Implementing Innovative Instructional Strategies: Practical Application in Nigerian Classroom

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Abstract: **The study examined innovative instructional strategy and secondary school students' performance in English Language in Yenagoa, Bayelsa State, Nigeria. Two objectives, two research questions and two hypotheses guided the study. The design for the study was quasi-experimental design using pretest and posttest design, with one experimental group taught using innovative instructional strategy and a control group taught using the traditional lecture method. The sample for the study comprised of one hundred and seven (107) SS2 students from two intact classes. Purposive sampling technique was used to select two senior secondary schools; and grouped into experimental and control groups. Two instruments - English Performance Test (EPT) and English Retention Test (ERT) with 25 subjective and essay questions drawn from the two topics (Spelling and Phonetics) with reliability indices of 0.82 and 0.72 respectively were developed and used for data collection. The data obtained were analyzed using mean statistics and standard deviation to answer the research questions while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The result obtained revealed amongst others that students taught English Language using innovative instructional strategy performed better than students taught using the traditional lecture methods. Also, there is significant difference between the performance of students taught English Language using innovative instructional strategy and those taught using the traditional lecture method. The study recommended that teachers embrace a variety of teaching methods in the teaching of English Language like the peer instructional strategy as it will help students to perform better in English Language concepts.**

Keywords**: Innovative Instructional Strategy, Students Performance, English Language, Yenagoa.**

I. INTRODUCTION

It is obvious that some students gain admission to higher institutions, sometimes to even study English Language with a very poor background and lack of in-depth knowledge of the subject. Such students have both grammatical and written errors ingrained in them and this becomes very pronounced in their written course works. It is very pathetic and quite palpable that a student who has been taught in English right from kindergarten cannot efficiently express his/her thoughts in writing. The decadence of this should spring up the necessity of determining and analyzing the causes and sources of the poor quality academic writing inherent in some Nigerian students because they are prospective graduates and part of the future work force who would need to give back to the society what they have acquired from secondary education.

Adebayo (2011) asserted that the rate of failure in some core subjects in the May/June, 2011 West African Senior Secondary School Certificate Examination shows gap between teachers and their students. Therefore, there is need for a novel strategy in order to link teaching and learning in the classroom and the world that exist outside.

Prior to this time, there has been consistent low performance in the core subjects at the Ordinary level Senior Secondary Schools Certificate Examination (SSCE); West African Examination Council (WAEC), National Examination Council (NECO), etc. These observations have attracted attention from various individuals and organizations. These problems are caused by the roles played by the students, parents, teachers, and the examination body, the curriculum planers and even the state and Federal Government (Omole, 2001). There is the need for effective teaching so that students can attain an appreciable performance and retention level in both internal and external examinations, thereby making the candidates' entrance into institutions of higher learning easier. In an attempt to encourage learning in English Language in particular, the challenge of mastery of subject matter, skills and interest in relevant concepts could be addressed through the use of students' interactive and collaborative teaching method assisted and guided by the teacher. One of such interactive methods that may enhance students' interest in learning is peer instruction. Peer instruction is an instructional strategy that boosts students' partnership, connecting high performing students with those performing lower for structured reading, discussion and information exchange among students during lessons; this will help to build higher retention levels among students thereby frustrating rote learning.

In Nigeria, the education system is directed by the National Policy on Education which provides formal as well as non-formal modes of delivery (FRN, 2014). One of the regulating principles of education in Nigeria is to furnish every citizen with such knowledge, skills, attitudes and values that will enable him enjoy benefits to the optimal level from membership of his society, to live a life of fulfillment and to meaningfully contribute to the development and welfare of the community (FRN, 2014). In view of the above principles, the policy specified the following goals of science education:

a) Cultivate inquiring, knowing and rational mind for the conduct of good life and democracy;

b) Produce students for national development;

c) Provide knowledge and understanding of the complexity of the world, the forms and conduct of life.

To achieve these goals, teachers need to implore certain techniques and teaching approaches in classrooms. Such approaches include: Lecture method, demonstration, peer instruction, concept mapping, cooperative learning, project and discussion, etc. All these are in attempt to enhance students' academic performance and retention level in English Language.

Poor academic performance in our schools questions the methodology of instruction adopted by teachers and therefore calls for an in-depth research with a view of establishing the relationship that exists between method of instruction and students' performance and retention. It is without doubt to state that a great number of teachers in the field still employ conventional methods in the classroom teaching, these methods though not without some advantages have been found to be didactic, stereotyped, ineffective and non-result oriented. There are research-based strategies that engage students in a collaborative learning that are currently used in developed countries. These methods / strategies focus more on students' activities than the teachers-simply loading students with information. Students of the 21st century need a classroom full of activities that support learning through social interaction. Learning is a social and collaborative activity where learners create meaning through their interactions with one another. Individuals are known to create meaning through their interactions with each other and with the environment where they find themselves; this will aid retention and easy recall of facts. Therefore, it is pertinent to note that meaningful learning could only take place when students are actively engaged in social and learning activities. Consequently, teachers should use methods that promote learning through social interaction and make students critical thinkers. Students develop their cognitive ability when they interact and make choices among different options. Globally, it has been recognized that there are better strategies for learning than through the traditional strategies of lecture method which do not encourage critical thinking, creativity and innovation and problem-solving (Wood & Gentile, 2003).

The lecture method is an approach to delivering new information to a large group of students. The teacher must make extensive preparations in order to ensure that students learn maximally by using different skills to interact with the information (Thomas & Israel, 2013). The preparation required by the teacher includes, but is not limited to, good lesson notes and preparing a classroom suitable for the lecture. Besides, the teacher should possess both good language skills and motivational ability; else the class becomes boring since the teacher monopolizes the talking in the lecture method.

The Lecture method has been critiqued for being a one-directional method of instruction that renders students passive. In addition, Afolabi, Izuagba, Obiefuna, and Ifegbo (2014) opined that the lecture method is teacher-centered, which makes the student passive and learning a shallow deal. According to Berry (2008), lecture based instruction is efficient in the delivery of large amounts of information over a short period of time, but lacks the effectiveness of an active learning method. Furthermore, the lecture method is frequently a one-way process unaided by discussion, questioning or immediate practices; making it a poor teaching method. In the lecture method, the teacher tells the students what to do instead of stimulating them to discover for themselves. The students in traditional lecture classes may learn enough to pass exams, but do not remember the topics for subsequent courses. Lectures are not sufficient for demonstrating practical skill but can be used to organize information and create interest in a subject. Flores, Matkin, Burbach, Quinn, and Harding (2012), were of the same view for the support of the shift in education from teaching content to teaching students how to become critical and creative thinkers which can be used to solve real life problems and experiences. Consequently, educators and intellectuals are challenged to seek for an intervention or innovative strategies that would improve academic performance of students. Also, the decision of a teacher to use lecture method is not grounded on its effectiveness in improving students' performance or consideration for the gender of the students the lesson is meant for.

Gender in this context can be referred to as the process of classifying people into two groups namely; "male" and "female" through interaction with guardians, socialization in childhood, peer pressure in adolescence and work which specifies each gender and roles in the family of which women and men are socially designed to be different in behavior, attitudes and emotions (Borgatta & Montgomery, 2000). Subsequently, one of the problems that attract the attention of the public in Nigeria today is the gender gap in academic performance of students in schools. This observed inequality has been blamed on a variety of factors like: economic, social and cultural labels. Gender is the variety of physical, biological, behavioral and mental features as it relates to and differentiates between the (feminine and masculine) population (Adigun, Onihunwa, Irunokhahi, Sada & Adesina, 2015). The essence of examining performance as it relates to gender is based primarily on the socio-cultural (i.e. social interaction) differences between boys and girls. Some vocations and professions have been regarded as men's (e.g. engineering, arts & crafts, etc.) while others have been regarded as women's (e.g. catering, sewing, nursing, etc.) hence, gender inequalities that exist in some science related courses and English Language in particular, which often lead to variations in academic performance in male and female students remain an issue of major concern to researchers.

Regardless of the variety of methods of teaching English language, the performance both in secondary schools and university remain in a deteriorating state yearly (Mbajiorgu, 2002). Hence, the study adopts the Peer Instruction Strategy because of its significant effect to the

learning of subjects. Peer instructional strategy is a method of instruction that involves students teaching other students, a system of instruction in which learners help each other and learn by teaching themselves. Peer instructional strategy is defined as a method in which synergy is created among students to help one another learn material, strengthen skills or practice a learned task. The result of peer instructional strategy is seen in academic, emotional and social gains for the students involved. Through an organized program supervised, planned, monitored and facilitated by a teacher, Peer instructional strategy can help learners receive individualized and focused instruction that they may not receive otherwise. Ayuba (2011) proved that peers are more sensitive than adult learners to picking up on non-verbal cues. In peer instructional class each student gets more attention from the tutor and more time to speak while others listen. This allows for students active participation in the class while constructing their knowledge.

Furthermore, Peer Instructional Strategy offers the teachers the capability to accommodate a classroom with a variety of learners in order to improve students' performance across ability level and content areas. In the same vein, Miller and Miller (1995) opined that, Peer Instructional Strategy is economical and an educationally effective intervention plan for learners with low intelligent quotient (IQ) and those with high IQ, which benefits the tutor and the tutee, socially and educationally by motivating them to learn. Thus, when Peer Instructional Strategy is carefully organized by a teacher, the social interaction process among students' and groups in the classroom will deepen the understanding and high retention of scientific concepts. It is on this basis that the researcher decided to delve into the efficacy of Peer Instructional Strategy when included into the teaching and learning of English Language in secondary school, may help to improve students' performance and retention.

Aim and Objectives of the Study

The aim of the study is to find out the effect of Peer Instructional Strategy as a tool to ascertain Students' performance in English Language in Yenagoa.

The objectives of the study were to:

1. Determine the difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method.
2. Compare the effect of Peer Instructional Strategy on the performance of male and female students' in English Language.

Research Questions

The following research questions guided the study:

1. What is the difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method?
2. What difference
3. Exists between the performance of male and female students taught English Language using Peer Instructional Strategy?

Hypotheses

The following hypotheses were formulated and were tested at 0.05 level of significance:

H_{o1} There is no significant difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method.

H_{o2} There is no significant difference in the performance of male and female students taught English Language using Peer Instructional Strategy.

II. LITRATURE REVIEW

Conceptual Framework

From the conceptual framework we have the dependent variables as students' performance while the independent variable is Peer Instructional Strategy. The moderating variable is gender (male and female).

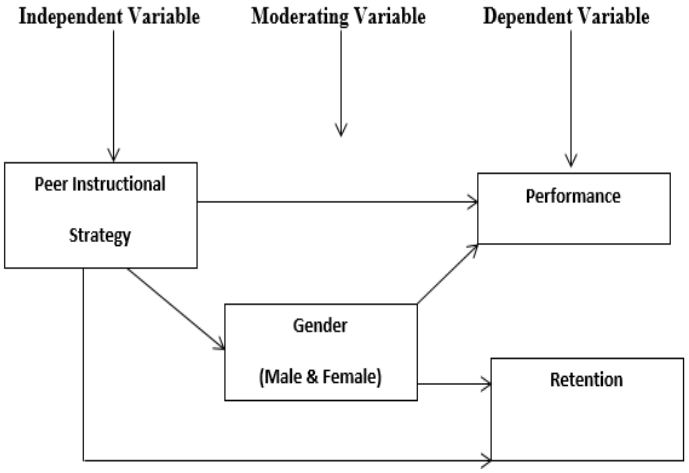

Figure 1: Conceptual Framework of Peer Instructional Strategy

From the conceptual framework, it implies that Peer Instructional Strategy as an instructional method, enhances performance and retention, this is because of its nature in instruction delivery – students understand, perform and retain better when they learn among themselves. Also, Peer Instructional Strategy positively affects the performance and retention rates of the male and female (gender) students. Thus, Peer Instructional Strategy has a remarkable influence on male and female students' ability to retain large volumes of conceptual learned material and also influences their performance than those taught with the traditional lecture method.

The Concept of Peer Instructional Strategy

The term 'peer' is defined as one that is of equal standing with another; especially one belonging to the same societal group especially based on age, grade, or status (Merriam –Webster's Dictionary, 2018). Peer instructional strategy as a cooperative learning strategy/technique aims at promoting critical thinking, problem solving, and decision-making skills in the students; and also improves the teaching / learning process. Simon and Cutts (2012), defined peer instructional strategy as the learning exchange in which students with comparable backgrounds develop understanding by helping each other to learn by actively distributing knowledge and experiences and questioning different concepts and ideas of the learning material. Peer Instructional Strategy is a method of instruction that involves students teaching each other, a pattern of instruction in which learners help each other and also learn by teaching. In 2006, Paul viewed peer instruction as a form of teaching method that makes students see themselves as partners by helping one another learn a material, reinforce skills or practice a learned task.

Peer instructional strategy is an age long educational practice where learners interact with each other in order to achieve educational goals (O'Donnell & King, 1999). It can also be compared to other educational practices like cooperative learning and also referred to as a kind of "learning for everyone, by everyone and about almost anything". It can take place in formal or informal learning setting, in small groups or online (Jeff Brazil, 2011). Peer instructional strategy also takes the form of a communal approach where everyone is willing to communicate with one another for each other's benefit, using ones strength to teach and encourage each other with the aim of improving one another's life, and aids in opening participants into appreciating self-development on different aspects while they collaboratively build on a variety of learning resources.

Moreneo and Duran (2002) postulated that peer instruction is a strategy / technique of cooperative learning based on the creation of pairs of students with a lopsided relationship; that is, the tutor (teacher) and tutee (learner) do not have equal cognitive ability but they share a common goal which must be achieved through a relationship network arranged by the teacher.

Peer instruction (also referred to as peer learning, cooperative/collaborative learning and peer collaboration), is taken here to refer to the "use of teaching and learning methods in which students learn with and from each other without the immediate intervention of a teacher" (Boud *et al*., 1999). Peer instructional strategy is the process by which a learner, with guidance from a teacher helps one or more students at the same grade level to learn a skill or concept (Paul, Lisa & Vasa, 2006). Ayuba, a science educator in 2011, demonstrated that peer instructional strategy if put into full use is "one of the effective and powerful instructional method that can be used to develop interpersonal and academic skills in the participating students". Peer instructional strategy is an active learning technique in science education which improves life-long learning and communication skills. It also promotes a shift from the teacher as an information dispenser to the teacher assuming the position of a guide / facilitator to learning, with students and knowledge taking the center stage (Barr & Tagg 1995).

Peer instructional strategy is presented theoretically as a method where students are able to secure knowledge through observation, study, teaching of other students, or through their own experiences. The major purpose of Peer instructional strategy is to improve the exploiting opinions of the students for the optimization of cognitive interaction among the students in regards of their peers (McMaster & Fuchs, 2016). Engaging students in an active learning process enables them to create knowledge by encouraging them to establish links between new and previously acquired facts; promoting meaningful learning, increased attention and higher order thinking skills and retention. It is possible that when students are genuinely engaged with learning materials, they can exceed expectations and requirement which is evident on their performance (Barkley, 2010). Moreover, these students are more attentive, excited, involved, and eager to participate (Hoff & Lopus, 2014). Furthermore, it is an effective active learning technique for boosting students' understanding of biological concepts as long as students are directly involved in teaching specific material. Peer Instructional Strategy is not a direct model of transmission of knowledge from the more able and experienced the less able; it is rather a mutual process with benefits to be accrued by the participants involved.

Theoretical Framework

Constructivist Theory

Peer instructional strategy is rooted in the Constructivism theory which stresses the importance of prior experience as a catalyst on which the construction of new knowledge exists. Both social and cognitive constructivism is relevant in Peer instructional strategy. Students learn through social interaction as well as individual conceptions in the learning environment. Constructivism is based on the premise that learning takes place when learners participate actively in the learning process of knowledge construction instead of being passive listeners in a quiet classroom where the teacher is the sole channel of information distribution.

John Dewey and Jean Piaget was the major proponent of constructivism. John Dewey advocated that education must involve the enlargement of experience and the exploration of the mind (i.e. the cognitive process). Piaget's role in constructivism theory advocates that learning takes place by increasing our knowledge by experiences which are spread through play from childhood to adulthood and are also vital for learning. Constructivism beliefs that all knowledge springs from a foundation of prior knowledge and that from childhood, the mind is not blank and that knowledge cannot be received by the child without the child reconstructing it the way he / she will be to understand depending on his / her stage

of development. It is therefore pertinent to note that a child cannot make meaning of a learned material without first of all having experience on things and also reflecting on those experiences. One of the aims of using a constructivist technique is that students learn how to learn when they are given the opportunity to take the lead and also own the learning experiences. Some characteristics of a constructivist classroom are as follows:

a. Active participation of learners
b. A democratic learning environment
c. The activities that take place are student – centered and interactive.
d. The teacher acts as a guide / coach in the learning process while the students take responsibility of their learning etc.

In a constructivist classroom students learn to work in groups as emphasis is on the development of social, communication skills, collaboration and exchange of ideas; this is contrary to the traditional classroom where loneliness is highly encouraged. Some activities encouraged in a constructivist classroom are: experimentation, research projects, field trips, films class discussions, campus wikis and blogs etc.

Constructivism is a theory that centers on knowledge and learning. It states that knowledge is not as truths to be transferred or discovered, but sees knowledge as evolving, developmental, non-objective, practical, constructed clarifications by humans who engaged in meaning making in cultural and social communities of discourse (Fosnot, 2005). Peer Instructional Strategy and constructivism go together hence, if Peer Instructional Strategy is jettisoned then there is need to revise constructivism. The constructivist theory is basically a theory that emphasizes about how people learn and the nature of knowledge. In general, the theory is attributed to Jean Piaget whose advocacy was on how learners make meaning in connection to the interaction between their experiences and their ideas. He suggested that through the process of accommodation and assimilation individual learners can construct (build or create) new knowledge from their experiences.

The theory postulates that learners construct their own understanding and knowledge of the world based on their experience on things and also reflect on those experiences to construct (generate, create or build) meaning / knowledge. Thus, in a constructivist classroom, learning is constructed, active, reflective, collaborative, inquiry-based and evolving. It encourages the students to use active strategies (like experiments, real-world problem solving) to generate more knowledge and reflect on and talk about what they are doing, and how their understanding is changing (evolving). Also, the focus in a constructivist classroom tends to shift away from the teacher to the students. It rather becomes a place where students are actively involved in their learning process rather than waiting to be filled like empty vessels by the teacher who is seen as an expert in knowledge. The teacher functions more as a facilitator who coaches, mediates, prompts, guides and assist students to develop and access their understanding. The teachers' biggest task becomes asking good and productive questions.

The constructivist learning environments are designed to both challenge and support students' thinking process and to stimulate active learning, where students are able to discover among themselves and for themselves instead of simply receiving facts, concepts and principles in the learning material. Thus, the constructivist environment supports the involvement of the students in the learning process and allows them to take responsibility for their learning and leading them to develop inquiry mind for problem-solving. It also opens them up for a collaborative pattern of learning where they engage in constructive criticism, qualitative and quantitative problem-solving in groups. According to Fosnot, a professor of Education in New York City, "major restructuring is indispensable in the schools if we are to take constructivism seriously" (Fosnot, 2005). In 2000, Burbules established that constructivism maybe one of the tools needed by teachers to enhance learning and retention for easy regurgitation (recall). Constructivism has the potential to produce the kinds of conditions that is capable of initiating scientific exploration in the first place (Burbules, 2000; Ball & Bass, 2000).

Empirical Review

The study carried out by Safaa (2017), on the Effect of Peer Instruction Method on Pre-service Teachers' Conceptual Comprehension in a methodology course, in Taiba University in Saudi-Arabia, with sample size of 78 and with quasi-experimental design. The result of the study revealed that students taught using peer instructional strategy performed significantly higher than those taught with the traditional lecture method. While those in the Peer Instructional Strategy had higher levels of performance than those who participated in the traditional lecture method; and no differences were found between the post-test scores of students exposed to Peer Instructional Strategy and the traditional lecture method. Also, the study revealed that Peer Instructional Strategy created a supportive environment for learning to take place.

Another related study was carried out by Danladi (2012), on the effect of peer instructional method on the academic achievement in English Language in Zaria Metropolis. The study had the sample size of sixty (60) senior secondary schools in Zaria metropolis; with two of the schools randomly selected using the balloting method. The two schools were divided into experimental group and control group. Pre-test and post-test instruments were used for the data collection. The findings of the study indicated that students that received instruction from their peers by way of interaction achieved better than students exposed to the traditional lecture method. In addition, studies as asserted by Ayuba 2011 have revealed that Peer Instructional Strategy results in significant academic performance for both tutor and tutees.

A similar study was conducted by Yusuf (2017) on the effect of peer instruction on students' academic performance in economics in Ilorin South in Kwara State of Nigeria. The sample size of seventy-eight (78) students were used with forty (40) students in the peer instruction (experimental group), while thirty-eight (38) students were in the traditional lecture method (control group). The study revealed that students taught using peer instructional strategy obtained higher scores than those taught using the traditional lecture method. It also revealed that Peer Instructional Strategy aids in the development of students' generic skills.

In a study carried out by Gok (2014), analyzed the influence of Peer Instructional Strategy on the performance of students regarding conceptual learning and problem-solving. The results shows that Peer Instructional Strategy has a positive influence on the conceptual learning of students as compared to the traditional lecture method. Also, that Peer Instructional Strategy is helpful in connecting solutions quantitatively with related solutions.

In a related study, Zingaro and Porter (2014) also demonstrated that Peer Instructional Strategy is a collaborative pedagogical approach in classes which aided the significant improvement in the final examination performance of students over the traditional lecture method. It also indicated reduction in failure rates, high level of retention on students' understanding and an increased interest for learning in students'.

Mazur (2013), found out that Peer Instructional Strategy actively gets students involved by enhancing their own understanding from the teachers' explanation and constructing their own learning patterns. It has also been broadly implemented on a wide range of mathematics and science courses at the secondary school level of education and colleges.

The empirical review were a mix of foreign and locally researched work, this present study was carried out locally using secondary school students as sample, to assess the performance of English Language students using peer instructional strategy.

III. METHODOLOGY

Research Design

The study adopted a quasi-experimental design. A quasi-experimental design is an empirical study that is used to estimate the casual impact of an intervention on its target population without randomization. Quasi –experimental design was adopted because, the independent variable was manipulated before the dependent variable was measured, also; the participant are not randomly assigned to treatment. This will enable the researcher to determine the effect of peer instructional strategy on students' performance and retention of English Language concepts. The design is represented thus:

		Pretest		Posttest
Peer Instructional Strategy	E:	O_1	X_1	O_2
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Conventional Method	C:	O_3	X_2	O_4

Where E=experimental group,

O_1=pre-test, $O_{3=}$ Pretest for control group

O_2=post-test, O_4= posttest for control group

X_1= treatment for experimental group

C=control group,

----------No Treatment

Population for the study

The population for this study is comprised of one thousand four hundred and thirty-six (1436) of senior secondary school 2 students in seventeen (17) public schools in Yenagoa of Bayelsa State, Nigeria.

Sample and sampling techniques

The sample used for this study is One hundred and seven (107) students in senior secondary school 2 from two (2) intact classes drawn from two co-educational secondary schools in Yenagoa. Purposive sampling technique is used to select two secondary school based on the following criteria:

1. co-educational schools
2. Schools owned by Bayelsa State Government.

Random sampling technique is used to allocate the classes in the schools to experimental and control groups based on the treatment. The following table shows the sample distribution:

Table 1 Sample Distribution

School	Group	Male	Female	Total Population
A	Experimental	25	23	48
B	Control	39	20	59
Total		64	43	107

Research Instrument

The instruments for data collection are a 25-item English Language Performance Test (EPT) developed by the researcher. This is done to measure the students' mastery of English concepts at all cognitive levels. The English Language Performance Test consists of subjective and essay questions with a total of 100 marks, with each question having 4 marks. Items in the instrument were drawn from basic concepts as specified in the English Language curriculum for senior secondary school 2 (SS 2) students. The topics are Spelling Concepts and Phonetics.

Validity of the instrument

The research instruments were face and construct validated which by two experts of measurement and evaluation. The corrections made by the experts were effected on the

instrument as recommended, the essence of this was to be sure of the suitability of the test items.

Table 2 Specification for Content Validity

Content	Remembering	Understanding	Analyze	Total
English Language Performance Test	12	10	3	25

Reliability of the instrument

Test –retest method was used to determine the reliability of the instruments. Simple random sampling technique was used to draw a sample of students outside the study sample. The instrument was given to students who were not part of the study sample to respond to with request from the researcher that, the sample will respond to all the items of the instrument in honesty. After an interval of two weeks the same instrument was given to the same set of students but at this time, it was shuffled. Then the scores of both were correlated using Pearson Product Moment Correlation to obtain reliability indices of 0.82 and 0.72 respectively.

Method Of Data Collection

Experimental Procedure:

Prior to the commencement of the exercise, a letter of introduction was sent to the principals of the two schools for permission to use their schools for the research work. English Language teachers of the intact classes assisted the researcher to carry out the teaching and to administer the tests. These teachers were given brief talk regarding the process involved in carrying out peer instructional strategy. The sample was divided into experimental group and control group, in which the experimental group was taught using the peer instructional strategy while the control group was taught using the conventional lecture method.

One the first day of the experiment, the test instrument English Language Performance Test (EPT) was administered as pretest to the two groups in each of the sample schools. The researcher taught the experimental group using the peer instructional strategy to teach spelling concepts and phonetics while the control group was taught same using the conventional lecture method. These activities lasted for two weeks, immediately after the treatment a post test–English Language Retention Test (ERT) was administered to both the experimental and control group and their scores collected for analysis.

Method of data analysis

Data were analyzed using mean and standard deviation for the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

IV. RESULTS AND DISCUSSION

The results are presented according to the order of the research questions and hypotheses that guided the study.

Presentation of Data

Research question one: What is the difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method?

Table 3: Mean score and standard deviation of the difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method

Group	n	Pretest		Posttest		Mean Diff.
		$\bar{x}$	SD	$\bar{x}$	SD	
Peer Instructional Strategy	48	29.15	3.608	47.85	7.32	18.70
Lecture Method	59	21.17	7.24	26.34	6.09	5.17

Table 3 shows the effect of Peer Instructional Strategy on students' performance in English Language. The result indicated that students taught English Language by peer instructional strategy performed better (Pretest; $\bar{x}$ = 29.15, SD = 3.608, Post-test; $\bar{x}$ = 47.85, SD = 7.32, mean diff. = 18.70) than their counterpart who were taught English Language by the traditional lecture method (Pretest; $\bar{x}$ = 21.17, SD = 7.24, Post-test; $\bar{x}$ = 26.34, SD = 6.09, mean diff. = 5.17).

Research question two: What difference that exists between the mean performance of male and female students taught English Language using Peer Instructional Strategy?

Table 4: Mean score and standard deviation on the difference that exists between the performance of male and female students taught English Language using Peer Instructional Strategy?

Group	**n**	**Pretest**		**Posttest**		**Mean Diff.**
		$\bar{x}$	**SD**	**$\bar{x}$**	**SD**	
Male	25	29.56	3.99	46.12	8.96	16.56
Female	23	28.70	3.17	49.74	4.44	21.04

Table 4 shows the difference that exists between the performance of male and female students taught English Language using Peer Instructional Strategy. The result indicated that female students taught English Language by peer instructional strategy performed better (Pretest; $\bar{x}$ = 28.70, SD = 3.17, Post-test; $\bar{x}$ = 49.74, SD = 4.44, mean diff. = 21.04) than their male counterpart (Pretest; $\bar{x}$ = 29.56, SD = 3.99, Post-test; $\bar{x}$ = 46.12, SD = 8.96, mean diff. = 16.56).

Analysis of Data

Hypothesis one: There is no significant difference between the mean performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method.

Table 5: Summary of Analysis of covariance (ANCOVA) on the difference between the performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method

Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12251.791[a]	1	12251.791	275.634	0.000
Intercept	145692.464	1	145692.464	3277.706	0.000
Group	12251.791	1	12251.791	275.634	0.000
Error	4667.200	105	44.450		
Total	155519.000	107			
Corrected Total	16918.991	106			
a. R Squared = 0.724 (Adjusted R Squared = 0.722)					

Table 5 shows that there is significant difference between the performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method (F_1, = 275.63, df = 105, $P < 0.05$). Thus, null hypothesis one is rejected at 0.05 alpha level.

Hypothesis two: There is no significant difference in the performance of male and female students taught English Language using Peer Instructional Strategy.

Table 6: Summary of ANCOVA on the difference in the performance of male and female students using Peer Instructional Strategy.

Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	156.904[a]	1	156.904	3.060	0.087
Intercept	110076.238	1	110076.238	2146.395	0.000
Gender	156.904	1	156.904	3.060	0.087
Error	2359.075	46	51.284		
Total	112437.000	48			
Corrected Total	2515.979	47			
a. R Squared = 0.062 (Adjusted R Squared = 0.042)					

Table 6 shows that there is no significant difference in the performance of male and female students taught English Language using Peer Instructional Strategy (F_1, = 3.06, df = 46, $P > 0.05$). Thus, null hypothesis two is retained.

V. DISCUSSION OF FINDINGS

The study investigated the effect of using Peer Instructional Strategy as a tool to ascertain Students' performance and retention in English Language in Yenagoa of Bayelsa State. From the data gathered, and analysis carried out, the findings of research question one showed that student taught English Language by peer instructional strategy performed better than their counterparts who were taught English Language by the traditional lecture method. Furthermore, the result of hypothesis one showed that there is significant difference between the performance of students taught English Language using Peer Instructional Strategy and those taught using the traditional lecture method. These findings are consistent with the findings of Safaa (2017), who found that students taught with Peer Instructional Strategy had higher levels of performance than those taught with the traditional lecture method. In view of the above, the peer instructional strategy has been proven to be superior to the traditional lecture method in boosting students' performance in English Language. The result is expected because effective application of peer instructional strategy will help to improve students' pattern of learning and thus leading to the improvement seen in their performance. The findings of the study carried out by Danladi (2012), indicated that students that received instruction from their peers by way of interaction achieved better than students exposed to the traditional lecture method. In addition, studies have revealed that Peer Instructional Strategy results in significant academic performance for both tutor and tutees (Ayuba, 2011).

Also, the findings of research question two showed that female students taught English Language by peer instructional strategy performed better than their male counterpart. The study as carried out by Yusuf (2017), revealed that students taught using peer instructional strategy obtained higher scores than those taught using the traditional lecture method. It also revealed that Peer Instructional Strategy aids in the development of students' generic skills. Furthermore, the result of hypothesis two showed that there is no significant difference in the performance of male and female students taught English Language using Peer Instructional Strategy. These findings are corroborated by Gok (2014), who opined that Peer Instructional Strategy had a remarkable influence on male and female students' ability to retain large volumes of conceptual learned material as compared to the traditional lecture method of instruction.

VI. CONCLUSION

Based on the findings of this study, it became realistic to suggest that peer tutoring instructional strategy is vital in helping teachers who have determine to ensure that

every student in the class actively participate in the teaching-learning process, irrespective of the learners background and individual learning difference. However, the findings had indicated that student who were taught English Language with peer instructional strategy performed better than their counterparts who were taught using the conventional 'lecture method', implying that, the there is need for teachers to be innovative and adaptive to new and effective learning instructional approach, instead of been head-bent to a particular idea of teaching which might not be suitable to the learning requirement of the concept to be taught.

Furthermore, the findings of the study indicated that, no significant difference, exist between the performance of male and female students who were taught English Language with peer instructional strategy, implying that male and female students, performed 'almost alike'. However, it is worthy to note that, the indifference in the student performance may not be applicable at all time and situation of teaching and learning, but that it could be adduced to the sharing of learning experience among the learners. Hence, teachers who are determined to ensure optimum performance from his/her learners will adopt approaches that are learners' centered.

Considering the findings, it is recommended that teaching and learning should involve more of sharing ideas, instead of 'giving out instructions' as a way of teaching. Hence, teachers are to be more adaptive to new and innovative strategies of teaching.

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