INVESTIGATING THE EFFECT OF CHART ON SECOND LANGUAGE (L₂) IGBO LEARNERS' PERFORMANCE IN IGBO LANGUAGE WORD FORMATION IN NIGERIA COLLEGES OF EDUCATION: A CASE STUDY OF FEDERAL COLLEGE OF EDUCATION OKENE

Nwaneri Adaku Scholastica

Igbo Department, Federal College of Education

Email: chinwenduemike@gmail.com; Tel: 08135701596

ABSTRACT: *This research study focused on investigating the effect of charts on the second language (L₂) Igbo learners in Igbo language word formations in all the colleges of education in Nigeria using Federal College of Education Okene as a case study. Federal College of Education Okene is in the Okehi Local Government Area of Kogi State. It is the general poor performance of all second-language Igbo learners that led to this research work. The researcher thought it wise that the use of instructional materials despite the level might help. With this, this research was carried out on the effect of charts on learners' performance in Igbo language word formation by second-language Igbo learners in Colleges of Education. This research study has three research questions and three hypotheses that were based on the purpose of the study. The study adopted a quasi-experimental design. The learners were in two groups. The groups are the experimental group and the control group. The experimental group was further subdivided into two groups. They are text chart groups and un-text chart groups. From the population of 130 students, 70 students comprised of 38 females and 32 males were selected. A pre-test and post-test were given. The instrument for data collection was the Performance Test in Igbo Language Word Formation (PTIWF), and which has 20 items multiple questions in it. Mean and standard deviation was used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypothesis at the level of 0.05. This research study showed that those taught with charts performed better than those taught without charts. Again, the un-text chart group performed better than the text chart group, and the female equally did better than the male counterpart. The researcher equally proffers solutions by giving out some suggestions on the way forward which include that, they curriculum planners should ensure that different instruction materials especially chart is included in their curriculum planning and learners must be involved in the production of their teaching aids.*

KEYWORDS: Language, Igbo Language, Second Igbo Language Learners, word formation and chart.

INTRODUCTION

Language is an organised sound arranged to form words used in making meaningful sentences among speakers. It is simply defined as a medium of expression of ideas, feelings, emotions, and desires. All these mentioned above are communicated through complex, vocal and written symbols. It is the medium of human communication either spoken or written consisting of the use of words in structured and conventional ways. In language lies the individual, community and global growth and development. The development and growth of technology hinge on communication which is rooted in language. In support of this are Eme and Mba (2010) who says, "Language functions as a medium of thought and transmission of culture". Culture is the total way of life of people. This implies that the development and growth of technology are embedded in peoples' way of living which metamorphosed from abacus to analogue and finally to digital where it is presented with the notion that it will still grow into another stage. All these sprang up from individuals' thoughts, ideas, emotions, dreams, minds and feelings communicated with one another through language. Its uniqueness, dynamic, vocal, systematic, creativity and conventionality make it interesting in learning.

Of all the numerous languages spoken in Nigeria, Hausa, Igbo and Yoruba were the only three languages selected by the Federal Government of Nigeria to be used for national issues, especially in the area of education (National Policy of Education (2014). Igbo language being inclusive is a language of the South Eastern part of Nigeria. Some areas in South-South like Rivers & Delta State and North Central like Kogi and Benue do speak Igbo too. It is the principal language and native language of the Igbo people with approximately thirty dialects. It is used by native speakers as a medium of expression of ideas, thoughts and feelings and equally a tool for the promotion of culture, education and trade. Igbo language according to Eme and Nkamigbo (2009), is a language that is so important in the lives of the owners. It can be learnt either from home (acquired) or through education (learnt). According to Ifeagwasi (2014), "any Igbo child brought up in the Igbo language performs wonderfully in anything that has to do with leadership, religion and in any other aspect of life that concerns planning in Igbo land and beyond. It equips him/her with the four language skills which are listening, speaking, reading and writing. Reading and writing have been a thorn in the flesh of learners. Uzochukwu (2001) explained that many years ago, some Igbo newspapers, magazines and the like include Ogene, Anyanwu and Udoka. But recently, these informational books are no longer in existence because of the negligence of the Igbo language by the indigenes. The worst of it all is that higher institutions like universities, polytechnics and colleges of education in Nigeria have more than enough journals, magazines and the like in their libraries written in Hausa and Yoruba language; only a few are written in Igbo. The Igbo lecturers in particular write their papers for publication in English. All these are a result of a poor foundation laid from the beginning.

Teaching and learning the four Igbo language skills, especially in word formation has been a great challenge facing Igbo Learners both indigenes (L_1) and second language (L_2) Igbo learners. The foundation has always been weak because of the negligence of many things which include the use of instructional materials like charts in teaching and learning. The foundation starts from alphabet/sounds like a, b, ch,//a/, /b/, /ch/ and the like which are learnt from the beginners level to forming of Igbo words like 'bia', 'rie', 'jee' and 'see' and finally using the formed words to make sentences which could either be simple sentences 'bia ebe a', compound sentences bia ebe a buru nri gi rie' or complex sentences 'nne siri nri ma anu adighi ya n'ime, ma azu di ya egheghi eghe.'
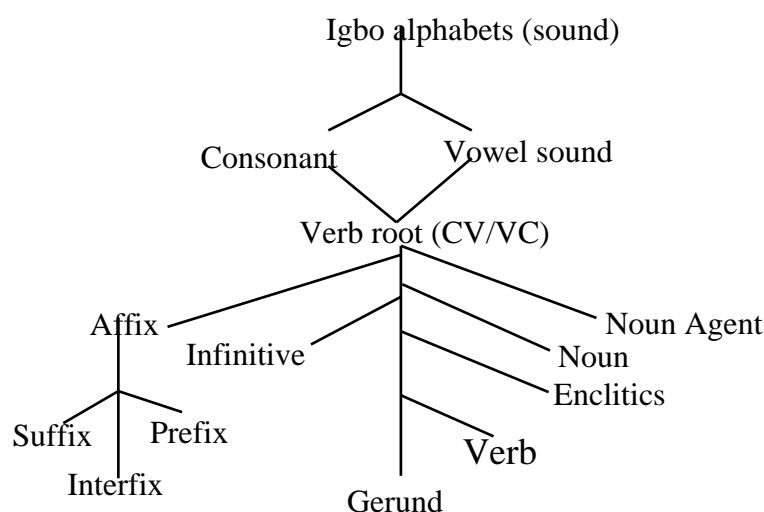
This illustration above defines clearly the different ways in which Igbo words are formed starting from alphabets/sounds. A Word formation as said by Hadmud (1996) is the creation of new words. He further explains that the verb root is formed by bringing two sounds consonant + vowel or vowel + consonant(c+v/v+c) together. Igbo word formation, therefore, is the creation/formation of Igbo meaningful words understood and spoken by the indigenes and second language speakers which starts from sounds to verb roots. This verb root extends to affixes, infinitives, gerunds, noun agents, nouns, enclitics and verbs. Igbo words can equally be formed through borrowed words. The following are ways in which Igbo words are formed/created.

1. **Using sounds to form verb root:** Sounds include all alphabet sounds. The alphabet sounds are divided into two. They are consonant sounds and vowel sounds. One consonant sound and one vowel sound forms a verb root.

Example:

a.   c + v = cv

         s + i = si   verb root

b.   j + e = je

c.   gb + a = gba.

Therefore si, je and gba are all verb roots.

2. **Formation of verbs:** Verbs will be derived from these verb roots by adding suffix examples include:

a.   verb root + suffix = verb

   si   +   e   = sie□ (cook)

   je   +   e   = jee□(go)   verb

   gba   +   a   = gbaa □(shoot)

3.   **Gerund:** Gerund is derived through the addition of prefixes and repetition of verb root examples:

Prefix + verb root + verb root

  o+   si   +   si   = osisi □ (cooking)

  o   +   ji   +   je   = ojije □ (going)   gerund

  o   +   ri +   ri   = oriri □ (celebrating)

4.   **Infinitive:** It is derived by adding prefixes and verb roots.

Example:

Prefix + verb root = infinitive

i   +   ri   = iri □ (to eat)

i   +   si   = isi □ (to cook)

i   +   je   = ije □ (to go)

5.   **Enclitics:** It is derived through duplication of infinitive with inter fix in between

Examples:

Infinitive + inter fix + infinitive

agu   +   m   +   agu = agumagu □ (literature)

aba   +   d   +   aba = abadaba□ (broad)

echi   +   m   +   echi = echimechi □ (coronation)

ome   +   k   +   ome = omekome □ (miscreant)

6. **Borrowed words:** These are words owned and spoken by other tribes which have been Igbonised by the Igbo people.

Examples:

Komputa   computer   English

Osikapa   shinkafa   Hausa

Akamu   akamu   Yoruba

Kaboodu   cupboard   English

Isam   isam   Ijaw

7. **Formation of past tense:** Igbo past tense is formed by adding "rv" to the verb root. In rv, it means that 'r' is constant while 'v' means vowel.

Examples:

Verb root   +   rv   = past tense

ri   +   ri   = riri (ate)

si   +   ri   = siri (cooked)

je   +   re   = jere (went)

me   +   re   = mere (did)

8. **Formation of past participle:** It is formed by adding the prefix (a/e) and suffix (la) to the main verb in accordance with vowel harmony.

Examples:

Prefix   +   main verb   +   suffix   = past participle

e   +   rie   +   la   = eriela (have eaten)

e   +   sie   +   la   = esiela (have cooked)

a   +   saa   +   la   = asaala (have washed)

a   +   zaa   +   la   = azaala (have swept)

Igbo words could equally be formed through other means like duplicating verb root to form verb example pu + ta = puta (come out), the combination of two or more words to form noun/name example onye + di + ka + chi = onyedikachi, joining of prefix and verb root to form a noun/doer (as in person) or doer (as in machine) example o + ri = ori (nri) = food consumer and m + bu = mbu (ibu) load carrier.

The explanation above indicates different ways Igbo words could be formed/created and all are embedded in sound and verb roots. The teaching and learning of all these sounds and verb roots stemmed from foundational/beginner's level which could either be in L_1 language class or L_2 language class. Therefore, it is pertinent and imperative that word formation should be taken into cognizance in the teaching and learning of the Igbo language as a second language because it is the bedrock or pivot upon which language revolves. Word formation is an attempt to use the sounds of the alphabet to make readable words derived from the verb root. It is an ability to create new words or write down words pronounced without error.

The researcher is optimistic that following these with instructional materials like charts will have a great positive effect on the second language learners and at the same time improve other areas of the Igbo language like essays and literature.

Many researchers have actually contributed immensely to the way forward for the poor performance of second-language Igbo learners in Igbo language teaching and learning. But the area of tackling it from the grass root is yet to be given adequate attention. Teaching and learning of Igbo language both as L_1 and L_2 are very important in the life of Nigerian citizens for it creates peaceful co-existence among the speakers. It was based on this that the National Policy of Education (NPE) insisted it must be taught in schools as one of the three major languages. Again, Onwuka (2010) asserts that teaching and learning of Igbo language are very important in the life of the Igbo people. Igbo people here include all Igbo language speakers both those from South East (L_1) and those from other parts of Nigeria learning it as a second language (L_2). According to the source, the teaching inculcates moral values, and the religion of the people and at the same time enhanced cordial relationships among speakers promoting good business partnerships and peaceful co-existence and mutual understanding of the indigenes. Okudo and Ifeagwasi (2014) supported the assertion by saying that every Igbo man in the Igbo language (both L_1 and L_2) does well in all ramifications of life like in leadership, religious practices and the like.

Furthermore, Mba and Mba (2009) opine that the Igbo language is a language written as spoken. This implies that the spelling of Igbo words (word formation) goes as it is being pronounced.   For example, in pronouncing "ekete (basket) will be e+k+e+t+e and in pronouncing edemede (composition) will be "e+d+e+m+e+d+e". The teaching of the Igbo language for second language learners with charts should be given due attention from the foundational level; starting from the alphabet to forming of words and sentences that are meaningful and well understood by the speakers, second language learners inclusive.

The second language, as the name implies, is a language spoken aside from one's indigenous language. It could be acquired or learnt. This implies that it could be learnt/spoken consciously or unconsciously through interaction with the indigenes in the environment one finds oneself aside from one's original environment. It could be equally learnt through formal education. Formal education here means learning the language within the four walls of the classroom. According to Abdullahi (2015), "second language is a language learned in an area where that language is not generally spoken. It is a language acquired or learnt in addition to one's native language.

In learning a second language, there are challenges that face the learners. These challenges include listening problems, native language differences, cognitive variables such as (language aptitude, individual differences, brain function and pedagogical tasks) and affective variables

such as (anxiety, motivation and personality). These challenges could be averted through the use of charts which could either be text charts or un-text charts.

Charts play a vital role in achieving this. Asogwa (2009) remarks that a chart is an information carrier designed properly to aid in achieving the aims and objectives of every particular teaching and learning. Again, Akolo (1999) writes that a chart is a prepared instructional material made to enhance learning in the class. Inyiaku (2015) supported this by saying that a chart is one of the visual materials that enhance the senses, especially the sense of seeing. To sum it all up, a chart makes learning lighter, faster, easier, permanent and more interesting. A chart is also a sheet of information in the form of a table, graph, or diagram. A chart can be a graph, table, tabulation, grid, histogram, diagram, guide, scheme, figure illustration, bar chart, pie chart, flow chart, map, plan, blueprint, graphic and the like. It is a diagram, picture or graph produced to make information easier to understand. It is a drawing on a sheet exhibiting information in a simple way. A chart is one of the teaching aids that simplify abstract information through visual display either drawing or through pictures. In support of this was Nwoji (2002) who exerts that charts are graphic learning materials, which form a distinctive medium for visualisation. They are hand-made drawings, graphs, and diagrams made on cardboard paper. It is the most useful visual display after the chalkboard in Nigerian schools today.

The effectiveness of charts in teaching as opined by Nwoji (2002) includes the following;

➢ They must be properly prepared

➢ They must be relevant to the content

➢ They must be spaced with bold letters

➢ They must be legible

➢ They must be properly designed and beautified

➢ They must be simple and attractive and not complicated and distracting

Types of Charts

The researcher divided charts into two namely:

1. Text charts and

2. Un-text charts

Text Charts: These are charts with write-ups. They are pictures, drawings, illustrations, graphs and diagraphs that carry with them letters, words, phrases or simple sentences. It projects instant dual information (seeing and reading). Text charts have to do with affective variables. It promotes route learning. It makes the brain to be less active because each picture, drawing or illustration has its information on the blueprint. Text charts make some learners unserious and inactive but at the same time boost the ability to attempt to pronounce. It equally quickens the development of the learners' reading skills, for instance, when a figure like a body part is drawn, with part names written, the learner will quickly and instantly make attempt to pronounce what is already written with less stress in thinking. According to Umeano (1999),

there are two most important senses for keeping in contact with the environment. They are the auditory and the visual senses. The auditory is omnidirectional because it makes one hear in all directions at the same time while the visual is directional because it focuses on what is being seen. Auditory sense has little function in the use of text charts because the sense of seeing and the ability to pronounce what is seen (written) is high. The visual which is directional as asserted by Umeano (1999), is actively high in learning with text charts because it has to associate the picture, drawing or chart with the letters, words or sentences.

PICTURES OF TEXT CHART

Un-text Chart: This is a chart with neither letters, words nor sentences. It is mono-information oriented. (Seeing only) goes with cognitive variable challenges thereby requiring active brain function. The learners must be conscious and alert when the pictures/words of the picture/drawing are being taught. Learning with an un-text chart makes use of the three stages of memory which are;

➢ Encoding

➢ Storage and

➢ Retrieval.

Encoding Stage: In the encoding stage, the second language learner perceives and categorises the information to be remembered as the chart is un-text. Example: when a learner is learning parts of the body in the second language class with an un-text chart, he/she will be active, alert and conscious, to encode the body parts into the memory code bearing in mind that the so-called chart has no text. The ability to make attempt to call the body parts in the next class shows that s/he placed it in the code of memory.

Storage Stage: this is the stage the learner holds the information over time. When learning with an un-text chart, the learner makes a conscious effort to store the information by repeatedly repeating what is being heard/learnt with an un-text chart and this encourages memorisation through constant learning.

Retrieval Stage: Retrieval stage is the stage where the learner makes a conscious effort to bring out information stored. Retrieval means that the learner recovered the name from the storage at the time the un-text chart is being used for the second or more times. Once the learner is constantly practising what is heard during learning, the information will unconsciously register in the memory and even remain permanent that where ever she/he sees the chart without the text, she will mention the parts because it has been permanently registered. Learning with an un-text chart covers the three domains (cognitive, affective and psychomotor domain). Each of these charts has its own advantages and disadvantages.

UN-TEXT CHART

iji ụdaume eme mkpụrụokwu **(Construction of Igbo Words with Vowel Sounds)**

This prompts the researcher to research it in order to investigate its effects on the second language (L₂) Igbo learners' performance in Igbo language word formation irrespective of gender.

Gender according to Obi, Amaechi, and Azubuike (2017) refers to the social construction of males and females based on sociocultural norms and power. It refers to the social attribute of being male or female as prescribed by society. Penner (2000) supported this by saying that those with male attributes have stronger veins, arteries and bones than those with female attributes. Okolo (2016) sees gender as the difference in mental and emotional characteristics between the two sexes as prescribed by society. Umo (2001), states that females perform better than males in anything language.

The problem of Study

The second language (L₂) Igbo learners in Nigeria irrespective of their level are expected to perform brilliantly in Igbo word formation as this determines the quality of their output in other Igbo language areas of specialisation. Philians and Wanjobi (2011) opine that the better the performance of the students, the more effective the system is assumed to be. It is assumed that the use of charts in teaching and learning Igbo language word formation will immensely affect

second language learners. In the olden days, the use of charts took precedence over every other teaching aid and was planned by curriculum planners. The teachers then implemented the curriculum line, hook and sinker; and the output was excellent.

Recently, over decades now, both the curriculum planners and all the stakeholders in Igbo language teaching show no interest again in using teaching aids, especially charts to teach, and this made second language learners lose interest in learning the Igbo language, and even in speaking the language. These learners see the Igbo language period as a free period. They neither pay attention nor show any interest because there is nothing to motivate them, especially in this era of technology where every student wants to be a doctor, lawyer, engineer and the like. The choice of Igbo language as a course by second language Igbo learners is now adversely affected. They see the Igbo language as a course meant for only the indigenes, dullards inclusive. Therefore, introducing a chart at the grass root level will make the lesson interesting, lively and concrete. It will entice these learners to develop an interest in learning it as a second language, thereby strengthening their perception of the Igbo language as a course from the grass root level.

Purpose of Study

This study is designed to investigate the effect of charts on second language learners' performance in Igbo language word formation by second language Igbo learners in Nigeria colleges of Education using the Federal College of Education as a case study. Specifically, the study seeks to find out the following.

1. The effect of charts on second language Igbo learners' performance in Igbo language word formation by second language learners in Federal College of Education Okene, Kogi State.

2. The difference between the mean score of the learners taught with a text chart and those taught with an un-text chart.

3. The difference between the mean score of male and female students taught with charts at posttest.

Research Questions

1. What is the effect of charts on second-language Igbo learners' performance in Igbo language word formation?

2. What is the significant difference in the mean score of learners taught with a text chart and learners taught with an un-text chart?

3. What is the mean score of male and female students taught with a chart at the post-test?

Hypothesis

From these research questions, the following hypotheses were formulated for testing at 0.05 levels of significance.

HO$_1$ There is no significant difference in the mean score of the learners taught with charts and those taught without charts.

HO$_2$ There is no significant difference in the mean score of the learners taught with text charts and those taught with un-text charts.

HO$_3$ There is no significant difference in the mean score of males and females taught with charts at posttest

METHODOLOGY

The study used a quasi-experimental design involving a pretest and posttest. One group (experimental group) was taught with charts while the other group (control group)was taught the same concept using the traditional method. The experimental group was further subdivided into two groups. One group was taught with text charts and the other with un-text charts.

The target population of this study comprised all non-Igbo students offering Igbo as a second language in Nigerian Colleges of Education, using Federal College of Education, Okene in Okehi Local Government Area of Kogi State as a case study. From the population of 130 students, 70 were selected. The population comprises 32 males and 38 females.

The instrument for the collection of data was the Performance Test in Igbo Language Word Formation (PTIWF). It has 20 item multiple choice questions. The questions were from The National Commission for Colleges of Education Minimum standard. The researcher used four Igbo language lecturers from the school to help in administering the test. The researcher taught those assisted lecturers how to administer the test. The assisted lecturers strictly followed the instruction and the lesson plan given to them. The researcher supervised the administration of the pretest and posttest. The two groups were homogenous according to the result before the commencement of the experiment study as PTIWF was administered as a pretest to both the experimental group and control group. The two subdivided Experimental groups (text chart group and un-text chart group) and the control group were taught for seven weeks. At the end of the seven weeks, a posttest was given. The answer script was collected, marked and scored.

Mean and standard deviation was used to answer the researcher's questions while analysis of covariance (ANCOVA) was used to test the hypothesis at an alpha level of 0.05

RESULTS

Research Question One:

What is the effect of charts on second language Igbo learners' performance in Igbo language word formation?

Table 1

Group	POP	Pretest $\overline{X}$	SD$_1$	Posttest $\overline{X}$	SD$_2$	Adjusted mean $\overline{X}$
Exp. group	40	40.58	11.32	70.03	16.67	70.09
Control group	30	40.69	10.79	55.50	10.46	55.44

Table 1 above shows the effect of charts on learners. The table showed that the experimental group had a pretest and posttest. In the pretest assessment, the experimental group had a mean and standard deviation of 40.58 and 11.32 respectively. While they score 70.03 and 16.67 in their posttest mean score and standard deviation respectively. This indicates that there is an increment in their mean score achievement. Again, the control group had 40.69 in their mean score and 10.78 in their standard deviation of the pretest. They also had in the posttest 55.50 as the mean score and 10.46 as the standard deviation. The adjusted mean of both the experimental and control group where 70.09 and 55.44 respectively. Though there was a little increment in the mean score of the control group during the pretest and posttest, the adjusted mean (70.09 and 55.44) indicates that the use of charts is effective in the performance of L_2 learners' performance in Igbo language word formation.

Research Question Two:

What is the significant difference in the mean score of learners taught with a text chart and learners taught with an un-text chart?

Table 2

Group	No	Pretest $\overline{X}$	SD$_1$	Posttest $\overline{X}$	SD$_2$	Adjusted mean $\overline{X}$
Text Chart	22	48.08	10.11	55.02	12.10	45.35
Un-text chart	18	48.11	13.15	65.26	18.50	50.02

The experimental group was further subdivided into two groups namely Text chart and Un-text chart group. The table above shows that the text chart groups have pre-test and posttest too. They had 48.08 in the pretest mean score and 55.02 in the posttest mean score with a standard deviation of 10.11 on the pretest and 12.16 on the posttest. The adjusted mean of the text chart and un-text chart group is 45.35 and 50.02 respectively. This implies that the use of an un-text chart is more effective on the learners' performance on Igbo language word formation than a text chart

Research Question Three:

What is the mean score of male and female students taught with a chart at posttest?

Table 3:

Gender	Posttest		
	NO	$\overline{X}$	Standard deviation
Male	32	60.76	14.47
Female	38	64.20	16.39

Table 3 indicates the mean scores of male and female students assessed at the posttest level. The male pupils had 60.16 in their mean score while the female had 64.20. With a standard deviation of 14.47 and 16.39 respectively. The above mean scores indicate that the female learners' performed a little bit better than their male counterparts. This shows that the chart is slightly more effective among the female pupils than the male pupils

Testing of Hypothesis

To test the three formulated hypotheses, Analysis of covariance was used as presented in Tables 4, 5 and 6 below.

HO_1 There is no significant difference in the mean score of the learners taught with a chart and those taught without a chart.

Table 4:

Group	Pop.	Mean (X)	SD	DF	Sig	Effect Partial square
Exp. group	40	70.03	11.32	1	.000	.531
Control group	30	55.50	10.46			

Significant at P=0.05

The result in table 4 showed that f value (1) is significant at .000 $.000 < 0.05$. This implies that the difference in the mean performance scores in Igbo word-formation between the experimental group and the control group is significant. Therefore, the hypothesis is rejected. The adjusted mean for the experimental group is 70.09 while that of the control group is 55.44. The adjusted mean indicates that the experimental group performed better than the control group.

HO_2 There is no significant difference in the mean score of the learners taught with a text chart and those taught with an un-text chart.

Table 5:

Group	Pop.	Mean (X)	SD	DF	Sig	Effect Partial Square
Text	22	55.02	12.10	1	.000	.442
Un-text	18	65.26	18.50			

Significant at P= 0.05

The result in table 5 indicates that f is significant at .000 and it is< 0.05. With this, the hypothesis formulated is hereby rejected.

HO_3 There is no significant difference in the mean score of males and females taught with a chart at the posttest.

Table 6:

Group	Pop.	Mean (X)	SD	Sig	Effect Partial Square
Male	32	60.76	14.47	0.47	0.36
Female	38	64.20	16.20		

Significant at P< 0.05

Table 6 indicates that p is significant at .047> 0.05. With this, the hypothesis formulated is hereby retained.

DISCUSSION OF FINDINGS

There is no gain in saying the fact that the chart has an effect on the performance of second-language Igbo learners in Igbo word formation. The result of this study has shown that learning the Igbo language as a second language by second-language speakers will be more effective through the use of charts. There is ample evidence from the performance of learners taught with charts and those taught without charts. Asogwa (2009) provided support for the findings of this present study where the resource remarks that a chart is an information carrier designed properly to aid in achieving the aims and objectives of every particular teaching and learning. These findings agree with Anikwese (1995), Epuche (2006) and Inyiaku (2015) who found that charts like pictures, drawings, and the like are more important, useful and reliable in the learning of the Igbo language. The researcher who categorised charts into text chart and un-text chart equally found out that un-text chart is more effective on the performance of L_2 Igbo language learners on Igbo language word formation. The findings revealed that the un-text chart which affects cognitive, affective and psychomotor domains makes learning permanent, unlike the text chart which affects only the affective domain and is easily forgotten when the write-up is not attached. Again, the findings of the mean score of male and female learners at the posttest showed that females performed better than males. The female mean score was higher than that of the male. These research findings are in alignment with the views of Umo (2001) who found out that females did better than males in the research work.

CONCLUSION

In conclusion, the performance of second language learners in Igbo language word formation is solely dependent on the proper use of instructional materials which the chart is inclusive of. The research equally moves further to categorize the chart into text chart and un-text chart on which findings were carried out by the researcher on both, and the findings reveal that an un-text chart is preferable because it affects the three stages of memory code, and the findings showed that its mono information oriented makes learner brain active and learning permanent. An un-text chart is equally learner-centred because the learner is fully involved in the learning.

RECOMMENDATION

The following recommendations are made in line with the findings

- Igbo teachers should always endeavour to bring in charts to the classes so as to entice the second language Igbo learners to develop an interest in learning the Igbo language starting from word formation.

- Curriculum planners should ensure that the chart is always included in the academic planning work.

- Government should also provide assorted Igbo charts in line with the scheme of work to schools so as to motivate second language learners.

- Teachers and school management should equally endeavour to improvise chart of different kinds, especially un-text chart since it has been proved that it is more effective than text chart.

- Learners should be involved in providing/improvising charts suitable for each topic.

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