

Effect of Oral-Written Mode of Assessing Senior Secondary School Two English Language Students' Achievement in Descriptive Essay

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Abstract : The English Language plays a central and strategic role in the school system because almost all the school subjects are taught using the English language. However, students' achievement in this subject at senior secondary school is not encouraging. Therefore, this study examined the effects of oral-written mode of assessment on senior secondary school students' achievement in a descriptive essay. It also examined the moderating effects of students' gender and class on students' achievement in a descriptive essay. The study adopted a pretest-posttest, control group, quasi-experimental design with a 2x2x3 factorial matrix. The participant consisted of 140 Senior Secondary II students drawn from four intact classes from four schools randomly selected from four Local Government Areas randomly selected from Oyo town in Oyo State. Two schools were assigned each to the treatment group and the control group. The following instruments were used for the study: Descriptive Essay Achievement Test ($r = 0.78$); Descriptive Achievement Test Marking Scheme; Check List of Oral-Written Assessment and Teachers' Instructional Guide on Descriptive Essay ($r = 0.81$). Seven null hypotheses guided the study and tested at 0.05 level of significance. Data were analyzed using Analysis of Covariance, Estimated Marginal Means and Scheffe post-hoc test. The result revealed that treatment had a significant main effect on students' achievement in descriptive essay ($F(1,127) = 25.407, P < .05, \eta^2 = .167$). Students exposed to oral-written assessment had a higher achievement scores ($(\bar{x}) = 36.15$) than those exposed to written assessment ($(\bar{x}) = 28.55$). There was no significant main effect of gender on students' achievement in descriptive essay ($F(1, 127) = .349, P > .05, \eta^2 = .003$). The result also revealed that the effects of class was not significant on students' students' achievement in descriptive essay ($F(1, 127) = .679, P > .05, \eta^2 = .006$). Oral-written mode of assessment enhanced students' achievement in a descriptive essay. It is, therefore, recommended that teachers and curriculum developers should adopt the use of oral-written assessment for better improvement of students' achievement in a descriptive essay.

Keywords : class, gender, oral-written assessment, written assessment

Conference Title : ICCTE 2019 : International Conference on Curriculum and Teacher Education

Conference Location : New York, United States

Conference Dates : April 22-23, 2019