
**STRATEGIES FOR ENHANCING THE USE OF FLAT PICTURES FOR
EFFECTIVE TEACHING OF ENGLISH LANGUAGE IN
SENIOR SECONDARY SCHOOLS**

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Abstract

*Recent studies have unveiled that the poor use of flat pictures in teaching English language in senior secondary school have contributed greatly to the poor comprehension, retention of the subject and thus have led to poor performance of students during internal and external examination. The study therefore investigated the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school. The design of the study was a survey. The population consisted of the Fifty-seven senior secondary English language teachers and fourteen (14) principals in Enugu North Local Government Area of Enugu State. All the fifty-seven English language teachers and fourteen (14) principals were used for the study. Questionnaire was the instrument used for data collection. The reliability of the instrument was tested using Cronbach Alpha method and a reliability coefficient of 0.76 was obtained. Four research questions and two hypothesis guided the study. The research questions were guided using mean and grand mean while the hypotheses were tested using *t*-statistics at 0.05 level of significance. It was found out that providing favourable environment for the use of flat pictures, supervision, disciplinary action and motivation can be adopted as strategies for enhancing the use of flat pictures for effective teaching of English language. Based on the findings, recommendations were made that among other strategies, principals and English language teachers should provide favourable environmental condition and enforce through disciplinary measures the use of flat pictures in teaching English language.*

Keywords: Strategies, Enhancing the use of flat pictures, English language, Senior Secondary School.

Introduction

Learning and development of cognitive in early years holds the key foundation to learning. The fundamental aim of flat picture is to make learners learn. Flat picture is therefore designed to ensure that learners benefit optimally from the learning experiences. Therefore in the teaching learning process, a teacher is concerned with optimum learning taking place in the learners. To achieve this all important fact, teachers in most cases make use of varieties of flat pictures which help in learning process. Flat pictures are as old as man on earth. Eya (2005) observed that during the Stone Age, shells, seeds, cowries among other things formed the counters. Surfaces were used as chalkboards while sharp edges, pebbles, stones and sticks were used as pens.

It is the belief of educators and educationists that if properly utilized, flat pictures have the potentials for facilitating the instructional process, the learning process and a host of other educational practices. Eya (2005) stated that flat pictures represent all the alternative channels of communication which could be used to compress and represent information in a more vivid form to our learners. Flat pictures are used in the process of instructional materials. It can also be referred to as instruction aids or instructional resources. These materials are used for the purpose of effective teaching and learning process.

Teachers should draw the student's attention to relevant photography and require them to use the illustrations in their books. Large pictures are to be preferred than small pictures when dealing with a group or the class. Limit the number of pictures to be used to avoid distraction. Ask direct questions from the pictures in order to keep your students attention. Write important information as contained in the pictures or question as captions for the pictures if they are to be displayed, (Thomas, 2001).

Division of Flat Pictures include

Non- Projected and projected Flat Pictures.

A) Non- Projected Visual Flat Pictures

The non-projected visual flat pictures are:

1. Still pictures - illustrations, Drawings and paintings.
2. Graphic materials - Drawings (sketch and diagram) charts, graphs, posters, Cartoons, Comics.

3. Graphs - Bar, pictorial, pie, line.

B) Projected Visuals

These are visuals that require the use of projectors and electricity for their projection for viewing. Examples of projected visuals include slides, filmstrips, audio tape/ cassette and radio.

Strategy can be defined as a plan of action which can be used to achieve a particular goal.

Secondary schools in more affluent urban communities are more often heavily resourced and teachers have many teaching aids from which to choose from. In poor rural communities that may not even have electricity supply, the selection of flat pictures and other teaching aids is often a challenge to teachers.

It is the opinion of the researcher that most senior secondary English language teachers do not use flat pictures in teaching English language in secondary schools in Nigeria. This could be responsible for the students' low reading-comprehension, achievement, and poor retention in English language in senior secondary schools. The inability to use flat pictures in teaching of English language could be attributed to the students' low performance in English language. It appears that, teachers prefer using other conventional method (that is teaching without flat pictures) in teaching. A question that arises then is: what are the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary schools.

The purpose of the study was to find out the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school.

The scope of the study was to find strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary schools. It was to find out the level of difference in the mean perception scores of English language teachers and principals on the strategies for enhancing the use of flat pictures.

Research question

The following research questions were posed to guide the study:

1. How does providing favourable environmental condition as a strategy enhance use of flat picture?

2. How does supervision as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?
3. How does disciplinary action as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?
4. How does motivation as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?

Hypothesis

The null hypothesis (Ho) was tested at 0.05 level of significance.

1. There is no significant difference between the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school
2. There is no significant difference between the mean perception scores of the male and female teachers on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

Method:

Design

The design for this study was a descriptive study. This design was found to be appropriate because opinions of a sample of a population was sought and analyzed. Ali (1996) any study that is interested in just looking at events or objects or seeking for the opinion of people can use descriptive survey. Since this study sought the opinion of teachers, the use of descriptive survey was considered appropriate.

Population of the study

The area covered by this study is Enugu North Local Government Area of Enugu State. The population consisted of the Fifty-seven (57) senior secondary English language teachers and fourteen (14) principals from all the fourteen secondary schools in Enugu North Local Government Area of Enugu State. Out of the number 27 were males while 44 were females.

Instrument for Data collection

A four point response questionnaire drawn by the researchers was used to collect data. The instrument had two sections, 1 & 2. Section 1 contains information on the personal data of the respondents while section 2 contains items on the factors for enhancing the use of flat picture for effective teaching of English Language in senior secondary school. The response options were Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Validation of Instrument

The instrument was validated by two experts in English language and one expert in Educational technology. The instrument and experimental packages were validated in terms of clarity, appropriateness of the language used. Their comments were useful in modifying the items of the tests, and experimental packages. The surviving items were regarded to be adequate for data collection.

The reliability of the instrument was established using 30 teachers and 10 principals from 10 public senior secondary schools in Enugu North LGA. Cronbach Alpha method was used and a reliability coefficient of 0.76 was obtained and thus the instrument was found to be reliable..

Experimental Procedure:

The instrument was administered to the respondents by the researcher. First the researcher distributed the instrument to the respondent; on the next day he went round to collect the answered questionnaire. Out of the seventy-one (71) copies of the instrument sent 68 was collected back showing (95.8%) return. However 8 were rejected for one reason or the other. On the whole 60 copies were used for the analysis.

Method of Data Analysis

Mean (\bar{x}) and grand mean were used in answering the research question. The Mean was employed because it is the most appropriate statistical device to use for such data because it takes all measurement (observations) into consideration. T-test statistics was used to test the hypothesis at 0.05 level of significance. The decision rule was that any mean of 2.50 and above was accepted as strategy for enhancing the use of flat pictures for effective teaching of English language in senior secondary school.

Results:

Research question 1

How does providing favourable environmental condition as a strategy enhance use of flat picture?

Table 1: Response of teachers and principals on providing favourable environmental condition as strategy for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

S/N	Items	Teachers			Principals		
		X	SD	Decision	X	SD	Decision
	Providing favourable environmental condition can enhance the use of flat pictures for effective teaching of English language by:						
1.	Ensuring provision of constant power supply for operation of electronic flat pictures	2.88	0.17	Agree	3.23	0.00	Agree
2.	provision of laboratories for easy accessibility of these flat pictures	3.30	0.00	Agree	3.67	0.15	Agree
3.	Provision of well trained teachers for the operation and use of complex flat pictures	3.54	0.06	Agree	3.21	0.00	Agree
4.	Providing enough finance for provision of flat picture	3.34	0.02	Agree	3.00	0.08	Agree
	Grand Mean	3.29	0.25		3.28	0.24	

Table 1 above shows that all the items for both teachers and principals have each a mean above 2.50. Also the teachers and principals have grand mean of 3.29 and 3.28 and square difference of 0.25 and 0.24 respectively. This shows that both the teacher and principals agree that providing favourable environmental conditions can be used as a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.

Research question 2

How does supervision as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?

Table 2: Response of teachers and principals on supervision as a strategy for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

S/N	Items	Teachers			Principals		
		X	SD	Decision	X	SD	Decision
	Supervision enhance the use of flat pictures for effective teaching of English language by						
5.	Encouraging frequent monitoring for the use of flat pictures in teaching English language teachers	3.17	0.00	Agree	3.00	0.00	Agree
6.	Ensuring teachers improvise flat picture	2.86	0.13	Agree	2.67	0.10	Agree
7.	Ensuring supervision of records of flat pictures used in teaching English language	3.68	0.21	Agree	3.26	0.08	Agree
8.	Ensuring that the teachers teach with the right flat pictures for each topic treated	3.16	0.00	Agree	3.00	0.00	Agree
	Grand Mean	3.22	0.35		2.98	0.18	

Table 2 above shows that all the items for both teachers and principals have each a mean above 2.50. Also the teachers and principals have grand mean of 3.22 and 2.98 and square difference of 0.35 and 0.18 respectively. This shows that both the teacher and principals agree that supervision can be used as a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.

Research question 3

How does disciplinary action as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?

Table 3: Response of teachers and principals on disciplinary action as a strategy for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

S/N	Items	Teachers			Principals		
		X	SD	Decision	X	SD	Decision
	Disciplinary action as a strategy can enhance the use of flat pictures for effective teaching of English language by:						
9.	Warning teachers who fail to teach English without flat pictures	3.60	0.01	Agree	3.00	0.06	Agree
10.	Reduction in salary for teachers that teach English without the use of flat pictures	3.38	0.02	Agree	3.50	0.07	Agree
11.	Issuing query to teachers that teach English without the use of flat pictures	3.60	0.01	Agree	3.48	0.06	Agree
12.	Termination of appointment for offending teachers	3.50	0.00	Agree	3.00	0.06	Agree
	Grand Mean	3.52	0.03		3.24	0.24	

Table 3 above shows that all the items for both teachers and principals have each a mean above 2.50. Also the teachers and principals have grand mean of 3.52 and 3.24 and square difference of 0.03 and 0.24 respectively. This shows that both the teacher and principals agree that disciplinary action can be used as a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.

Research question 4

How does motivation as a strategy enhance the use of flat pictures for effective teaching of English language in senior secondary school?

Table 4: Response of teachers and principals on motivation as a strategy for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

S/N	Items	Teachers			Principals		
		X	SD	Decision	X	SD	Decision
	Motivation as a strategy can enhance the use of flat pictures for effective teaching of English language by:						
13.	Recognizing outstanding teachers that teach English language with flat pictures	3.30	0.00	Agree	3.32	0.00	Agree
14.	Providing flat pictures for teaching to teachers	3.28	0.00	Agree	3.00	0.07	Agree
15.	Encouraging teachers to teach English with flat pictures	3.32	0.00	Agree	3.10	0.03	Agree
16.	Organizing workshops and seminars on the how and importance of teaching English with flat pictures	3.26	0.00	Agree	3.67	0.16	Agree
	Grand Mean	3.29	0.00		3.27	0.26	

The Intuition

Table 4 above shows that all the items for both teachers and principals have each a mean above 2.50. Also the teachers and principals have grand mean of 3.29 and 3.27 and square difference of 0.00 and 0.26 respectively. This shows that both the teacher and principals agree that motivation can be used as a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.

Hypothesis 1

There is no significant difference between the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

Table 5: T-test analysis of no significant difference in the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school.

S/N	Items	Teachers N=57		Principal N=14		t-cal	Table t- critical	Decision
		X	SD	X	SD			
1.	Providing favourable environmental conditions as a strategy	3.29	0.25	3.28	0.24	0.06	+1.96	NS
2.	Supervision strategy	3.22	0.35	2.98	0.18	1.13	+1.96	NS
3.	Disciplinary action as a strategy	3.52	0.03	3.24	0.24	1.82	+1.96	NS
4.	Motivation as a strategy for enhancing the use of flat pictures for effecting teaching of English language	3.29	0.00	3.27	0.26	0.12	+1.96	NS

S = Significance

NS = Not Significance

Table 5 shows that there is no significant difference in the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school. This was deduced from the calculated t-value of all the items which are independently less than the table t-value of +1.96. The calculated t-values are 0.06, 1.13, 1.82 and 0.12 respectively. Therefore the null hypothesis of no significant difference in the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school was accepted and not rejected.

Hypothesis 2

There is no significant difference between the mean perception scores of the male and female teachers on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

Table 6: T-test analysis of no significant difference between the mean perception scores of the male and female teachers on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

S/N	Items	Male resp. N =27		Female resp. N=44		t-cal	Table t-critical	Decision
		X	SD	X	SD			
1.	Providing favourable environmental conditions as a strategy	3.50	0.06	3.45	0.19	0.10	+1.96	NS
2.	Supervision strategy	3.46	0.19	3.23	0.10	0.16	+1.96	NS
3.	Disciplinary action as a strategy	2.96	0.30	3.00	0.09	0.03	+1.96	NS
4.	Motivation as a strategy for enhancing the use of flat pictures for effecting teaching of English language	3.00	0.09	3.26	0.16	0.06	+1.96	NS

S = Significance

NS = Not Significance

Table 6 shows that there is no significant difference between the mean perception scores of the male and female teachers on the strategies to be adopted for enhancing the use of flat pictures for effective teaching of English language in senior secondary school. This can be seen from the fact that the computed t-value in all the items for male and female teachers are individually less than 1.96. The null hypothesis of no significant difference between the mean perception scores of the male and female teachers on the strategies to be adopted for enhancing the use of flat pictures for effective teaching of English language in senior secondary school was not rejected.

Discussions of the findings

Table one shows that both the teacher and principals agree that providing favorable environmental conditions can be used as a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools. The finding is in agreement with the findings of Ekpeyong & Ilogu (2000) that observed that workers live up to their responsibility when they are well supervised and provided with the correct facilities. Therefore providing the favourable facilities such as space, constant electric supply etc can be used as a strategy to enhance the use of flat pictures in teaching.

Table two shows that supervision is a good strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools. The finding is in accordance with the findings of Madumere-Obike (2004) who noted that the extent to which the principal supervises his teaching staff determines the level of performance of the teachers in the school.

It was also found out from the table three that use of disciplinary actions to enforce the use of flat pictures is an effective strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools. The disciplinary action can range from warning of offending teachers to issuing of query and even to reduction in salary.

Finally, it was found out that motivation is a good strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools. The finding is in agreement with the findings of Madumere-Obike (2004) who observed that the extent to which the principal motivates his teachers determines the extent to which the

teachers perform. A principal who motivates his teachers easily gets the cooperation of the teachers.

Conclusions:

Based on the findings the following conclusions were made:

1. Providing favorable environmental conditions is a strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.
2. Proper and constant supervision of staffs is a good strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools
3. Use of disciplinary actions to enforce the use of flat pictures is an effective strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools
4. Motivation is a good strategy for enhancing the use of flat picture for effective teaching of English language in senior secondary schools.
5. there is no significant difference in the mean perception scores of the teachers and principals on the strategies for enhancing the use of flat pictures for effective teaching of English language in senior secondary school
6. There is no significant difference between the mean perception scores of the male and female teachers on the strategies to be adopted for enhancing the use of flat pictures for effective teaching of English language in senior secondary school

Recommendations:

The following recommendations were made based on the findings of the study.

1. School principals should ensure provision of favourable conditions for effective teaching of English language in senior secondary schools.
2. Principals and other senior staffs should monitor the use of flat picture by teachers in teaching English language.

3. Disciplinary actions should be enforced by principals to teachers that fail to teach with flat pictures.
4. Principals should devise and introduce various ways of motivating their teachers for effective use of flat pictures in teaching of English language.

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