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# EFFECTS OF BILINGUAL AND PEER-TUTORING INSTRUCTIONAL STRATEGIES ON PRE-SERVICE TEACHERS' ACHIEVEMENT IN YORUBA TRANSLATION

By  
Adeyemi A. Adeyinka Ph.D<sup>1</sup> and Abraham A. Adeoye<sup>2</sup>

## ABSTRACT

*Translation is an important aspect of Yoruba language studies and a compulsory course for pre-service teachers in colleges of education. As valuable as it is, reports show that there is a gross underachievement in it among students. This has been traced to ineffective strategies adopted in teaching translation to pre-service teachers which do not allow them to be actively involved in the teaching-learning process. There is the need to adopt strategies that cater for these deficiencies. Two of such strategies are bilingual and peer-tutoring. Studies have shown that these strategies were effective in teaching social studies and mathematics but their effect in teaching and learning of Yoruba translation has not enjoyed much research attention. This study examined the effects of bilingual and peer-tutoring instructional strategies on pre-service teachers' achievement in Yoruba translation. Pretest-posttest control group quasi-experimental research design was adopted. 300 pre-service teachers in intact classes from six purposively selected colleges of education in southwestern Nigeria were randomly assigned to treatment groups. Yoruba Translation Achievement Test ( $r = 0.73$ ) and Instructional Guides for the three strategies were the instruments used. Seven null hypotheses were tested at 0.05 significant level. Data were analysed using Analysis of Covariance and Scheffe post-hoc analysis. Bilingual and peer-tutoring instructional strategies are more facilitative in fostering pre-service teachers' accurate translation in Yoruba than the traditional lecture strategy. Hence, Yoruba translation teachers in colleges of education should adopt the strategies in Yoruba translation.*

**Keywords:** Bilingual learning, Peer-tutoring learning, Instructional strategies, Learning outcomes, Yoruba translation.

## INTRODUCTION

Language is a critical resource in all human endeavours, especially in the educative process. It is the resource human beings use to structure and organize their experiences as well as to construct information, attitudes, ideas or points of view. Thus, language use is very crucial to the existence of any human society. Without language, it will be almost impossible for people to communicate their feelings, share knowledge, and perform some other communicative transactions. A universally accepted definition of language or the criteria for its use does not exist because language means different things to different people. Fakeye (2002) describes language as an important vehicle of communication among human beings, while Araromi (2005) extends it by saying that language is the vehicle of communication per excellence without which human beings will find it difficult, if not impossible, to exist. Babatunde (2002) opines that language

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is so inexorably tied to the effective existence of man in society that any meaningful discussion of man must begin with it and end with it. All the aforementioned definitions point to the fact that human existence and development depend largely on the existence and development of language for communication.

Linguists and educational psychologists agree that the use of mother tongue as the language of instruction has proven advantages, especially where the development of cognitive faculties is concerned. Owolabi (2006) submits that the use of mother tongue in education makes it possible for the learner to give free reins to his thoughts and express same in creative language, thus paving the way for meaningful education. Among the most conclusive studies carried out in Africa to prove the importance of mother tongue in education is the experimental project carried out in 1970 in Ile-Ife, a notable historic town in the Southwest geo-political zone of Nigeria. The project was tagged "The Ife Six Year Primary Project". The project's purpose was to test the use of Nigerian languages in education during the first six years of primary school. Despite initial doubts, the evaluation of the pilot schools and comparison between them and other Nigerian schools were very positive. The students in the Ife project scored higher than their counterparts in the regular schools both academically and cognitively (Okombo and Rubgumya, 1996). It is also worthy of note that students who were taught in Yoruba for the first six years of primary school were no less skilled in English than those who were taught in English throughout the last three years of primary school. The findings of Akinbote (1993) and Amao (2010) also showed that children who were taught different subjects in the Yoruba language performed significantly better than their counterparts who were taught in the English language.

The need for an effective method of teaching that could enhance better learning outcome in the Yoruba language among Nigerian students has long attracted the interest and attention of Yoruba educators. This is based on the conviction that the introduction of a new Yoruba curriculum into the school system will bring changes to the teaching and learning of Yoruba language. The development of the Yoruba language curriculum could be traced back to the 19th century, when the missionaries were teaching the scriptures in the local language. It was also the period when the teaching of Yoruba language started in school. Although the reading and writing of the language was developed in the hope of using it to propagate the Christian religion, it was not until August, 1931 that the first lesson in Yoruba was given at Charlotte's Girls School Freetown, Sierra-Leone, under the direction of Mrs. Hannah Kilham (Hair, 1967). Since the first introduction of Yoruba language in the school system, a lot of changes and development have taken place in the Yoruba language curriculum in the school.

There are new curricula developed for Yoruba language. This is done with the major aim of achieving the aspiration and objectives of the nation, to bring about changes in the behaviour of language learners. In effect, six general objectives were set for the teaching and learning of Nigerian languages as first language of which Yoruba language is one. The student should be able to accomplish the following:

- (i) Express himself correctly in the appropriate Nigerian language, emphasizing appropriate lexis and figures of speech (vocabulary, idioms, proverbs, witticisms, metaphor and so on);
- (ii) Demonstrate familiarity and acquaintance with and ability to discuss and explain elements of the oral tradition of the language (folktales, riddles, games, song etc);
- (iii) Read and appreciate literature written in Nigerian language (e.g. Yoruba) without difficulty and at a reasonable speed;

- (iv) Carry out continuous writing in Nigerian languages employing correct usages of grammar, idiomatic expression, orthography, punctuation and other mechanics of the language;
- (v) Manifest creativity in Nigerian languages through composition of short stories, plays, news sheets, word games, songs and so on in the languages; and
- (vi) Acquire the necessary tools to cope with further studies in Nigerian languages, if so desired.

One of the areas of measuring students' achievements in line with the aforementioned is their competence/proficiency in the language. This proficiency could be tested in a multilingual society like Nigeria through translation, since the Nigerian government is promoting both indigenous languages and the official language, the English language. Translation affords a student an opportunity to display his ability in both languages.

Translation is defined by Catford (1965) as an operation performed on language where a text in one language is substituted for a text in another. By implication, translation involves the basic understanding of the languages involved. This is in line with Odoje's (2010) view that translation involves deep understanding of the morphological, syntactic, semantic, pragmatic structures as well as cultural nuances of both the source and target languages. Hutchins (2001) observes that translation goes beyond mere substitution of word; it also involves the educational attainment and the personality of the translator. To him, translation is an art, something which, at every step, involves personal choice between uncodifiable alternatives.

Translating a text from one language to another is challenging because there is no perfect translation. Jurafsky and Martin (2001) assert that a perfect translation is an illusion because of cultural differences that exist among native speakers of different languages. This means that a sentence in one language cannot be exactly mirrored in another. For example: "Bola Pupa" cannot be translated to the English language as "Bola red" because "Bola red" has no semantic interpretation in the English language neither does it follow the structure of the language. What we consider as close to perfect translation of "Bola pupa" is 'Bola is light in complexion'. These kinds of challenges have been hard nuts to crack for teachers of translation in schools yet translation forms part of what is tested in the Senior Secondary Certificate Examination conducted by West African Examinations Council and National Examination Council hence, its teaching in pre-service teacher training schools should be taken seriously.

From annual Chief Examiners' reports on Yoruba language, it could be observed that candidates do not perform well in the translation aspect of both objective and essay sections. This has been subjected to a critical discussion among examiners in marking centres. Translation aspect of the examination attracts about 35% of the total marks obtainable in the whole examination. This implies that a good performance in the translation and any other aspect, be it grammar, phonology, morphology, syntax, literature or comprehension, will give the student the needed pass at credit level. It was observed that many students were not exposed to the needed translation skills that could prepare them for the examination. It has also been discovered that majority of them are not adequately educated in the two languages (English and Yoruba).

This challenge spreads to colleges of education since secondary schools supply the raw materials for the colleges of education. The table below shows students' performance in the translation course of the Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria over a period of five years.

**Table 1:** Students' performance in translation course at the Emmanuel Alayande College of Education between 2008 and 2012.

Year of Exam	Number of Students	Grades						% of A-C
		A	B	C	D	E	F	
2008	324	5	13	27	98	102	79	13.8
2009	356	4	17	56	104	124	51	21.6
2010	329	7	15	40	95	110	62	18.8
2011	341	10	22	76	81	121	31	31.8
2012	298	5	18	43	89	108	35	22.1

**Source:** Examinations and Records Unit

Table 1 reveals that students' learning performance in translation at the College of Education level is not impressive. About 70% of the students scored below average. This should be an issue of concern to scholars and teachers at this level. This is because these students will go to the field to teach an important aspect of Yoruba language as a subject at primary and junior secondary schools and, in some cases, where teachers are not available, they may be asked to teach senior secondary schools.

With the definitions given on translation and the poor performance of students discussed above, it is glaring that translation is necessary, just as language itself is a necessity to the existence of any human society. The whole world is now a global village. Events around the world are relayed on media such as the radio, television, newspapers and the internet.

Most of our electronic media stations source their news from the foreign networks. It is the duty of the translators to disseminate information on these events to people living in different speech communities correctly. Most of the pre-service teachers after their training get employed in some of these media houses and it then becomes one of their duties to translate news from English language to Yoruba language. Yoruba, being one of the major languages in Nigeria has many of its speakers being illiterates and if a journalist is not grounded in translation, the whole society could be mis-informed or totally in the dark as regards events in their communities and nation at large.

In addition, there are many home videos in the Yoruba language nowadays. These films are not only enjoyed by the speakers of Yoruba language but most of the films have been translated into English language so that the non-speakers of the language can follow the trend and enjoy the stories therein. If one is not educated on the concepts of translation, the society may not be well informed or even be mis-informed about the positive values contained in such home videos, thus making the efforts of the producers fruitless. Moreover, if there are no translators to translate these home video films into other languages for non-speakers of the Yoruba language to enjoy, the purpose of production may not be achieved.

Furthermore, the various ethnic groups in Nigeria now inter-settle in various communities. However, each community has its own norms and values. There is therefore the need to inform a new comer into a particular community of the norms and values of the community he/she now finds himself or herself. The act of translation then comes into play. Since these pre-service teachers will later form part of the society, it becomes mandatory for them to be saddled with the responsibility of translating from the Yoruba language to English language or the concerned ethnic groups. For example, among the Yoruba of Southwest, we have the Ibos, Hausas, Fulanis, Urhobos, Itsekiris, to mention a few, who have settled with them, either for commercial purposes or as career officers. For this group of people to live comfortably



in their new milieu, Yoruba language has to be translated for them via translators, in their own local languages.

Also, among the Christian faithfuls, the Holy Bible translation from English language to Yoruba language is still an exercise in progress. This is another task for translators who may be engaged in this act in later life. Finally, since English language is the country's official language, government policies are relayed on radio, television and other media in English language. For instance, the president, the state governors and other officials give their speeches in English language. These speeches are later translated into the languages of the immediate environment among which Yoruba is one. It is therefore the task of the translators to translate from English language to Yoruba language for the Yoruba language consumers of these speeches.

In conclusion, if one considers the above factors, one would definitely see the need for pre-service teachers and why they must be taught translation as well as exposed to more effective strategies of teaching translation which will enhance their achievement and promote positive attitude towards their studies and it is only through the teaching of translation as a course in Yoruba language that we can have adequate and competent personnel that will be able to later carry out the much-needed translation in the target language.

This thus explains why the researcher has decided to carry out this research work, which examines critically the effects of two salient strategies which could be employed in teaching pre-service teachers the translation aspect of Yoruba language. These strategies-bilingual and peer-tutoring instructional strategies, it is believed would play tremendous roles in shaping pre-service teachers' translation skills with close reference to Yoruba language.

Learning outcomes, as depicted in this study, include both students' achievement in Yoruba translation and their attitude towards Yoruba translation. Attitude, according to Dada (1999), is a positive or negative feeling that an individual holds about objects or ideas. The achievement of any learner will, to a great extent, depend on his attitude towards the learning material (Keil, 1991). This is, perhaps, the reason behind the submission of Bell and Perfitti (1994) that a positive attitude often leads to successful learning, while a negative attitude leads to unsuccessful learning. Attitude plays a significant role in the implementation of any strategy (Fakeye, 2002).

#### **Hypotheses**

The following hypotheses were tested at 0.05 alpha level, to guide the study;

- Ho<sub>1</sub>: There is no significant main effect of treatment on students' achievement in Yoruba translation
- Ho<sub>2</sub>: There is no significant main effect of verbal ability on students' achievement in Yoruba translation
- Ho<sub>3</sub>: There is no significant main effect of students' gender on achievement in Yoruba translation
- Ho<sub>4</sub>: There is no significant interaction effect of treatment and verbal ability on students' achievement in Yoruba translation.
- Ho<sub>5</sub>: There is no significant interaction effect of treatment and gender on students' achievement in Yoruba translation
- Ho<sub>6</sub>: There is no significant interaction effect of students' verbal ability and gender on achievement in Yoruba translation
- Ho<sub>7</sub>: There is no significant interaction effect of treatment, students' verbal ability and gender on achievement in Yoruba translation

## **Research Design**

The study adopted the pretest, posttest, control group quasi-experimental research design. The study involved two experimental groups and one control group. Subjects in the experimental groups were exposed to the same selected aspects of Yoruba translation as a learning task using the bilingual and peer-tutoring instructional strategies. The control group was exposed to modified conventional method of teaching. The subjects were exposed to pretest before treatment and a posttest after treatment.

## **Variables in the Study**

The following variables were included in the study:

- (a) Independent Variable: This is the instructional strategy manipulated at three levels:
  - i. Bilingual instructional strategy [bli]
  - ii. Peer tutoring instructional strategy [pti]
  - iii. Modified conventional strategy
- (b) Moderator variables at two levels:
  - i. Verbal ability at three level [high, medium and low]
  - ii. Gender at two levels [male and female]
- (c) Dependent variables:

Achievement in Yoruba translation

## **Selection of Subjects**

The participating institutions are colleges that offer Yoruba language in the six states in Southwest Nigeria. The states are Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The colleges were first stratified into federal colleges and state-owned colleges. Three colleges were then selected from each group to make a total of six colleges. Two colleges, one federal and one state-owned, were randomly assigned to each treatment group. The sample for the study consisted of 300 students.

## **Instrumentation**

The following instruments were used in the study for the purpose of data collection:

- i. Achievement Test in Yoruba Translation (ATYT)
- ii. Students' Verbal Ability Test (SVAT)
- iii. Operational Instructional Guides (OIG)

## **METHODS OF DATA ANALYSIS**

The data were first analyzed using descriptive statistics to generate the descriptive information on the subjects. This entailed the calculation of the frequency count and percentages, mean and standard deviation where necessary. The inferential statistics of Analysis of Covariance (ANCOVA) using the pre-test as covariates was used to test the hypotheses. The Multiple Classification Analysis (MCA) was employed to detect magnitude and direction where significant effect was found among the groups. Data were further subjected to Scheffe's post-hoc Analysis to determine the source of observed significant difference. All hypotheses were tested at 0.05 level of significance.

## **RESULTS**

The results of the null hypotheses generated for this study are presented in the tables below.

**Hypothesis 1:** There is no significant main effect of treatment on students' achievement in Yoruba translation.

**Table 4.1:** ANOVA table showing the significant main and interaction effects of treatment, verbal ability and gender on students' achievement in Yoruba Translation

Source	Sum of squares	Df	Mean square	F	Sig.	Eta squared
Corrected model	22957.563	18	1275.420	2.146	.000*	.248
Pretest knowledge	42.524	1	42.524	.172	.679	.001
<b>Main effect</b>						
Treatment group	11785.111	2	5892.556	23.775	.000*	.145
Verbal ability	2031.859	2	1015.930	4.099	0.018*	.028
Gender	272.555	1	272.555	1.100	.295	.004
<b>2-way interactions</b>						
Treatment x verbal ability	2444.905	4	611.226	2.466	0.045*	.034
Treatment x Gender	1728.859	2	864.429	3.448	.032*	.024
Verbal ability x Gender	768.008	2	384.004	1.549	.2140	.011
<b>3-way interactions</b>						
Treatment x Verbal ability x Gender	3045.057	4	761.264	3.072	0.017*	.042
Error	69645.007	281	247.847			
<b>Total</b>	<b>92602.570</b>	<b>299</b>				

\*Significant at  $P < 0.05$

Table 4.1 reveals, that there is significant effect of treatment on students' achievement in Yoruba translation ( $F(2,281) = 23.775, P < 0.05$ ). This suggests that there is significant difference in the mean achievement score of students in Yoruba translation across bilingual instruction strategy on peer-tutoring and those in conventional instruction strategies. Therefore, hypothesis 1 is rejected.

In order to determine the magnitude of the mean scores among the treatment groups, the MCA is computed as shown in Table 4.2

**Table 4.2:** MCA of achievement scores by treatment, verbal ability and gender of control groups in achievement

Variable + categories grand mean = 72.91	N	Unadjusted variation	Eta	Adjusted for independents + covariates deviation	Beta
Treatment Group					
Bilingual	100	7.82		7.94	
Peer tutoring	100	.69		.072	
Control	100	-8.51	.38	-8.66	.39
Verbal Ability					
Low	104	.97		2.15	
Medium	92	3.61		1.54	
High	104	-4.16	.18	-3.51	1.5
Gender					
Male	179	.43		.90	
Female	121	-.64	0.03	-1.33	.06
Multiple R-square					.171
Multiple R					.414

Table 4.2 shows that the students exposed to the bilingual instructional strategy had a higher adjusted post-test achievement mean score ( $x = 80.73$ ,  $Dev = 7.94$ ) than those exposed to peer-tutoring ( $F=73.60$ ,  $dev = 0.72$ ) and the control group ( $p= 64.40$ ,  $dev = -8.66$ ). The indication of this is that bilingual instructional strategy is more effective in facilitating the achievement of students in Yoruba translation than peer-tutoring strategy and conventional instructional strategies.

In addition to this, the factor summary table displays the correlation efficient of 0.414 and multiple R- squared of 0.171 from the regression that include covariates in addition to the factors. This accounted for 17.1% of the total variance.

To further test the actual source of the significant effect of treatment on students' achievement on Yoruba translation, the Scheffe post-hoc test was carried out. The summary of the result is presented in table 4.3.

**Table 4.3:** Scheffe post-hoc test of achievement in Yoruba translation

Treatment	No	X	Bilingual	Peer Tutoring	Control
Bilingual	100	80.73		*	*
Peer Tutoring	100	73.60	*		*
Control	100	64.40	*	*	

\*pair significant different at 0.05

From the Table 4.3 above, it could be deduced that the bilingual instructional strategy was significantly different in mean score ( $x=80.73$ ) from the control group ( $x=64.40$ ). Also, the peer-tutoring instruction ( $x=73.60$ ) was significantly different from the control group ( $x=64.40$ ). Additionally, there was also significant difference in the achievement score of bilingual instruction and peer-tutoring instruction. Consequently, all the three contributed to the significant effects observed for treatment on achievement of students in Yoruba translation.

**Hypothesis 2:** There is no significant main effect of verbal ability on students' achievement in Yoruba translation.

Based on the results in Table 4.1, it is clear that the main effect of verbal ability on achievement of students' in Yoruba translation is significant ( $F(2, 281) = 4.099$   $p <$

0.05). Therefore, hypothesis 2 is rejected. The inference from this is that students from low, medium and high verbal ability group differ on achievement in Yoruba translation.

To further explain these differences, Table 4.2 shows that students with the medium group ( $\bar{x} = 76.52$ , Dev = 1.54) had higher adjusted post test achievement mean score in Yoruba translation followed by those in lower group ( $\bar{x} = 73.88$ , Dev. 2.15), while those with high level of verbal ability had the lowest achievement mean score in Yoruba translation ( $\bar{x} = 68.75$ , Dev. -3.51).

Table 4.7: The Scheffe Post-hoc of achievement in Yoruba translation by verbal ability

Verbal Ability	N.	$\bar{x}$	Low	Medium	High
Low	104	73.88			
Medium	92	76.52			*
Control	104	68.75		*	

\*Pair significant different at  $< 0.05$

Table 4.7 reveals that students with medium ( $\bar{x} = 76.52$ ) and high verbal ability ( $\bar{x} = 68.75$ ) differ significantly in their achievement in Yoruba translation. However, there is no significant difference in the achievement in Yoruba translation of students with low verbal ability and high verbal ability. Also, the difference between students with high and medium ability did contributed significantly to the effect of verbal ability on achievement in Yoruba translation.

**Hypothesis 3:** There is significant main effect of gender on students' achievement in Yoruba translation.

Table 4.1 shows that students' gender had no significant effect on achievement in Yoruba translation. ( $F(1,281) = 1.100$ ,  $P > 0.05$ ). Hypothesis 3 is, therefore, not rejected. This means that there is no significant gender difference in students' achievement in Yoruba translation.

**Hypothesis 4:** There is no significant interaction effect of treatment and verbal ability on students' achievement in Yoruba translation.

Table 4.1 shows that the two-way interaction effect of treatment and verbal ability on achievement of students on Yoruba translation is significant ( $F(4,251) = 2.466$ ;  $P < 0.05$ ). Hence, hypothesis 4 is rejected. In order to explain this significant interaction effect, Figure 4.1 is presented.

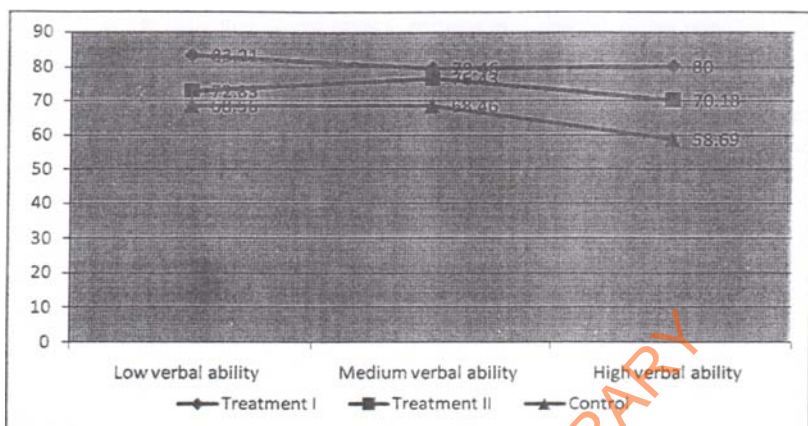


Fig. 4.1: Line graph showing the interaction effect of treatment and verbal ability on achievement

Figure 4.1 demonstrates that, among students with low verbal ability, bilingual instruction was more effective than peer-tutoring and control group. The same goes for students with high and medium verbal ability.

**Hypothesis 5:** There will be no significant interaction effect of treatment and gender on students' achievement in Yoruba translation.

From Table 4.1, the two-way interaction effect of treatment and gender on participants' achievement in Yoruba translation is significant ( $F(2,281) = 3.488$ ;  $P < 0.05$ ). Consequently, the null hypothesis 5 is rejected. To further explain this pattern of interaction, Figure 4.3 is presented.

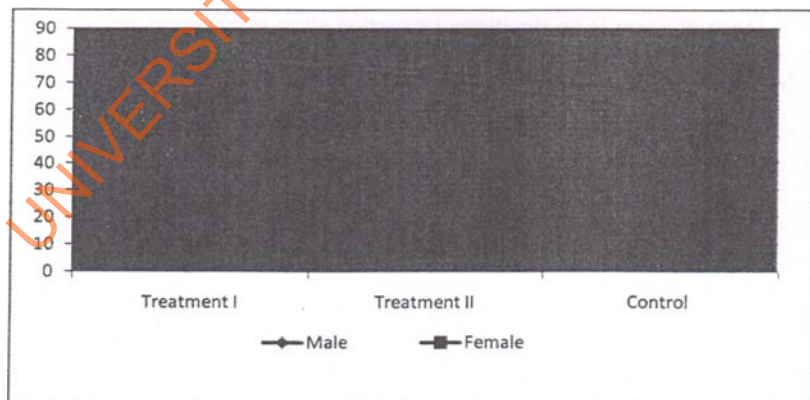


Fig.4.3: Line graph showing the interaction effect of treatment and gender on achievement

Based on the results shown in Figure 4.3, it could be deduced that among students exposed to bilingual instruction, female participants had higher achievement score in Yoruba translation than their male counterparts. However, for students who

were exposed to peer tutoring and the control group, male participants scored higher on measure of achievement in Yoruba translation than the female participants. The interaction is dis-ordinal.

**Hypothesis 6:** There is no significant effect of verbal ability and gender on students' achievement in Yoruba translation.

Table 4.1 shows that there is no significant effect of verbal ability and gender on students' achievement in Yoruba translation. ( $F(2,281) = 1.549$ ;  $P > 0.05$ ). Based on this, hypothesis 6 is not rejected.

**Hypothesis 7:** There is no significant interaction effect of treatment, verbal ability and gender on the achievement of students in Yoruba translation.

Table 4.1 shows that the 3-way interaction effect of treatment, verbal ability and gender on achievement of students in Yoruba translation was significant ( $F(4,281) = 3.0721$ ;  $P < 0.05$ ). Hence, hypothesis 7 is rejected.

### Summary of Findings

The findings of the study are summarized below:

- i. There is significant effect of treatment on students' achievement in Yoruba translation. Students in bilingual instructional had higher adjusted posttest achievement mean score than those exposed to peer-tutoring and control group.
- ii. The main effects of students' verbal ability on achievement in Yoruba translation is significant. Students with medium verbal ability had higher adjusted post-test achievement mean score in Yoruba translation than students with low and high verbal ability. In attitude towards Yoruba translation, students with medium verbal ability also scored higher in their post-test mean score than those with low and high verbal ability.
- iii. There is no significant main effect of gender on students' achievement in Yoruba translation. Likewise, no significant main effect is recorded in the attitude of students' towards Yoruba translation based on gender differences.
- iv. The 2-way interaction effect of treatment and verbal ability on students' achievement in Yoruba translation is significant. Similarly, there is significant 2-way interaction effect of treatment and verbal ability on students' attitude towards Yoruba translation.
- v. There is two-way interaction effect of treatment and gender on students' achievement in Yoruba translation. Also, there is interaction effect of treatment and gender on students' attitude towards Yoruba translation.
- vi. There is no significant interaction effect of verbal ability and gender both on students' achievement in and attitude towards Yoruba translation.
- vii. The 3-way interaction effect of treatment, verbal ability and gender is significant for both students' achievement in and attitude towards Yoruba translation.

## DISCUSSION OF FINDINGS

### Effect of Treatments on Students' Achievement in Yoruba Translation

The outcome of this study showed that there was a significant effect of treatment on students' achievement in Yoruba translation. Specifically, it was found that the two strategies were very effective in enhancing the achievement of students in Yoruba translation, as students exposed to both (bilingual instruction and peer-tutoring) scored higher on the measure of achievement in Yoruba translation than those in the control group as usual. This finding should not be amazing as the two strategies have

been noted to be effective in classroom teaching, thus raising academic achievement (Olagbaju, 2009, Adekoya and Olatoye 2011). The superiority of bilingual instruction over peer-tutoring and the control group is justified by the assertions of Olagbaju (2009) and Mora (2011) that code-mixing and code-switching (which are elements of bilingual instruction, assist the learners who could and express themselves in one language to switch to the other in order to compensate for the deficiency. Also, the use of the two languages makes learning more interesting. The use of two languages makes them eager to learn the second language. The finding, however, negates the assertion of Eze (2004) who noticed that bilingualism has been a major cause of poor achievement in school. This finding in this study could be due to the fact that the participants for this study live in the environment where the mother tongue (Yoruba) is spoken more fluently than the second language (English) which is the official language. Hence, the use of bilingual instruction may serve as a link between the home language and the school language. Moreover the subject involved is Yoruba translation which involves the use of both languages.

Similarly, the effectiveness of peer-tutoring instructional strategy over the control group is also in order, as the finding is in line with the studies of Gaustad (1993), Kalkowski (2001), Nazzal (2002), and Adekoya and Olatoye (2011). They claim that peer-tutoring has the potential of raising students' academic achievement, as it has the advantages of having less rigid characteristics than teacher-student interactions in a school setting. Thus, this strategy is effective because the strategy allows the participants to swap roles with one another thereby increasing their level of confidence and understanding. The students were allowed to rub minds together in order to look for the adequate words which could adequately match some vocabulary items in the mother tongue.

#### **Effects of Verbal Ability on Students' Achievement in Yoruba Translation**

The result obtained in this study also showed that there was significant effect of verbal ability on achievement in Yoruba translation. The study revealed that the only area where significant effect existed on verbal ability and achievement was in the pair of students with high and medium verbal ability, while other pairs were not significant. This finding is in consonance with Oladunjoye (2003), who asserts that performance in language learning is not independent of students' verbal ability and that verbal ability of average students is lower than those of high-achieving students. The study, however, negates the studies of Bell and Perfitti (1994) and Iyagba (1994), that no significant difference existed in the performance of students with high and low verbal ability.

#### **Two-Way Interaction Effects of Treatment and Verbal Ability on Students' Achievement in Yoruba Translation**

The finding of this study revealed that the two-way interaction of treatment and verbal ability on students' achievement in Yoruba translation was significant. The study demonstrated that regardless of the level of verbal ability of the students, those students treated with bilingual instruction will score high on the measures of achievement on Yoruba translation. This study is in line with the study of Olaboopo (1999), who found significant interaction effect of treatment and verbal ability on students' achievement. The implication is that, while looking for treatment packages that could effectively enhance the performance of students in Yoruba translation across levels of verbal ability, bilingual instruction remains the best strategy all through.



## CONCLUSION

This study established the effectiveness of bilingual instruction and peer-tutoring in enhancing achievement in Yoruba translation among students. The study also showed the superiority of bilingual instruction over peer-tutoring and control groups. The potency of the treatment could, however, be mediated by the level of verbal ability and gender. It could, therefore be concluded that the achievement in Yoruba translation could better be enhanced using the two strategies observed in this study (bilingual instruction and peer-tutoring) as they have the potency of making teaching and learning flexible and promoting cooperative learning among students.

## RECOMMENDATION

Based on the outcome of this study, the following recommendations were made:

- i. In order to improve the achievement of pre-service teachers in Yoruba translation, the two strategies used in this study should be recommended for usage.
- ii. Language teachers (especially Yoruba teachers) should always take into consideration the learners' level of verbal ability before choosing any of the strategies used in this study for enhancing the performance of students in Yoruba translation. This is because the level of verbal ability has been found to have effects on knowledge acquisition.
- iii. There should be training and retraining of language teachers on the effective use of bilingual and peer-tutoring instructional strategies for the teaching and learning of Yoruba translation among students in colleges of education. This could be done by the government and professional bodies.
- iv. Curriculum planners should incorporate the use of bilingual and peer-tutoring instructional strategies as part of the approved strategies of teaching at all levels of education.
- v. The pre-service language teachers should be effectively trained on the effective use of bilingual and peer-tutoring instructional strategies.

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