

**EFFECT OF PEER ASSESSMENT ON SENIOR SECONDARY SCHOOL STUDENTS'
ANXIETY IN IGBO LANGUAGE ESSAY WRITING IN NSUKKA EDUCATION ZONE,
ENUGU STATE**

Ezinne Blessing Kanu¹, Gabriel Onyebuchi Agbo² & Uchenna Fabian Ude³

^{1,2,3}Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka

¹ezinne.kanu.191564@unn.edu.ng || ²apostlegabriel1234@gmail.com || ³uchenna.ude@unn.edu.ng

Corresponding author: uchenna.ude@unn.edu.ng

Abstract

The study investigated the effect of peer assessment on senior secondary school students' anxiety in Igbo language essay writing in Nsukka Education Zone, Enugu State, Nigeria. one specific purpose with corresponding research question and one null hypothesis guided the study. The study adopted the quasi-experimental factorial research design, specifically, the pre-test post-test non-equivalent control group design. The population of the study comprised all the 3,357 senior secondary two (SS 2) students in all the 62 public secondary schools in Nsukka Education Zone. A sample of 111 SS2 students in two intact classes was drawn for the study through multistage sampling procedure. The instrument titled: Igbo Language Narrative Essay Writing Anxiety Inventory (ILNEWAI) was developed by the researchers were used for data collection. The instrument was validated by three experts, two from the Department of Arts Education (Language Education Unit) and one from Science Education (Measurement and Evaluation Unit), University of Nigeria, Nsukka. Cronbach Alpha was used to determine the internal consistency of ILNEWAI yielded .89. The result showed that the instrument was reliable for the study. Data collected were analyzed using mean and standard deviation to answer the research question while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The finding of the study showed that peer assessment has more positive effect in reducing students' anxiety in Igbo language essay writing than the teacher assessment technique. Based on these finding, it was recommended among others, that Authorities should formally integrate peer assessment as a part of the curriculum in Igbo language essay writing in the secondary schools in Enugu State; Igbo language teachers should be provided with in-service training or professional development opportunities to equip them with the skills and knowledge needed to implement effective peer assessment practices; Teachers should encourage a collaborative learning environment that promotes peer interaction and feedback in Igbo language by emphasizing peer learning and cooperative work.

Key words: peer assessment, anxiety, essay writing, and Igbo language.

1. Introduction

Language is a unique attribute of human beings which they use to express feelings, thoughts and ideas. It facilitates interpersonal and ethnic cooperation. Onwubie (2016) observed that language is a system with which social groups co-operate and interact, which helps in the formation of thoughts and feelings. It does not only provide a means of expressing oneself but also transmitting one's cultural heritage from ages to ages. Language has the power to build bridges and break communication barriers between people. In this view, it helps to establish communicative relationship with people that speak and/or understand the same language. Effective language communication develops the individual academically, culturally, politically and occupationally. Egbe and Asadu (2020) opined that the need for communication is becoming important

in the increasingly integrated global community where strong language skills are an asset that promotes lifelong communication. This explains why the knowledge of language is relevant in every society. Rahman, Pandian and Kaur (2018) agreed that the knowledge of languages is an index of one's personality and a key to success in life. It helps individuals in the society to continue to make progress in life. Without language, nothing can be made known from employer to employee, teacher to students, individual to individual and even from generation to generation.

The world community is made up of many languages and each of these languages is used to differentiate one speech community or race from another. There are uncountable languages in the world such as English, German, French, Spanish, Latin, Chinese, Greek, Arabic, Afrikaans and Swahili. In Nigeria, apart from the English language which is the official language, there are so many other languages spoken by different ethnic groups. Udoye (2016) noted that there are about 450 languages spoken in Nigeria. Some of these languages are Tiv, Ibibio, Yoruba, Efik, Fulfude, Hausa, Igala, Nupe, Idoma and Igbo.

Igbo language is the language of the Igbo people, an ethnic group of the southeastern Nigeria. Chukwuma and Agbim (2020) indicated that Igbo language is spoken by an estimated 20 million Nigerians and primarily of the Igbo decent. The Igbo people are predominantly found in the five southeastern states of Nigeria, which comprises the states of Abia, Anambra, Ebonyi, Enugu and Imo. They are also found in parts of Delta, Bayelsa, Cross River and Rivers States. Igbokwe (2013) posited that irrespective of the different states of Igbo people, there are characteristics and beliefs which the Igbos have in common that bind them together as a people and distinguish them from others. The Igbo language in this regard is undeniably one of such identity characteristics that holds the bond of unity among the Igbos of various states in Nigeria and beyond.

Igbo language besides the other two major Nigerian languages, Hausa and Yoruba is recognized by the Federal Republic of Nigeria as a language of instruction and a subject in schools. Federal Republic of Nigeria (2013) stipulated that the language of the environment shall be the language of instruction at the lower basic education and a status of a subject at the middle basic education, upper basic education and senior secondary schools.

With the importance attached to the status and study of Igbo language in Nigeria, educators have constantly reviewed the curriculum of Igbo language study for both the basic and senior secondary schools in order to allow comprehensive coverage of its teaching and learning. It is however, disappointing that not minding the importance and efforts made by teachers to improve the teaching and learning of Igbo language, students still record a low achievement in some aspects of written Igbo language examinations such as essay writing. What could be the reason? This may be as a result of how students' writings are assessed in terms of spelling errors, poor punctuations, use of clumsy sentence constructions or inability to logically present points in paragraphs.

Writing as one of the four language skills besides, listening, speaking and reading, has occupied an enviable place in Igbo language curriculum. It is a productive and expressive skill which demands that the writer organizes his/her thoughts clearly in a selected code that the reader will understand. It helps the learner to develop critical thinking, creativity, objectivity in the subject matter with the use of appropriate styles and dictions acceptable in a particular language. Tiryaki in Teksan (2012) believed that writing is a complex language skill that requires versatile and entwined sub-skills. Teksan also stated that writing is the language skill which students find most difficult. This difficulty is definitely in learning how to constructively form grammatical sentences and paragraphs, since it is the last stage of language development. The importance

attached to efficient writing by examination bodies such as West African Examination Council (WAEC) makes it imperative for writing to be taught properly. In external examinations such as West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO), essay writing constitutes a good part of Igbo Paper II.

Essay writing is the act of putting ideas in a logical and well-structured manner in order to convey information. Ukwumaka (2016) defined essay writing as a means of creatively putting down one's ideas and thoughts in order to persuade readers. The writer of an essay must structure it in a manner that is coherent, interesting and makes sense to the reader. Because of the need for students to express themselves in a logical and coherent manner in Igbo language, essay writing has formed a crucial part of its content in secondary schools. Assessments of essay writing in internal and external examinations are based on four parameters such as content, organization, expression and mechanical accuracy. This means that the concepts, knowledge or idea generated by the writer must be organized, must contain suitable words and sentences with appropriate observation of mechanics of writing like punctuations. Unfortunately, students do not usually get it right in the above mentioned four areas, hence their inability to perform well in essay writing in Senior School Certificate Examinations(SSCE) especially in Igbo language. Ukume, Ochogwu and Ejembi (2017) posited that when students are required to write essays, they find it difficult to generate ideas and organize their writing in a coherent manner or the use of a variety of linguistic techniques to express their points. This may be true as some students may be overwhelmed and find it difficult to present their points accurately. Thus, if the students face uneasiness or tension in expressing their experiences, they might have faced writing anxiety.

Writing anxiety is a psychological predisposition that causes overwhelming fear and interferes with an individual's ability to start, work on or finish a given writing task. Thompson in Labadidi (2021) defined writing anxiety as the fear of the writing process that outweighs the projected gain from the ability to write. Fear and tension can take place in all stages of writing and can negatively affect the students' writing skills. Aripin and Rahmat (2021) identified some factors that can cause writing anxiety such as: a very limited time to plan, compose and review; lack of writing skills including writing practice, brainstorming ideas, translating ideas, as well as limited writing mechanics such as vocabulary and punctuation; and teacher's negative evaluation. Anxiety has been found to have an adverse effect on writing outcome of L1 learners and also viewed to be a major factor affecting academic performance by a considerable number of researchers (Csizér&Piniel, 2013; Jebreil, Azizifar, Gowhary, & Jamalinesari, 2015). Thus, writing anxiety can influence the writing outcome and academic achievement in Igbo language essay writing.

The downward trend of students' achievement in Igbo language essay writing could be linked to students' inability to effectively write good essay which carries a substantial percentage in the Igbo language paper 1 of the Senior School Certificate Examination (SSCE). The WAEC Chief Examiners (2019, 2020 and 2022) reported that poor mechanical accuracy, inability to use standard Igbo in writing, inability to meet up with the required essay length, and inability to explain the given proverb in essay writing resulted to candidates' poor achievement in the subject. It is important that students be carried along through all the phases of the teaching and learning of essay writing, including assessment.

Assessment is a crucial component of any instructional process. It is a tool used to monitor the development and progress of students learning. Supriyadi (2021) described assessment as a process of retrieving information in students' learning progress and achievement in school. The essence of assessment is to get feedback which is used to diagnose the student's area of strengths and weaknesses, and to determine how much the student has achieved in the teaching and learning process. There are different techniques of

assessment such as portfolio assessment, expert assessment, self assessment, peer assessment and teacher assessment. Teacher assessment is a conventional assessment technique used by teachers in the teaching and learning process. In this type of assessment, students are not given the opportunity to be actively involved in the assessment of their own learning. They are passive rather than active in the marking and grading of their classwork, assignment or test. Omaka and Osuafor (2020) stated that students hardly see each other's marked work which would have helped them to learn from and support each other. Morrison, Abanobi and Ifemeni (2021) asserted that the assessment technique in some of the secondary schools in Nigeria seem to be teacher assessment technique (TAT) which might not give the students the opportunity to be creative, collaborative, independent and active in solving their problems.

Onwuka and Uloh-Bethels (2020) opined that there is the need for an assessment technique that will enhance active participation of students; help learners appraise their own performance and encourage them to take responsibility for their own learning. This therefore suggests an assessment technique that gives a central position to students, one of which is peer assessment.

Peer assessment is a form of assessment that involves the students' active engagement in assessing their peers learning outcome. Jones and Alcock (2014) defined peer assessment as a collaborative learning activity in which peers participate in judging and assessing each other's work. Peer assessment stimulates and promotes social interaction, discussion, reflection, improvement, development of critical thinking and creativity skills. According to Almahasneh and Abdul-Hamid (2019), peer assessment is a communicative strategy that is used by teachers in language classrooms to actively engage students in the learning process by having them assess their peers' work based on the teacher's benchmark. Almahasneh and Abdul-Hamid indicated that peer assessment has been shown to be effective to influence learning and to articulate judgment when it is conducted within a specific time framework. The teacher drafts the assessment procedure which guides the students to assess their learning outcomes As one of the main forms of alternative assessment as asserted by Gencha (2018), peer assessment has gained much importance in educational learning and educational research. Indeed, peer assessment is a shift of paradigm from the traditional psychometric (teacher-centred) testing to alternative educational metric (student-centred) assessment. This may not only eliminate writing anxiety among the students but improve achievement and increase their interest in the subject. This study is therefore set to investigate the effect of peer assessment on senior secondary students' anxiety in Igbo language essay writing as a variable.

However, some researchers have carried out studies related to this. To discover how writing anxiety influences achievement, Fakeye and Ohia (2016) carried out a study on writing anxiety: an affective filter for essay writing instruction among ESL students in Ibadan. Findings revealed a negative significant relationship between anxiety and students' achievement in essay writing. This implies that the higher the writing anxiety, the lower the achievement in essay writing.

Another study by Anggraini (2016) investigated the differences among writing anxiety, gender and writing achievement of English study program students of PGRI University, Palembang. In a similar study, Abdullah, Alsohbo and Hassan (2022) investigated gender differences in written communication anxiety among Libyan postgraduates in Malaysia. differ in gender. The findings revealed that most Libyan postgraduates in Malaysia experience a moderate level of writing anxiety, whereas none of them experience a low anxiety level. Thus, based on the reviewed literatures and the researcher's knowledge, there is a dearth of empirical works done on Peer Assessment on students' anxiety in Igbo language essay writing. Hence, the need for this study on effect of Peer Assessment on senior secondary students' anxiety in Igbo language essay writing in Nsukka Education Zone.

1.1 Statement of the Problem

Igbo language is recognized as one of the three major languages in Nigeria, and given the status of a school subject in the primary, secondary and tertiary levels where it is taken as a course of study. But despite the important place of Igbo language in Nigeria's educational and social spheres, secondary school students do not perform well in it. This poor achievement is especially noticeable in their poor writing skills. The students in an Igbo language class may feel some uneasiness and subsequently a lack of interest and anxiety whenever 'essay writing' is mentioned.

The WAEC Chief Examiners' Reports(2019, 2021 and 2022)have shown that the achievements of students in Igbo language in external examinations were below expectation. It was reported that the candidates were unable to write in standard Igbo language, meet up with the required essay length, and punctuate their sentences accurately. This drastically reduced their marks especially in essay writing which is a very important aspect of Igbo language. This problem could be as a result of the assessment technique used in assessing students' essay.

The assessment technique used by Igbo language teachers in essay writing could be one that does not spur the students' interest in essay writing and may possibly create writing anxiety in them. Also,students' chances of collaborating and learning from each other's mistake may not be possible due the assessment technique used by the teacher. As it is generally speculated, if students are active in the learning process, they would learn better. Perhaps, the poor achievement of students in Igbo language essay writing can be blamed on the inability to use innovative assessment technique that could stimulate students' interest and engagement. Thus, the problem of the study put in question form is: What is the effect of peer assessment senior secondary school students' anxiety in Igbo language essay writing in Nsukka Education Zone?

1.2 Purpose of the Study

The purpose of the study was to investigate the effect of peer assessment on senior secondary school students' anxiety in Igbo language essay writing in Nsukka Education Zone, Enugu State, Nigeria.

1.3 Research Question

The study was guided by the following research question:

1. What is the effect of peer assessment on senior secondary school student's anxiety in Igbo language essay writing?

1.4 Hypothesis

The following null hypothesis guided the study. The hypothesis was tested at a probability level of 0.05 level of significance.

H₀₁:There is no significant difference in the mean anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing.

2. Metacognitive Theory (Flavell, 1976)

Metacognitive theory was propounded by John Flavell in 1976. Metacognition is simply described as 'thinking about thinking' and knowing what is and is not known. It is an understanding regarding an individual's cognitive processes which they utilize to organize their learning. Metacognition is the ability

to reflect on one's own thinking processes and awareness about what one knows and what one can do. When students have knowledge and control of their own cognitive processes, learning is enhanced regardless of the area of learning, whether mathematics, reading, writing or any activity that involves thinking or problem solving.

Metacognitive skills is an important factor in language teaching which has been recognized to help learners to act independently. It empowers the learner by showing that learners can be in control of how they study, how they organize their work and how they reflect upon it. Collaborative reflection on their work stimulate higher-order thinking that may help the learners to see themselves as agents of their own learning. From this perspective, peer assessment as a metacognitive approach enables learners to reflect and participate in their learning process, in addition to acquire judgment skills for their own knowledge. Metacognitive theory is beneficial to this study as it gives a guiding map of a process, from knowing how and what to learn, and to assess how much has been achieved in the learning process. Thus, peer assessment is consistent with metacognitive theory.

3. Methodology

The study employed a quasi-experimental non-randomised group design. It is a pre-test, post-test 2x2 factorial research design. According to Abonyi (2010), it is an experimental design which incorporates two or more independent variables in a single experiment and the effect of each independent variable is measured using different groups of participants. This study was carried out in Nsukka Education Zone of Enugu State. The Education Zone comprises three Local Government Areas, namely: Igbo-Etiti, Nsukka and Uzo-Uwani. The population of the study comprised 3357 senior secondary two (SS 2) students in all the 62 public secondary schools in Nsukka Education Zone. The sample for the study comprised 111 SS2 students in two intact classes drawn from two co-educational secondary schools. Purposive and simple random sampling techniques were used to draw subjects. The instrument used to collect data for the study was Igbo Language Narrative Essay Writing Anxiety Inventory (ILNEWAI) developed by the researchers. The Igbo Language Essay Writing Anxiety Inventory (ILNEWAI) was validated by three experts. Two lecturers from the Department of Arts Education (Language Education Unit) and one from Science Education (Measurement and Evaluation Unit), University of Nigeria, Nsukka. To establish the reliability of the instrument for this study ILNEWAI was trial-tested by administering them to a sample of 30 SS2 students from a secondary school in Enugu East Local Government, Enugu State, Nigeria and the score was .91 by using Cronbach Alpha.

The researchers used mean and standard deviation to provide answers to the research question because mean is the most reliable measure of central tendency in a normal distribution while analysis of covariance (ANCOVA) was used to test the hypothesis formulated for the study at 0.05 level of significance.

4. Result

The result is presented in line with the research question and the null hypothesis that guided the study.

.Research Question One (1): What is the effect of peer assessment on senior secondary students' anxiety in Igbo language essay writing?

Table 1: Pretest and posttest mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing

Assessment Techniques	Pre-test			Post-test		Adjusted Mean Score
	N	\bar{X}	SD	\bar{X}	SD	
Peer Assessment (PA)	50	35.20	3.45	21.20	3.45	20.92
Teacher Assessment (TA)	61	30.61	2.60	30.36	2.58	30.26

Note: N = Number of Respondents, \bar{X} = Mean, SD = Standard deviation

Result in Table 1 indicates the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing. The result shows that students who were exposed to peer assessment had a mean anxiety rating (\bar{X} = 35.20, SD = 3.45) at pretest and a mean anxiety rating (\bar{X} = 21.20, SD = 3.45) at posttest, while those who were exposed to teacher assessment had a mean anxiety rating (\bar{X} = 30.61, SD = 2.60) at pretest and a mean anxiety rating (\bar{X} = 30.36, SD = 2.58) at posttest. The posttest standard deviations of 3.45 and 2.58 for students exposed to peer assessment and teacher assessment respectively, show that the anxiety ratings of students exposed to peer assessment and teacher assessment were slightly far from each other. The adjusted mean scores of 20.92 and 30.26 for students exposed to peer assessment and those exposed to teacher assessment respectively, implies that peer assessment technique has more positive effect in terms of reducing students' anxiety in Igbo language essay writing than the teacher assessment technique.

Hypothesis One

HO₁: There is no significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing.

Table 2: Analysis of covariance (ANCOVA) of the difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared (η^2_p)	Dec.
Corrected Model	3259.031 ^a	4	814.758	2990.552	.000	.991	
Intercept	35.043	1	35.043	128.624	.000	.548	
PreILNEWA	835.136	1	835.136	3065.351	.000	.967	
Groups	3018.317	1	3018.317	11078.671	.000	.991	S
Gender	.075	1	.075	.276	.600	.003	NS
Groups * Gender	.021	1	.021	.078	.781	.001	NS
Error	28.879	106	.272				
Total	79682.000	111					
Corrected Total	3287.910	110					

Note: df= Degree of Freedom, F= F-ratio, Sig.= Significant/probability value, Dec.= Decision,

NS = Not Significant, S = Significant

The result in table 2 shows the ANCOVA of the difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing. The result indicates that the difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing is statistically significant ($F(1, 106) = 11078.671, p = .000, \eta^2_p = .991$). This is given the fact that the associated probability (Sig.) value of .000 is less than 0.05 level of significance at which the result was tested. For this reason, the null hypothesis five (H_{O1}) which stated that there is no significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing is rejected. Moreover, the effect size difference ($\eta^2_p = .991$), reveals that 99.1% variance exists between the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment. Thus, inference drawn was that there is a significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing.

5. Summary of the Findings

From data analysis and interpretation of result, the following finding emerged. Peer assessment technique has more positive effect in terms of reducing students' anxiety in Igbo language essay writing than the teacher assessment technique. There is a significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing.

5.1 Discussion of the Findings

The finding of the study are discussed in line with the research question and hypothesis that guided the study. The study shows that peer assessment technique has more positive effect in terms of reducing students' anxiety in Igbo language essay writing than the teacher assessment technique. Further analysis however showed that there is a significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing. These findings to some extent agree with the finding by Fakeye and Ohia (2016) who carried out a study on writing anxiety in essay writing instruction among ESL students in Ibadan and revealed a significant effect of learner-centred instructional technique on anxiety in essay writing. With respect to this study, the reduction in students' anxiety through peer assessment could be linked to the less formal and judgmental nature of peer feedback compared to teacher assessment. Students may feel less pressure when receiving feedback from peers, leading to reduced anxiety. Peer assessment can also create a more supportive and inclusive learning environment. To this effect, it is possible there is a significant difference in the mean writing anxiety ratings of students exposed to peer assessment and those exposed to teacher assessment in Igbo language essay writing as depicted by this present study.

6. Conclusion

Based on the finding of this study it is concluded that peer assessment stands out as a more effective means of reducing students' anxiety related to Igbo language essay writing. This is a significant finding, as reduced anxiety can contribute to a more conducive learning environment, encouraging students to express themselves more freely and creatively.

References

- Abdullah, A. T. H., Alsohbo, K. S. I., & Hassan, I. (2022). Gender differences in written communication anxiety among Libyan postgraduates in Malaysia. *Arab World English Journal*, 13(3), 285-295. DOI: <https://dx.doi.org/10.24093/awej/vol13no3.18>
- Abonyi, O. S. (2010). *Instrumentalization in behavioural research*. Enugu: Timex Publishers.
- Almahasneh, A. M. S., & Abdul-Hamid, S. (2019). The effect of using peer assessment training on writing performance among Arab EFL high school students in Malaysia. *Arab World English Journal*, 10(1)105-115.
- Anggraini, H. W. (2016). The differences among writing anxiety, gender and writing achievement of English study program students of PGRI university, Palembang. *Journal of English Literacy Education*, 3(1), 89-94.
- Aripin, N., & Rahmat, N. H. (2021). Writing anxiety and its signs: A qualitative study of a female ESL writer. *International Journal of Academic Research in Business and Social Sciences*, 11(1), 334-345.
- Chukwuma, O., & Agbim, C. W. (2020). An evaluation of the use of Igbo language for communication among residents of South-East Nigeria. *European Scientific Journal*, 16(23), 172-184.
- Csizér, K., & Piniel, K. (2013). Motivation, anxiety and self-efficacy: The interrelationship of individual variables in the secondary school context. *Studies in Second Language Learning and Teaching*, 3(4), 523-550.
- Egbe, C. I., & Asadu, E. U. (2020). The utilization of audio-visual resources in the teaching of oral English in secondary schools in Nsukka education zone of Enugu State, Nigeria. *International Journal of Arts and Technology Education*, 11(2), 14-25.
- Fakeye, D. O., & Ohia, I. N. (2016). Writing anxiety: An affective filter for essay writing instruction among ESL students in Ibadan. *International Journal of Arts and Humanities*, 5(3), 78-88.
- Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Lagos: Nigerian Educational Research and Development Council (NERDC).
- Flavell, J. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.). *The nature of intelligence* (pp. 231-235). Hillsdale, NJ: Lawrence Erlbaum.
- Gencha, M. G. (2018). The effect of peer assessment on English language writing instruction & the perception of students: The case of selected accounting CEP students at Hawassa University in focus. *Journal of Humanities and Social Science*, 23(5), 43-55.
- Igbokwe, B. N. (2013). Language and identity: A case of Igbo Language, Nigeria. *International Journal of Development and Management Review*, 8(1), 144-158.
- Jebreil, N., Azizifar, A., Gowhary, H., & Jamalinesari, A. (2015). Study on writing anxiety among Iranian EFL students. *International Journal of Applied Linguistics and English Literature*, 4(2), 68-72.
- Jones, I., & Alcock, L. (2014). Peer assessment without assessment criteria. *Studies in Higher Education*, 39(10), 1774-1787.
- Lababidi, R. (2021). Foreign language writing anxiety: The perceptions and experiences of freshmen university students. *Advances in Social Sciences Research Journal*, 8(3) 483-495.
- Morrison, U. I., Abanobi, C. C., & Ifemeni, A. L. (2021). Relative effectiveness of peer assessment technique (PAT) in enhancing secondary school students' academic achievement and interest in Economics. *International Journal of Research and Innovation in Social Science*, 5(9), 226-233.

- Onwubie, B. C. (2016). Indigenous language and the preservation of African values: The Igbo example. *Journal of Religion and Human Relations*, 8(2), 230-238.
- Onwuka, G. T., & Uloh-Bethels, A. C. (2020). Peer assessment and learner autonomy in Igbo and English language essay writing. *Journal of CUDIMAC*, 8(1), 102-116.
- Rahman, M. M., Pandian, A., & Kaur, M. (2018). Factors affecting teachers' implementation of communicative language teaching in curriculum in secondary schools in Bangladesh. *The Quantitative Report*, 23(5), 1104-1126.
- Supriyadi, S. (2021). Peer assessment in writing expository essays: A research on tenth graders of vocational school. *Technium Social Sciences Journal*, 20, 134-142.
- Teksan, K. (2012). Analysis of writing anxiety of secondary school students according to several variables. *Educational Research and Reviews*, 7(22), 487-493.
- Udoye, I. E. (2016). The impact of national policy on education on multilingual proficiency in Nigeria. *European Journal of English Language and Literature Studies*, 4(3), 14-22.
- Ukume, G. D., Ochogwu, C. E. & Ejembi, P. (2017). Harnessing two language games to enhance students' achievement in English vocabulary: Implications for innovation in second language teaching. *A Journal of Contemporary Research*, 14(4), 1-15.
- Ukwumaka, O. K. (2016). Effect of immediate feedback on senior secondary school students' achievement in essay writing in Lokoja Education Zone, Kogi State, Nigeria (Unpublished master's project). University of Nigeria, Nsukka.
- West African Examinations Council. (2019, 2021, & 2022). *Chief Examiners' Reports Nigeria*. Lagos: West African Examination Press.