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Research Article

JECPE 2024; Vol. 12(2): 54-62
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https://kwasuspace.kwasu.edu.ng/handle/123456789/1186
ISSN: 2354-3930

EFFECTS OF PICTORIAL DISPLAY ON THE ACQUISITION OF ENGLISH GRAMMAR BY LOWER PRIMARY SCHOOL PUPILS IN MODAKEKE, OSUN STATE, NIGERIA

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Abstract

The study investigated the effect of pictorial display instructional strategy instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State. The study adopted the non-equivalent pre-test, post-test and control group quasi-experimental research design. The population for the study comprised all the 1050 lower primary school three pupils of English Language in Modakeke, Osun State. The sample for the study consisted of45 lower primary school three pupils in their two intact classes. A multi-stage sampling procedure was used to select the sample for the study. The two intact classes were randomly assigned to one experimental group (pictorial display instructional strategy) and one control group (conventional instructional strategy). One research instrument was used to collect data for this study which is English Grammar Achievement Test (EGAT). The EGAT was a self-designed instrument by the researcher to evaluate the pupils' acquisition of English grammar in English Language in both experimental group and control group in the study area. Data collected were analysed using frequency, percentage, mean, standard deviation and analysis of covariance (ANCOVA) analysis. Results of the study showed that there was significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State ($F = 16.483$; $p < 0.05$). Results of the study revealed that there was no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area ($F = 1.322$; $p > 0.05$).The study concluded that there was significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State.

Keywords: *Effects, pictorial display, acquisition, English Grammar, lower primary school pupils*

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INTRODUCTION

English language is one of the legacies to bequeathed Nigerians by the British which will be difficult to do away with. This is because it is the major medium of instruction in schools, of business transactions, of communication both nationally and internationally. It is equally the language of industry since science and

technology are very important for development. It is the language of mass communication and propaganda in mass media. In literature and Arts, it is the language of novels, poems, short stories, music and drama. In social occasions, English language is used for conversation and interpersonal relationship.. It is the official language and therefore imperative that every Nigerian should be able to read, write and communicate in good simple English. This is important if Nigeria should overcome its health, economic, political and social problems. For instance, health for all will be unrealizable if citizens cannot read simple prescriptions in English; transfer of technology will also be unrealizable if many Nigerians cannot read and understand relevant books which are written in English.

However, the language is gradually losing its standard. This is because the multiplicity of languages in Nigeria has some influence on the English spoken by Nigerians. One is again baffled to notice that primary school pupils perform not too well in English language examination. In view of this, teaching and the use of English grammar should be given prominent attention in primary schools. The need for mastery of English Language at the child's early stages in life is far reaching because it makes for effective communication, better understanding and academic performance as the child moves from one level of education to another. Above all, Oyedele (2017) had emphasized the importance of the use of English language in improving communication among the various ethnic groups in Nigeria. He further highlighted the need for improving the quality of spoken and written English language among school children which English grammar is an essential part. A child with a solid knowledge of English grammar at the primary school will encounter fewer problems in reading and understanding books and materials on science and technology which are to a large extent positively correlated with social and economic development. There is need therefore for much more concern about effective teaching and learning of English grammar in primary schools with pictorial display instruction to improving teaching-learning process of English Language.

According to Linda and Sha (2020) language proficiency is a state of linguistic maturity in which an English Language learner has acquired grammatical knowledge which is compatible with the displayed grammatical production of a native language speaker. This knowledge encompasses a grammatical system which consists of rules and principals which govern word order (syntax), word formation (morphology), and pronunciation (phonology), within appropriate pragmatic interactions. Over the years, professional educators have debated the value of and the possible educational benefits of including grammar instruction in the English Language's curriculum. In 1966 at the Dartmouth Conference in the USA, a group of educators and educational researchers convened to discuss the importance of teaching grammar in a language arts curriculum. It was voted that formal grammar teaching should be removed from language arts curriculum, and was deemed a "waste of time" "by those linguists attending the conference (Myhill, 2013). Meanwhile, evidence has shown that a lack of attention to grammar has caused falling standards in language users (Soji-Oni, 2023; Jire-Alao, 2023). Linguists have since argued that grammar is a relevant and useful body of knowledge for English Language learners to possess (Pongsukvajchakul, 2021). Grammar should be used as a resource which can be used in the comprehension and creation of oral and written discourse, rather than taught in isolation solely as grammatical terms and that grammar be taught with an exploratory approach which is valuable in increasing learner's ability to correctly apply grammatical knowledge to their own writing creations (Myhill, 2013). The trend to reintroduce grammar into the teaching of English, seems to be due to evidence that English Language demonstrate substantial errors in tense, case, grammatical agreement, and other aspects of language structure within formative and summative assessments (Okewole, et al. 2021). Over the last four years, the dominant trend of fifth grade students' high stakes test scores at an urban Title I school in the upper Midwest has continued to decline, with only 13% proficient on the reading portion of the MCA III in 2016 (Minnesota Department of Education, 2017). The question of whether students have been successful in transferring grammatical knowledge from the language classroom to other settings such as life away from school, high stakes tests, or other content classroom assignments seems to be affected by factors such as amount of instructional time degree to which learning is meaningful, and the extent to which concepts, rather than facts are learned (Salami, 2019).

When grammar "facts" or rather explicit rules are taught separate from a meaningful context, students don't retain the grammatical concepts that teachers are trying to convey. In order for a grammatical concept to be retained, grammar teaching should be taught within a meaningful and appropriate context. It is important for English Language to receive necessary grammar instruction in their English Language Arts

classes in order to improve and apply their written language production in various content classes (Padrick, 2014). There are many appropriate, active and innovative instructions teachers can adopt or employ or use to improve pupils' English grammar in primary schools among them is pictorial display instruction.

According to Reymond, et al. (2022), the pictorial display technique can be considered an important and powerful method to elicit learners' oral language performance at extensive and intensive levels. Based on Brown's teaching principles, extensive and intensive forms of instruction may lead to monologues and rhymes respectively, where learners go over certain forms of the language. Furthermore, he states that describing pictures can be an ideal activity to begin the class because learners focus on content. In addition, they are likely to learn new topical or content vocabulary and grammar through teacher scaffolding during this activity. Liu (2006) found that pictorial display instruction not only enhanced students' affective responses to text but also increased their attention to important information and summed up the value of pictorial display in the classroom as: hearing good pictorial display read aloud regularly can help children learn to read and value reading; hearing pictorial display with children foster language development; pictorial display can foster in children an appreciation of art; and visual clues enable the non-reader and beginning reader to enjoy pictures by themselves. There is therefore the need to investigate the effect of pictorial display instruction on the acquisition of English grammar by lower primary school pupils considering gender in Modakeke, Osun State.

Statement of the Problem

Previous studies have shown that pupils performed poorly in English Language. This may be unconnected with the multiplicity of languages in Nigeria that has some influence on the English spoken by Nigerians. English grammar is universally considered as tool in the acquisition of knowledge and survival skills that engender human and societal development. As important as English grammar could be to human development most especially learners, in Nigeria it is quite appalling irrespective of gender and school type. However, this has resulted in poor academic performance of learners in English Language. Literature showed that conventional teaching methods were commonly adopted which have not really improved learners' English grammar. However, the extent to which pictorial display instructional strategy could enhance lower primary school pupils' English grammar and combined interactions with gender to have conceptual understanding of it in Modakeke, Osun State, requires investigation; hence this study.

Purpose of the Study

The main purpose of the study is to investigate the effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State.

The specific objectives of the study are to:

i. determine the effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State; and
ii. examine the effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area.

Hypotheses

The study is guided with the following null hypotheses:

H_O^1: There is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State; and

H_O^2: There is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area

Scope of the Study

This study focused mainly on the effects of pictorial display on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State. The study will cover lower primary school pupils three in their intact classes that will be selected from two schools in the study area considering gender. The independent variable considered in the study is pictorial display while the dependent variable is English Grammar. One instrument, which is designed by the researcher, tagged English grammar Achievement Test (EGAT) was used to collect data for the study while statistical tool of percentage, standard deviation and analysis of covariance, (ANCOVA), among others were used to anlayse the data collected.

Methodology

The study adopted the non-equivalent pre-test, post-test and control group quasi-experimental research design. The population for the study comprised all the lower primary school three pupils of English Language in Modakeke, Osun State. The sample for the study consisted of 45lower primary school three pupils of English Language in their two intact classes. Multi-stage sampling procedure was used to select the sample for the study. From the selected area, two primary schools were selected using simple random sampling technique. In each of the selected schools, one intact class of primary three was selected using simple random sampling technique totaling two intact classes. The two intact classes were randomly assigned to one experimental group (pictorial display instructional strategy) and one control group (conventional instructional strategy). One research instrument was used to collect data for this study which is English Grammar Achievement Test (EGAT). The EGAT was a self-designed instrument by the researcher to evaluate the pupils' acquisition of English grammar in English Language in both experimental group and control group in the study area. It was used for pre-test and post-test to measure pupils' acquisition of English grammar in English Language concepts. It contained two sections; Section A contained pupils' socio-demographic information while Section B contained twenty (20) items with four (4) options A to D.

Results

Hypothesis One: There is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State.

Table 1: Descriptive analysis of the effects of PDIS and CIS on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State

S/N	Instructional Strategies	N	Mean	Standard Deviation
1.	PDIS	22	16.6957	1.25896
2.	CIS	23	15.2273	1.26986
Total		**45**	**15.9778**	**1.45366**

Results in Table 1 showed the descriptive analysis of the effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State. It can be deduced from the table that the pupils taught with pictorial display instructional strategy with mean score of ($\bar{x}$ = 16.6957) acquired English grammar better than their colleagues exposed to conventional instructional strategy with a mean score of ($\bar{x}$ = 15.2273). Table 4.3 showed the effect of the instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State.

Table 2: Analysis of covariance (ANCOVA) of the effects of PDIS and CIS on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State

Tests of Between-Subjects Effects

Dependent Variable: Posttest						
Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**	**Partial Eta Squared**
Corrected Model	27.038[a]	2	13.519	8.611	.001	.291
Intercept	205.382	1	205.382	130.817	.000	.757
Pretest	2.794	1	2.794	1.779	.189	.041
Strategies	25.878	1	25.878	16.483	.000	.582
Error	65.940	42	1.570			
Total	11581.000	45				
Corrected Total	92.978	44				

R Squared = .291 (Adjusted R Squared = .257)

($F = 16.483$; $p < 0.05$)

Results in Table 2 showed that there was significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State ($F = 16.483$; $p < 0.05$). Therefore, the null hypothesis that states that there is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State is hereby rejected. The partial eta squared value of 0.582 accounted for 58.2% effect size of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State.

Hypothesis Two: There is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area.

Table 3: Descriptive analysis of the effects of PDIS and CIS on the acquisition of English grammar by lower primary school pupils in the study area

Strategies	**Sex**	**N**	**Mean**	**Standard Deviation**
PDIS	Male	14	16.9286	1.14114
	Female	9	16.3333	1.41421
	Total	23	16.6957	1.25896
CIS	Male	8	15.2500	1.16496
	Female	14	15.2143	1.36880
	Total	22	15.2273	1.26986
Total	Male	22	16.3182	1.39340
	Female	23	15.6522	1.46501
	Total	45	15.9778	1.45366

Results in Table 3 showed the descriptive analysis of the effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area. Considering the total mean scores,

it can be observed from the Table that male students with a mean score of ($\bar{x}$ =16.3182) acquired English grammar better than their female counterparts with a mean score of ($\bar{x}$ = 15.6522) in the study.

Table 4: Analysis of covariance (ANCOVA) of the effects of PDIS and CIS on the acquisition of English grammar by lower primary school pupils based on gender in the study area

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	28.024[a]	4	7.006	4.314	.005	.301
Intercept	181.861	1	181.861	111.994	.000	.737
Pretest	1.832	1	1.832	1.128	.295	.027
Strategies	20.655	1	20.655	12.720	.001	.241
Gender	.458	1	.458	1.282	.598	.007
Strategies * Gender	.523	1	.523	1.322	.573	.008
Error	64.954	40	1.624			
Total	11581.000	45				
Corrected Total	92.978	44				

R Squared = .301 (Adjusted R Squared = .232)

(F = 1.322; p > 0.05)

Results in Table 4. showed that there was no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area (F = 1.322; p > 0.05). Hence, the null hypothesis that states that there is no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area.

Discussion of Findings

Findings of the study showed that there was significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State. The result supports the findings of Al-Jarrah, Waari, Talafhah and Al-Jarrah (2019) when they investigated the use of educational games to improve English grammar achievement among eleventh grade students at a high school for girls in East Jerusalem. It was conducted during the second term of the 2016-2017 school year. The researchers adopted an experimental approach, with a total of 62 students divided equally into an experimental group and a control group, which both completed pre- and post-tests. The experimental group was taught grammar using educational games for two months, while the control group was taught using traditional methods. The results revealed no significant difference at $\alpha = 0.05$ between groups on the pre-test, while the post-test revealed a significant difference between the achievement of the experimental group (M = 77.6%) and control group (M = 68.7%). Based on these findings, the study recommends applying educational games in English grammar instruction and other language skills. Results of the study finally that there was no significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils based on gender in the study area according to the study.

The research conducted by Reymond et al. (2022) corroborated the findings of the present study. They found out that pictorial displays had positive influences on interpretation of an image. Their findings also maintained that though art

works are often visual but the addition of pictorial display often adds to its better appreciation and comprehension. Hua's , et al. (2019) research also confirmed the workability of pictorial display in design and creativity. Their research lend credence to the findings of this present study that pictorial display important role in educational design and creativity. Their findings concluded that pictorial display when properly harnessed, has important implications for both design in education and support tool for development. In the same vein, the research carried out by McCruden and Rapp (2015) is in tandem with the findings of the is current study. They also found out that pictorial display has positive effect on cognitive processing, which include selection, organisation and integration. Pictorial display is found out to support these types of processing. Their research thus concluded with recommendation of pictorial display as a strategy that must be put into consideration when designing instructional guides.

The findings of Wolch, *et al.* (2017) also confirmed the positive effect of pictorial display. Though their research tilted towards medical field yet their findings, which corroborated this present work showed that pictorial display has the great potential of improving both immediate and delayed recall of patient histories without increasing review time. Thus, their findings concluded that pictorial display may be amenable to generation of software programmes and have the potential to enhance information transfer in various settings. Finally, Putri's *et al*. (2020) works in mathematics, employing pictorial display, also confirmed that pictorial display is an effective strategy that could exert positive influence on the learning outcome of student academic activities. The findings of their research concluded that the mathematical reasoning ability of primary school students can be improved by the application of pictorial display. All these findings give the indication that pictorial display is an effective strategy that could be applied in different human endeavours.

Conclusion

The study concluded that there was significant effect of pictorial display instructional strategy on the acquisition of English grammar by lower primary school pupils in Modakeke, Osun State. Since English Language has become an official language in Nigeria, its essence cannot be downplayed. In the same wise, all its aspects deserve a serious attention. However, English Grammar, like phonetics and phonology is thought to be 'dry' and too difficult to master. Hence, a more workable strategy or approach must be sought out to teach them so that learners, who are at the receiving end, would grasp the content and have the mastery of the content. In as much as there is no 'the best method', conscious efforts should be made to harness contents with the necessary and workable method, approach and strategy.

Recommendation

Based on the conclusion of findings of this study, it is hereby recommended that:

i. Curriculum planners should ensure that innovative instructional strategy such as pictorial display instructional strategy is included in the teaching and learning of English grammar.
ii. Workshops, seminars and conferences should be organized for teachers on the positive effect of pictorial display instructional strategy on the optimum performance of learners in their academic pursuits.
iii. Authors of English Language textbooks should include pictorial display instructions of teaching in their books in order to improve pupils' English grammar in English Language.
iv. Governments should embark on a realistic programme to train, employ and retain enough seasoned English Language teachers in the field.

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