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INNOVATIVE METHOD OF TEACHING ENGLISH LANGUAGE IN SELECTED PRIMARY SCHOOLS, USING THE VISUAL-BASED METHOD: THE CASE OF DELTA STATE, NIGERIA

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ABSTRACT

The study examined the effectiveness of an innovative method of teaching English language in selected primary schools in Delta state using the Visual-based method. The persistent high rate of failure in the subject in school examinations, which has its root from the foundation level, that is the primary school, provided justification for the study. One research question and two hypotheses were formulated. The mixed method of survey and pretest-posttest control group quasi experimental design was adopted. Using the purposive sampling method, two public primary schools, with 100 pupils randomly selected from both, were randomized into experimental and control groups. The instruments for the study included the Visual-based Method Academic Performance of Primary School Pupils Questionnaire (VBMAPPSPQ), Achievement Test on Reading and Spelling (ATRS), and the Key Informant Interview (KII). The reliability of the instruments was tested by the test-retest method and a coefficient value of 0.78 and 0.80 were obtained. The experimental group was exposed to a pretest and a teaching/learning activity using the visual-based method, while the control group was exposed to a pretest and the same teaching learning activity using the traditional method of teaching. The posttest was carried out after the duration of the teaching exercise among the remaining 82 participants. Data were analysed with simple percentages and analysis of covariance (ANCOVA) method at 0.05 level of significance, while the KII was content-analysed. Findings revealed significant main effects of treatment on academic achievement of pupils in reading comprehension, ($F_{(164);} = 20.853, p<.05, \eta^2=.246$), and



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spelling of words ($F_{(1;64)}$ = 11.895, $p<.05$, $\eta^2=.157$), in English language in Delta primary schools. Findings from the key informant interview also supported that the visual-based method is effective in enhancing better performance among primary school pupils particularly in English language. Based on the findings, the study therefore recommended the incorporation of visual-based method in teaching primary school pupils, not only in English language but other core subject areas for better performance.

Keywords: Visual-based, innovative, Reading, Spelling, Achievement test**.**

Introduction

Primary education refers to the education given to children somewhere in the range of 5 and 11 years. According to the National Policy on Education (2008, Revised Edition), the overall goals of primary education include: inculcation of permanent literacy and numeracy and the capacity to impart successfully, establishing a sound starting point for logical and powerful reasoning, offering the child opportunities to foster manipulative skills that will empower him or her to function effectively in the society within the limit of his or her capacity, provides fundamental tools for further educational advancement, including preparation for trades and crafts of the locality (NPE 2004). The National Policy also promotes patriotism, justice, understanding, and national unity in children of primary education age. Children within the age brackets are taught to develop the ability to adapt to changing environments.

The Federal Republic of Nigeria (2014) perceives education as an excellent tool for individual and national development. It is no gain-saying that education is exceptionally imperative, barely could anybody at any point have a decent existence without good and qualitative education. Teaching and learning comprise vital components in education. The educator utilizes various approaches to deal with their students. We cannot talk of effective teaching and learning without teachers' proper utilization of visual-based method during the teaching and learning process. With the progression of time, elective strategies and procedures entered the field of instruction and teachers began to utilize different sort of aids to make learning effective and fascinating. It subsequently turns out to be exceptionally fundamental for the use of different types of visual-based techniques, in the light of the fact that the arrangement of schooling is dynamic, with constant changes and improvement to address the needs of students as they arise.

Visual-based method is defined as a learning style wherein ideas, concepts, data, and other information are connected or linked with images and techniques. The visual-based strategy also perceived as the spatial learning method is an instructional method of learning whereby information is linked with pictures and graphics. This teaching style necessitates that learners must be able to see what they are required to know. People within the category

of this learning style are usually referred to as visual spatial learners. The implication is that information are better processed when they are obtainable in form of pictures, images, graphics and charts.

Visual- based method could also be perceived as the incorporation of information from visual formats. It implies when visual formats, such as images, flowcharts, diagrams, simulations, graphics, cartoons, slide shows, power point decks, flash cards, films, video tape demonstrations and even the television, are used to deliver instructions in the learning procedure. It has the advantage of being easy to deliver in a learning setting and is inherently interesting to the current generations of learners. (Adepoju, 2019)

Research has constantly and reliably shown that people learn best when they are involved in uninterrupted and decisive experiences, applying multiple intelligences (Dimitrios, 2013). Several studies have been conducted on whether the use of visual materials has positive results in teaching and learning; and results have revealed that learning by visual materials is more effective than learning without visual materials. Most studies have established that the use of visuals provide learners with an authentic context that reflects the way knowledge is used in actual life situations (Bush, 2007; Tonzar, Lotto and Job, 2009; Carpenter and Olson, 2011; Rokni and Karimi, 2013).
Raiyn (2016) as cited in Adepoju (2019) investigated the effect of visual learning strategy on the improvement of logical thinking using visual presentations, such as images, diagrams, collaborative imitations and flow charts, and found a considerable effect of visual learning on the improvement of comprehensive skills of the experimental group over the traditional learners. He concluded that visual learning apparatuses increased the learner's high-order-thinking skills, otherwise known as logical skills, and thereby could be said to offer better results than the traditional learning systems.

Learning is improved in the classroom when the course content is enhanced with outlines, charts and photos. Accordingly, the utilization of visual-based techniques during the teaching and educational experience has critical significance for opportunity for growth of the pupils in public elementary schools. Olatoye (2017) revealed that there is a genuine huge contrast in the educational performance of pupils when they are taught with educational materials than when they are not. Likewise, Achimugui and Onojahii (2017) posited that students hold more ideas when various visual guides are utilized in teaching; and observed further that visual guides make it entirely workable for pupils to become more involved and active participants in the learning process rather than simply remaining passive. Visual guides assist students improve comprehension through communication and learners are able to consolidate knowledge with earlier learning. This in turn help teachers recognize misconceptions of learners. The learner can see, touch, smell or taste thereby making learning more effective. Achimugu and Onojahii (2017).

Abubakar (2015) also mentioned in Adepoju (2019) also worked on the effect of instructional video application in enhancing learners' recall of concepts. He found a significant variance in the academic performance of learners in the experimental group than the control group after the use of instructional video. The study maintained that the use of instructional video and other visual formats improved better academic performance of learners.

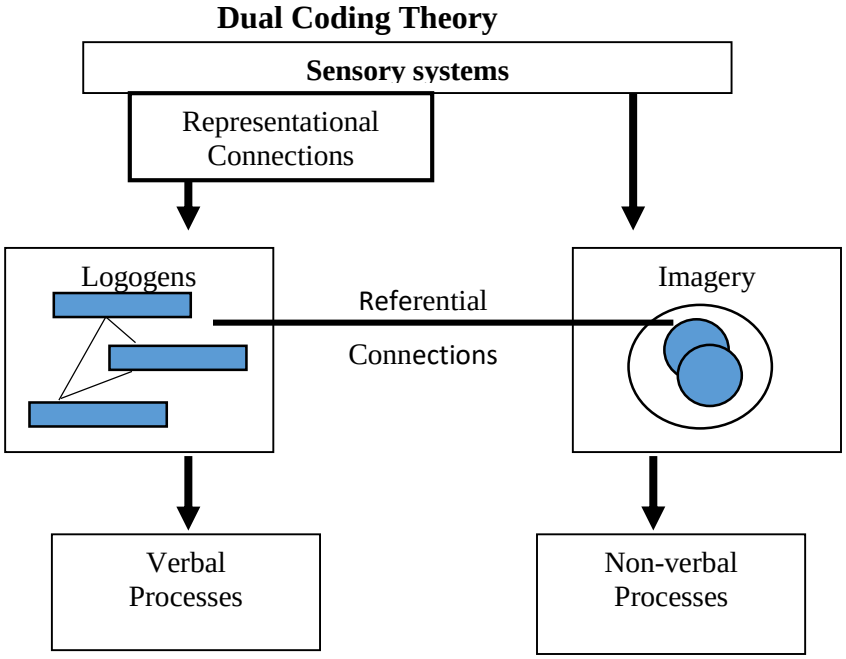
Rokni and Karimi (2013) worked on the effects of visual materials in the form of representations, tangible matters and flashcards on EFL learner's vocabulary learning using 46 female students. They found that learning of words in the treatment group significantly increased more than in the control group and therefore concluded that visual instruction is an effective method for learning.

Hashemi and Pourgharib (2013) posited in their study when they found a notable improvement in the outcome of the experimental posttest scores (n=20). The experimental group were taught new vocabulary with the use of pictures and real or tangible objects, the control group (n=19) had lower scores than the experimental group as they were trained in words which indicated the instructor only taught new vocabulary by describing alternative words, without using images and pictures for illustration. They therefore concluded that visual-based learning was a successful way of learning vocabulary.

Theoretical Framework

The theories adopted for this study were the Dual-coding theory and the Cognitive theory of Multimedia learning.

The Dual- Coding Theory: The theory, proposed by Allan Paivio in 1986, stresses that recall/recognition is improved when datum is exhibited in both visual and verbal structure. Paivio (1986) argues that human perception is unique in that it is capable of managing language with nonverbal items and events. Besides, the language context is peculiar, in that it is fit for managing phonetic input and output (either in the form of speech or recorded as a hard copy), while in the meantime serving a symbolic capacity concerning nonverbal articles, events, and practices.



Source: Allan Paivio 1986 (Dual Coding Theory)

The assumption of this theory is that there are two cognitive subsystems, one specialized for the representation and processing of nonverbal objects/events (that is, imagery and pictures), and the other is focused on dealing with language. According to Paivio (1990), pictures and words have diverse intellectual depictions. In this manner, the cerebrum utilizes separate memory frameworks for various sorts of data: verbal memory and picture memory. Verbal memory is identified with language frameworks, while picture memory incorporates illustrations, sounds, tastes, and nonverbal contemplations. Paivio showed that, when verbal data is obtained from tactile memory, it moves to verbal processors. Similarly, when visual data is obtained, it moves from tactile memory to visual processors. Pavio's dual-coding theory is also appropriate when referring to the recovery of information from memory systems. Paivio claims that memory is set up as a network with different paths, verbal and image, that lead to the same information. The more pathways learners use to remember information, the more learners can recall that information later on.

Furthermore, the theory explains part of the way the brain processes the new information (the input). As Paivio (1991) puts it, cognition is formed by two subsystems, a verbal one and a nonverbal one. The first is in charge of dealing directly with the language, and the second is specialized in

dealing with non-linguistic objects and events. These two systems are assumed to work together in language acquisition. Therefore 'combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning in learners.

The Cognitive Theory of Multimedia Learning

The principle also known as the "multimedia principle" states that people tend to learn best and more deeply too from words and pictures than from words alone. This theory proposes three main assumptions with regards to learning with multimedia

The assumption is that human beings can only process a limited amount of information in a channel at a given time, and they rationalise in-coming information by actively forming mental symbols or images. Mayer's cognitive theory of multimedia learning explains that the brain is not capable of interpreting a multimedia presentation of words, pictures, and auditory information exclusively but rather selects and organizes these elements dynamically to come up with logical mental paradigms. This theory provides design principles that include coherent verbal and pictorial information which guides the learners to select pertinent words and images, consequently reduces the burden for a lone processing channel. The theory further suggests that active learning occurs when a learner engages in three cognitive processes: selection, organization, and integration.

The dual-coding and multimedia theories are particularly relevant to this study because they emphasize that learners learn best when information is presented in both verbal and visual forms. Through the use of visual-based method, the teacher stimulates the mind of the pupils during the teaching and learning process irrespective of age or gender. Therefore, teachers should make sure they use the right visual aids that integrate all the senses in order to boost the teaching and learning process. Not only that, both theories emphasize engaging and challenging the learners in a teaching learning environment.

Motivation for the Study

It is evident that there are problems and challenges facing the teaching and learning of English language in our schools. This is revealed in the persistent high failure rates in the junior and senior Secondary School Examinations. This has raised a lot of concerns among educationists and stakeholders, consequently, the effectiveness of the method or methods being used in teaching primary school pupils English language is being called to question. The conventional method has been so much criticized in the literature because it constitutes a one way-communication and violates the principle of learning by doing. The study therefore examined the innovative method of teaching English language among primary school pupils in Delta state using the visual-based method. Specifically, the study examined the main effects of treatment (visual-based method) on academic achievement of pupils in reading comprehension and spelling of words in English language in Delta public primary schools.

Research Question

- To what extent is the use of visual-based method effective in teaching primary school pupils English language?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- There is no significant main effect of treatment on academic achievement of pupils in reading comprehension in English language in Delta primary schools
- There is no significant main effect of treatment on academic achievement of pupils in spelling of words in English language in Delta primary schools.

Research Method

The study adopted the mixed method of survey and the pretest-posttest, control group, quasi experimental design. The population of the study comprised of pupils in public primary schools including their class teachers in Delta State, Nigeria. The purposive sampling technique was used to select two public primary schools within Delta state capital. These schools were randomised into both experimental and control group. The instruments used in the study included:

- Questionnaire on Visual-Based method and academic performance of public primary school Pupils **(VBMAPPSQ)**. A self-structured assessment scale that contained demographical information, the level of effectiveness, barriers towards its use and how such barriers could be eliminated
- **The Achievement test on Reading and Spelling (ATRS)**. This was based on the visual materials. The test required the participants to provide answers on reading comprehension and recognizing some words. The spelling aspect comprised reading words aloud as part of a sentence pupils were expected to recognize and write down correctly.
- **Key Informant Interview: -** The qualitative method of key informant interview was carried out with the class teachers in the schools to complement the quantitative method.

The instruments were given to experts in the field of educational technology, experts in measurement and evaluation, and primary school teachers, to ascertain the content validity and other errors after which all corrections were effected appropriately before the instruments were administered to the participants. The researcher conducted a pilot study among two public primary schools outside Asaba metropolis before the main study. Twenty-five pupils and two class teachers were used in each school for the study. The researcher(s) personally, with the assistance of the teachers, administered the questionnaire and conducted test at the first instance and went back after four weeks to repeat the same exercise. The reliability of the instruments was measured by a test-retest method and Cronbach alpha value of 0.78 was obtained. This was considered adequate to say the instrument was reliable. The participants in both experimental and control

groups were made to undergo a 40 minutes teaching activities per week spanning a period of eight weeks. The experimental group was exposed to a pretest and a teaching/learning activity using the visual-based method, while the control group was exposed to a pretest and a same teaching learning activity using the traditional method of teaching. The posttest was carried out after the duration of the exercise. Out of the 100 pupils that started the study, only 82 remained till the end and took part in the posttest exercise.

Description of the Sessions

There was one experimental group and one control group. The visual-based method package was used in teaching the pupils in the experimental groups. While the control group was also exposed to the same content using the traditional method. A pre-test was given to the pupils before exposing them to treatment to determine pupil's previous knowledge and entry behavior. The reading test required pupils' proficiency in reading and ability to answer related questions. On spelling, flashcards of certain words were displayed on the board, read aloud to the pupils as part of a sentence from the content of the visual-based package while the pupils are expected to write down those words. After completion of the exercise, each of the pupil's script were graded and recorded as raw-scores. The researchers with the help of four research assistants previously trained, conducted the exercise.

Method of Data Analysis

The quantitative data were analysed using inferential statistics of analysis of covariance (ANCOVA) to test the hypotheses at 0.05 level of significance while the qualitative aspect of the data (the Key Informant Interview) were content analysed.

Results and Discussion of Findings

Research Question: To what extent is the use of visual-based method effective in teaching primary school pupils English language in Delta state?

Table 1: The level of effectiveness of Visual-based method on teaching and learning

S/N	Items	Mean	S. D
1	I know that visual-based method is capable of bringing about effective teaching and learning in English Language	1.83	1.120
2	Visual-based method aids better performance in reading comprehension among primary school pupils.	1.58	0.905
3	Pupils perform better when they are taught with visual-based method than when they are taught traditionally	1.54	0.848
4	Using a wide variety of Visual-based method in teaching pupils spelling of words in English language brings about effective learning experience	1.67	1.053
5	The use of Visual-based method discourages the pupils from being distracted from teaching and learning thereby ensuring better performance	1.68	1.122
6	Visual-based method promotes active participation of the pupils thereby ensuring better performance	1.59	1.110
7	Consistent mass failure of students in English language can be reduced or completely eliminated if they are taught with visual-based method.	1.47	0.908

8	Teaching pupils pronunciation of words in English with tape recorder and videos is more effective than any other conventional method of teaching	1.56	0.934
9	Visual-based methods makes learning more real and accurate thereby promoting better performance on the part of the pupils	1.55	0.974
10	Visual-based method arouses pupils interest and encourages regular attendance in English lesson	1.63	1.094
11	Visual-based method enhances better retention of subject matter among the pupils	1.74	1.122
12	Visual-based method promotes more meaningful and interesting teaching/learning experience hence better performance	1.58	1.026
13	The pupils enjoy the lessons more when I use visual aids to teach them	1.60	1.049
14	I find it easier to teach my pupils spelling of words in English with flash cards	1.64	1.044
15	Visual-based method is easy to deliver in a teaching/learning situation	1.71	1.058
	Grand	1.597	0.065

The grand mean for the items under the extent of effectiveness is 1.597 which is approximately 2. All the respondents agreed that the use of visual-based method is very effective in teaching public primary school pupils in Delta state, Nigeria.

The findings from the key informant interview (KII) also corroborated the above finding. Majority of the teachers agreed that the use of visual-based method has proven to be very effective in the teaching of English language among primary school pupils in Delta state. They further buttressed that visual aids makes learning more real in a classroom situation arouses and sustains students' interest, encourages regular attendance in English classes, thereby enhancing a better academic performance. This finding corroborates the finding of Raiyn (2016) as cited in Adepoju (2019) when he investigated the effect of visual learning approach in enhancing logical thinking, using visual presentations, and found a considerable effect of visual learning on the improvement of comprehensive skills of the experimental group over the traditional learners. He concluded that visual learning devices increased the learner's high-order-thinking skills, otherwise known as logical skills, and thereby could be said to offer better results than the traditional learning systems. The same view was also shared by Olatoye (2017) who claimed that there is a genuine huge contrast in the educational performance of pupils when they are taught with educational materials than when they are not.

Hypotheses Testing

Ho 1: There is no significant main effect of treatment on academic achievement of pupils in reading comprehension in English language in Delta primary schools.

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Table 2a: Summary of result showing the pre-test post-test effect of treatment on academic achievement of pupils in reading comprehension in English language in Delta primary schools

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	73.487[a]	1	73.487	20.853	.000	.246
Intercept	278.275	1	278.275	78.963	.000	.552
Treatment	73.487	1	73.487	20.853	.000	.246
Error	225.543	64	3.524			
Total	596.000	66				
Corrected Total	299.030	65				

a. R Squared = .246 (Adjusted R Squared = .234)

Interpretation and Discussion of Finding

The results presented in table 2a showed that there was a significant main effect of treatment on academic achievement of pupils in reading comprehension in English language in Delta primary schools ($F_{(164);}$ = 20.853,, p<.05, η^2=.246). This implies that the treatments contributed significantly to the variation in participants' scores on reading comprehension. The eta value of .246 shows that the treatments had a contribution of about 24.6% to reading comprehension of the participants.

Table 2.b: Adjusted Marginal Mean showing the direction of difference in reading comprehension between the groups

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	1.000	.337	.326	1.674
Experimental	3.114	.317	2.480	3.748

Table 2b showed that participants in experimental group obtained a higher mean score ($\bar{x}$ =3.114) than the participants in control group who had a mean score of ($\bar{x}$ =1.000). This shows that participants in experimental group performed better than the participant in the control group. It then means that the treatment had effect on reading comprehension among the participants. Therefore, the null hypothesis that stated that there is no significant main effect of treatment on academic achievement of pupils in reading comprehension in English language is hereby rejected.

The above finding is in line with Manjale & Abel (2017) who posited that using various visual aids in teaching makes the process of teaching and learning fruitful as it produces better understanding, reinforcement and recall of subject matter. They observed further that visual aids such as diagrams, real objects, maps, charts and flashcards help to ignite and develop the brain of a learner during the learning process. Therefore, teachers are expected to use the right visual

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aids that integrate all the senses in order to enhance the teaching and learning process. This is attributed to the fact that the brain uses separate memory systems for diverse information as images and words do not have similar cognitive arrangements. The finding also agrees with Achimugu and Onojahii's (2017) position, that students grasp more ideas when various visual guides are utilized in teaching; and that visual guides make it completely practicable for pupils to become more involved and participate actively in the learning process rather than simply remaining passive.

Ho 2: There is no significant main effect of treatment on academic achievement of pupils in spelling of words in English language in Delta public schools

Table 3a: Summary of result showing the pre-test post-test effect of treatment on academic achievement of pupils in spelling of words in English language in Delta public schools

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	64.431[a]	1	64.431	11.895	.001	.157
Intercept	884.370	1	884.370	163.272	.000	.718
Treatment	64.431	1	64.431	11.895	.001	.157
Error	346.660	64	5.417			
Total	1328.000	66				
Corrected Total	411.091	65				

a. R Squared = .157 (Adjusted R Squared = .144)

The results presented in table 3a showed that there was a significant main effect of treatment on academic achievement of pupils in spelling words in English language in Delta primary schools ($F_{(1;64);}$ = 11.895,, p<.05, η^2=.157). This implies that the treatments contributed significantly to the variation in participants' scores on spelling of words in English language. The eta value of .157 shows that the treatments had a contribution of about 15.7% to spelling words in English language of the participants

Table 3b: Adjusted Marginal Mean showing the direction of difference in spelling of words in English language between the groups

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	2.677	.418	1.842	3.512
Experimental	4.657	.393	3.871	5.443

Interpretation and Discussion of Finding

Table 3b showed that participants in experimental group obtained a higher mean score ($\bar{x}$ =4.657) than the participants in control group who had a mean score of ($\bar{x}$ =2.677). This shows that participants in experimental group performed better than the participant in the control group. It then means

that the treatment had effect on spelling of words in English language among the participants. In view of this, the null hypothesis which stated that there is no significant main effect of treatment in academic achievement of pupils in spelling of words in English language is therefore rejected.

The above finding corroborates the finding of Rokni and Karimi (2013) who worked on the effects of visual materials in the form of representations, tangible matters, and flashcards on EFL learner's vocabulary learning using 46 female students. They found that learning of words in the treatment group significantly increased more than in the control group and therefore concluded that visual instruction is an effective method for learning. The finding is also in line with Hashemi and Pourgharib (2013) study when they found a notable improvement in the outcome of the experimental posttest scores (n=20). The experimental group were taught new vocabulary with the use of pictures and real or concrete things, the control group (n=19) had lower scores than for the experimental group as they were trained verbally which indicated the instructor only taught new vocabulary by describing alternative words, without using images and pictures for illustration. They concluded in the study that visual-based learning was an effective way of learning vocabulary among pupils.

Summary

The main objective of this study was to establish the effectiveness of innovative method of teaching public primary school pupils English language in Delta state using the visual-based method. The study adopted the mix method of survey and pretest-posttest control group quasi experimental design. Eighty-two (82) pupils from two purposively selected public primary schools in Delta State metropolis were used as participants. The treatment period lasted eight weeks. The method of data analysis included descriptive statistics, analysis of covariance (ANCOVA) and post hoc at 0.05 level of significance. The data collected generated the following results after analysis.

Treatment had significant main effect on reading comprehension of public primary school pupils. By implication, there was significant improvement in the performance of the pupils in reading comprehension after they had been exposed to the treatment. Treatment also had significant main effect on spelling of words in English among public primary school pupils. By implication, there was significant improvement in the performance of the pupils in spelling of words after they had been exposed to the treatment

The key informant interview reports also buttressed these findings as majority of the teachers agreed that the use of visual-based method has proven to be very effective in the teaching of English language among primary school pupils in Delta state. They further buttressed that visual aids makes learning more real in a classroom situation, arouses and sustains students' interest, encourages

regular attendance in English classes, thereby enhancing a better academic performance.

Conclusion and Recommendations

Instructional method is recognized in the literature as a great criteria towards ensuring effective teaching / learning and consequently better academic performance. It is obvious that the success or otherwise of any teaching learning situation depends largely on the method of instruction adopted in disseminating information to pupils. The study has established that the visual-based method is effective in enhancing better performance of primary school pupils in English language particularly in reading comprehension and spelling of words in Delta state, Nigeria. Therefore, if there would be any improvement in the performance of pupils generally, it is necessary to adopt the visual-based method in teaching the pupils to enhance better academic performance.

Based on the findings of this study, the following recommendations are offered:

- Educational policy makers, curriculum designers and schools should endeavour to combine the use of the visual-based method with other methods of teaching for maximum effect and enhancing academic achievement among learners
- The visual-based method should form the basis of teaching in schools. Providing pupils with vivid pictures in a teaching learning situation aids greater retention and thereby promotes better performance.
- The use of the visual-based method should also be adopted to teach other core subjects such as sciences, mathematics and social sciences, in fact in all subject areas.
- The inspectorate division on education should also ensure that induction/training programmes are conducted regularly for the teachers with the use of the visual-based method, emphasizing the use of visual-based method for teaching and made compulsory for all categories of teachers, whether old or new, permanent or temporary.

Contributions to knowledge

The findings of the study has contributed to knowledge in the following ways:

- The study showed that the visual-based method is very effective in teaching public primary school pupils and could be used in promoting better academic performance in Delta state. The study has shown that incorporation of visual-formats, such as images, flashcards, flowcharts, power point decks, instructional videos, will go a long way in promoting understanding and learning among pupils, particularly in public primary schools and other educational institutions generally.
- The outcome of the research has also provided a clearer understanding and usage of the visual-based method.

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