
Revamping the Nigeria Economy Using Integrative Teaching Strategy on Summary Writing in English among SSII Students in Kogi State

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Abstract

The study sought to find out the potency of Integrative Teaching Strategy (ITS) in revamping the teaching of summary writing skill among Senior Secondary (SS) II Students in Ankpa LGA of Kogi State. 124 students were used from two selected secondary schools, one from urban and one from rural area comprising of four intact classes. Kendel tau design was adopted to differentiate the achievement of students taught using integrative strategy and those taught with conventional method. Five standardized summary writing from West African Examination Council (WAEC) past English language question papers were used for the study; two for the pre-test and post-test and three for the training which lasted for six weeks. Hence, conventional method has some effect on students' performance in summary writing but Integrative Teaching Strategy (ITS) has better improvement on students' performance in summary writing especially in the external examinations. From the findings of the study, it was recommended that the latter teaching strategy be adopted as part of the teaching activities for summary writing and other aspects of English language in the secondary schools such that could revamp the teaching of summary writing and enhance better performance among students.

Keywords: Revamping, Integrative, Teaching Strategy and Summary Writing

Nigeria, an African country on the Gulf of Guinea, has many natural landmarks and wide life services. Nigeria is blessed with Natural resources such as crude oil, coal, natural gas as well as minerals but it is unfortunate that all these blessings are not being intelligently managed. They were managed by corrupt and dishonest persons; this

Grace Folake Oluyomi marked the genesis of recession in Nigeria whereby, everybody runs from pillar to post. The economy is retrogressing instead of progressing and there is the cry of diversification and revamping the Nigerian economy every day.

Recession

Recession is a period of temporary economic decline during which trade and industrial activities are reduced generally identified by a fall in Gross Domestic Product (GDP) in two successive quarters (<https://www.google.com>). Similarly, economic recession according to National Bureau of Economic Research (NBER) is the significant decline in the economic activity of a nation (<https://www.naij.com>). Economic recession is associated with high unemployment, slow Gross Domestic Product, high inflation; businesses go bankrupt, capital importation crashes, oil price gone to less than 5% per barrel, a fall-off in consumer demand which is the culprit behind slowing growth of the economy (<https://www.thebalance.com>). In many recessions people lose their homes when they cannot afford the mortgage payment; young people thrown off career when they cannot get job; education sector collapsed due to non - salary payment to teachers leading to low human productivity; teachers are not researching appropriate and effective teaching strategies that could enhance students' performance in their external examination. There is general loss of confidence on the government due to economic indices. Judging by the above definition and the challenges associated with recession one can clearly say that Nigeria is experiencing economic recession currently since her first and second quarters growth in 2016 are -0.36% and -1.5% (educacinfo.com/economy). There is an urgent need for economic revamping in Nigeria.

Revamping

Revamping according to Ekejiuba & Dominic (2017) is the process when a nation geared to strategically spend way out of recession. In the same vein, Smith and Ellery (1997) states that revamping is an act or instance of restructuring, revising, renovating, to overhaul, to repair or making changes about something. In its broadest sense, revamping Nigeria's economy means to change or rearrange it in order to improve on it and make things better. In Nigeria, education is usually one of the last budget areas to be incorporated in the budget allocation of the nation. Education is not adequately funded, curriculum is not properly planned, in-service trainings are not accorded teachers causing low human capital production. This is why most secondary schools today are having challenges in their learning pedagogy. Students are constantly taught with monopoly kind of teaching method and as a result, students fail their external examinations particularly the English language. However, the current effort at revamping Nigeria economy will not achieve a holistic fruitful result if education sector of the nation is not revamped. Economic revamping activity is spurred by production which includes standard education.

Economic Diversification

Economy diversification means improving manufacturing /mini sector, increasing Agricultural output, encouraging foreign investments, improving on the education sector among others. It can also be referred to as an aim at increasing reliance and reducing reliance on vulnerable economic sectors (<http://www.thebalance.com>). It is high time teachers diversified from their repeated conventional teaching method to other positive and effective teaching strategies. Hence, serious attention and supports should be given to education for the enhancement of smooth teaching and learning and for better performance of students.

Methods of Teaching

There are different teaching methods one can employ to enhance learning activity, such as lecture method, group learning method, cooperative method, integrative method, play-way method. These methods have their challenges and the target receivers are students. Some are used inappropriately. However, the problem of inappropriate teaching methods is no longer news. Many believe it is the cause of failure among students. A lot of senior secondary school students in Nigeria face difficulties in summary writing skill. This challenge is being debated via essays, symposia, newspaper, articles, television and radio programmes all aimed at revamping the status quo of our educational system via the teaching and learning of summary writing and bringing back the lost glory. Meanwhile, Parents, guardians and society at large have one complain or the other about students' inability to handle summary and comprehension exercises in English.

Summary Writing

Writing is an important skill among other skills: listening, speaking and reading. Writing is the third in this category; writing mirrors the students' competence in all aspect of language usage. Summary writing according to Ikonta and Maduekwe (2005) is a concise, clear, logical and readable representation of a longer passage. It is also a condensed version of a larger reading material. It is not a re-write of the original piece and it requires one using her own words to express briefly the main ideas and relevant details of the piece one has read (<http://www.google.com>) In that regard, students are expected to be conversant with it especially the SS II students who are the preparatory class for the external examinations. Unfortunately, students are failing in this aspect, it has been discovered that when students are required to write on different topics for different purposes logically, coherently and meaningfully they are only good at re-writing or re-copying the passage given (Eguare, 2004). However, the inability of students to summarize accurate information gathered from what they have read or been taught is one of the main factors which the WAEC Chief Examiner's Reports (2013, 2014, 2015 and 2016) pointed out contributed to

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candidates' failure in English language. In Nigeria, any candidate who could not pass
English Language for any reason at credit level in the secondary school cannot proceed to any higher institution and may not be able to gain good job. Instead such gains menial jobs or be part of unemployed citizens there by adding to the percentage of the unemployment that needed revamping (Marjah and Offorma, 2010 in Oluyomi, 2015). In revamping the economy of Nigeria via education, secondary school teaching pedagogy must be revamped. Appropriate teaching method or strategy be sought such that could enhance excellent performance of students especially in their external examinations. At this period, students have to step up in assisting themselves by employing different writing strategies that will enhance effective and meaningful summary writing skill. However, this paper sought to find out the potency of integrative teaching strategy in revamping summary writing among SS II students.

Integrative Teaching Strategy (ITS)

Integrative teaching is a learning strategy describing a moment toward integrated lessons helping students to make corrections across curricula (Romeo, 2017) ITS allows learners to explore, gather, process, refine and present information about topics they want to investigate or have studied without the constraints imposed by conventional method barrier (Pidgon and Wooley, 1992). An integrated strategy allows students to engage in purposeful relevant learning. It encourages students to see the interconnectedness and interrelationships between the curriculum areas rather than focusing on learning in isolated curriculum. Integrated learning is based on skill development around a particular theme that is relevant to the students in the class Smith and Ellery, (1997) agree with this saying that students can develop a deeper understanding of content through a range of purposeful activities. This allows students to use their prior knowledge on a subject and new knowledge gained during the learning process. Students are grouped according to learning needs or cooperative learning because integrated units are students-centred and they create avenues for cross-cultural sharing. Opportunities for students to display competence are given rather than relying on a written or oral test (Ministry of Education, 2003). Students are active learners in ITS classes especially when they read in groups, they interpret, communicate and process learning to others and themselves. It gives every student in the class knowledge to base their learning on. This is because ITS units are student centred.

Concept and Theory of ITS

The concept of integrated learning has been around for almost as long as organised education. Since the era of Plato and his followers, integrative learning has been a form of alternative or progressive education that shares many philosophical viewpoints with holistic learning and interdisciplinary education. The theory of integrated learning has roots in many other learning theories; among them, situated cognition, constructivism, project based learning and multiple intelligences. Integrative learning distils those theories down to a few main truths. First, in other to learn,
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~~education must be student-centred and student driven. Assignments must be relevant,~~ emphasis on exploration, real-life experience and hand-on projects and lastly there are many ways to learn and no one way is better than another. This theory believes that students learn more by active experience than by memorizing; they will develop English language, mathematics and reading skills by removing the walls between subjects and making connections between them. A well thought out integrated curriculum will help students develop the tools they need to approach any problem with confidence (Beane & James, 1977). In educational theory, Drake (1998) championed dynamic, relevant experiences to teach problem solving using real-life skills, which is the heart of the integrated curriculum.

Empirical Studies

Moreover, there are some empirical evidences showing that students from an integrated curriculum are scoring better than their disciplined-oriented counterparts. As Vars and Beane (2000) point out, "Almost without exception, students in any type of integrative curriculum do as well as more often better than students in a conventional department. These results were obtained using scores from standardized achievement tests. In another study, by Ellis (2001) a research on interdisciplinary curriculum, it is stated that over 100 studies show the same results the integrated curriculum students perform better than the non-integrated curriculum students. In a paper presented at the Annual Meeting of the American Educational Research Association (AMAERA). Cordogan, (2001) discuss in-depth research tracking of over 400 high school students from sub-urban Chicago from both discipline-based and integrated curriculum programmes when the result of the test was compared the integrated curriculum students performed better than the non-integrated curriculum students.

To determine which of the two strategies (conventional and integrative strategy) will lead to an enhanced performance more than the other. The following research questions and hypotheses were used:

1. Is there any difference in the performance of students who were taught summary writing using integrative teaching strategy and those taught using the conventional method?

2. What is the difference in the achievement between urban and rural students who were taught summary writing using integrative teaching strategy

HO₁: There is no statistically significant difference in the performance of students who were taught summary writing using integrative strategy and those taught using conventional method.

HO₂: There is no significant difference in the achievement between urban and rural students who were taught summary writing using integrative strategy or conventional method.

Method

The study employed Kendal tau experimental design because of the nature of the study. ~~Four intact classes were used but with different class numbers.~~ Urban experimental class has 35 students while control class has 27 students. In the rural, experimental class has 32 while the control has 30 students pre-test and post-test was administered to the experimental and control groups the same time. The design is represented thus:

GROUPS	PRE-TEST	TREATMENT	POST-TEST
Experimental group (urban)	Pre-test	Teaching summary writing using integrative strategy	Post test
Control Group (Urban)	Pre-test	Teaching summary writing through conventional method.	Post-test
Experimental group (rural)	Pre-test	Teaching summary writing using integrative strategy	Post-test
Control group (rural)	Pre-test	Teaching summary writing using the conventional method	Post-test

The population of the study comprised of all SS II students in Kogi State while the study area in Ankpa Local Government where two selected secondary schools were used as sample. The total target population was 124 students. Hence, SS II students were used for the study because summarization is a major content in their curriculum. Also, SS II students are preparatory class for external examination, this experiment will benefit them now and thereafter and they will be available for the study. Instrument used to collect data was five summary passages which are collected from WASSCE past question papers. Nevertheless, instruments were tested and ascertained for validity and reliability for measuring the art of summary by three specialists in Language Department, Kogi State College of Education Ankpa.

Experimental Procedure

Before the commencement of the experiment, the cooperation of the principals of the schools involved and SS2 teachers of English Language were sought. The researcher took time to familiarize herself with them and discuss extensively with them the skills involved in the use of integrative language teaching strategy as well as the process of administering the pre-test and post-test which lasted for two days. Therefore, the experimental and control groups were trained in summary writing using integrative language teaching strategy lesson plan for the E group and conventional method which is the usual read and summarize. The use of integrative strategy implies that the more a passage is read, discussed among students, in their different groups the more understanding they have and more connections with other ideas than the read and summarise pattern (Pigdon and Wolley, 1992). Thus, students were guided based on the guidelines suggested by Rosalie (2002) for summary writing thus:

1. Summary outline format to keep their writing on point.

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- Having a topic sentence that gives information about the writer of the piece they are summarizing and the title of the information.
3. Summarizing the plot element of the book or passage read: that is the critical thing that happened and how they were resolved.
 4. Ability to give accurate information than creating opinions and fillers.
 5. Knowing that summary is shorter than the passage or book depending on the type of summary one is writing. Short summary are easily read than long ones: the longer the summary the more chances of making mistakes or misinformation within a piece of writing.
 6. Ability of students to go over their work. Is the summary making same point as the passage itself, have they omitted anything important, have they suddenly jumped into conclusion, have they concentrated too much on the final details.
 7. Students should not forget to look for spelling, grammar and punctuation errors, knowing full well that their credibility will seriously be questioned if they glossed over the most basic of mistakes.
 8. Students were trained based on the guidelines which served as the teaching steps. Students were shared to groups after reading the passage, this is in line with Ikonta and Maduekwe, (2005) that students after reading the passage should be organised into groups to use the guidelines in writing summary. Although, this teaching strategy comes as a new experience to the students because they were used to the conventional method of read and summarize. The integrative strategy was employed to teach the experimental group. This strategy enables students to understand the three important roles guiding summary writing according to (Ikonta&Maduekwe, 2005). These are deletion, generalization and construction
 9. Deletion means leaving out specific details unless an idea is necessary for interpreting the main ideas.
 10. Generalization: for each group of ideas, paragraph or group of paragraphs, substitute a sentence that “pulls together” the specific ideas general enough to cover the details.
 11. Construction: the generalization formed should include the inferences drawn from the ideas in the paragraph or group of paragraphs.
 12. Difference between the experimental (E) and control (C) groups is E group are exposed to guidelines, rules, ideas and deep structure of summary writing using integrative teaching strategy; students work in groups while the C group are exposed to normal conventional method where students are exposed to surface structure of the passage. The treatment in using these two strategies to achieve good summary writing lasted for six weeks. The post-test which was equivalent to the pre-test was administered at the end of the experiment this is to confirm whether the outcome of the treatment established a distinguishing achievement in summary writing among the two groups. The results of this study are presented in line with research questions and hypotheses that were posed and formulated to guide the study. Thereafter, the summary of the findings and discussion were presented too.

Research Question 1 What are the mean achievement scores of students taught summary writing using the integrative teaching approach and those taught using the conventional method?

Table 1: Mean and Standard Deviation of Pre-test and Post-test Achievement Scores of Students who were Taught Summary Using Integrative Teaching Strategy and those Taught with Conventional Method

Variable	Pre-test			Post-test		Mean Gain
	N	\bar{x}	SD	\bar{x}	SD	
Instructional Mode						
Integrative Teaching Strategy (ITS)	67	54.19	6.28	65.15	10.91	10.96
Conventional Method (CM)	57	48.91	5.76	56.14	5.54	7.23

Source:- field survey 2017

Result in **Table 1** show that the experimental group taught summary writing using Integrative Teaching Strategy (ITS) had a pre-test achievement mean score of 54.19 with a standard deviation of 6.28 and a post-test achievement mean score of 65.15 with a standard deviation of 10.91. The difference between the pre-test and post-test achievement mean score for the experimental group was 10.96. The control group taught summary writing using conventional strategy had a pre-test achievement mean score of 48.91 with a standard deviation of 5.76 and post-test achievement mean score of 56.14 with a standard deviation of 5.54. The difference between the pre-test and post-test achievement mean score for control group was 7.23. However, for each of the groups, the post-test achievement means were greater than the pre-test achievement means with the experimental group having the higher mean gain ($10.96 > 7.23$). This is an indication that instructional mode (i.e. Integrative Teaching Strategy (ITS) or Conventional Method) have some effects on students' achievement in summary writing.

Hypothesis 1 There is no statistically significant difference in the mean achievement score of students taught summary writing using the integrative teaching strategy and those taught using conventional method.

Table 2: Analysis of Covariance (ANCOVA) of SSII Students' Achievement in Summary Writing

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5505.591 ^a	2	2752.795	50.688	.000
Intercept	556.978	1	556.978	10.256	.002
Pretest	3005.983	1	3005.983	55.350	.000
Method	564.270	1	564.270	10.390	.002
Error	6571.401	121	54.309		
Total	473603.000	124			
Corrected Total	12076.992	123			

$\alpha = 0.05$

Source:- Field survey 2017

The result in Table 2 shows that with respect to the achievement mean scores of SS II students taught summary writing using integrative teaching strategy and those taught with conventional method, an F-ratio of 10.39 was obtained with associated exact probability value of 0.00. Since the associated probability value (0.00) is less than 0.05 set as level of significance for testing the hypothesis, this means that the null hypothesis (H_{01}) which stated that there is no statistically significant difference in the mean achievement score of students who were taught summary writing using the integrative teaching strategy and those taught with conventional method is rejected. Inference drawn is that there is a significant difference in the mean achievement scores of students' taught summary writing using the integrative teaching strategy and those taught with conventional method. This result showed that integrative teaching strategy resulted in an improvement of students' achievement in summary writing. Although, both instructional modes (Integrative Teaching strategy and Conventional Method) resulted in an improvement of students' achievement scores, Integrative Teaching strategy had a higher mean gain.

Research Q 2 What are the mean achievement scores of urban and rural students who were taught summary writing using integrative teaching strategy?

Table 3: Mean and Standard Deviation of Pre-test and Post-test Achievement Scores of Urban and Rural Students who were Taught Summary Writing Using Integrative Teaching Strategy

Variable	Location	N	Pre-test		Post-test		Mean Gain
			\bar{x}	SD	\bar{x}	SD	
Achievement	Urban	35	56.26	6.51	71.60	9.74	15.34
	Rural	32	51.94	5.24	58.09	7.15	4.15
	Total	67	54.19	6.28	65.15	10.91	10.96

Source:- Field survey 2017

From **Table 3** above, students from urban centres who were taught summary writing using integrative teaching strategy had a pre-test and post-test mean achievement score of 56.26 and 71.60 with a standard deviation of 6.51 and 9.74 respectively. The difference between their pre-test and post-test achievement (mean score) was 15.34. However, students from rural centres who were taught summary writing using integrative teaching strategy had a pre-test and post-test mean achievement score of 51.94 and 58.09 with a standard deviation of 5.24 and 7.15 respectively. The difference between their pre-test and post-test achievement mean score was 4.15. From this table, students from urban centres had more achievement mean score than their counterparts in rural centres. This means that instructional mode had better improvement in summary writing using integrative teaching strategy, but there is a higher mean gain from students in the urban centres compared to students' in the rural centres on summary writing using integrative teaching strategy.

Hypothesis 2 There is no significant difference in the achievement between urban and rural students who were taught summary writing using integrative teaching strategy or conventional method.

Table 4: Analysis of Covariance (ANCOVA) of Urban and Rural Students' taught summary writing using Integrative teaching Strategy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4709.354 ^a	2	2354.677	47.884	.000
Intercept	274.087	1	274.087	5.574	.021
Pretest	1659.966	1	1659.966	33.757	.000
Location	1422.006	1	1422.006	28.918	.000
Error	3147.153	64	49.174		
Total	292233.000	67			
Corrected Total	7856.507	66			

$\alpha = 0.05$

Source:- Field survey 2017

The result in Table 4 shows that with respect to the achievement mean scores of students who were taught summary writing using Integrative Teaching strategy under the influence of location, an F-ratio of 28.92 was obtained with associated exact probability value of 0.00. Since the associated probability value 0.00 is less than 0.05 set as level of significance for testing the hypothesis, this means that the null hypothesis (H_0) which stated that Location has no significant influence on the mean achievement scores of students taught summary writing using Integrative Teaching strategy is not rejected. Inference drawn is that the mean achievement scores of students taught summary writing using Integrative Teaching strategy favours urban students' more than the rural students. This might be as a result of higher mean gain in the mean achievement scores of students in the urban centre compared to their counterpart in the rural areas.

Summary of the Findings

The summary of the findings is presented below according to each of the tested hypothesis:

1. This is an indication that instructional mode (i.e. Integrative Teaching Strategy (ITS) or Conventional Method) has some effects on students' achievement in summary writing. But, Integrative Teaching Strategy (ITS) better improved students who were achievement in summary writing than Conventional Method.
2. Inference drawn is that there is a significant difference in the mean achievement scores of students' taught summary writing using the integrative teaching strategy and those taught with conventional method. This result showed that integrative teaching strategy resulted in an improvement of students' achievement in summary writing.
3. Integrative teaching strategy better improved students' achievement in summary writing compared to students' in the rural area.
4. Inference drawn is that the mean achievement scores of students' taught summary writing using Integrative Teaching Strategy favours urban students' more than the rural students.

Conclusion and Recommendations

The findings of this study revealed the superiority of integrative strategy over the conventional method. This is not magical or by accident it all depends on the cooperation of the teacher and the students. Many language teachers because of the task involved going by integrative teaching strategy choose to go for conventional method in the teaching activity. Some are not acquainted with appropriate teaching strategy. Therefore, if teachers are knowledgeable in the guidelines for teaching summary writing, the objective for teaching summary writing among SS2 students will be met and students' performance in English Language, especially the external examination,

will improve. Therefore, if the teaching strategies must be revamped for better teaching and learning, there should be regular workshops and seminars to update the knowledge of language teachers in the current teaching methods and strategies for handling different aspects of English Language. Class practice, take home assignment, group research project must be encouraged among SS11 students on a regular basis thus, reducing the yearly trend of poor performance in summary writing in external examinations.

-Students who have the knowledge of writing can later in life become writer of books, publisher, bookshop owner this will promote self-reliant and employer of labour.

-Government should give adequate attention to education sector especially in the area of sponsorship. Government should give teachers opportunity to go for in-service training this will go a long way in assisting them and in updating their knowledge in their chosen career. It will also expose them to current teaching pedagogy which will in turn enhance students with excellent performance especially in their external examinations. All these responsibilities are part of what enhances Nigeria economy through a holistic revamping achievement.

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