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OF

THE ASSOCIATION
OF NIGERIAN LANGUAGES
TEACHERS (JANLAT)

NO. 11, 2004

JANLAT

*Journal of the Association of Nigerian
Languages Teachers*

No. 2 (2004)

Goke Alamu P.hd
Editor

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National Institute for Nigerian Languages
P.M.B. 7078
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Editorial

This is the number 2 of our journal.

The Journal of the Association of Nigerian Languages Teachers (JANLAT) has as its interest language issues. There has been a dearth of avenues for our colleagues to disseminate their research findings and reports. Hence, the need for JANLAT. We thought JANLAT would be a useful avenue to provide such a service.

We are grateful to contributors who have submitted papers for consideration. Also, our assessors are sincerely appreciated in returning papers in record time, even within short notice.

We are also grateful to Mrs. Amarachi Kalu-Agbai and Mrs. Gloria Ebubedike who helped in typesetting and with the secretarial aspect of the job.

We look forward to receiving more papers for JANLAT.

Thank you.

Goke Alamu,
Editor.

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Effects of Literary Models on Students' Attitude to Yoruba Composition Writing: Implications for Information Communication Technology

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Abstract

The study examined the relative effects of oral and written literary models on students' attitude to Yoruba Composition Writing. The research design involved the use of a pretest, posttest, control groups quasi-experimental procedure. A questionnaire on Students' Attitude to Yoruba Composition Writing and Focus Group Discussion were used to collect data. 288 subjects selected from eight secondary schools in Yewa South Local Government Area of Ogun State were involved. Data analysis was done using the Analysis of Covariance (ANCOVA), the Multiple Classification Analysis (MCA) and the Scheffe Multiple Range Analysis. Findings revealed a significant difference in the mean post-test attitude scores of subjects exposed to the literary models and those in the control group $F(3,287) = 4.363; p < 0.05$. Subjects in the oral literary model group had the highest mean post-test attitude scores (73.38). This was followed by those in the written literary model group (72.7). However, oral and written literary model group had the least mean post-test attitude scores (69.48) even lower than that of the control group (70.2). The implications of findings for the teaching and learning of composition writing as well as information communication technology were discussed.

Introduction

The basic function of language in any society is its use as a tool of interaction. It performs a transactional function that enables humans to use their linguistic abilities to communicate knowledge, ideas, desires, skills and information in spoken or written forms. Communicative competence is the major goal of language learning. This being the case, it is pertinent to note that many secondary school students who study Yoruba language like any other major Nigerian language fall short of communicative competence as revealed in their appalling performance in the Senior Secondary Certificate Examination (SSCE) (Makinde, 2004).

In the 1999 November/December WAEC Chief Examiner's Report, it was noted that some candidates wrote sub-standard compositions. Tomori (1971) had identified some of the problems confronting young learners in composition writing. These include, poverty of ideas, use of halting and uninspiring language.

Writing is the most complex of the language skills. According to Riley and Reedy (2000) both children and adults find the process of writing intellectually and physically

demanding. Composition writing according to Chukwuma and Olagburuagu (1997) is a piece of prose writing that develops a point of view on a given topic composed in a continuous prose format through a process which achieves effectiveness and correctness.

It can be said that composition writing is a predictor of the overall result of a given student considering the fact that it carries the highest mark in the SSCE Yoruba Language paper. The teaching must therefore be guided by well defined principles which underpin its content and methodology (Makinde, 2004).

Some scholars have established that attitude is a major factor in the teaching-learning process which influences a learner's academic performance. For instance, Oskamp (1977) in Oden (1999) notes that attitudes and opinions are generally believed to be learned behaviours. According to Oskamp, some attitudes are believed to be genetically determined but such attitudes could still be changed under a conducive environmental condition. Writing on the same subject, Lawal (1988) notes that attitude could either be positive, negative or ambivalent. He further made an assumption that positive attitude will most likely result in high achievement, ambivalent attitude will likely yield medium achievement and negative attitude identified with low achievement. Grosjean (1988) considers attitude to be the most important of the factors that contribute to language acquisition. While Kolawole (1997) averred that whatever attitude a person holds towards a language will to a great extent affect his level of performance in the language, Ajayi (1996) on the other hand found that there was a significant relationship between attitude and achievement in English written composition. However, Kolawole (1997) and Oden (1999) found no significant relationship between students' attitude and their performance in English Composition Writing. Based on these conflicting findings, it is apparent that attitude as a variable is an essential factor that is worthy of consideration in this study.

Some scholars have argued in support of using literary models in language teaching (Ezeokoli, 1999 and Onukaogu, 2002) but a few studies have been carried out to support such arguments empirically. Examples include Stephen (1997) and Hirsch and Spitzer (1997). For instance, Stephen (1997) presented textual materials to students in order to expose them to the fundamentals of arguments, critical thinking and language so that they could learn how to build their arguments and develop ideas of their own in teaching. Hirsch and Spitzer (1997) was a similar study.

This study is rooted in the holistic language approach which emphasizes that language is learned best and easiest when it is whole and in its natural context (Goodman, 1986). This involves the integration of the four basic language skills of listening, speaking, reading and writing in a language lesson. In this study, therefore, oral and written literary models in Yoruba were used as enrichment input in teaching composition writing for the

purpose of determining the effects of the models on students' attitude to Yoruba Composition Writing. Literature by nature consists of certain resources that cannot be divorced from language study. It is therefore relevant to examine the effects of oral and written literary models on students' attitude to Yoruba Composition Writing.

This hypothesis was therefore tested in the study at .05 level of probability.

H₀: There is no significant main effect of treatment on students' attitude to Yoruba Composition Writing.

Method

Research Design

The study adopted the pre-test, post-test, control group, quasi-experimental design and the diagrammatic representation of the design is presented as follows:

| | | | |
|----------------|----------------|----------------|----------------|
| O ₁ | X ₁ | O ₂ | E ₁ |
| O ₃ | X ₂ | O ₄ | E ₂ |
| O ₅ | X ₃ | O ₆ | E ₃ |
| O ₇ | X ₄ | O ₈ | C |

Where

O₁ O₃ O₅ O₇ = Pre-test observations for experimental and control group respectively.

O₂ O₄ O₆ O₈ = Post-test observations for the experimental and control groups

E₁ E₂ E₃ = Experimental groups 1, 2, 3 respectively

C = Control group

X₁ = Treatment for group 1 (Discussion + Oral Literary Model)

X₂ = Treatment for group 2 (Discussion + Oral Literary Model)

- X_3 = Treatment for group 3 (Discussion + Oral and Written Literary Model)
- X_4 = Treatment of group 4 (Discussion in the Conventional Way – Control)

Intact classes were used in the study and in order to partial out initial variations among the groups, and to ensure that the results were as a result of the methods employed, the Analysis of Covariance (ANCOVA) was used for data analysis.

Subjects

The target population for this study were Senior Secondary School students in Yewa South Local Government Area of Ogun State. Eight (8) schools were purposively selected from among the twenty-two state owned secondary schools in the local government area using these criteria:

- Schools where Literature in Yoruba (which was a separate subject in the SSCE programme as at the time of this study) was not taught at the Senior Secondary School level.
- Availability of a qualified Yoruba Language teacher (at least a Bachelor's Degree holder).
- Schools are owned by Ogun State government in order to ensure uniformity of Yoruba Language programme.

A class from each selected school was randomly chosen and two schools were randomly assigned to each of the treatment and control groups. In all, 288 students (167 males and 121 females) were involved in the study.

Instrumentation

Five instruments were used for the study. They are:

1. **Students' Attitude to Composition Writing in Yoruba (SAYCOW)**

The questionnaire was designed by the researcher to elicit information on students' attitude to composition writing. Initially, 36 four-point Likert scale items were generated with inputs from Language and Test Construction experts from two universities. The scales are Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD). For positive items, the scoring was SA = 4, A = 3, D = 2, SD = 1 and for negative items, the reverse was the case. The Cronbach Alpha was used to determine what each item contributes to the construct as well as the reliability of the instrument. The reliability co-efficient

for the 36 items was at .75. However, all the items whose item total correlation was less than .1 were deleted. Thus 9 items were deleted and a re-run of the reliability analysis gave a reliability coefficient of .79.

2. Focus Group Discussion Guide on the Effects of Literature Models as Language Enrichment Inputs

This instrument was designed by the researcher to elicit qualitative responses from the students in order to complement the findings that the questionnaire on students' attitude to composition writing in Yoruba revealed. The instruments helped the researcher to gain insight into attitudes, beliefs, motives, and behaviours of the respondents. It was adapted from training materials developed by Debus and Novelli (1986) in the area of qualitative research. The instrument was administered to a sample of 10 students each in the experimental group after treatment. The Yoruba teacher in each of the experimental schools presented 15 focus questions to the respondents and findings were used along with that of the questionnaire in a complementary manner. The draft of the instrument was given to four experts in the area of educational evaluation and language education for their comments on its face and content validity. Based on their comments, a modified version was then prepared.

3. Teaching and Learning Guide (TALG)

This was the instructional programme prepared to guide the teachers in knowing what to teach and how to teach it very effectively. The content of the literary models as well as the activities of both the teachers and students were highlighted.

4. Audio Tape of Oral Literary Models in Yoruba (ATOLIMY)

This contains oral literary models which were presented to groups 1 and 3. Selections include: *Iyere-Ifa* (Ifa Chant), *Ese Ifa* (Ifa verses), A folktale (story of King Alaran-an and Kin-in-Kin bird); *Oriki-Orile* (genealogy poem); *Ijala* (Hunters' chant); *Rara* (wailing chant); *Ekun Iyawo* (Nuptial chant); and *Esa Egungun* (Masquerade chant). These were delivered orally and relayed on tape.

5. Written Literary Models in Yoruba (WOLMAY)

The WOLMAY consists of extracts from written poetry, prose and drama. Extracts were taken from Fagunwa (1950) *Ogboju Ode Nimu Igbo Irunmole*; Isola (1978) *Afaimo*; Makinde (1999) *Aseni n sera e*; Oladiipo (1976) *Aroye Akewi*; Odunjo (1961) *Akojopo Ewi Aladun*; Owolabi (1977) *Lisabi Agbongbo Akala*; Okediji (1997) *Aajo Aje* and Adebisi (1989) *Apolo* in Olabimtan, A. (ed) *Akojopo*

Ewi Abalaye ati Ewi Apileko. These materials were presented to experimental groups 2 and 3.

Procedure

The researcher obtained the necessary permission from the authorities of the eight schools and discussed the research intentions with the eight Yoruba language teachers who were trained for three weeks (two weeks for training and one week for practical) before the commencement of the experiment. The TALG and other instruments were made available to the teachers during the training. A double period out of the four periods allocated to Yoruba on the time-table per week was used for the experiment. The treatment which involved exposure of students to literary models, literary appreciation and writing of literary models in students' own words lasted for eight weeks. Discussion method was held constant in all the groups. The ATYCOW was administered to all the groups before and after the treatment while the Focus Group Discussion was administered to the selected sample in the experimental groups.

Data Analysis

Data analysis was carried out using Analysis of Covariance (ANCOVA), Multiple Classification Analysis (MCA) and Scheffé Post-Hoc Analysis.

H_0 : There is no significant main effect of treatment on students' attitude to Yoruba composition writing. The summary of the analysis is presented in table 1.

Table 1: Summary of ANCOVA on the Post-Test Attitude Scores of Subjects According to Instruction

| Sources of variation | Sum of squares | DF | Mean Squares | F | Signif. of F |
|-----------------------|----------------|-----|--------------|-------|--------------|
| Covariates (Pre-test) | .572 | 1 | .572 | .12 | .911 |
| Main Effects | 821.777 | 6 | 136.963 | 2.992 | .008* |
| Treatment | 599.202 | 3 | 199.734 | 4.363 | .005* |
| Explained | 1442.002 | 24 | 60.086 | 1.312 | .155 |
| Residual | 12040.811 | 263 | 45.783 | | |
| Total | 13482.875 | 287 | 46.979 | | |

*Significant at $P < .05$

The summary of ANCOVA as shown in table 1 indicates that treatment was found to have contributed significantly to variations in subjects' attitude to Yoruba Composition Writing ($F_{3,287} = 4.363$; $P < .05$). The MCA of the ANCOVA is presented in table 2 and it describes the performance of subjects according to instruction.

Table 2: Multiple Classification Analysis of Post-Test Attitude of Subjects According to Instruction

Grand Mean = 71.44

| Variation + Category | N | Unadjusted Deviation | Eta | Adjusted for Independent + Covariates Deviation | Beta |
|----------------------------------|----|----------------------|-----|---|------|
| Instruction | | | | | |
| 1. Oral Literary Model | 72 | 1.78 | | 1.94 | |
| 2. Written Literary Model | 72 | -1.19 | | 1.26 | |
| 3. Oral & Written Literary Model | 72 | 1.76 | | -1.96 | |
| 4. Conventional | 72 | -1.22 | | -1.24 | |
| | | | .22 | | .24 |
| Multiple R^2 | | | | | .07 |
| Multiple R | | | | | .26 |

The MCA in table 2 shows the adjusted mean attitude scores of subjects according to instruction. The grand mean was 71.44. The Oral Literary Model group had a mean score of 73.38. The Written Literary Model group had 72.7; the Oral and Written Literary Model group had 69.48 and the conventional group had a mean score of 70.2. This means that the Oral Literary Model group had the highest mean score in their attitude towards Yoruba Composition. This was followed by Written Literary Model group, the Conventional and the Oral and Written Literary Model groups respectively.

In table 3, the Scheffe Post Hoc Test Comparison was carried out in order to determine pair of group means with significant variations.

Table 3: Scheffe Post Hoc Analysis of Post-Test Means of Attitude According to Treatment Group

| Mean | Group | Group 3 | Group 4 | Group 2 | Group 1 |
|-------|-------|---------|---------|---------|---------|
| 69.48 | 3 | | | * | * |
| 70.2 | 4 | | | | |
| 72.7 | 2 | * | | | |
| 73.38 | 1 | * | | | |

*Denotes pairs of groups significantly different at the .05 level.

It could be observed from table 3 that the mean post-test attitude of experimental group 3 (69.48) differed significantly from the scores of group 2 (72.7) and group 1 (73.38). However the difference between the mean score of groups 3 (69.48) and 4 (70.2) was not significant, also the difference between the mean scores of groups 1 and 2 was not significant. Based on the analysis in tables 1, 2 and 3 the null hypothesis that stated that there is no significant main effect of treatment on students' attitude to Yoruba composition writing is rejected.

Analysis of the Focus Group Discussion Guide

Participants expressed their satisfaction with the literary models as having helped them in the following ways:

- It has increased their likeness for Yoruba Language generally and Yoruba Composition Writing in particular.
- The models have helped them in broadening their knowledge and their ability to generate ideas for various composition topics.
- Appreciation of literature, improvement in their reading and writing abilities, pronunciation and meanings of some difficult words as well as the enjoyment of rhythm of the poetic models.

Discussion

Data analysis has revealed that treatment had a significant main effect on attitude to Yoruba Composition Writing ($F = 4.363$; $P < .05$). The experimental group 1 (Oral Literary Model group) showed the highest positive attitude to Yoruba Composition Writing while group 2 (Written Literary Model), group 4 (Control group) and group 3 (Oral and Written Literary Model group) came second, third and fourth respectively.

The positive attitude demonstrated by the experimental groups 1 and 2 invokes some curiosity. The nature of oral and written literature vis-à-vis its entertaining and language enrichment functions, make the positive effect on attitude to seem logical. It is however pertinent to observe that the control group had a higher mean score of 70.2 while the mean score of group 3 (Oral and Written Literary Model group) was 69.48. The difference between the two mean scores was however not found to be significant. But when the oral and written literary models were taken separately, the posttest means of attitude were 73.38 and 72.7 respectively and when they were combined, the mean score was 69.48. This indicates that attitude of students to composition writing could be more positive when the oral and written literature materials are taken separately than when they are taken together.

Responses Elicited with the Use of Focus Group

Discussion revealed that students were favourably disposed to the use of literary models. They expressed their excitement on the richness of the oral and written literary models. They noted that they enjoyed the chanting voices in the oral literary models as well as the in-depth study of the materials generally. The students also wished that more of such materials be brought to the composition teaching classes by their teachers as their ability to generate ideas, appreciate literary works as well as vocabulary extension have been greatly enhanced.

The positive effect of literary models on attitude of subjects to composition writing corroborates the findings of Lawal (1988); Ajayi (1996) and Olaboopo (1999) while it contrasts with Kolawole (1997) and Oden (1999) who found no significant relationship between students' attitude and actual performance in composition writing. The success of any teaching-learning programme depends largely on the instructional skills and strategies employed by the teacher. Demonstration, discussion, reading and writing as presented in the study no doubt encouraged learners' participation and then helped the experimental groups to achieve their desired objectives and enhanced their writing ability too.

Implications of the Study

The findings in this study have shown that positive results could be realized in students' attitude when literary models are used. The need for enrichment material in composition writing is more compelling now and urgent than before considering the declining trends in the performance of students in Yoruba composition writing (Ajayi, 1996). The fact that the exposure of subjects to enrichment materials was followed by discussion of themes, sentence structure, vocabulary, style and organization of such materials thereby leading to significant difference in attitudes to writing in favour of the experimental groups attests to the effectiveness of the instructional strategies used for the experimental groups.

The result of the study also has implications for Information Communication Technology (ICT). Technology is the application of scientific knowledge to provide solutions to human problems (Adeyemi and Ogunbiyi, 1998 cited in Idowu (2002). Information Technology, according to Adekoya (1998) cited in Idowu, 2002) is the process of disseminating information and it involves the use and application of computer system. Communication refers to the transferring of a message from a party to another party so that it can be understood and acted upon (Oyewo, 2000).

Oyewo went further to identify the characteristics of communication which include:

- Communication being a symbolic behaviour
- Communication is a shared code
- Intentionality on the part of the communicator
- Communication requires a medium
- Communication is a transactional process

In this study, the issue of medium of communication is considered to be more relevant as according to Oyewo (2000), the medium could be regarded as the form in which the message is transmitted (oral, written or non-verbal). Written expression could be made through informal or formal letters, queries, reports, circulars, memos, composition writing, questionnaire, diagrams, telex, e-mail, etc. (James, Ode and Soola (1990). Considering the relevance of writing to information dissemination, young learners need to be exposed to language of systematic thought so that they can contribute and be critical, to take part in the most powerful discourses that shape the society (Riley and Reedy, 2000).

It has been established that in the area of primary language development that the use of various computer software has greatly helped the child's reading process, encouraged the children to talk to each other, and make decisions, argue and think things through (Crumpton, 1989; cited in Abimbade, Aremu and Adedjoja, 2003). The application of computer based Information Communication Technology in teaching literary studies to secondary school students is therefore a necessity as it would go a long way in enhancing teaching and learning processes. It makes the teacher's work less stressful as he has access to the use of technologically based strategies.

Some Yoruba written novels and drama are now produced in Audio-Visual Compact Disks. Notable examples are *Owó Èjè* by Kola Akinlade, and *Basorun Gáà* by Adebayo Faleti. Poems could be stored in Audio Compact Disk or Audio Visual Compact Disk and presented to learners through Computer Assisted Instructional Strategy. Interactive Video and CD-Rom technologies can also be incorporated into computer based instructional units and lessons in literary studies.

Recommendations and Conclusion

Considering the impact of Information Communication Technology (ICT) worldwide and the attendant globalization of information in all spheres of human endeavour, it is just expedient that Nigerian language teachers are equipped technologically in order to make meaningful improvement in their instructional delivery strategies.

The government should as a matter of urgency implement the provisions in the National Policy on Computer Education (1989), by supplying every school from primary to the tertiary levels with computers and computer laboratories. Both the teacher and learners should be computer literate. Teacher-training programmes should be repackaged to incorporate computer literacy courses.

Apart from making literature in a Nigerian language compulsory for every Nigerian child, computerization of every orthography of Nigerian language must be ensured. Now that packages in Nigerian languages are being produced, teachers of Nigerian languages should endeavour to be computer literate. They should also work hard towards employing Computer Assisted Instructions in teaching-learning process. When students are encouraged to be positive in their attitude towards writing, this would likely enhance their performance in composition writing and make many of them creative and great writers in the society.

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Compact Disk Digital Video

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