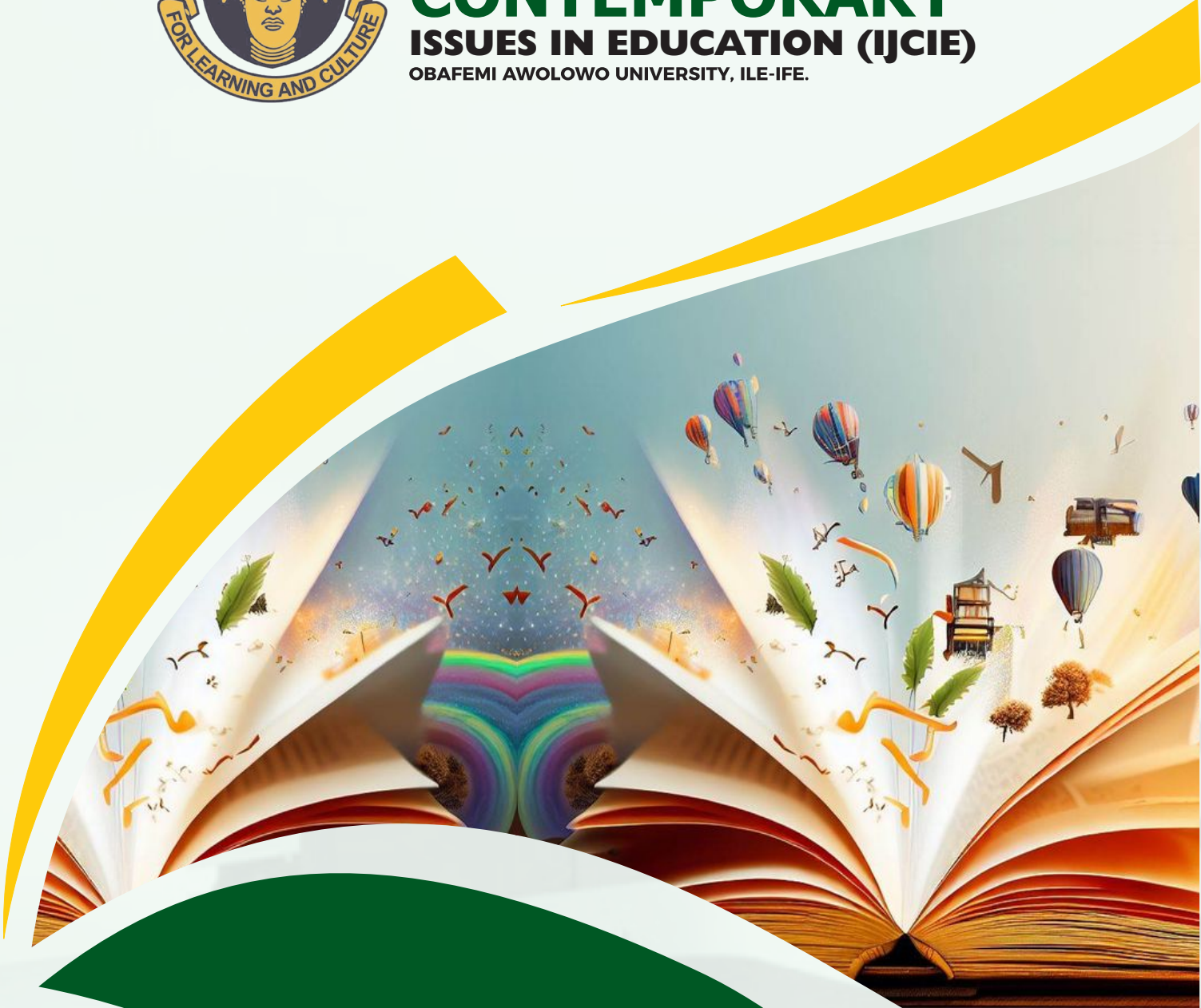




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USE OF VISUAL MATERIALS FOR THE TEACHING OF MORPHOLOGY IN ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN ISOKAN LOCAL GOVERNMENT AREA, OSUN STATE

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Abstract

The study assessed the availability of various visual materials that are available for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. The population for the study comprised English Language teachers in junior secondary schools in Isokan Local Government Area, Osun State. The sample for the study consisted of 40 English Language teachers in junior secondary schools in study area. Multi-stage sampling procedure was used to select the sample for the study. In the Local Government Area (LGA), 20 secondary schools were selected using simple random sampling technique. In each school, two English Language teachers were selected using simple random sampling technique totaling 40 teachers that constituted the sample for the study. Two research instruments tagged "Visual Materials Observation Checklist" (VMOC) and "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ) were used to collect data for the study. Data collected were analyzed using frequency and percentage statistical tools. Results of the study showed that posters, graphics, tables, chairs, picture books, board drawings, word calendars, computers, radio and pictures at 50.0% and above are the visual materials that are available for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. Results also revealed that posters, graphics, tables, chairs, picture books, board drawing, radio and pictures at 50.0% and above are the visual materials that are adequate for the teaching of morphology in English Language in Isokan Local Government Area, Osun State. The study concluded that some visual materials were available and adequate even though the level at which teachers utilized them for the teaching of

morphology in English Language in junior secondary schools was moderate in the study area.

Keywords: Visual Materials, Morphology, Teaching, English Language

Introduction

Mastery of any language begins with learning the letters of alphabet or the phonemes of the oral sounds in the language. Combination of one or two of the letters of alphabet or the phonemes result in the creation of words that are meaningful based on the structural arrangements or the rule of phonotactics in the language. This process further would lead to words creation and vocabulary development. It is noted that word formation as well as vocabulary development cannot be overemphasised if a learner would have a good and strong foundation in any language. In order to build a formidable foundation in English as a language that has permeated virtually every facet of activity in Nigeria, morphology has been noted to be an appropriate tool (Salami, 2019). Morphology is a branch of linguistics and defines morphology as a linguistic subdiscipline that is related to the relationship between form and meaning of a systematic nature (Aronoff & Fudeman, 2011). Furthermore, Aronoff & Fudeman (2011) described morphology as a mental system that is involved in word formation or the linguistic branch associated with words, their internal structure, and how they are formed. Furthermore, teaching students about the meanings of common affixes and steps to infer the meanings of associated words will enhance students' word learning and foster their interest and attention in words (Manyak et al., 2018). Morphology learning is similar to learning other grammar components. It allows internalizing the lexical entries, then contact with the language

creation that the learner understands that some words have a transparent internal structure generated by language rules, which allow the speaker to create their derivatives and compound words (Domínguez, 2021).

Moreover, morphology involves the study of the internal structure of words and how new words are created from existing words through the use of various morphological processes, namely: affixing, compounding, word formation, word conversion, word truncation, word repetition, and others (Anita et al., 2014). Therefore, it can be concluded that morphology is the study of the form and meaning of words, especially the formation and decomposition of words in a language. Whereas, Carlisle (2010) emphasized again that studying morphology has contributed significant success for students to master literacy development. Mastery of broad morphological knowledge not only enriches the information on word formation and decomposition but also indirectly helps language skills become better and more meaningful in communicating both spoken and written. There are many rules in English, so students, especially EFL students have a lot of convenience in learning English.

The teaching and learning of English writing skills largely depends on the availability of visual materials (Grossman & Thompson, 2018). According to Evans (2012) various visual resources enhance writing skills. These include story boarding, mind maps and graphic posters. She avers that visual resources help students to understand and interpret information. These techniques can provide structure for writing and can help students to focus their thoughts and ideas. On the same note, Agbadzi (2019) observes visual materials are implements which a teacher can use to make visual impression on the learners during instruction for effective comprehension of the content. In justifying the role of visual materials in contributing towards the learning process, Silverman (2016) avers that visual, auditory and tactile help learners' process information. It was underlined that most learners take in new information through visualization of the whole concept. The benefits of using visual learning techniques are many. For example, visual materials help learners clarify thoughts and information, they reinforce understanding

through connection, assist learners to integrate knowledge with prior learning and also help the teacher to identify learners' misconceptions. Visual tools likewise provide direction for thinking (Foliaki, 2012).

Cassady (2014) advances the fact that visual materials are effective in conveying ideas and content more easily than verbal descriptions for visual learners, and are important learning enhancements in the classroom. According to Cassady, course content enriched with charts, diagrams, photographs, visual presentations, videos and maps is more easily absorbed by pupils. However, as a means of facilitating teaching and learning, visual materials are not just a means of transforming knowledge, but the most important thing is the extension of both the teacher and the chalkboard (Newby et al., 2016). But Makokha and Wanyonyi (2015) note that there is insufficiency on the availability of instructional materials and that teachers rely on chalk and talk method to teach language skills. They conclude that learners do not perform well in language skills development due to insufficient resources. It is, therefore, suggestive that student performance is greatly influenced by classroom experiences as indicated by (Onchera and Manyasi, 2013) who note that there is need for more observation of what actually happens in classrooms in order to give some idea on why students get the results as they do.

From the foregoing, it is indicative that the approach to the teaching of morphology to young learners has not been exhaustive and calls for change of strategy on how to reduce the extraneous cognitive load during learning experiences and to captivate the learner's interest in morphology development. Towards this objective, the role of availability, adequacy and utilization of selected visual materials in secondary schools was explored to enhance teaching and learning morphology in English Language. It was anticipated that it would assist the learner better understand and retain information when ideas, words and concepts are associated with images. Through this perspective, therefore, there was need to investigate on the availability, adequacy and utilization of visual materials for effective teaching of morphology in English Language by teachers in junior secondary

schools in Isokan Local Government Area, Osun State.

The importance of visual materials in the development and growth of the educational sector cannot be overemphasized. Educators are aware that at every stage of education, what is seen creates a very lasting impression in the memory of learners. Importantly, using visual materials in teaching-learning process of morphology in English Language cannot be exempted. Many schools in Nigeria today do not have certain visual materials that can make teaching and learning easier and enjoyable to both the teachers and the students. Often times, there has been a constant outcry of the inadequate provision or non-provision of the visual materials that aid teaching and learning. Due to lack of necessary visual materials in the schools, teachers find it difficult to teach effectively, and the resultant effect is that students fail both in the external and internal examinations particularly in English Language as it is highly expected that their speaking, writing, vocabulary, comprehension and communications skills will be built through effective and meaningful teaching of morphology by English Language teachers via available and adequate visual materials. Therefore, the need to investigate the use of visual materials in the teaching of morphology in junior secondary schools in Isokan Local Government Area, Osun State becomes imperative. Hence, this study.

Purpose of the Study

The main purpose of the study is to investigate the use of visual materials for the teaching of morphology in English Language among junior secondary school students in Isokan Local Government Area, Osun State. The specific objectives of the study are to:

- i. assess the availability of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State;
- ii. determine the adequacy of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State; and
- iii. examine the level of utilization of visual

materials for the teaching of morphology in English Language in junior secondary schools in the study area.

Research Questions

In line with the objectives the following three research questions were generated.

Research Question One: How available are the visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State?

Research Question Two: How adequate are the visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State?

Research Question Three: What is the level of utilization of visual materials for the teaching of morphology in English Language in junior secondary schools in the study area?

Methodology

The study adopted a descriptive survey research design. The population of the study consisted of junior secondary school students in Isokan Local Government Area, Osun State. The sample for the study comprised forty English Language teachers in junior secondary schools in Isokan Local Government Area, Osun State. Multi-stage sampling procedure was used to select the sample for the study. In the Local Government Area (LGA), twenty secondary schools were selected using simple random sampling technique. In each school, two English Language teachers were selected using simple random sampling technique, totaling 40 teachers that constituted the sample for the study. Two research instruments tagged "Visual Materials Observation Checklist" (VMOC) and "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ) were used to collect data for the study.

The "Visual Materials Observation Checklist" (VMOC) was used to collect data on the availability and adequacy of visual materials for the teaching and learning of morphology in junior secondary schools in the study area. It contained two sections. Section A contained the

name of the school while Section B contained fifteen items on visual materials based on availability: "Available" (AV) and "Not Available" (NAV) as well as adequacy: "Adequate" (AD) and "Not Adequate" (NAD). The "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ) was used to collect data on the utilization of visual materials for the teaching of morphology in junior secondary schools in the study area. It contained two sections. Section A contained items on socio-demographic information of the respondents while Section B contained ten items on the utilization of visual materials based on the projective rating scale of "Always" (A); "Sometimes" (S); and "Never" (N). The "Visual Materials Observation Checklist" (VMOC) and "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ) were given to the supervisor and an expert in Tests and Measurement for face and content validity. Their suggestions, corrections and observations were incorporated into the final copy of the instruments. In order to ascertain the reliability of

the "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ), the instrument was administered on English Language teachers outside the scope of the study. Using Cronbach Alpha reliability test, the reliability coefficient value of 0.771 yielded revealed that the instrument (TUVMQ) was reliable enough for the study.

Results

Results Research Question One: How available are the visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State?

In order to answer this research question, data collected on the 15 items on various visual materials for the teaching of morphology in junior secondary schools in the study area were subjected to descriptive analysis of frequency and percentage statistical tools having termed with the "Available" (AV) on the checklist. The results are presented in Table 1

Table 1: Descriptive analysis of the availability of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State

S/N	Items	Available f(%)	Not Available f(%)
1.	Posters	17(85.0)	3(15.0)
2.	Graphics	14(70.0)	6(30.0)
3.	Tables	20(100.0)	-
4.	Chairs	20(100.0)	-
5.	Picture books	12(60.0)	8(40.0)
6.	Board drawings	12(60.0)	8(40.0)
7.	Word Calendars	10(50.0)	10(50.0)
8.	Television	7(35.0)	13(65.0)
9.	Videos	7(35.0)	13(65.0)
10.	Computers	10(50.0)	10(50.0)
11.	Flashcards	8(40.0)	12(60.0)
12.	Radio	12(60.0)	8(40.0)
13.	Gestures	8(40.0)	12(60.0)
14.	Postcards	7(35.0)	13(65.0)
15.	Pictures	15(75.0)	5(25.0)

Number of schools = 20

Results in Table 2 showed the descriptive analysis of the availability of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. It can be deduced

from the Table that posters 85.0%, graphics 70.0%, tables 100.0%, chairs 100.0%, picture books 60.0%, board drawings 60.0%, word calendars 50.0%, computers 50.0%, radio 60.0% and pictures 75.0% are the visual materials that

are available for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State.

Research Question Two: How adequate are the visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State?

In order to answer this research question, data collected on the 15 items on various visual materials for the teaching of morphology in junior secondary schools in the study area were subjected to descriptive analysis of frequency and percentage statistical tools having termed with the "Adequate" (AD) on the checklist. The results are presented in Table 3.

Table 2: Descriptive analysis of the adequacy of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State

S/N	Items	Adequate f(%)	Not Adequate f(%)
1.	Posters	15(75.0)	5(25.0)
2.	Graphics	11(55.0)	9(45.0)
3.	Tables	15(75.0)	5(25.0)
4.	Chairs	15(75.0)	5(25.0)
5.	Picture books	10(50.0)	10(50.0)
6.	Board drawings	10(50.0)	10(50.0)
7.	Word Calendars	8(40.0)	12(60.0)
8.	Television	4(20.0)	16(80.0)
9.	Videos	5(25.0)	15(75.0)
10.	Computers	8(40.0)	12(60.0)
11.	Flashcards	6(30.0)	14(70.0)
12.	Radio	10(50.0)	10(50.0)
13.	Gestures	8(40.0)	12(60.0)
14.	Postcards	7(35.0)	13(65.0)
15.	Pictures	12(60.0)	8(40.0)

Number of schools = 20

Results in Table 3 showed the descriptive analysis of the adequacy of visual materials for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. It can be observed from the Table that posters 75.0%, graphics 55.0%, tables 75.0%, chairs 75.0%, picture books 50.0%, board drawing 50.0%, radio 50.0% and pictures 60.0% are the visual materials that are adequate for the teaching of morphology in English Language in Isokan Local Government Area, Osun State.

Research Question Three: What is the level of utilization of visual materials for the teaching of morphology in English Language in junior secondary schools in the study area?

In order to answer this research question, data collected on the usage of visual materials using "Teachers' Usage of Visual Materials Questionnaire" (TUVMQ) were categorized and scored such that "Always" (A) was allotted 3; "Sometimes" (S) was allotted 2; and "Never" (N) was allotted 1. The items in the instrument were 10 and as such the minimum and maximum scores were 10 and 30 respectively. The utilization level of visual materials for the teaching of morphology in English Language 10-14 = "Low"; 15-20 = "Moderate"; and 21-30 = "High". The summary of the result is shown in Table 4.

Table 4 Descriptive analysis of the level of utilization of visual materials for the teaching of morphology in English Language in junior secondary schools in the study area

S/N	Range	Level	Frequency (f)	Percentage (%)
1.	10-14	Low	8	20.0
2.	15-20	Moderate	21	52.5
3.	21-30	High	11	27.5
Total			40	100.0

N = 40

Results in Table 4 showed the descriptive analysis of the level of utilization of visual materials for the teaching of morphology in English Language in junior secondary schools in the study area. It can be deduced from the Table that the level of utilization of visual materials for the teaching of morphology in English Language was moderate at 52.5% in junior secondary schools in the study area.

Discussion of Findings

Findings of the study showed that posters, graphics, tables, chairs, picture books, board drawings, word calendars, computers, radio and pictures are the visual materials that are available for the teaching of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. The results corroborate the findings of Kurgat and Omuna (2016) who also found out that the use of visual materials helped primery school pupils of Kericho County in Kenya. The purpose of this paper, therefore, was to establish the extent to which visual materials are available for use in the teaching of writing skills in Kenyan public primary schools. Results of the study also revealed that posters, graphics, tables, chairs, picture books, board drawing, radio and pictures are the visual materials that are adequate for the teaching of morphology in English Language in Isokan Local Government Area, Osun State.

The results also support the findings of Grossman and Thompson (2018) when they observed that there were some visual materials that were available and adequate for the teaching of English Language in high schools. According to Evans (2012), various visual resources enhance writing skills. These include story boarding, mind maps and graphic posters. She avers that visual resources help students to understand and interpret information. On the same note, Agbadzi (2019) observes visual

materials are implements which a teacher can use to make visual impression on the learners during instruction for effective comprehension of the content even though these materials are not available and adequate for effective teaching-learning process in schools. The result was in line with the finding of Illomo (2021) who investigated the use of visual aids in supporting English Language teaching in English medium primary schools. The findings of the study shows that use of visual materials makes teaching easier for the teacher on the one hand and also makes learning easy for the learners.

Conclusion

The study concluded that posters, graphics, tables, chairs, picture books, board drawings, word calendars, computers, radio and pictures are the visual materials that are available for the teaching and learning of morphology in English Language in junior secondary schools in Isokan Local Government Area, Osun State. The study also concluded that posters, graphics, tables, chairs, picture books, board drawing, radio and pictures are the visual materials that are adequate for the teaching and learning of morphology in English Language in Isokan Local Government Area, Osun State. The study further concluded that the level of utilization of visual materials for the teaching of morphology in English Language was moderate in junior secondary schools in the study area.

Recommendations

Based on this conclusion, government should ensure that visual materials are well and adequately provided for in schools in order to enhance and improve teaching-learning process of morphology in English Language generally. In the same vein, workshops, seminars and conferences should be organized for English Language teachers on the importance of

discharging their duties effectively and meaningfully by giving special attention to the use of effective visual materials in the dispense of their responsibilities. Government at all levels should embark on a realistic programme to train, employ and retain qualified English Language teachers. Finally, English Language teachers should have mastery of the aspect of English Language to be taught; this would equip them with the knowledge of the most appropriate visual aids to be used for effective teaching and learning.

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