EFFECTS OF ELABORATE-INPUT STRATEGY ON PUPILS' PERFORMANCE IN VOCABULARY DEVELOPMENT AND BASICGRAMMAR IN PRIMARYSCHOOLS IN OSUN STATE, NIGERIA

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Abstract

Vocabulary development and basic grammar skills in English Language have been reported in literature as some of the problems confronting children that English Language serves as second language (L2) as a result of varied factors among which is inappropriate method of teaching. Consequently, therefore, this study examined effect of elaborate input strategy on pupils' vocabulary development skill in Osun state. It also determined the effects of elaborated input strategy on pupils' basic grammar in the Study area. Moreover, it ascertained the effect of the strategy on the pupils' performance in vocabulary and basic grammar based on sex in the study area. The design for the study was a pretest and posttest control quuasi-experimental. The sample selected for this study consisted of lower primary three pupils using simple random technique to select respondents from two different primary school in Ife Central Local Government, Osun State. The instruments used were; Basic Grammar Achievement Test (BGAT) and Vocabulary Development Achievement Test (VDAT). The instruments were validated. Pilot study was used to ascertain the instruments' reliability that revealed BGAT having reliability coefficient of 0.71 while VDAT has 0.79. The data collected were analysed using descriptive statistic, analysis of Covariance (ANCOVA) and analysis of variance (ANOVA). The results of the study revealed that there were significant effects of the use of Elaborate input strategy on the lower primary school pupils' vocabulary development ($F = 10.124$, $P<0.05$) and basic English grammar ($F = 8.041$, $P<0.05$).

Keywords: Elaborated input, Strategy, Vocabulary development, Basic English Grammar, and Elementary school

1. Introduction

The medium of instruction in virtually all the levels of education in Nigeria is English Language even when the National Policy on Education (2014) stipulates that some levels such as pre-primary up to lower primary schools should be using mother tongue or language of the immediate community. Most of this schools violate the policy statements. It therefore becomes imperative to introduce the children at the early childhood stage the rudiments that are embedded in English Language the children are expected to perform well later in their academic pursuits

It has been established in literature that the rate at which primary school pupils perform in English vocabulary and basic grammar is very low which is not encouraging. The number of errors seen in examinations such as (SATS) is of low record. More than half of the pupils are leaving primary school unable to read and write properly and new government tables shows forty-three percent of schools achieving a standard overall (Akinbote&Komolafe).

Gender factor,according to Ajayi (2004) and Adeniyi (2010), has continued to be a relevant predicting variable in the academic achievement of lower primary school pupils. Gender factor examined by Halpern (2007) pointed to girls having advantage in verbal task. This is because to a greater extent, girls acquire language proficiency than boys and that gender related differences in vocabulary and grammar abilities appear very early in children who talk. The level of primary school education as among its goals is the inculcation of vocabulary and basic grammar to communicate effectively and be able to perform well in examinations. When pupils' vocabulary and basic grammar in English Language acquisition is low, pupils will not be able to recognize written words neither will they be able to extract meanings from them (Adegbite, 1996; Adegbite, 1999).

In the academic year 2012-2013, as revealed by State Universal Basic Education in Osun State (2014), lower primary school pupils' sat for a new statutory test in vocabulary development and basic grammar in which pupils had forty-five minutes to complete and 43% passed. In the year 2016, the grammar and vocabulary test worth 50marks and 45% passed.The persistent use of several types of strategies have been used by various instructors who impact knowledge. Some pupils have been able to improve while many are yet to in English vocabulary and basic grammar. However, the use of elaborated

input strategy is relatively new in teaching vocabulary and basic grammar in Osun state. This study therefore examines the effects of elaborated input strategy on vocabulary and basic grammar skills in the lower primary school pupils.

Many factors have been adduced in literature as being responsible for the poor performance of primary school pupils in vocabulary development and spelling skills in Osun State of Nigeria. Among these factors are poor and inappropriate method of teaching which has prompted these researchers to employ the use of elaborate input strategy as a way of improving the children skills in vocabulary development and spelling.

2. Purpose of the Study

The general aim of this study is to find out the effects of elaborate input strategy on primary school pupils vocabulary and grammar skills. The specific objectives areto:

i examine effect of elaborate input strategy on pupils' vocabulary development skill in Osun state.

ii. determine the effects of the strategy on pupils' basic grammar in the Study area.

iiiexamine the effect of the strategy on the pupils' performance in vocabulary and basic English grammar based on sexin the study area.

3. Hypotheses

The following hypotheses were raised for this study:

  i.   There is no significant effect of elaborate input strategy on the pupils' vocabulary development skill in Ife Central Local Government .

  ii.   There is no significant effect of the strategy on the pupils' performance inbasic English grammar in the study area.

  iii.   There is no significant effect of the strategy on the pupils' performance in vocabularydevelopmentandbasic English grammar based on sex in the study area.

4. Scope of the Study

This study was carried out inIfe Central Local government Area of Osun State. This studycovered lower primary school pupils. It focused on the effect of elaborate input

strategy on vocabulary development and basic grammar skills.

5. Literature Review

5.1. Theoretical Framework

The theoretical frameworkemployed for this study is constructivist theory. In the view of constructivist, learning is a constructive process in which the learner is building an internal illustration of knowledge, a personal interpretation of experience. This representation is continually open to modification, its structure and linkages forming the ground to which other knowledge structures are attached. Learning is an active process in which meaning is accomplished on the basis of experience. This view of knowledge does not necessarily reject the knowledge of the real world. Conceptual growth comes from the sharing of various perspectives and simultaneous changing of our internal representations in response to those perspectives as well as through cumulative experience (Bedner, Cunnigham, Duffy, Perry, 2015).

5.2.Elaborate input strategy involves careful planning of learning tasks, promotion of learning by doing, elaborate input through negotiations of meaning, provision of reach inputs in terms of quality, quantity, variety, genuineness and relevance, encouraging inductive learning through implicit instruction, respecting learners' experiences by adding more new learning activities that are attuned to the learners' current processing capabilities and promote collaborative learning. This is a strategy that has been used at the secondary and post secondary to improve the performance of students.

Vocabulary instruction was identified in 2000 by the National Reading Panel (NRP) as an essential skill pupils need to improve.The National Reading Panel identified four types of vocabulary- listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Vocabulary or word meaning is one of the keys to comprehension. A pupil reading a list of unconnected words is similar to a struggling pupil trying to read a narrative text without a general understanding of the words being read. No connections, No meaning, No comprehension. One way pupil develop vocabulary is indirectly through reading, listening and speaking. A pupil background knowledge and prior experiences play

a large role in vocabulary development. As pupils build connections between known words and unknown words, they develop a deeper understanding of their reading. Students develop vocabulary when teachers provide direct instruction on the use of effective word-building strategies. Unfortunately, Durkin (1979) found that upper-elementary teachers spent less than 1% of classroom instruction on vocabulary development. Later research studies support those earlier findings with only 6% of time devoted to vocabulary. Marzino (2016) lists eight research based guidelines for teachers implementing direct vocabulary instruction in his books

- Effective vocabulary instruction does not rely on definitions only. Words should be written in a conversational manner rather than in the more formal. If prior exposures to or experiences with a word is lacking, teachers can build the background knowledge through field trips, videos guest speakers, stories or current events.

- Pupils must present their knowledge of words in linguistic and or nonlinguisticways. Pupils can present a picture, create a symbol or dramatize the word.

- Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures. These include comparing and contrasting, classifyingand creating metaphors and analogies.

- Teaching wordparts (prefixes, root words, suffixes) enhances pupils understandingof the word.

- Different types of words require different types of instruction.Pupils should discuss the term they are learning throughcooperative learning activities.

- Pupils should play with words using challenging and engaging vocabulary games.

- Instructions should focus on terms that have a high probability of enhancingacademic success.

Pupils must use a word between six and fourteen times before they are capable of using it independently (Billmeyer, 2001), so they need multiple opportunities to interact with words. Providing direct vocabulary instruction does not have to be boring.Once pupils understand how words work and build a cache of known words, they develop

more words and fluency improves.

Developing Effective Practices in Vocabulary Instruction

Teachers should increase:

-Time for reading

-Use of varied rich text

-Opportunities for pupils to hear or use words in natural sentence contexts

-Use of concrete contexts when possible

-Opportunities for pupils to use words in meaningful ways

-Opportunities for pupils to connect new words or concept to those already known

-Study of concepts rather than single, unrelated words

-Explicit instruction of concepts and incidental encounter with words

-Teaching strategies leading to independent word learning

-Study of words or concepts that will have the biggest impact

-Opportunities for making or drawing inferences

Teachers should decrease:

-Looking up definitions as a single source of word knowledge

-Asking pupils to write sentences for new words they have studied the word in depth

-Notion that all words in a text need to be defined

-Using context as a highly reliable tool

-Assessment that asks pupils for single definitions.

Grammar is not a discrete set of meaningless, decontextualized, static structures. Nor is it helpful to think of grammar solely as prescriptive rules about linguistic form, such as injunctions against splitting infinitives or ending sentences with prepositions. Grammatical structures not only have (morpho-syntactics) form, they are also used to express meaning (semantics) in context appropriate use (pragmatics). In order to guide us in constructing an approach to teaching grammar, three dimensions must concern us: structure or form, semantics or meaning, and the pragmatic conditions governing use.A teacher of grammar might begin by asking questions. A common structure to be taught at a high-beginning level of English proficiency is the 's possessive form.

6. Methodology

The study adopted pretest posttest quasi-experimental research design. The population of this study consisted of pupils in primary schools in Ife Central Local Government, Osun State.The sample selected for this study consisted of lower primary three pupils using simple random technique to select respondents from two different primary school in Ife Central Local Government, Osun State. The instruments used were; Basic Grammar Achievement Test (BGAT) and Vocabulary Development Achievement Test (VDAT).The instruments were subjected to test-retest method to determine their reliability which yielded ; BGAT=0,82 and VDAT=0.73. Treatment was done for six weeks and data were collected and analysed using descriptive and inferential statistics. The results are presented below;

7. Results

Hypothesis One: There is no significant effect of Elaborate Input strategy on primary school pupils' performance in vocabulary development.

In order to test this hypothesis, data collected on pre-test and post-test scores of the primary school pupils' vocabulary development having been exposed to Elaborate Input strategy and conventional method of teaching was subjected to descriptive statistics and Analysis of Covariance (ANCOVA) to determine its mean and effect respectively.

Table 1: Descriptive statistics of the effect of Elaborate Input strategy on lower primary school pupils' vocabulary development.

Strategies	Mean	Std. Deviation	N
Elaborated Input	7.66	1.12	19
Conventional	6.42	1.50	24
Total	**7.04**	**1.31**	**43**

Table 1 showed that the mean score of primary school pupils exposed to Elaborate Input strategy is (=7.66) while those that were taught with conventional method had a mean score of (=6.42) indicating that pupils that were exposed to Elaborate Input strategy performed better than their colleagues in conventional method in vocabulary development. But the table does not show the

significant effect in the performance of primary school pupils taught with Elaborate Input strategy and conventional method of teaching which is presented in Table 2 using Analysis of Covariance (ANCOVA).

Table 2: Analysis of covariance (ANCOVA) of the effect of Elaborate Input strategy on primary school pupils' vocabulary development.

Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Squares	F	Sig	Partial Eta Squared
Corrected Model	27.965	2	16.27	6.48	.014	.250
Intercept	245.365	1	245.365	101.291	.001	.499
Pre-test	3.298	1	2.156	1.156	.264	.018
Strategies	14.44	1	25.651	10.124	.011	.217
Error	163.421	40	2.142			
Total	168900	43				
Corrected Total	146.251	42				

a. R squared = 0.250 (Adjusted R Squared = 0.115)

Results in Table 2 revealed that there is significant effect of Elaborated Input strategy and conventional method of teaching on primary school pupils' vocabulary development within the study area at (F = 10.124, P<0.05). Therefore the null hypothesis that states that there is no significant effect of Elaborated Input strategy and conventional method of teaching on primary school pupils' vocabulary development is hereby rejected. A partial eta squared value of 0.217 showed that 17.1% of the variance in the post test scores of the students is accounted for by the treatments as the effect size. These results implied that the two teaching methods have effect on primary school pupils' vocabulary development with Elaborated Input strategy having more

effect on the pupils as they performed better. This result also collaborates with Johnson (1990) and Ofodu (2003) that Elaborated Input strategy has more effect on better performance of pupils in primary school.

Hypothesis Two: There is no significant effect of Elaborate Input strategy on primary school pupils' performance in basicEnglish grammar.

In order to test this hypothesis, data collected on pre-test and post-test scores of the primary school pupils' basic grammar having been exposed to Elaborated Input strategy and conventional method of teaching was subjected to descriptive statistics and Analysis of Covariance (ANCOVA) to determine its mean and effect respectively.

Table 3: Descriptive statistics of the effect of Elaborate Input strategy on lower primary school pupils' basic English grammar.

Strategies	Mean	Std. Deviation	N
Elaborated Input	7.87	1.62	19
Conventional	7.00	1.66	24
Total	**7.44**	**1.64**	**43**

Results in Table 3 showed that the mean score of primary school pupils exposed to Elaborate Input strategy is (=7.87) while those that were taught with conventional method had a mean score of (=7.00) indicating that pupils that were exposed to Elaborate Input strategy performed better than their colleagues in conventional method in basic grammar. But the table does not show the significant effect in the performance of primary school pupils taught with Elaborate Input strategy and conventional method of teaching which is presented in Table 4 using Analysis of Covariance (ANCOVA)

Table 4: Analysis of covariance (ANCOVA) of the effect of Elaborate Input strategy and conventional method of teaching on primary school pupils' basic grammar.

Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Squares	F	Sig	Partial Eta Squared
Corrected Model	26.245[a]	2	13.11	6.48	.001	.214
Intercept	314.111	1	314.111	101.291	.000	.499
Pre-test	3.298	1	2.156	1.156	.252	.018
Strategies	14.44	1	25.651	8.041	.025	.217
Error	199.245	40	2.142			
Total	197898	43				
Corrected Total	194.561	42				

a. R squared = 0.214 (Adjusted R Squared = 0.105)

Results in Table 2 revealed that there is significant effect of Elaborate Input strategy and conventional method of teaching on primary school pupils' grammar within the study area at (F = 8.041, P<0.05). Therefore the null hypothesis that states that there is no significant effect of Elaborate Input strategy and conventional method of teaching on primary school pupils' basic grammar is hereby rejected. A partial eta squared value of 0.146 showed that 14.6% of the variance in the post test scores of the students is accounted for by the treatments as the effect size. These results implied that the two teaching methods have effect on primary school pupils' basic grammar with Elaborate Input strategy having more effect on the pupils as they performed better.

Hypothesis Three: There is no significant effect of Elaborate Input strategy and conventional method of teaching on primary school pupils' comprehension and basic grammar based on sex.

In order to test this hypothesis, data collected on pre-test and post-test scores of the primary school pupils' vocabulary development and basic grammar based on sex was subjected to descriptive statistics and Analysis of covariance (ANCOVA) to determine its mean and effect respectively.

Table 5: Descriptive statistics of the effect of Elaborated Input strategy and conventional method of teaching on primary school pupils' vocabulary development and basic grammar based on sex.

Strategies	Mean	Std. Deviation	N
Male	7.19	1.48	23
Female	6.98	1.32	20
Total	**7.09**	**1.40**	**43**

Results in Table 5 showed that the mean score of male primary school pupils exposed to Elaborated Input strategy is (=7.19) while female pupils had a mean score of (=6.98) indicating that male pupils that were exposed to Elaborated Input strategy performed better than their female colleagues in conventional method in vocabulary development and basic grammar. But the table does not show the significant effect in the performance of primary school pupils taught with Elaborated Input strategy and conventional method of teaching which is presented in Table 6 using Analysis of Covariance (ANCOVA).

Table 6: Analysis of covariance (ANCOVA) of the effect of Elaborate Input strategy and conventional method of teaching on primary school pupils' vocabulary development and basic grammar.

Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Squares	F	Sig	Partial Eta Squared
Corrected Model	24.878[a]	2	13.98	2.77	.001	.107
Intercept	514.873	1	514.873	101.291	.000	.389
Pre-test	4.298	1	4.298	1.156	.252	.024
Sex	6.42	1	6.42	5.178	.025	.016
Error	181.745	40	2.142			
Total	197898	43				
Corrected Total	194.561	42				

a. R squared = .107 (Adjusted R Squared = 0.067)

Results in Table 6 revealed that there is no significant effect of Elaborated Input strategy and conventional method of teaching on primary school pupils' vocabulary development and basic grammar based on sex within the study area at (F = 5.178, P<0.05). Therefore the null hypothesis that states that there is no significant effect of Elaborated Input strategy and conventional method of teaching on primary school pupils' vocabulary development and basic grammar is hereby not rejected. A partial eta squared value of 0.016 showed that 8.8% of the variance in the post test scores of the students is accounted for by the treatments as the effect size. These results implied that sex is not a predictor of primary school pupils' vocabulary development and basic grammar in the study area. (F= 8.041,P<0.05). The result showed that sex is not a predictor of lower primary school pupils performance in vocabulary development and basic grammar using the elaborated input strategy within the study area. This also corresponds with Ofodu's (2010) who revealed that sex is not a determinant in pupil's vocabulary ability through elaborate input strategy.

However, the findings in this study revealed that there is significant effect of elaborated input strategy and conventional method of teaching on the lower primary school pupil's vocabulary development and basic grammar based on school type within the study area at (F= 5.178, P<0.05).Thus, the null hypothesis that states that there is no significant effect of elaborated input strategy and conventional method of teaching on lower primary school pupils vocabulary development and basic grammar based on school type is hereby rejected.

8. Discussion of Findings

The study examined the effects of elaborated input strategy on lower primary school pupils' reading comprehension and summary in Ife Central Local Government Area of Osun State, Nigeria. The hypotheses were generated for the study.

In testing the first hypothesis the data collected on pre-test and post-test scores were subjected to descriptive statistics and analysis of covariance(ANCOVA) , the mean score of the pupils showed that pupils that were exposed to elaborated input strategy performed better than those that did not receive the treatment in vocabulary development and basic grammar.Although the table does not show the significant effect in the

performance of lower primary school pupils taught with elaborated input strategy and conventional method of teaching which is presented in table two using analysis of covariance (ANCOVA).The result using ANCOVA revealed that there is significant effect of elaborated input strategy and conventional method of teaching on lower primary school pupils' vocabulary development and basic grammar within the study area at (F= 10.124, P<0.05). Therefore the null hypothesis that states that there is no significant effect of elaborated input strategy and conventional method of teaching on lower primary school pupils vocabulary development and basic grammar with elaborated input strategy having more effect on the pupils has they performed better. This findings is in line with Astiyanda (2012) who found out through her research findings that pupils' vocabulary development ability can be improved through elaborated input.

In addition, it has also been revealed in this study that there is no significant effect of elaborated input strategy and conventional method on the lower primary school pupils' vocabulary development and basic grammar based on sex within the study area at (F=8.041, P<0.05). The result showed that sex is not a predictor of lower primary school pupils performance in vocabulary development and basic grammar using the elaborated input strategy within the study area. This also corresponds with Ofodu's (2010) who revealed that sex is not a determinant in pupil's vocabulary ability through elaborated input.

However, the findings in this study revealed that there is significant effect of elaborated input strategy and conventional method of teaching on the lower primary school pupil's vocabulary development and basic grammar based on school type within the study area at (F= 5.178, P<0.05).Thus, the null hypohesis that states that there is no significant effect of elaborated input strategy and conventional method of teaching on lower primary school pupils vocabulary development and basic grammar based on school type is hereby rejected.

9. Conclusion

The study concluded that elaborated input strategy has the efficacy, if properly used, to enhance the pupils' performance in vocabulary development and basic English grammar in Osun State.

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