest than in the pre test. This may be attributed to the treatment given to them before they were post tested. From the result, one would concluded that teachers could employ editing instruction for teaching composition writing to help students in SS II acquire skills for constructing coherent paragraphs.

Hypothesis one

There is no significant difference between the pretest mean score of the students in experimental group and those in the control group in the general composition achievement.

Table seven: The t-test comparison of pretest mean scores of the experimental and control groups.

Table eight: The t-test comparison of posttest mean scores of the experimental and control group in the general

Group	Test type	N	Mean scores	Variance	SD	DF	Decision
Experimental	Pretest	40	1.25	60.9375	7.8065		
	Post test	40	5.1	1014.39	31.849		Fail to reject
control	Pretest	40	0.75	21.9375	4.6837		
	Post test	40	0.95	35.1975	5.9327		

The analysis on the table eight above shows that the researcher has sufficient evidence to fail to reject the null hypothesis above. This is because the calculated t- value (0.3518) is less than the critical t-value (1.980) at 0.05level of significance. This implies that the null hypothesis is upheld. That means there is no significance difference in the pretest mean scores of the experimental and control groups in the general composition achievement. Both groups perform almost at the same level.

Hypothesis two

There is no significant difference between the posttest mean scores of the beneficiaries and the non-beneficiaries of editing instruction in the general composition achievement.

Table seven above shows that the calculated t-value (5.0857)is greater than the critical t-value (1.980) at 0.05level of significance based on the analysis, the researcher, fail to retain the null hypothesis above since there is no statistically sufficient evidence to do so. That means the alternate hypothesis is therefore upheld. This implies that there is significant difference between the posttest mean scores of the beneficiaries and the non-beneficiaries of editing instruction in the general composition achievement. The analysis shows that the experimental group did well or performed better in the general composition achievement test after being exposed to treatment.

Discussion

The findings on the effects of editing instruction on the composition

achievement of senior secondary two students in Jos North Local Government Area have proven that editing instruction that could be adopted by teachers in order to students improve on their composition achievement. This is revealed by the result of the post test which showed the mean scores of the experimental and control groups to be 5.1 and 0.95 respectively. The statistics showed that editing instruction had significant impact on the composition achievement of the respondents in experimental group. This result supports the studies Editing instruction entails a teacher brainstorming, writing, proofreading and correcting with students to encourage and guide them. This is not so with the conventional approach to teaching writing where writing is only view as product oriented where form and correctness are the major concerns. In this approach teachers provide drill work on specific skills, make most of the writing decisions for the students like giving them topic, length of composition, form and so on and serve as sole audience and judge. The approach also emphasizes the following rules; conforming to formulae and achieving technical mastery of formal conventions and modes. Students are made to walk alone on their writing and while they are trying to writing, they are reminded to use topic sentence and avoid writing

sentence fragments and run-ons. Murray (2004) describes the teacher in conventional approach as a coach who treats the students as individuals and they are not expected to be professional writers. In editing instruction, the students are taking through writing skills step-by-step for them to become good writers. This gets the students motivated and their talent developed through gradual development and encouragement. Here, the teacher is seen as a diagnostician who is willing to identify and heal those students with writing difficulty. This means that teachers should not allow their students to write alone without giving them assistance. The students' writing problems like syntax, wrong presentation of ideas, grammar, spelling and so on can be tackle one after the other and the students' may not have them again. Teachers have to be patient with students who have writing difficulty. The unfortunate thing is that the class size in most government secondary schools will it very difficult for teachers to handle their students one by one correcting their writing errors because that will amount to taking the whole term teaching students how to writing composition. However, teachers can employ class grouping and group assignment strategy to handle the issue of large class size.

For research question one which sought to know extent to which the editing instruction help students to generate and organize ideas on assigned composition topic, the comparison of pretest and posttest results of the experimental and control group in table 2 showed that the experimental group did better than the control group in the area of generating and organizing ideas on assigned composition topic only after being exposed to treatment. This result is line with of Cotton (2000) who opines that editing gives students the opportunity to brainstorm, generate and organize ideas again and again, making necessary changes in structure and style, correcting spelling, punctuation, grammar and recognizing ideas to have a perfect work.

Research question two was on the extent to which the editing instruction is better than the conventional method of teaching composition writing to senior secondary students. The comparison of the pre test and post test mean scores of the experimental and control group on their general composition achievement, showed that the experimental group performed better than the control group after being exposed the treatment editing instruction. The mean gain difference of 3.65 in favour of the experimental group revealed that editing instruction had greater impact in

helping students improve on their composition achievement. No wonder Murray (2004) describes the teacher in conventional approach as a coach who treats the students as individuals and they are not expected to be professional writers.

Research question three sought to know the extent to which the editing instruction helps students to proofread and edit their composition in order to avoid erroneous sentences. The result presented in table 4 compared the pretest and posttest mean scores of two groups involves in the study. The result showed that both the experimental and control groups did not do well in editing and proofreading their composition so as avoid erroneous sentences during the pretest. However, in the posttest, the mean gain difference of 13.12 suggested that the experimental group after being exposed to the treatment did better in editing and proofreading of their composition to ensure correct use of sentences than the control group.

From the result, one can conclude that editing instruction is an effective way of helping students edit and proofread their composition in order to avoid or minimize erroneous sentences in their composition.

Research question four sought to know the extent to which the editing instruction helps students to be able

construct coherent paragraphs. The result presented in table 5 shows that the pretest mean score of the experimental was an indication that the group did well in constructing coherent paragraph after being exposed to the treatment of editing instruction. From the result, one can conclude that teachers in government senior secondary school should adopt editing instruction to help their students acquire the skill of constructing coherent paragraph.

For the research question five which sought to know the extent to which the editing instruction helps students to write logical conclusion to their essays. The result presented on table six showed the comparison of the pre test and post test mean scores of the experimental and control groups. The result indicates that the posttest mean score of the experimental group is higher than the pretest and posttest mean score of the control group. The main gain difference of 3.7 showed that the group did better in reading after being exposed to treatment. The result revealed that editing instruction is an effective approach to teaching composition and suggest that teachers should adopt this method to enhance achievement and improve performance in composition writing.

Finally, the null hypothesis one which states that there is no significant difference between the pretest mean score

of the students in experimental group and those in the control group in the general composition achievement was retained because the researcher did not have sufficient evidence to reject it because the calculated t-value of 0.3518 was less than the critical t-value of 1.980 at 0.05 level of significance. However, the null hypothesis two which stated that there is no significant difference between the posttest mean scores of the beneficiaries and the non-beneficiaries of editing instruction in the general composition achievement was rejected since the researcher did not have enough evidence to retain it. This is because the calculated t- value of 5.0857 was greater than the critical t-value of 1.980 at 0.05 level of significant.

Conclusion

Most methods and techniques employed by teachers to teach composition writing in the government senior secondary schools have been found ineffective. Thus, students most times are unable to write good composition that is devoid of errors, incoherent paragraphs and illogical conclusion. The need to improve on students' writing ability in our government senior secondary schools through a more effective strategy initiated this study.

The study investigated the effects of editing instruction as a strategy for teaching

composition writing to senior secondary II students with the aim of improving achievement in composition writing.

The findings of this study has revealed that editing instruction is more effective approach that could be used in helping senior secondary II students to generate and organize ideas on assigned composition topic, edit and proofread their composition in order to avoid or minimize erroneous sentences, construct coherent paragraph and make logical conclusion as well. Most importantly, the study has revealed that editing instruction will improve the writing proficiency of senior secondary II students in government secondary schools in Jos North Local Government Area of Plateau State.

Recommendation

Sequel to the findings of the study, the following recommendations were made;

- (1) That teachers in our government senior secondary schools should adopt editing instruction strategy for teaching composition writing.
- (2) That attention should be given to how to generate and organize ideas on assigned composition topic, edit and proofread composition, construct coherent paragraph and make logical conclusion.
- (3) That workshop and seminar should be regularly organized to groom teachers on how to effectively employ editing instruction strategy for teaching composition writing.
- (4) That conventional or traditional approach (product oriented approach) for teaching composition writing should be discouraged since it does not improve achievement.
- (5) That teachers should always look out for model strategies for teaching composition instead of revolving around old strategies.

Limitation of The Study

The study used only government-owned secondary schools due to the fact only the researcher administered the treatment. Secondly, the intervention period could not be extended because the schools follow a pre-defined calendar that could not be altered because of the study, hence the experimental period was limited to only eight weeks of which were reduced to three weeks because of industrial action embarked by the Plateau State civil servants.

No doubt, the limitations of short duration of intervention/experimental period and the use of only the government-owned secondary schools instead of a combination of public and private secondary schools may have affected the

results and conclusions obtained in the study. Due to these identified lapses, the present study is therefore only applicable to government secondary schools in Jos North Local Government Area of Plateau state.

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