

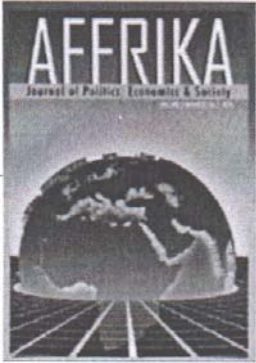
**Effects of Bilingual and Peer-tutoring Instructional Strategies on Pre-Service  
Teachers' Attitude towards Yoruba Translation**

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By

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[← Previous](#)[T o C](#)[Next →](#)**Author** Adeyemi A. Adeyinka<sup>1</sup>**Affiliations** : 1 University of Ibadan, Nigeria**Source** : AFFRIKA Journal of Politics, Economics and Society, Volume 6, Issue 1, Jan 2016, p. 47 - 71**Keyword(s)** : Bilingual learning, Instructional strategies, Learning outcome, Peer-tutoring learning and Yoruba translation[Buy \\$40.00](#)**Abstract** Content

Translation is an important aspect of Yoruba language studies and a compulsory course for pre-service teachers in colleges of education in Nigeria. As valuable as it is, reports show that students' attitude towards it has been negative thus leading to gross under-achievement in questions relating to translation among them. 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. Among the strategies are bilingual and peer-tutoring which are learner-centered and activity-based. 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. Therefore, this study examined the effects of bilingual and peer-tutoring instructional strategies on pre-service teachers' attitude towards Yoruba translation. Moderating effects of students' verbal ability and gender were also examined. Seven hypotheses, tested at 0.05 significant level, were formulated and 300 pre-service teachers in intact classes from six purposively selected colleges of education in Southwestern Nigeria, who were randomly assigned to treatment groups served as participants. Pre-service Teachers' Attitude to Yoruba Translation Questionnaire ( $r=0.76$ ), Students' Verbal Ability Test ( $r=0.78$ ) and Instructional Guides were used as instruments. Data were analyzed using Analysis of Covariance and Scheffe post-hoc analysis. Findings show that bilingual and peer-tutoring instructional strategies are more facilitative in fostering pre-service teachers' attitude towards translation in Yoruba than the traditional lecture strategy. Hence, Yoruba translation teachers in colleges of education should adopt these strategies in teaching Yoruba translation.

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## Abstract

Translation is an important aspect of Yoruba language studies and a compulsory course for pre-service teachers in colleges of education in Nigeria. As valuable as it is, reports show that students' attitude towards it has been negative thus leading to gross under-achievement in questions relating to translation among them. 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. Among the strategies are bilingual and peer-tutoring which are learner-centered and activity-based. 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. Therefore, this study examined the effects of bilingual and peer-tutoring instructional strategies on pre-service teachers' attitude towards Yoruba translation. Moderating effects of students' verbal ability and gender were also examined. Seven hypotheses, tested at 0.05 significant level, were formulated and 300 pre-service teachers in intact classes from six purposively selected colleges of education in Southwestern Nigeria, who were randomly assigned to treatment groups served as participants. Pre-service Teachers' Attitude to Yoruba Translation Questionnaire ( $r=0.76$ ), Students' Verbal Ability Test ( $r=0.78$ ) and Instructional Guides were used as instruments. Data were analyzed using Analysis of Covariance and Scheffe post-hoc analysis. Findings show that bilingual and peer-tutoring instructional strategies are more facilitative in fostering pre-service teachers' attitude towards translation in Yoruba than the traditional lecture strategy. Hence, Yoruba translation teachers in colleges of education should adopt these strategies in teaching Yoruba translation.

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

## Introduction

Language has, since its origin, played important roles among human beings. This is because human beings cannot function without language. All their activities (political, financial, economic, social, educational, and religious, among others) have language as their nucleus. Akinbote, Oduolowu and Ogunsanwo (2003) claim that one of the most important features that distinguish human beings from other living things is the use of language. To them, language is the basis of communication among human beings. All these experts testify to the functions of language in communication in human society.

Language serves as an avenue for social co-operation among members of a community for the purpose of overall social development. Secondly, language provides the basis for self-reflection and individuality because it enables the individual to reason through dialogue with him/herself and others. Also, language serves as a means for social cohesion and interaction (Phatic communion). It emphasizes the notion of fellowship and participation in common social values. This means that language is used to establish and maintain social roles and social relations. In this sense, it serves as the main agent of man's integration into culture, an integration which an individual is frequently unable to oppose. It also means that language is an instrument of interpersonal behaviors; essentially a means of incorporating the individual into an existing cultural matrix and of guaranteeing his contribution to the needs and aspirations of culture.

Nigeria is a multilingual nation with over 500 languages in contention (Ogunyemi, 2010). When a nation has access to more than a language in her national day-to-day experience, the reality of a language contact situation cannot be ruled out (Olagbaju and Ogunyemi, 2010). Thus, in a bid to cater for all the languages and assign responsibility to each, there is the need

for language planning, policy development and implementation. This underscores the importance of the *National Policy on Education* (2013).

Onukaogu (2008) observes that the government, through the National Policy on Education (NPE), sought to deliberately promote bilingualism and multilingualism in Nigeria through formal education. However, despite the proven advantages of the use of mother tongue in education, its use has been relegated to the background. In spite of the provisions of the NPE and the position of the government on the status of Nigerian languages in education, most schools still relegate the Yoruba language and other Nigerian languages to the background. (Adeyinka, 2015). This, by implication, culminates in learners not being favorably disposed to learning the language. The home, society and government, directly or indirectly contribute to this.

The need for an effective method of teaching that could enhance learners' disposition to 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 were developed with the hope of using it to propagate the Christian religion, it was not until August, 1831 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.

Bilingual instructional strategy (BIS), as defined by Benson (2004), is a strategy whereby the instructional contents are delivered through the use of the learner's first language (L1) and a second or foreign language (L2). This implies code-mixing and code-switching from L1 to L2 and vice versa. Bilingual instructional strategy, as conceived in this study, involves code-mixing and code-switching between Yoruba (L1) and English (L2). The strategy offers significant pedagogical advantages. Mora (2011) argues that content area knowledge is enhanced and accelerated with the use of bilingual instructional strategy. It also assists in building connections between the home and the school to enhance learning. Ayeomoni (2006) identifies a positive correlation between code switching/code mixing and the educational attainments of individual learners. Translation is thus an important content area that can be taught with BIS.

In Nigeria today, many individuals measure academic attainment by the ability of the individual to speak the English language fluently. This makes many students to give preference to the study of English language (Alimi, 2012) at the expense of indigenous languages. Many students hold a negative attitude towards the study of indigenous languages while many parents detest the use of indigenous languages as media of instruction in schools (Owolabi, 2006). With this kind of situation, the teaching of the Yoruba language proves to be a difficult task in schools. However, with the use of bilingual instructional strategy, it is assumed that the negative attitude will be reduced and the teaching and learning of Yoruba language will be more effective. Many studies have proved the effectiveness of bilingual instruction in the teaching / learning process (Benson, 2004; Amao, 2010; Mora, 2011). However, these studies were carried out in content areas, such as Social Studies (Amao, 2010), Mathematics (Benson, 2004) and English reading comprehension (Mora, 2011). There is paucity of research on the effect of bilingual instruction on the teaching and learning of Yoruba language in general and translation, in particular, especially among pre-service teachers of colleges of education in Nigeria.

Peer-tutoring instructional strategy on the other hand, is an instructional strategy that consists of student partnership, pairing high-achieving students with low-achieving students or those with comparably average achievement for effective learning to take place. Boud, Cohn and Sanpson (2001) define peer-tutoring as instructional strategy involving students learning from and with one another in ways which are mutually beneficial. It involves sharing knowledge, ideas, and experiences among participants. The emphasis is on the learning process, including emotional support that learners offer one another, in the course of learning.

According to Adekoya and Olatoye (2011), peer-tutoring instructional strategy is potent in raising students' level of achievement and consequently improving their attitude towards English grammar. They found in their study that students taught using the peer-tutoring strategy performed significantly better than their counterparts taught with the conventional instructional strategy. They submit that peer-tutoring instructional strategy enhances motivation, improves cognition, and social outcomes in learning, increases sense of responsibility for one's own learning and improves meta-cognitive skills. Peer-tutoring has been demonstrated to be successful in promoting the academic and social skills of general education students, as well as special education students and those identified as being 'at risk'. (Nazza, 2002). It is also potent in facilitating the teaching and learning of English grammar (Ajulo, 2007, Adekoya and Olatoye, 2011).

Learning outcome, as depicted in this study, means students' attitude towards Yoruba translation. Attitude, according to Dada (1999), is a positive or negative feeling that an individual holds about objects or ideas. Kolawole (1997) averred that the attitude a person holds towards a language will, to a great extent, affect his level of performance in the language since attitude plays a pivotal role in successful language learning. It has been observed that many people hold a negative attitude towards their indigenous languages as they are called vernacular while students are prohibited from speaking them within the school premises (Ogunyemi, 2006). Many teachers of indigenous languages are not proud to disclose that they are specialists in them because the society does not accord them respect as their English counterparts and this ultimately has negative effects on their attitude to the subjects which invariably affects students' attitude to the subjects (Adeyinka, 2005). Different factors such as negative comments from teachers, peer response, cognitive style, text type, gender, student's quest for success or approval shape student's attitude towards future writing experiences and even the most effective instructional strategies will fail in the face of such deep-seated resistances (Ajayi, 2000). The use of active learner-centered instructional strategies have been submitted by Olagbaju (2005) and Fakeye (2010) as panacea to influence students' attitude in a language teaching situation. The achievement of any learner will, to a great extent, depend on the learner's attitude towards the learning material (Keil, 1991). This, perhaps, is 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.

Other factors that could influence learning outcomes of students are verbal ability and gender. Oladunjoye (2003) asserts that students' learning outcome in language learning tasks is not independent of their verbal ability which has to do with the communicative process required for the expression of thoughts and ideas either orally or in written form. Verbal ability is a test of intelligence that can be used to predict learners' attitude and performance in language skills. Iyagba (1994) found out that there was a significant difference in attitude of students belonging to various ability groups in English composition whereas Fakeye (2002) and Komolafe (2010) did not find significance influence of verbal ability on students' achievement in English composition.

Adeyinka (2005) found a significant effect of gender on students' attitude to Yoruba decimal numerals as male students had a more positive attitude to Yoruba decimal numerals than their female counterparts as Ogunsola-Bande (2004) had found out that males are

stereotypically mathematically-oriented than their females. However, female students' attitude was higher than their male counterparts in Yoruba traditional numerals because they are the worst hit by child labor.

### **Hypotheses**

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

- Ho<sub>1</sub>: There is no significant main effect of treatment on students' attitude towards Yoruba translation.
- Ho<sub>2</sub>: There is no significant main effect of verbal ability on students' attitude towards Yoruba translation.
- Ho<sub>3</sub>: There is no significant main effect of gender on students' attitude towards Yoruba translation.
- Ho<sub>4</sub>: There is no significant interaction effect of treatment and verbal ability on students' attitude towards Yoruba translation.
- Ho<sub>5</sub>: There is no significant interaction effect of treatment and gender on students' attitude towards Yoruba translation.
- Ho<sub>6</sub>: There is no significant interaction effect of verbal ability and gender on students' attitude towards Yoruba translation.
- Ho<sub>7</sub>: There is no significant interaction effect of treatment, verbal ability and gender on students' attitude towards 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 the modified conventional strategy of teaching. The subjects were exposed to pretest and posttest respectively.

### **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 [BIS]
  - ii. Peer-tutoring instructional strategy [PIS]
  - iii. Modified conventional strategy
- (b) Moderator variables at two levels:
  - i. Verbal ability at three levels [high, medium and low]
  - ii. Gender at two levels [male and female]
- (c) Dependent variable:
  - Attitude towards Yoruba translation

### **Selection of Participants**

The participating institutions are colleges that offer Yoruba language in the six states in South-West Nigeria. The states are Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The colleges

were first stratified into federal 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 fifty randomly selected students in each college of education, making a total of 300 students.

### **Instrumentation**

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

- i. Attitude to Yoruba Translation Questionnaire (AYTQ)
- ii. Students' Verbal Ability Test (SVAT)
- iii. Operational Instructional Guides (OIG)

### **Attitude to Yoruba Translation Questionnaire (AYTQ)**

A self-designed questionnaire that consisted of two sections, A and B was used to collect data on students' attitude to Yoruba translation. Section A was used to obtain personal information about the students while section B was a four-point modified Likert-scale attitude questionnaire containing 40 items. Positively-worded items were scored 4,3,2,1 for Strongly Agree, Agree, Disagree and Strongly Disagree while negatively-worded items were scored in the reverse order. This instrument was given to colleagues and lecturers in another college of education that was not part of the study for face and content validity. Ten items, considered to be difficult were eliminated, leaving 30 items. The average discrimination index obtained was 0.50 while average item difficulty score was 0.54. The instrument was trial-tested in another college of education that was not part of the study to ensure its reliability using Cronbach co-efficient alpha and it gave an index of 0.76.

### **Students' Verbal Ability Test (SVAT)**

This study adapted the Yoruba version of the Australian Council for Education Research (ACER) Test of Alimi (2012) to determine students' verbal ability. The test had 30 multiple choice question items that have been modified for Nigerian situation and for language. Each correct answer was scored one mark while each wrong response attracted 0 mark. Those who scored 25 and above were classified as having high verbal ability, those who scored 15 and above were classified as medium verbal ability students while those who scored below 15 were classified as having low verbal ability. The reliability of the test was determined by using test-retest method and reliability co-efficient of 0.78 was obtained.

### **Operational Instructional Guides (OIG)**

These were the lesson plans used in teaching the participants in the three groups. Each guide reflected what the research assistant was taught in each group. The instructional guide for bilingual instructional strategy was used to teach respondents in experimental group one. It consisted of six lessons based on the strategy. Features of the guide include method, topic, lesson duration, instructional aids, reference, contents, evaluation and conclusion for six weeks, with reference to specific treatment package for each week. The instructional package was validated by experts in instructional design. Recommendations given were used to reconstruct the guide and inter-rater reliability was estimated using Scott's pie. The reliability index obtained was 0.85. The instructional guide for peer-tutoring instructional strategy was used to teach respondents in the experimental group two and consisted of six lessons based on the strategy. The features of the guide were similar

to the one used in experimental group one. It was validated the same way and Scott's pie was used to determine its reliability, using inter-rater method. The reliability index obtained was 0.83. The last instructional guide used was for the conventional strategy, used for the control group. It followed the conventional mode of lesson delivery. It was validated through experts' review. Inter-rater reliability was used with Scott's pie and the reliability index obtained was 0.86.

### **Research Procedure**

The study was carried out in four stages thus:

#### **Stage 1**

Institutions to be used were identified and permission was obtained from the authorities to use their staff and students. Research Assistants were trained on the use of the instructional guides. Six Research Assistants were trained for two weeks for this study.

#### **Stage 2**

The pretest was administered on the participants in the three groups before the commencement of treatment and this was done in this order:

- i. Students' Verbal Ability Test (SVAT)
- ii. Attitude to Yoruba Translation Questionnaire (AYTQ)

#### **Stage 3**

Participants in experimental group one were exposed to bilingual instructional strategy, those in experimental group two were exposed to peer-tutoring instructional strategy while those in control group were taught with the conventional strategy.

#### **Stage 4**

The Attitude to Yoruba Translation Questionnaire (AYTQ) was re-administered on the participants in the three groups after treatment. The instrument was scored and analyzed based on the instructional strategies that each group was exposed to in the course of treatment.

### **Methods of Data Analysis**

Data collected 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 the magnitude and direction where significant effect was found among the groups. Data were further subjected to Scheffe post-hoc analysis to determine the source of observed significant difference. All hypotheses were tested at 0.05 level of significance.

### **Results**

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

The result of hypothesis 1 is presented in Table 1



**Table 1:** Summary of post-test attitude towards Yoruba translation by treatment, verbal ability and gender

Source	Sum of Squares	Df	Mean Square	F	Sig.	Eta squared
Corrected model	3765.591	18	209.199	32.139	.000*	.673
Pretest knowledge	36.020	1	36.020	5.534	.019*	.537
<b>Main Effect</b>						
Treatment group	1463.432	2	731.716	112.413	.000*	.019
Verbal ability	230.033	2	115.017	17.670	.000*	.444
Gender	2.05E-03	1	2.059E-03	.000	.968	.112
<b>2-Way Interactions</b>						
Treatment x verbal ability	651.726	4	162.931	25.031	.000*	.263
Treatment x gender	59.094	2	29.547	4.539	0.11*	.031
Verbal ability x gender	11.164	2	5.582	.858	.425	.006
<b>3-Way Interactions</b>						
Treatment x verbal ability x gender	97.945	4	24.486	2.762	0.005*	.051
Error	1829.076	281	6.509			
<b>Total</b>	<b>5594.667</b>	<b>.299</b>				

\*significant at  $p < 0.05$

Going by the result in Table 1, it could be observed that treatments have significant effect on students' attitude towards Yoruba translation ( $F(2,281) = 112.413$ ;  $p < 0.05$ ). This means that there is significant difference on the adjusted post-test attitudinal scores between students exposed to bilingual instruction, peer-tutoring and those in control group; hence, hypothesis 1 is rejected.

**Table 2: MCA of Post-test attitude scores by treatment, verbal ability and gender**  
Grand mean= 73.33

Variable + Category	N	Unadjusted	Eta	Adjusted for independents + covariates deviation	Beta
<b>Treatment group</b>					
Bilingual	100	2.20		2.26	
Peer tutoring	100	2.10		2.16	
Control	100	-4.29	.70	-4.42	.72
<b>Verbal Ability</b>					
Low	104	.21		.88	
Medium	92	1.39		.14	
High	104	-1.49	.27	-1.00	.18
<b>Gender</b>					
Male	179	-.26		-0.2	
Female	121	.39	.07	.03	.00
Multiple R-square					.531
Multiple R.					.729

Table 2 shows that, in the treatment groups, bilingual instruction ranked highest in the adjusted posttest attitudinal mean score ( $x = 75.53$ , Dev. 2.26) followed by peer-tutoring ( $x = 75.43$ , Dev. = 2.16) and control group ( $x = 69.04$ , Dev. = -4.42). Based on this, bilingual instruction could be said to be more effective at enhancing students' attitude toward Yoruba translation, followed by peer-tutoring and modified conventional instruction.

Also the factor summary table displays the correlation efficient of 7.29 and multiple R-square of 0.531 from a regression that include covariates addition to the factors. This accounted for 53.1% of the total variance.

**Table 3: Scheffe Post -Hoc Test on attitude towards Yoruba translation**

Treatment	N	$\bar{x}$	Bilingual	Peer Tutoring	Control
Bilingual	100	75.53			*
Peer-tutoring	100	75.43			*
Control	100	69.04	*	*	

\*Pair significant different at  $< 0.05$

Table 3 reveals that bilingual instruction ( $\bar{x}$  75.53) differs significantly from the control group ( $\bar{x}$  = 69.04). Also, peer-tutoring ( $\bar{x}$  75.43) differs significantly from the control group ( $\bar{x}$  = 69.04). However, there is no significant difference between bilingual instruction and peer-tutoring as revealed by the statistical expression.

### Hypothesis 2

There is no significant main effect of verbal ability on students' attitude towards Yoruba translation.

Table 1 reveals that students' verbal ability has significant effect on their attitude towards Yoruba translation ( $F(2, 281) = 17.670; P < 0.05$ ). Hypothesis 2 is therefore rejected. The implication is that there is significant difference in the adjusted posttest attitudinal mean scores of students towards Yoruba translation across low, medium and high levels of ability.

Table 2 explains this significant differences further, that students with medium verbal ability had higher adjusted attitudinal mean scores ( $\bar{x}$  = 74.73, Dev. = 0.14,  $P < 0.05$ ) than those with low level verbal ability ( $\bar{x}$  = 73.55, Dev. 0.88) and those with high verbal ability ( $\bar{x}$  = 71.68, Dev. - 1.00).

In order to trace the actual source of significant effect of verbal ability on students' attitude towards Yoruba translation, table 4 is presented.

**Table 4: Scheffe Post hoc Test of attitude of students towards Yoruba Translation**

Verbal Ability	N.	$\bar{x}$	Low	Medium	High
Low	104	73.55			*
Medium	92	74.73			*
High	104	71.88	*	*	

\*Pair significant different at  $< 0.05$

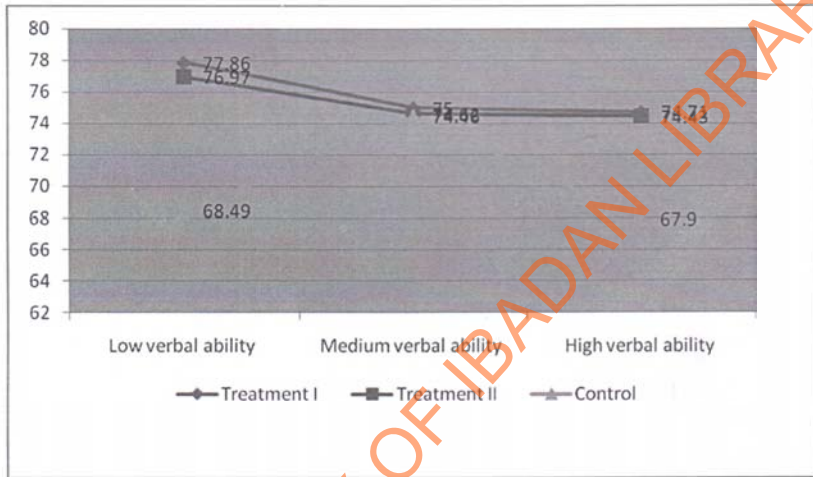
As shown in Table 4 above, there was significant difference between students with low verbal ability ( $\bar{x}$  = 73.55) and high verbal ability (71.88). Also, there was pair significant difference between students with medium verbal ability ( $\bar{x}$  = 74.73) and high verbal ability ( $\bar{x}$  = 71.88). However, the difference between students with low and medium verbal ability is not significant as regards their attitude towards Yoruba translation. This indicates that the two pairs of students with high and low; medium and high levels of verbal ability are responsible for the significant effect of students' attitude towards Yoruba translation.

**Hypothesis 3:** There is no significant main effect of gender on students' attitude towards Yoruba translation.

Based on the results in Table 1, there is no significant main effect of gender on students' attitude towards Yoruba translation ( $F(1,281) = 0.002; P > 0.05$ ). Hypothesis 3 is therefore not rejected. This suggests that students' gender did not contribute significantly to their attitude towards Yoruba translation.

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

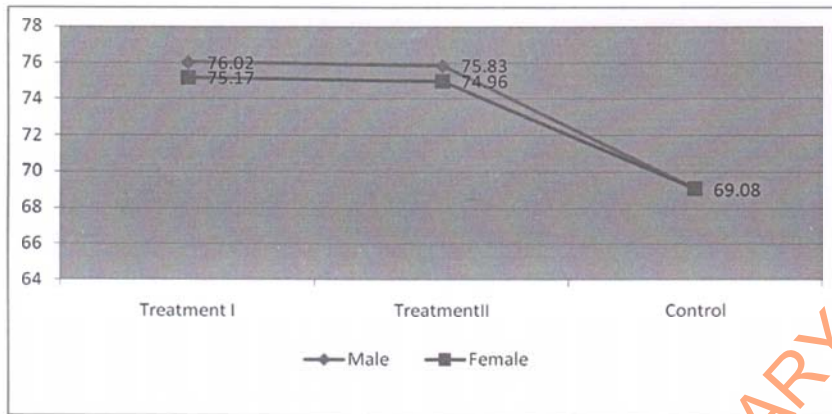
The results from Table 1 shows that the interaction effects of treatment and verbal ability groups were significant ( $F(4,281) = 25.031; P < 0.05$ ). Hence, the null hypothesis is rejected. Figure 1 presents the explanation of this significant interaction effect



**Fig. 1:** Line graph showing the interaction effect of treatment and verbal ability on the attitude of the respondents

**Hypothesis 5:** There is no significant interaction effect of treatment and gender on students' attitude towards Yoruba translation.

The results from Table 1 above demonstrates that the two-way interaction effects of treatment and gender on attitude of students towards Yoruba translation is significant ( $F(2,281) = 4.539, P < 0.05$ ). Therefore, the null hypothesis is rejected. Figure 2 further explains this interaction.



**Fig. 2: Line graph showing the interaction effect of treatment and gender on the attitude of the respondents**

Figure 2 shows that, in the treatment groups, male students had higher attitude scores in their attitude towards Yoruba translation than their female counterparts. However, students in the control group had the least score. This pattern of interaction is disordinal.

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

Table 1 reveals that there is no significant interaction effect of verbal ability and gender on the attitude of students towards Yoruba translation. ( $F(2,281) = 0.858$ ;  $P > 0.05$ ). Hence, hypothesis 6 is not rejected.

**Hypothesis 7:** There is no significant interaction effect of treatment, verbal ability and gender on students' attitude towards Yoruba translation.

Table 1 shows that the 3-way interaction is significant ( $F(4,281) = 3.762$ ;  $p < 0.05$ ). Hypothesis 7 is, therefore, rejected.

### Summary of Findings

The findings of the study are summarized below:

1. Based on attitude towards Yoruba translation, bilingual instruction had higher adjusted posttest attitudinal mean score, followed by peer-tutoring and the control group.
2. Students with medium verbal ability scored higher in their posttest mean score than those with low and high verbal ability.
3. There is no main significant effect of gender on students' attitude towards Yoruba translation.
4. There is significant 2-way interaction effect of treatment and verbal ability on students' attitude towards Yoruba translation.
5. Also, there is interaction effect of treatment and gender on students' attitude towards Yoruba translation.
6. There is no significant interaction effect of verbal ability and gender on students' attitude towards Yoruba translation.

7. The 3-way interaction effect of treatment, verbal ability and gender is significant on students' attitude towards Yoruba translation.

#### **Effect of Treatments on Attitude towards Yoruba Translation**

In relation to the effect of treatment on the attitude of students towards Yoruba translation, the finding revealed that both treatments (bilingual instruction and peer-tutoring) were more effective than treatment as usual (control) in developing the attitude of learners towards Yoruba translation. Bilingual instruction was more potent in developing the attitude of the participants in Yoruba translation than peer-tutoring and control group. This could be linked to the fact that code-mixing and code-switching may allow the learners to consider some words that are more difficult to translate, as simple. It may also make them develop positive attitude towards the course. This is in agreement with Olagbaju's (2009) claim that switching between L1 and L2 has the ability to place learners in their comfort zones in the classroom. Also, the fact that peer-tutoring is found to be effective in developing attitude of students towards Yoruba translation is in agreement with the findings of Gaustad (1993) that peer-tutoring does not only enhance the academic ability of students, but also has the potential of increasing the self-esteem of individuals through social interaction and contribution to classroom learning. The ability of the students to relate well with their counterparts and contribute to the teaching and learning process might allow the students to develop a positive attitude towards Yoruba translation.

#### **Effects of Verbal Ability on Students' Attitude towards Yoruba Translation**

The result obtained in this study revealed that there was significant effect of verbal ability on students' attitude towards Yoruba translation. The study revealed that the pairs of students with low and high as well as medium and high verbal ability were found to be significantly different, whereas the pair of low and medium verbal ability were not. 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 Effect of Treatment and Verbal Ability on Students' Attitude towards Yoruba Translation**

The finding of this study revealed that the two-way interaction of treatment and verbal ability on students' attitude towards Yoruba translation was significant. Students with low and high verbal ability responded better on bilingual instruction than those treated with peer-tutoring and control group, participants with medium verbal ability responded better with exposure to peer-tutoring than their counterparts with bilingual instruction and control group. This study is in line with the study of Olaboo (1999), who found significant interaction effect of treatment and verbal ability on students' attitude.

## **Two-Way Interaction Effect of Treatment and Gender on Students' Attitude towards Yoruba Translation**

The result from this study revealed that the two-way interaction effect of treatment and gender on attitude towards Yoruba translation was significant. The study revealed that female students responded better to bilingual instruction than the male participants. Male participants may be afraid of losing their esteem while code-mixing and code-switching but female students may have nothing to lose using both languages in classroom interaction. This study is in line with the study of Adeyinka (2005) who found a significant effect of gender on students' attitude.

## **Three-Way Interaction Effect of Treatment, Verbal Ability and Gender on Students' Attitude to Yoruba Translation**

The study indicated that the three-way interaction of treatment, verbal ability and gender on students' attitude towards Yoruba translation was significant. This presupposes that, for the treatments used in this study to be effective, the interaction of moderating variables should be considered. This is because the levels of verbal ability and gender have potentials of influencing the type of treatment used for enhancing the attitude of students to Yoruba translation.

## **Recommendations**

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

1. In order to improve the attitude of students toward Yoruba translation, the two strategies used in this study should be recommended for use by their instructors.
2. There should be training and re-training 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.
3. Curriculum planners should incorporate the usage of bilingual and peer-tutoring instructional strategies as part of the approved strategies of teaching at all levels of education.
4. The pre-service Yoruba language teachers should be effectively trained on the effective usage of bilingual and peer-tutoring instructional strategies.

## **Conclusion**

This study established the effectiveness of bilingual instruction and peer-tutoring in developing positive attitude towards Yoruba translation among students. The study also showed the superiority of bilingual instruction over peer-tutoring and the conventional strategy of teaching Yoruba translation in colleges of education offering Yoruba in Southwestern Nigeria. The potency of the treatment could, however, be mediated by verbal ability and gender. It could therefore be concluded that the attitude of students towards Yoruba translation could better be enhanced using the two strategies observed in this study (bilingual and peer-tutoring) as they have the possibility of making teaching and learning flexible and promoting cooperative learning among students, thereby promoting their attitude towards the language.

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