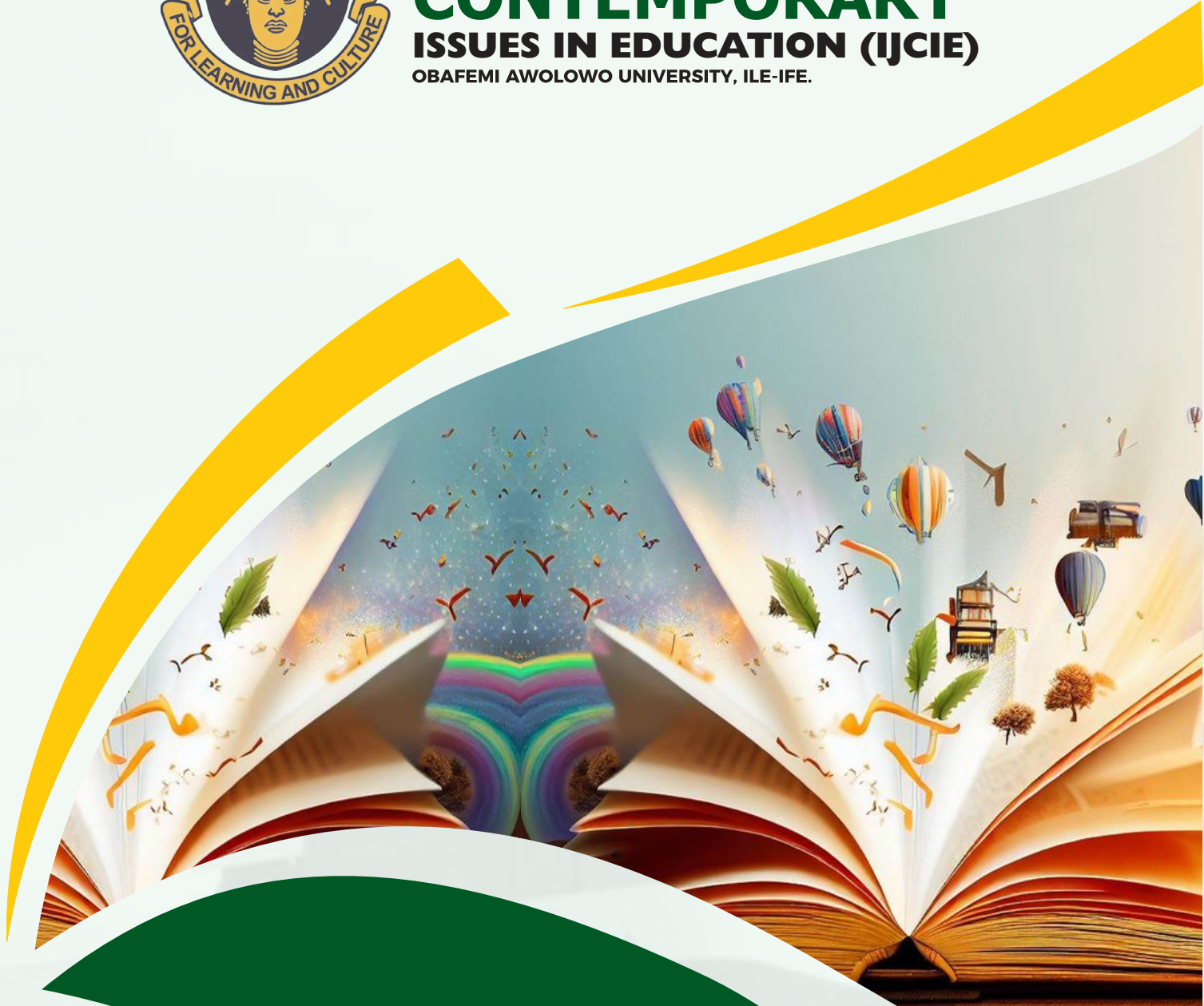




**INTERNATIONAL
JOURNAL OF
CONTEMPORARY
ISSUES IN EDUCATION (IJCIE)**
OBAFEMI AWOLowo UNIVERSITY, ILE-IFE.



ISSN: 3115-5251
(Vol. 6, Nos. 1 & 2, 2025)



**INTERNATIONAL
JOURNAL OF
CONTEMPORARY
ISSUES IN EDUCATION (IJCIE)**
OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE.

ISSN: 3115-5251
(Vol. 6, Nos. 1 & 2, 2025)

EDITORIAL BOARD

Prof. H. O. Ajayi
(Editor - in - Chief)

Prof. O. S. Agboola
(Managing Editor)

Editors

Prof. P. O. Jegede
Prof. C. O. Odejobi
Prof. T. O. Bello
Prof. O. E. Ojedokun
Prof. B. A. Adeyemi
Prof. J. O. Okewole

EDITORIAL CONSULTANTS

Prof. O. A. Sofowora-	Dept. of Educational Technology and Library Studies, Obafemi Awolowo University, Ile – Ife
Prof. T. A. Adebisi -	Dept. of Adult Education and Life Long Learning, Obafemi Awolowo University, Ile-Ife
Prof. B. I. Popoola-	Dept. of Guidance and Counselling, Obafemi Awolowo University, Ile - Ife.
Prof. A. T. Akande-	Dept. of English, Obafemi Awolowo University, Ile-Ife
Prof. B. A. Omotoso-	Dept. of Educational Foundations and Counselling, Obafemi Awolowo University, Ile - Ife.
Prof. M. A. Adeleke -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile-Ife.
Prof. E. F. Bamidele -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile-Ife.
Prof. T. O. Soneye-	Dept. of English, Obafemi Awolowo University, Ile-Ife
Prof. V. F. Olaleye -	Dept. of Zoology, Obafemi Awolowo University, Ile - Ife
Prof. D. Okunoye-	Dept. of English, Obafemi Awolowo University, Ile-Ife.
Prof. E. T. O. Babalola-	Dept. of English, Obafemi Awolowo University, Ile-Ife.
Prof. M. A. Ajayi -	Dept. of Human Kinetics and Health Education, University of Ibadan, Ibadan.
Prof J.B. Bilesanmi- Awoderu	Dept. of Curriculum Studies and Instruction Technology, Olabisi Awoderu Onabanjo University, Ago-Iwoye
Prof. J. A. Adegbile -	Institute of Education, University of Ibadan, Ibadan.
Prof. G. B. Adewale -	Institute of Education, University of Ibadan, Ibadan
Prof. S. O. Ajitoni -	Dept. of Arts and Social Science Education, University of Ibadan, Ibadan.
Prof. A. Yusuf -	Dept. of Social Science Education University of Ilorin, Kwara State.
Prof. P. A. Dania-	Dept. of Arts and Social Science Education, Delta State University, Abraka.
Dr. S. A. Adelokun-	Dept. of Educational Management. Obafemi Awolowo University, Ile-Ife.
Dr. J. A. Obadiora-	Dept. of Arts and Social Science Education, Obafemi Awolowo University, Ile-Ife.
Dr. A. A. Adetunji-	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile-Ife.
Dr. Funso Olatunde-	Dept. of Arts and Social Science Education, University of Lagos, Lagos.
Prof. K. A. Aderonmu -	Dept. of Kinesiology & Health Recreation, Obafemi Awolowo University, Ile-Ife.
Prof. S. O. Subar -	Dept. of Educational Management, Obafemi Awolowo University, Ile-Ife.
Prof. A. A. Adediwura -	Dept. of Educational Foundation, Obafemi Awolowo University, Ile-Ife.
Prof. T. A. Ajeigbe -	Dept. Educational Foundation, Obafemi Awolowo University, Ile-Ife.

**INTERNATIONAL JOURNAL OF
CONTEMPORARY ISSUES IN
EDUCATION (IJCIE)
(Vol. 6, No. 1, 2025)**

TABLE OF CONTENTS

<p>SOCIO-ECONOMIC FACTORS AS DETERMINANTS OF SEXUAL COERCION AMONG MALE AND FEMALE STUDENTS IN OSUN STATE TERTIARY INSTITUTIONS, NIGERIA AKINNUBI CAROLINE F., Ph.D</p>	01-07
<p>EFFECTS OF YORUBA POEMS AND FOLKTALES PACKAGES ON LOWER BASIC SCHOOL PUPILS' YORUBA VOCABULARY DEVELOPMENT IN ONDO STATE ALEX-FASEGHA, O. E., ODEJOBI, C. O. AND OKEWOLE, J. O.</p>	08-19
<p>USE OF VISUAL MATERIALS FOR THE TEACHING OF MORPHOLOGY IN ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN ISOKAN LOCAL GOVERNMENT AREA, OSUN STATE SALAMI JOSHUA OLAYEMI</p>	20-27
<p>APPRAISAL OF THE NATIONAL SCHOOL HEALTH POLICY IMPLEMENTATION FOR HEALTH SECURITY IN OSUN STATE, NIGERIA SECONDARY SCHOOLS AKINOLA OLUWATOYIN BOLANLE</p>	28-36
<p>INSECURITY: A BANE TO EDUCATIONAL MANAGEMENT OF SECONDARY EDUCATION IN NIGERIA EUNICE OLUWABUKUNMI APARA</p>	37-45
<p>PSYCHOSOCIAL ADJUSTMENT OF RETIRED UNIVERSITY STAFF AFTER RELOCATING FROM UNIVERSITY STAFF QUARTERS IN SOUTHWESTERN NIGERIA DR. OBAISI J. C. & PROF. B. I. POPOOLA</p>	46-52
<p>DEPICTION OF OSUN OSOGBO FESTIVAL VIA TEXTILE DESIGN FOR GARMENTS OGUNDIPE, VICTORIA ABIMBOLA, Ph.D.</p>	53-61
<p>EFFECT OF STATION-ROTATION STRATEGY OF BLENDED LEARNING ON STUDENTS' ACADEMIC PERFORMANCE AND ATTITUDE TOWARD MATHEMATICS AMONG SECONDARY SCHOOL STUDENTS IN KATSINA METROPOLIS, KATSINA STATE STEPHEN ILESANMI AJIBOYE, JIMOH MUKHTAR & HAJARA ABDULRAHMAN BABA</p>	62-69
<p>PSYCHOLOGICAL EFFECTS OF INSECURITY ON BASIC EDUCATOR'S LEARNING AND DEVELOPMENT IN OYO NORTH SENATORIAL DISTRICT OYO STATE, NIGERIA OLOYEDE AKINNIYI OJO Ph.D.</p>	70-78
<p>ASSESSMENT OF LECTURERS' INTERNET SKILLS AND E-LEARNING ACCEPTANCE IN COLLEGES OF EDUCATION IN OSUN STATE OYENIRAN OYETOLA</p>	79-85

EFFECTS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN BIOLOGY DR. FOLASADE OLUYEMISI OLAYINKA, DR. SUNDAY ADE.ADENIRAN, DR. GABRIEL ADERIBIGBE OYEGBAMI, MR. AHMAD MUHAMMAD ABBAS & DR. ADESINA ISAAC OKUNADE	86-95
PRE-SERVICE TEACHERS' PERCEPTION OF INSECURITY AND POVERTY IN NIGERIA: IMPLICATIONS FOR SCIENCE, TECHNOLOGY, MATHEMATICS (STM) EDUCATION ADENIKE J. OLADIPO & RACHAEL O. OKUNUGA	96-106
INSECURITY AS A PREDICTOR OF POVERTY IN NIGERIAN EDUCATIONAL SYSTEM: IMPLICATIONS FOR STEM EDUCATION ADENEYE O. A. AWOFA, & ADENIKE J. OLADIPO	107-117

EFFECTS OF YORUBA POEMS AND FOLKTALES PACKAGES ON LOWER BASIC SCHOOL PUPILS' YORUBA VOCABULARY DEVELOPMENT IN ONDO STATE

ALEX-FASEGHA, O. E., ODEJOBI, C. O. & OKEWOLE, J. O.

E-mail address: lawrencetaiwobisi@gmail.com

Abstract

The study assessed the effects of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skills in Ondo State and also compared the effects of the two Packages on lower basic school pupils' vocabulary development skills in Ondo State. The study adopted the non-equivalent pre-test, post-test control group quasi experimental research design. The population of the study comprised all the 148,177 pupils in the 3,125 lower basic schools in the three senatorial districts of Ondo State. The sample for the study consisted of 124 lower basic school three pupils in six intact classes in Ondo State. A multi-stage sampling procedure was used to select the sample for the study. The three senatorial districts in Ondo State were used for the study. One self-designed research instrument was used to collect data for the study titled "Yoruba Vocabulary Development Test" (YVDT). The result of the reliability test conducted for the YVDT yielded reliability coefficient values of 0.75. Data collected were analysed using frequency, percentage, mean, standard deviation, two-way analysis of variance (2-way ANOVA), analysis of covariance (ANCOVA), and Least Significant Difference (LSD). The results showed a significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State at ($F = 4.834$; $p < 0.05$). The result also revealed a significant difference in the effects of the two packages on lower basic school pupils' vocabulary development skill ($F=0.087$, $p > 0.05$). The study concluded that Yoruba poems and folktales intervention packages had significant effects on lower basic school pupils' vocabulary development skills in Ondo State.

Keywords: Yoruba poems, Folktales, Vocabulary development and Yoruba Language

Introduction

Early Childhood Education is commonly

conceived as a pre-school, or rather as an extension of semi-formal education beyond the four walls of the home (Osho, Aliyu, Okolie & Onifade, 2014). Basic education captures the levels of education such as the crèche, the nursery and kindergarten (Akinbote, 2016). This programme was introduced for children between the ages of zero and five years as clearly stated in the National Policy on Education Federal Republic of Nigeria, 2014. The attempt to design Early Childhood Education (ECE) in an effective, purposeful and appropriate manner is the responsibility of all and sundry but the greatest of this task is on the government of a given state (Wolf, et.al 2017). The parents are expected to ensure that the children gain access to school while they also co-operate with the school. Similarly, the community is supposed to make resources like land and facilities available while the teachers are supposed to expedite the development of the children. The partnership of government and relevant stakeholders provide a successful work plan for the execution and implementation of the programme for this level of education (Kabay, et.al 2017).

On this note, psychologists and educationists recognize the fact that development is not simply the result of mere love and warmth. To this end, opportunities for learning has made early childhood education an important subject of study because the rest of education system is built upon it (Barnett, 2012). It is a period marked with significant changes and re-organisations in the child's behaviour. At this period, a lot of changes and progress are made in terms of learning, reasoning and in the child's social relationship with others.

Moreover, Early Childhood Education is a stratum on which the Mother Tongue (MT) makes a significant impression in the life of the young ones. Mother Tongue (MT) as the term suggests, is closest to a person's heart. Like mother's touch and mother's milk, it cannot be substituted. To this end, modern psychology also lays tremendous stress on a child's connection

with the mother tongue. Having realized the significance of the mother tongue advantage, parents have started initiating their children in their native and natural language (Akintunde, 2008). The significance of the MT Education in early childhood development, accounts for the series of International conferences and conventions. Notable amongst these are the 1990 convention to the Right of the Child, World conference on Education For All (EFA), in Jomtien in 1990 and EFA Summit in New Delhi in 1993 respectively and Obafemi Awolowo University International Conference on Assistance to Africa Children. At the various congregations the child became a "Priority". Right of the child to free and compulsory education an obligation of the state was canvassed and especially it provides stimulus for government to take action on the right of the child in connection with the Mother Tongue. Corroborating the above position, Özen (2012) reported that the convention stated specifically that every person shall be able to benefit from educational opportunities designed to meet the basic learning needs. The need comprise both essential learning tools such as literacy, oral expression, numeracy and problem solving and the basic learning content such as knowledge, skills, values and activities required to survive and develop to full capacity. Against this background, United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1999 declared February 21-22 of every year as International Mother Tongue Day. The inter relatedness and strong relationship that exist between the two concepts that is Early Childhood Education (ECE) and Mother Tongue (MT) cannot be overemphasized.

In addition, UNESCO (2005) submitted that children's ability to learn a second or additional languages (e.g. a lingua franca and an international language) does not suffer when their mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in their first language throughout nursery school and then gradually transition to academic learning in the second language, they learn the second language quickly if they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual or

multilingual learners (UNESCO, 2008). UNESCO further stressed that if children are forced to switch abruptly or change too soon from learning in their mother tongue to second language, their first language acquisition may be attenuated or even lost. More importantly, their self-confidence as learners and their interest in what they are learning may be declined, leading to lack of motivation, school failure, and early school leaving.

The Yoruba language as the mother tongue in this context is spoken by up to 50 million people in West Africa, primarily in Nigeria and in neighboring countries of the Republic of Benin and Togo (Campell, 2019). Varieties of Yoruba languages are also spoken in the Diaspora in places such as Cuba, Brazil, and the Caribbean. The language has been written as early as 1840s, although there have been many changes in aspects of its orthographic representation. It is a viable medium of instruction in education with a significant amount of pedagogical materials. In fact, amongst the over two thousand African languages, it is one of the most widely learnt as a second language, especially in Europe and the America (Ojo & Akinloye, 2016).

In this regard, the ability to converse in a language is developed through the mother tongue. The child will get familiarized with the nuances of a language, how to learn it and use it, and this will enable him or her to learn other languages as well. A strong foundation in their first language will contribute to learning another language and help them develop stronger literacy skills in the school language, because children's literacy knowledge and abilities transfer across languages from mother tongue to the language the child is learning at school (Anderson & Cheung, 2013). When children continue to develop their abilities in two or more languages throughout their pre-primary and primary school years they gain a deeper understanding of language and gradually acquire knowledge about how it can be manipulated and applied in different ways. They explore the similarities and differences between languages.

Unfortunately for many bilingual children who have little mother tongue support at home, once they start school their mother tongue is gradually replaced by the majority or

dominantly used language, especially in the early school years. Some parents and educators believe that in order for children to learn a second language quickly and succeed at school children should use the majority language not only at school, but even at home. In fact, the opposite is true. Children can learn two or more languages at the same time since they learn to speak fluently two or more languages in some countries where more than one language are spoken.

Vocabulary skill is an additional piece of the literacy puzzle. Vocabulary is crucial to every stage of learning. It is central to all stages of learning because it makes up the total aspect of learning. Vocabularies are words which make up a whole language. Adequate knowledge of the vocabulary of a language makes the language speaker to be proficient in the language. Vocabulary is a sole component of a language. A lack of vocabulary mastery will lead to communication breakdown. Besides for communication purpose, vocabulary mastery is also needed for the sake of accessing knowledge. Vocabulary has been given different definitions by different scholars. Ijiwola (2012) defined it as knowing the names of things and understanding feelings and concept. To Fadimilehim (2010), it is a reflection of an individual's knowledge and concepts in a particular area while Dahunsi (2014) added that it is all the words used in a language. It is also the collection of words a person knows that he/she uses in speaking or writing. According to Kamil and Hiebert (2015), vocabulary is generically the knowledge of words and word meanings.

More specifically, vocabulary knowledge has been viewed as the size or number of words that a particular learner knows in a language (Anderson & Freebody, 2017). Vocabulary knowledge is also essential in the effective use of

language skills for communication. Gifford (2013) explained the relationship between vocabulary and language skills. The vocabulary which helps in understanding the reading and listening linguistic input is reading and listening vocabulary. Reading vocabulary is the largest as it helps in recognition and comprehension while reading. Listening vocabulary is supported by the situational and non-verbal clues. In addition, vocabulary and comprehension are strongly related to reading material (Curtis, 2016). The vocabulary which is used for written and spoken communication is writing and speaking vocabulary. Writing vocabulary is inspired by the verbal ideas of the users but speaking vocabulary is used incorrectly without the awareness of nuances which are compensated by non-verbal clues.

Poems and folktales instructions could go a long way for effective teaching-learning process of Yoruba vocabulary development and reading comprehension skills. A poem is directly and usually unapologetically instructional and informational. It teaches or explains something such as a truth, moral principles or a process. The oxford dictionary defines poems as a piece of writing in which the expression of feelings and ideas is given intensity by a particular attention to diction sometimes involving rhyme, rhythm, and imagery. Collins dictionary, define poem as an arrangement of words, written or spoken: traditionally arhythmical composition, sometimes rhymed, expressing experiences, ideas, or emotions in style more concentrated, imaginative, and powerful than that of ordinary speech or prose: some poems are in meter, some free in free verse. Yoruba poem is called 'EWT' and portrays all the characteristics of the English version.

Examples of Yoruba poems are: *Jàitánátó n' tòn* and *Múrasìisẹ̀ rẹ̀ òrẹ̀ mi* by Ọ̀dúnjọ (2017).

- | | | |
|-----|--------------------------------|--|
| (1) | <i>Jàitánátó n' tòn</i> | Pluck the blooming flower |
| | <i>Tó tutùtòsídára</i> | That is fresh and good |
| | <i>Mádúród'ojó òla</i> | Do not wait till tomorrow |
| | <i>Àkòkòsàré tete</i> | Time wait for no one |
| (2) | <i>Múrasìisẹ̀ òrẹ̀ mi</i> | Work hard my friend |
| | <i>Ìsẹ̀ ni a fì n denigíga</i> | Work is the major tool for elevation |
| | <i>Bí a kòbàrénifèyìntì</i> | If we do not have anyone to lean on |
| | <i>Biòlẹ̀ làá rí</i> | We appear insolent |
| | <i>Bí a kòbàrénigbékèlẹ̀</i> | If we do not have anyone to support us |

<i>À òteramó'sé èni</i>	We simply work harder
<i>Ìyá rẹ lèl'ówól'ówó</i>	Your mother might be rich
<i>Kìbàbá rẹ, l'èsinléèkàn</i>	You father may have a stable full of horses
<i>Ti o bágbójuléwón</i>	If you rely on them
<i>O tẹ tán poo nimo sọ fún ọ</i>	You are close to shame and disgrace, I tell you
<i>Ohuntí a kòbájìyàfún</i>	Whatever one does not work hard to earn
<i>Sékì í leètójó</i>	Usually does not last with one
<i>Ohuntí a báf'arasişé fún</i>	Whatever gain one seriously labour for
<i>Ní n pé l'ówó èni</i>	Usually last with one
<i>Apál'ará</i>	Your arm is kin
<i>Ìgúnpaniyyèkan</i>	The elbow is a sibling
<i>Biayé n fẹ ọ l'onìi</i>	If the world love you today
<i>Bí o bál'ówól'ówó</i>	If you have money
<i>Wón a máafé ọ l'óla</i>	The world will still love you tomorrow
<i>Tàbíkí o wànípòàtátà</i>	Or if you are in a prestigious position
<i>Ayé á yé ọ sítèrintèrin</i>	The world will celebrate you with smile
<i>Jé kí o denití n rágó</i>	Wait till you become poor
<i>Kí o ribiayése n yinmúsini</i>	The world will grimace at you
<i>Èkó sì n sọni d'òga</i>	Education also elevates one to higher positions
<i>Múrákí o kọ dárádára</i>	Ensure you acquire it well
<i>Bí o sirópò èniyàn</i>	and if you see a lot of people
<i>Tiwón n fèkó sèrinrin</i>	Making mockery of education with laughter
<i>Dákunmáfarawéwón</i>	Please do not emulate or keep their company
<i>Ìyà n bọ fúnomọ tìkògbón</i>	Suffering beckons for the unwise child
<i>Èkun n bẹ fómọ tó n sá kiri</i>	Tears are due for the truant child
<i>Máfòwúrò seréòré mi</i>	do not toy with your early years
<i>Múraşişé ojó n lọ</i>	Work hard, time wait for no one

Qdúnjo (2017:15)

Folktales are stories in the oral tradition, or tales that people tell each other out loud, rather than stories in written form. They are closely related to many story telling traditions, including fables, myths, and fairy tales. Every human society has its own folktales; these well-known stories, handed down between generations, are an important way of passing along knowledge, information, and history. A folktale is one of the most important genre. Folktale is defined as stories that spread orally and the writer are not known (Tunnel, Jacobs & Young, 2012). A good example of folktale in Yoruba language is: Àlọ Ìjàpá Àti Èlédè by Olagoke (2007).

Àlọ Ìjàpá Àti Èlédè

Ní igbàkan, Ìjàpá àti Èlédè jé ọrẹ kòrikòsùn. Ìjàpá fẹ sokù ànarẹ sùgbón kòsì owó lówó rẹ, ó tọ Èlédè ọrẹ rẹ lọ láti yá a ní owó wipe òun yòò san-án padà tí ó bá di iparí ọdún. Èlédè yá Ìjàpá ní owó nàà sùgbón nígbàtí ọdún parí kò san án padà, Èlédè nsin Ìjàpá ní owó yíi sùgbón kòrigbà. Ní ojó kan Ìjàpá dá Èlédè ni ọpin ọsẹ nàà

látí wá gba owó rẹ. Nígbàtí ó di ojó tí Ìjàpá dá fún ọrẹ rẹ ó sọ fún Yánníbo iyáwó rẹ kí ó yíó jú òun só kèkí ó sì kó ata sí àyà òun kí ó máalọ ọ tí elédè bá ti dékí ó sọ fún un pé òun jade lọ láti lọ wá owó rẹ wá.

Yánníbo segégé bíkọ rẹ tiwí, ó n lọ ata ní àyà Ìjàpá ni elédè bá dé láti gba owó rẹ. Ó bèèrè oko Yánníbo ní ọwó rẹ sùgbón iyen fi gún lágídi, inú bí Èlédè léyìn tó ti dúró fún igbà diẹ ó sì fi esè ta ọlọ Yánníbo sínú igbótí ó wà ní àgbàlá ilé wón. Kíá Ìjàpá ti dide ó sisaré gba iwájú ilé wólé ó bá Èlédè tí ó n bínú pèlú Yánníbo, ó sọ fún Èlédè kí ó má bínú, ó sì n bèèrè ọlọ Yánníbo, iyáwórẹ sọ fun pé Èlédè ti fi ibínú gbá a sínú igbó, Ìjàpá ni háàà! abé ọlọ nàà ni òun fi owó tí òunfẹ fún Èlédè sí, àyàfi tí ó bálé lọ gbé ọlọ nàà wá. Èlédè jade lọ sí inú igbó ibi tí ó fi ibínú gbá ọlọ sí láti wá a jade sùgbón kòri, láti ojó nàà ni elédè ti n fi imútú ilé kiri láti wá ọlọ Yánníbo kí ó ba le gba owó rẹ lówó Ìjàpá.

Once upon a time, *Ijapa* and *Elede* were very close friends. *Ijapa* wanted to bury his

mother-in-law but had no money, so he went to *Elede*, his friend, to borrow some money and promised to pay back at the end of the year after selling his farm produce. *Elede* lent him the money but *Ijapa* refused to pay him back at the end of the year as promised. *Elede* kept asking for his money but he did not get it back. One day *Ijapa* promised *Elede* the end of the week to pay him but as usual he failed again. This got him very angry and he went to *Ijapa's* house in anger to demand for his money. Meanwhile *Ijapa* who was not ready to pay back what he was owing his friend told Yannibo his wife to turn his chest upward and use him as grinding stone. She was grinding pepper on her husband's chest when *Elede* came in, he asked for her husband and she did not answer him *Elede* got angry and kicked her grinding stone over the fence and into the bush at the back of the house.

Having considered the importance of vocabulary development and reading comprehension skills in the teaching and learning of languages in Nigeria, reports have indicated that students exhibit gross deficiency in Yoruba vocabulary and reading comprehension achievement due to their limited knowledge (Biemille, 2005; Owooke, 2011; Dahunsi, 2014). There is therefore the need to investigate the effects of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development and reading comprehension skills with respect to gender and school locations in Ondo State.

Purpose of the Study

The specific objectives of the study are to:

- i. assess the effects of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skills in Ondo State; and
- ii. compare the effects of the two packages on lower basic school pupils' vocabulary development skills in the Ondo State.

Hypotheses

The following hypotheses were generated for this study;

H₀1: There is no significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State.

H₀2: There is no significant difference in the effects of the two intervention packages on lower basic school pupils' vocabulary development skill in the study area.

Literature Review

Being a miscellaneous scholar, Noam Chomsky is predominantly known by people for his linguistic theories and his views on children's language development. Chomsky's linguistic theory has changed the traditional way of studying language and he is generally considered the founder of modern linguistics. Many people used to believe what behaviourism and empiricism say about language acquisition. Chomsky fiercely challenged such beliefs by developing his belief of language being innate to humans. His theoretical contributions also cleared the mists before foreign and second language learners and teachers on their way to speed up language learning. As a matter of fact, Chomsky's language theories have helped to solve some actual problems in children's language acquisition and language development. Ashby (1960).

Chomsky published his generative understanding of language acquisition 'Aspects of the Theory of Syntax' in 1965. As earlier outlined, the Language Acquisition Device (LAD) is an innate pre-programmed ability for humans to genetically share a common human trait, an idea Chomsky calls the 'Language Organ' and is a facility for the complex processing of communication. From this understanding, he goes on to theorize that humans possess an innate, inherited neuro-structural capacity which is neither explicitly taught nor implicitly experienced - Chomsky's 'Universal Grammar Theory' (UG). He initially established this understanding in his 'Review of Verbal Behaviour'. "The fact that all normal children acquire essentially comparable grammars of great complexity with remarkable rapidity suggests that human beings are somehow specially designed to do this, with data-handling or "hypothesis-formulating" ability of unknown character and complexity" (Chomsky, Review of Skinner's Verbal Behaviour, 1959).

The importance of Nigerian language in the educational process cannot be overemphasized as it is clearly stated in National Policy on Education. In addition to appreciating

the importance of language in educational process and as means of preserving people's culture, they consider it in the best interest of national unity that each child should be encouraged to learn one of the three major languages other than his mother tongue. The mother tongue therefore, is a part of the Nigerian culture; it conveys or transmits culture to people through culturally conditioned attitudes and beliefs (Awoniyi, 1975). The positive results of the experiment in mother tongue medium in Yoruba carried out at the University of Ife by Babatunde Fafunwa empirically demonstrated the great advantages of scholastic attainment (Bamgbose, 1984).

Researches have shown that no other nation in the world except most of the former colonies and those still under colonial rule prepare their children for citizenship in languages foreign to them. The first twelve years are the most formative period of a child's life, for it is during this period that attitudes and aptitudes are developed. It is also during this period that the child requires diligent care of his physical needs and trained guidance of his mental, emotional and social development. It is our thesis that if the Nigerian child is to be encouraged from the start to develop curiosity, manipulative ability, spontaneous flexibility, initiative, industry, manual dexterity, mechanical comprehension and the co-ordination of hand and eye, he should acquire these skills and attitudes through the mother-tongue as the medium of education, which after all is the most natural way of learning. This is where the average European or English child has a decided advantage over his African counterpart. While the former is acquiring new skills during the first six years in his mother-tongue, the latter is busy struggling with a foreign language during the greater part of his primary education.

Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Vocabulary is the glue that holds stories, folklores, proverbs, ideas and content together, making comprehension accessible (Rupley, Logan & Nichols, 1998, 99). Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and

concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge indicates that if students do not adequately and steadily grow their vocabulary knowledge, comprehension will be affected (Chall & Jacobs, 2003). Vocabulary knowledge is also essential in the effective use of language skills for communication. Gifford (2013) explained the relationship between vocabulary and language skills. The vocabulary which helps in understanding the reading and listening linguistic input is reading and listening vocabulary. Reading vocabulary is the largest as it helps in recognition and comprehension while reading. Listening vocabulary is supported by the situational and non-verbal clues. In addition, vocabulary and comprehension are strongly related to reading material (Curtis, 2016).

As educational material folktales has a long tradition in primary education in Russia. It is successfully used in a modern literary reading teaching and plays an important role in the educational and reading activity of young learners, as it has a close relation to children literature (Boykina & Vinogradskaya, 2015; Troitskaya, 2016). The expediency of using folktales by young learners as an integral part of national culture is stated in the Federal State Educational Standard: at the literary reading lessons there should be carried out spiritual and moral education of students, providing the acceptance of moral standards and national values by learners. Literary reading contributes to the formation of world views, culture and ethical ideas, the concept of morality. The concept of spiritual and moral development and education of Russia citizen personality also affirms the need for students together with their teachers and parents to turn to the folklore of the peoples of Russia. It seems relevant to form teachers' competence in the theory and practice of teaching folktales at literary reading lessons, in developing skills of methodical organization of lessons on the children's folktales texts and folktales study, which are the most appropriate for the characteristics of the psychological and intellectual development of younger students (Grakhova & Kaguy, 2018). Having a number of modern educational and methodical complexes for literary reading, which are considered to be innovative, it's expedient for the teacher to be aware of textbooks line content (calendar and

thematic planning of lessons, guidelines for them, etc.) included into complexes.

Methodology

The study adopted the non-equivalent pre-test, post-test control quasi experimental research design. The design was adopted in order to minimize the threats to external validity of the study outcome. The sample for the study consisted of 124 lower basic school three pupils in six intact classes in Ondo State. A multi-stage sampling procedure was used to select the sample for the study. The three senatorial districts in Ondo State were used for the study. One self-designed research instrument was used to collect data for this study which was titled "Yoruba Vocabulary Development Test (YVDT)". Data collected after the administration of the instruments were analyzed using frequency, percentage, mean, standard deviation, two-way analysis of variance (2-way ANOVA), analysis of

covariance (ANCOVA), multivariate analysis of variance (MANOVA) and least significant difference (LSD) post-hoc analysis.

Results

Hypothesis One: There is no significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State.

To test the stated hypothesis, data gathered on the vocabulary development skill of the basic school pupils having been exposed to Yoruba Poems Intervention Package (YPIP), Yoruba Folktale Intervention Package (YFIP) and Conventional Teaching Method (CTM) were subjected to descriptive analysis, analysis of covariance (ANCOVA) and LSD post-hoc analysis using the pupils' post-test scores as dependent variable and pre-test scores as the covariate. The results are presented in Table 1

Table 1: Descriptive analysis of the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State

S/N	Intervention Packages	N	Mean	Standard Deviation
1.	YPIP	44	21.5227	3.70724
2.	YFIP	38	20.6316	3.28322
3.	CTM	42	18.3333	2.23789
Total		124	20.1694	3.40426

Results presented in Table 1 expresses the descriptive analysis of the effects of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State. It can be deduced from the table that the pupils exposed to the intervention packages (YPIP, YFIP and CTM)

had mean scores of ($\bar{x}=21.5227$), ($\bar{x}= 20.6316$) and ($\bar{x}= 18.3333$) respectively. Table 2 showed the analysis of covariance (ANCOVA) effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State.

Table 2: Analysis of covariance (ANCOVA) of the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State

Tests of Between-Subjects Effects						
Dependent Variable: Posttest Vocabulary Development Skill						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	417.601 ^a	3	139.200	16.574	.000	.293
Intercept	2123.250	1	2123.250	252.807	.000	.678
PretestVD	187.310	1	187.310	22.302	.000	.157
Packages	81.200	2	40.600	4.834	.010	.575
Error	1007.842	120	8.399			
Corrected Total	51869.000	124				
Total	1425.444	123				

R Squared = .293 (Adjusted R Squared = .275)

(F = 4.834; p < 0.05)

Results presented in Table 4.3 showed a significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State at (F = 4.834; p < 0.05). Along these lines, the null hypothesis that expresses that there is no significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo

State is rejected. The partial eta squared worth of 0.575 represented the effect size of 57.5% of the intervention packages on the lower basic school pupils' vocabulary development skill in Ondo State. Table 4.4 presents the LSD post-hoc examination of the effects of the intervention packages (YPIP, YFIP and CTM) on lower basic school pupils' vocabulary development skill regarding each other in the study area.

Table 3: Least significant difference (LSD) post-hoc analysis of the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State

Least Significant Difference (LSD) Multiple Comparisons						
Dependent Variable: Posttest Vocabulary Development Skill						
(I) Strategies	(J) Strategies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
YPIP	YFIP	.8911	.69600	.203	-.4868	2.2691
	CTM	3.1894*	.67798	.000	1.8472	4.5316
YFIP	YPIP	-.8911	.69600	.203	-2.2691	.4868
	CTM	2.2982*	.70364	.001	.9052	3.6913
CTM	YPIP	-3.1894*	.67798	.000	-4.5316	-1.8472
	YFIP	-2.2982*	.70364	.001	-3.6913	-.9052

Based on observed means.

The error term is Mean Square (Error) = 9.877.

*The mean difference is significant at the .05 level.

Results in Table 3 showed the post-hoc analysis of the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State. It can be observed from the table that lower basic school pupils exposed to YPIP are

significantly different from those exposed to CTM (Mean Difference = 3.1894, p < 0.05). The significant difference also existed in lower basic school pupils taught with YFIP and CTM (Mean Difference = 2.2982, p < 0.05). However, pupils that were exposed to YPIP are significantly not

difference from those that were exposed to YFIP (Mean Difference = 3.1894, $p > 0.05$) in vocabulary development skill in Ondo State.

Hypothesis Two: There is no significant difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in the study area.

To test the stated hypothesis, data

collected on the vocabulary development skill of the basic school pupils having been exposed to Yoruba Poems Intervention Package (YPIP) and Yoruba Folktale Intervention Package (YFIP) were subjected to descriptive analysis and two-way analysis of variance using the pupils' post-test scores as dependent variable and pre-test scores as the covariate. The results are presented in Tables 4. respectively.

Table 4: Descriptive analysis of the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State

S/N	Intervention Packages	N	Mean	StandardDeviation
1.	YPIP	44	21.5227	3.70724
2.	YFIP	38	20.6316	3.28322
Total		82	21.1098	3.52419

Results presented in Table 4.8 showed the descriptive analysis of the effects of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State. It can be deduced from the table that the pupils exposed to the intervention packages (YPIP and YFIP) had

mean scores of ($\bar{x}=21.5227$) and ($\bar{x}=20.6316$) respectively. Table 5 showed the two-way analysis of variance of the difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State.

Table 5: Two-way analysis of variance of the difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State

Source	Tests of Between-Subjects Effects					
	Dependent Variable: Posttest Vocabulary Development					
	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	269.816 ^a	2	134.908	14.477	.000	.268
Intercept	1428.239	1	1428.239	153.262	.000	.660
PretestVD	253.623	1	253.623	27.216	.000	.256
Packages	.814	1	.814	.087	.768	.001
Error	736.197	79	9.319			
Total	37547.000	82				
Corrected Total	1006.012	81				

R Squared = .268 (Adjusted R Squared = .250)

($F = 0.087$; $p > 0.05$)

Results presented in Table 5 showed no significant difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State at ($F = 0.087$; $p > 0.05$). Therefore, the null hypothesis that states

that there is no significant difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State is not rejected.

Discussion of Findings

Findings of the study showed a significant effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State. Reason being that poems, having this characteristics of short verses and can be easily converted to songs has a way of stimulating the pupils interest in learning and folktales too being stories easily captured the attention of the pupils for learning and this improved their vocabulary. The result supports the findings of Grakhova et al. (2019) when they worked on the article which focused mainly on the appropriateness of usage of children and fairy-tale folktale texts as educational materials in the process of entering reader's competence. The study ascertained the content of tasks and exercises presented in two educational manuals, contains a set of methodological techniques that, being developed, lead to the evolution of versatile educational actions of younger learners – personal, cognitive and communicative, as well as, of course, achieving results – personal, meta-subject and subject. Folktale due to its artistic and aesthetic content is used as training material for the development of reading skills and primary analysis of texts in the class and in extra-curricular activities. Works of oral folk art have character traits that distinguish them from works of art, such as collective authorship, variability, oral, language specificity, syncretism, respectively require a special approach to them in the process of methodical work.

However the study contradicts the study of Ozal (2006) that poetry and folktales posed problems for grade 8 pupils and this resulted in their poor performance in vocabulary development. Ozal (2006) stated that the poems and folktales used might not be of interest to the pupils and that folktales used were of foreign contents. The result also deviate from the findings of Willingham and Price (2008) that stated that folktales do not have significant effect on students' performance in English Language vocabulary development. In this study the theories of Friedrick Skinner and Noam Chomsky helped in carrying out this study as some of the provision of the theories such as children learning languages from immitating what the adults says and also that language learning is innate in human

guided in no small measure to improve the vocabulary development of the pupils *used in Ondo State.

Results of the study showed that there was no significant difference in the effect of Yoruba poems and folktales intervention packages on lower basic school pupils' vocabulary development skill in Ondo State. The result in a way supports the findings of Özal (2006) who conducted a study in order to show the effects of the poetry-based instruction on the students' attitudes towards foreign language learning. It was proved that poetry-based instruction created an encouraging classroom environment with activities and materials, and this decreased the level of the students' anxiety. Kadioglu (2005) investigated the effects of the poetry-oriented learner centered activities on the students' overall communicative abilities and the vocabulary repertoire of the students at elementary level. According to the results of this study, the study depicted that the poetry was an effective means of enhancing communicative abilities of the students at elementary level. And also, the use of poetry was contributive to the improvement of the communicative abilities and effective vocabulary learning of the students at elementary level for communication. Atay (2007) did a study in order to show the effects of analyzing poetry with the principles of Language Based Approach on the students' language awareness and critical thinking skills. The results revealed that the language awareness and critical thinking skills of the students were affected positively with the help of analyzing poetry. There was an increase in participants' language awareness and critical thinking skills by means of analyzing poetry. Gültekin (2006) studied the effects of using poetry in EFL speaking classes. It was indicated that using poetry in speaking courses was useful because it created meaningful situations for the learners to be able to communicate with each other in a 2nd language.

The results of this study are in line with the findings of Alex-Fasegha and Odejobi (2018). Their study revealed that Basic Yoruba Language instruction had significant effect on nursery school pupils' learning outcomes in Ondo State. The results of the study showed that there was significant effect of basic Yoruba Language instruction on nursery school pupils' ability to

identify Yoruba letters within the study area. The results further revealed that there was significant effect of Yoruba Language instruction on nursery school pupils' ability to form words from Yoruba language alphabets. The results of the study finally showed that there were significant moderating effects of dialect instruction the pupils' ability to identify letters, word-formation from Yoruba language alphabets and read short Yoruba sentences and that gender had no effect on pupils' ability to identify letters and word formation from Yoruba language. The study concluded that basic Yoruba language instruction is effective and innovative that is capable of improving nursery school pupils' learning outcomes.

Conclusion

The study concluded that Yoruba poems and folktales intervention packages had significant effects on lower basic school pupils' vocabulary development skills in Ondo State.

Recommendations

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

1. Curriculum planners should ensure that innovative intervention packages such as Yoruba poems and folktales intervention packages are included in acquiring vocabulary development.
2. Workshops, seminars and conferences should be organized for basic school teachers on the effectiveness of Yoruba poems and folktales intervention packages in improving vocabulary development.

References

- Akinbote, O. (2016). An evaluation of the major implementation problems of primary school curriculum in Cross River. *American Journal of Educational Research*, 2(6), 397-401.
- Akintunde, A. F, (2008). Denmark: *Mother tongue instruction is suffering-* A survey of the municipalities' instruction in the mother tongue in the school year 2007/2008.
- Anderson, N. J. & Freebody, P. (2017). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews*. Newark, DE: International Reading Association.
- Anderson, R. & Cheung, S. (2013). Time to read: Family resources and educational outcomes in Britain. *Journal of Comparative Family Studies*, 34(3), 413-433.10.1023/A:1023935726541.
- Ashby, E. (1960). Investment in Education: the report of the commission on post-school certificate and higher education. Lagos.
- Curtis, M. E. (2016). The role of vocabulary instruction in adult basic education. In: J. P. Comings; B. Garner; C. Smith (eds.), *Review of Adult Learning and Literacy*. Vol. 6, p. 43-69,
- Dahunsi, O. (2014). *Some Vocabulary Problems of English Language of Senior Secondary School Students*. Unpublished B.Ed. Project, University of Ibadan.
- Fadimilehim, E. (2010). Students' perception of memorization strategy in the study of English vocabulary in selected senior secondary schools in Akure Township. Unpublished M.Ed. project, University of Ibadan, Nigeria.
- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allen & Unwin Limited.
- Federal Government of Nigeria (2014). *National Policy on Education*. Lagos: Federal Government Press.
- Federal Government of Nigeria (2014). *National Policy on Education*. 6th Edition, Abuja: Federal Ministry of Education.
- Federal Republic of Nigeria (1986). Supplement to official extraordinary Gazette.
- Gifford, F. (2013). How to enrich your vocabulary? New Delhi, Cyber Tech Publications, 256 p.
- Ijiwola, C. T. (2012). *Home and School Factors as Determinants of Early Literacy Skills of Pre-school Children in Oyo East Local Government Area*. Unpublished M.Ed project, University of Ibadan, Nigeria.
- Kabay, S., Wolf S. & Yoshikawa, H. (2017). *So that his mind will open: Parental perceptions of early childhood education in urbanizing Ghana*. *An International Journal of Educational Development*, 57(5), 44-53.

- Kamil, M., & Hiebert, E. (2015). Teaching and learning vocabulary: Perspectives and persistent issues. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing Research to Practice* (pp. 1–23). Mahwah, NJ: Lawrence Erlbaum.
- Kellough, E. P. & Kellough, G. (1999). *Child Development and Curriculum* (5th ed.). Austin, TX: Aus Publishers.
- Ojo, T. O. & Akinloye, A. A. (2016). Meeting students' expectations in an African language program within Euro American academic institutions. *Journal of Contemporary Educational Issues* 2.42-54.
- Okebukola, F. O., (2008), 'Implementation of the language policy: Beyond rhetoric to empiricism', *Journal of Nigerian Languages and Culture*II(1), 45–54.
- Olagoke, O. (2007). *Tijapa Tiroko Oko yannibo*. Reprinted 2007, Longman Nigeria plc
- Osanyin, F. A. (2012). *Early Childhood Education in Nigeria*. Lagos: Concept publication Limited.
- Özen, B., & Mohammadzadeh, B. (2012). Teaching vocabulary through poetry in an efl classroom. *International Online Journal of Primary Education (IOJPE)*, 1(1).
- UNESCO (2005). Advocacy brief on mother tongue-based teaching and education for girls. Bangkok.
- UNESCO (2008a). Mother tongue instruction bibliography in early childhood education: A selected Paris: UNESCO.
- UNESCO (2008b). Mother Tongue Matters: Local Language as a Key to Effective Learning.
- Willingham, D. (2019). *Enhancing Community College Students' Vocabulary Acquisition: Literature Discussion Groups in Developmental Classes*. Unpublished Doctoral Dissertation, Sam Houston State University: Huntsville, TX.
- Willingham, D., & Price, D. P. (2018). *Effective Vocabulary Instruction in the Community College Developmental Education Reading Class*. Paper presented at the National Reading Conference in Orlando, FL.

