



Learning of Composition in English Language using Multimodal Technique among Junior Secondary School Students in Kebbi State, Nigeria

Aisha Bello Gwandu & Hafsat Bello Bada

Department of General and Remedial Studies, Waziri Umaru Federal Polytechnic, P.M.B 1034, Birnin Kebbi,
Department of English Language, Shehu Shagari College of Education P.M.B 2129, Sokoto, Sokoto State

Email: aishabellobada3@gmail.com; hafsatbellobada@gmail.com

Abstract: This paper explores learning of composition in English language using multimodal technique among Junior Secondary School Students in Kebbi State, Nigeria. A composition is concerned with arrangement of ideas, impressions, statements and information to pass a message. Therefore, the study focused on analyzing the impact of multimodal technique in Narrative and Descriptive Composition skills in learning of English language. Data for this study were collected using a purposive sampling of 494 Junior Secondary School Students of Kebbi State, Nigeria. The students were assigned to two groups, the experimental group (181) and the control group (313). The experimental and control groups were taught composition: narrative and descriptive skills in English language using two different methods: multimodal technique and convention method. The experimental groups were taught using multimodal techniques while control group using conventional method. The result indicated that there is a significant difference between the experimental and control group in learning English composition: narrative and descriptive skills. This posits that multimodal techniques provides enabling atmosphere to students during learning. It also makes learning of English composition: narrative and descriptive skills interesting, user friendly and accommodative to students.

Keywords: composition, multimodal techniques, narrative composition, descriptive composition

Introduction

A Composition is designed to examine students' ability to express themselves with clarity and coherence in a manner appropriate to the audience, purpose, topic and situation (Latilo & Beckley, 2008). It also involves putting down of ideas, impressions, statements, information for passing on a message. Composition helps in testing students' ability to use the English language effectively as a means of communication. It also tests student competence in grammar, good paragraphing, the proper use of formal features, presentation of ideas, correct spellings, appropriate punctuation and the skillful usage of rich vocabulary and idioms. Composition is an act or art of putting ideas, knowledge of grammar and daily experiences to use. This helps students to express their views on what is happening in the world around them, besides expressing personal thought, feelings and experience. It is also an act of creatively and imaginatively putting down ideas, feelings and opinions using the correct words. That is why Perin (2007) argues that composition can be a satisfying and mind-expanding activity to those who have acquired and mastered the necessary skills, but a frustrating and even aversive experience when the skills are lacking. This because, is an act of putting down on paper one's ideas, feelings and emotions using graphic symbols. Therefore, a composition is a system of human communication using signs and symbols that are clear, coherent and could help in passing the exert information needed.



Good composition requires ability to think rationally and logically put ideas down in good impression. In other words, writing it may require a student to describe a place, an object, a scene or a person. Therefore, teaching language is not an easy task, but it is important and compulsory because it provides students with basis through which a good composition can be derived. It needs to be welcomed and interesting to remove the anxiety and nervousness of the learners. Hence, adequate teaching aids are needed in teaching composition at a different level of education. Moreover, many methods have been used by teachers in teaching composition skills, yet students' achievement is low. For example, Omachanu (2003) identify three methods in teaching and learning of composition: guided method, which gives students' guidelines to help them write or produce correct composition, the-non guided method, which is also called free composition where the students are given topics and allowed to produce correct composition on their own, and the literacy method, which provides students with the necessary experience in the theme, structure, tone and other aspects of style. These methods of writing were used in the conventional classroom and they emphasize the product of the students writing without bothering whether the students have learnt the skills of writing. The conventional method of teaching has not given students much assistance and part of the reason for this is that writing is one of the skills that are not amenable to mere memorization of a set of rules because it calls for development and application of composite skills in the writing process. This is why Obi-Okoye (2004) argues that until teachers start teaching students to see writing as a process of discovering, exploring ideas, and constructing frameworks with the present ideas students essays will not improve.

The preceding argument indicate the need to explore other important options to teach student good composition skills in English language. This leads to the introduction and application of information and communication technology (ICT) tools in the education sector. Sife, Lwoga, and Sarga (2007) argued on the importance of computer and projector to the growth and development of teaching and learning in all facets of education in society. Their argument was that teachers can use technology related instruments to make English language teaching interesting and accommodative. Thus, presenting teachers with multiple platforms to convey and display their teaching materials to arouse student interest, which would make the whole class more effective. Sunthara and Vishnu (2016) are of the view that the tradition of English teaching has been drastically changed with the remarkable introduction and adoption of technology. The emergence of media tools in language teaching with the appearance of communicative approaches has attracted the attention of teachers, academicians, educationists and experts. Therefore, technology provides so many options, and making teaching interesting and more productive in terms of improvements because it satisfies both visual and auditory senses of students.

The use of technology in passing information from one place to another has continues to generate interest in the world. This argument continues to show how importance



multimodal techniques are in teaching English language among students. Multimodal refers to the existence of different channels through which we receive, store, present, send or perceive information or message. Anzaku (2011) posits that multimodal techniques are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. Multimodal technique involves the use of computers and projector to present video, animation, text, graphics, and sound in an integrated way. It also combines text, images, audio and video together making English language teaching colorful and interesting so as to attract the attention of students and stimulate students' interest. Eze (2013) argued that human being learns more easily and faster by multimedia process than by verbal explanation alone. For example, a study conducted by Kasper (1997) illustrated that teaching English language using multimedia such as print, video, film and internet to students encourage them to write a critical analysis on assignments. The result shows that 92% of the students passed on departmental reading and writing examinations. In addition, their feedback on discussions is very positive and they express confidence in their ability to use English language.

Scholars argued that multimodal techniques are an important instrument in learning English language among students (Anzaku, 2011; Eze, 2013; Kasper, 1997). Multimodal techniques help in making study of English language among students more interesting and effective. This relates to the argument of this paper that multimodal techniques can also be used in teaching student the art of English composition. Since composition is about the arrangement of ideas and statements to pass information or message. Multimodal techniques can also be used to teach the student the art of passing information or message through English language. Therefore, a composition is divided into different categories such as letters, narrative, descriptive, expository, argumentative, technical writing among others. However, there are four major types of composition: narrative, descriptive, expository and argumentative. The study focused on two of the four major types of composition: narrative and descriptive. Multimodal techniques were used to teach students of Junior Secondary School in Kebbi State, Nigeria the art of both Narrative and Descriptive composition skills in learning English language.

Descriptive Composition Skills

Descriptive composition skills are concerned with writing that creates a clear and vivid explanation of the topic (Onuigbo, 2006). It is also related to the expression and feeling exhibited by an individual in a more coherent and clear written aspect. Descriptive composition is concerned with a situation where individual describe an aspect that happened or a phenomenon that took place in a written form (Amachi, 2005). Therefore, in writing descriptive composition, there is need to use simple and precise language and a careful choice of words, to enable the presentation of a vivid and convincing picture of the phenomenon. For this, it's good to use words in painting a picture of something so that we



can talk about the shape, size and the color of what we are describing. Good description creates a main impression, that is, an overall effect, feeling or image about the topic. It can also arouse the reader's senses and create a lasting impact on his or her mind. This effect can be achieved not through statistics and facts, but by detailed descriptions and observations. It uses a specific detail to support the main impression. Anker (2001) posited that being able to describe someone or something vividly and in details is very important not only in schools but also in other settings.

Usually, a descriptive composition will depict a place, a person, an object, an experience or a memory. Anything that you experience or perceive about your subject can be the focal point of your writing. To be able to describe a person, object or a place very well, you must be a good observer. The student must be able to take note of details, features or qualities or things or persons that come across. In description of person there are some language points that are relevant like physical appearance such as height, shape, built (tall, slim, round, lanky, fat, average height). Facial features: such as (round-faced, mustached, bearded, sharp and blue eyes, tribal marks, wrinkled, flashy white teeth). Color and complexion such as (dark-skinned, fair-complexion, jet-black, rosy cheeks). Age such as adolescent (boy, girl, man, woman, teenage, minor, puberty or senile, in her/ his mid, late, forties or fifties). There are also useful language points for describing object such as the color and shape of it (e.g. milk, lilac, red, crimson, burgundy, purple, black mahogany, indigo, sky/navy blue, orange, peach. Shape of the object such as (circular, rectangular, oval-shaped, square, oblong or rhombus). Material of the object such as (glass, wooden, gold, brass, metal, aluminum, silver, cloth, leather or plastic).

Similarly, Latilo and Beckley (2008) provided individual with useful hints which will guide the writer to write a good descriptive composition. The hints are: content (detailed description is required, give some ideas of what you are describing, and describe the qualities of what you are describing). Organization (the introductory paragraph should mention the scene, person or object, it should be followed by detailed description, it should be subjective or objective, features and qualities of what you are describing should be well arranged and the paragraphs must be effectively linked for unity and coherence). Expression (appropriate words are use, clarity of expression and vocabulary must be chosen for effect). This relates to the argument of the current study that it is good to teach student how to write clearly with concise and articulated points. Therefore, the paper employed descriptive composition skills in teaching English language using multimodal techniques among students of Junior Secondary School in Kebbi State, Nigeria.

Narrative Composition Skills

Narrative composition is a complete account of a story, event or incident which the writer experienced or witnessed (Egudu, 1990). The story experience or told a writer could be a fiction or non-fiction. The story may also be an account of what happened in real life



situation and the writer narrates it exactly as it happened, when it happened and where it happened. Narrative composition relies on personal experiences and is often in the form of a story. Boucher (2011) suggested that a narrative composition should be told from a defined point of view, often in first person, so there is feeling as well as specific and often sensory details to get the reader involved in the elements and sequence of the story. It also offers writers a chance to think and write about themselves and their experiences. Alutu (2007) opine that narrative composition, whether fiction or non-fiction must possess the quality of feasibility. That is, it must be a story that can happen. The story written should be in a way that when a reader or examiner goes through it, he will agree that such a thing happens even if the writer is not present in the actual place. Generally, the narrative essay is conversational in style, and tells of a personal experience. Boucher (2011) clarified certain criteria for assessing writing task such as audience: the writer's capacity to orient, engage and affect the reader. Text structure: the organization of narrative features including orientation resolution in to an appropriate and effective text structure. Ideas: the creation and selection of ideas for a narrative character. Setting: the development of a sense of place, time and atmosphere. Vocabulary: the precision of language choices. Cohesion: the control of multiple relationships over the whole text, achieved using words, substitutions, word associations and text connectives. Paragraph: segmenting of text in two paragraphs that assists the reader to negotiate the narrative. Sentence structure: the production of grammatically correct and meaningful sentence. Punctuations: the use of correct punctuation to aid reading of the text. Spelling: accuracy of the spelling and the words that are used (Sagita, 2009).

However, some useful hints have been identifying by Latilo and Beckley (2008) which will guide the writer to write a good narrative composition, the hints are content: the narrative events are believable, credible and possible. The events should be narrated in relevant details to give the examiner an insight in to the events. It concerned with the event, incident, person, time and place where the incident happened. Organization: narrative composition is writing in a lively manner in an interesting opening paragraph and interesting concluding paragraph and should be properly developed and linked. Expression: language use should be chatty and informal, it should be a mixture of short and long sentences, tenses used should be past tense, past progressive aspect, and past perfective aspect. Language used should have a quality of a first-hand experience. Example of narrative topics are: how I spend my last holiday, a naming ceremony I attended, my first day in school, "Sallah" occasion in my village, all that glitters is not gold, my brothers and my fishing trips, my birthday party, a journey by train etc. This relates to the argument of the current study that it is good to teach student how to write a story experienced or witnessed. Therefore, the paper employed narrative composition skills in teaching English language using multimodal techniques among students of Junior Secondary School in Kebbi State, Nigeria.



Multimodal Techniques

Multimodal can be described as the combination of various digital media devices such as text, images, sound and video in to an integrated multisensory interactive application or presentation to convey information or message to an audience. These techniques have the potential to extend the amount and types of information and method of learning available to individuals. Agnew, Kellerman, and Mayer (1996) agreed with the above statement by considering multimodal as an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next. Multimodal is the processing of presenting information in a structured manner using more than one media such as audio, visual, animation, text, graphics, editing devices, computer graphic software, digital camera and laptop. Smeets, Jager, and Lokman (1996) opined that multimodal could be interpreted as a combination of data carriers, for example, video, CD-ROOM, floppy disks, internet and software in which the possibility for an interactive approach is offered. Similarly, Gunther and Van (2001) argued that multimodal is concerned with the use of more than a single mode of interaction which consists of the visual modality with a voice modality (speech recognition for input, speech synthesis and recorded audio for output).

Multimodal refers to the varieties of modalities-linguistics, audio, visual, spatial, gesture, which composers combine when designing texts. Therefore, some well-designed multimodal helps learners build more accurate and effective mental models than they do from text alone. Multimodal is concern with the use of more than just words and letters to communicate a thought. They may include audio, video, photographs, drawings basically, any visual element used to supplement the text in some purposeful way. Fetterman (1997) argued that multimodal are those resources used for instruction that include two or more media such as graphics, video, animations, image, sounds to textual information. It can also be seen as a computer mediated software or interactive application that integrates text, color, graphical images, animation, audio sounds and full motion video in a single application. Gilakjani (2012) agreed that multimodal provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increase the likelihood that people can integrate a large amount of information. Krees (2006) says multimodal focuses on all the different resources that are displayed on the computer screen and are part of classroom interaction.

Meanings are made in a variety of modes and always with more than one mode. Neo and Neo (2000) indicated that the power of multimodal lays in the fact that it is multi-sensory, stimulating the many senses of the audience. It is also interactive, enabling the end users of the application to control the contents and flow of information, because this has introduced important changes in the educational system and impact the way we communicate information to the learners. Therefore, multimodal technology adds new



dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Ogunbote and Adesoye (2006) stated further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge, and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses. Multimodal therefore, involves processing, storing, generation, manipulation and retention of multimodal system, and the resources could include text files, pictures, video, audio, databases, archives, library catalogues, course notes, relevant links to various websites and easy access to search engines available on the internet. The use of the above will facilitates access to all human knowledge, anytime, and anywhere in a friendly, efficient and effective way, by overcoming barriers of distance, language and culture, and by using multiple internets connected devices.

Therefore, multimodal technology has great significance in colleges, universities and research institutions in the western countries. In these countries, the technology is being seen as a key player to development in all ramifications and essential component of education. Babajide (2003) identified different types of multimodal communication, some of which include computer hardware, computer software, public address systems, slides, overhead projectors, opaque projectors, videos, cassettes, audiotapes, cassette recorders, flip, time sequence, stream charts, diorama still motion pictures among others. Therefore, the multimodal information could stimulate changes and creates conducive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners. It also offers remarkable opportunities for teaching English. Multimedia is made up of a number of elements; each having their own advantages. Velleman and Moore (1996) agreed with the above statement, that in order for any multimodal system to be successful, these elements must be in balance, using each for what it does best and not letting one element dominate over the others. Jewit (2005) opined that it's important to recognize that reading and writing have always been related to multimodal techniques. Even printed texts require the interpretation and design of visual marks, space, color, font or style, and increasingly image, and other modes of representation and communication. Multimodal technique allows educators to exhibit their ideas to the student in different categories during learning process. Jewit (2003) argued that the ability to bring a variety of modes for example, print, image, sound in the same text not only changes the way a text can be conveyed but also opens new possibilities for what kinds of meaning can be conveyed. For this, the conceptual framework of this study is interested in multimodal learning environments, in which students are presented with content knowledge with a verbal representation and one or more corresponding visual representations that correspond to the topic of presentation. Therefore, the study adapted Maharshi (2016) multimodal techniques such as visual, text, animation, graphic and audio to teach students of Junior Secondary School in Kebbi State, Nigeria composition in English language. This investigation will pave way for more



understanding of the impact of multimodal techniques in learning composition: descriptive and narrative in English language among Junior Secondary School Students in Kebbi State, Nigeria.

Methodology

Research Design

This study used quasi-experimental design to investigate the impact of learning composition in English language using multimodal technique among Junior Secondary School Students in Kebbi State, Nigeria. Kolo (2003) argued that quasi-experimental design is used to investigate the possible cause and effect as well as the relationship between two or more variables by the application of treatment which cannot be resolved by mere observation or description. The quasi experimental design has been used in this study because the researcher does not have total control over the experimental variables and condition. Pre-test, post-test quasi experimental design were used to find out the effect of multimodal techniques on learning composition in English language among Junior Secondary School Students in Kebbi State, Nigeria. The experimental group was exposed to multimodal technique while the control group was treated using the conventional method. The following table provide summary of how the groups were divided into:

Table 1: Experimental and Control Groups

| Groups | Alternative | Treatment |
|---------|--------------|---|
| Group A | Experimental | Narrative + Multimodal Technique |
| Group B | Control | Narrative + Conventional Method of Teaching |
| Group C | Experimental | Descriptive + Multimodal Technique |
| Group D | Control | Descriptive + Conventional Method of Teaching |

Sampling Technique

The study employed purposive sampling techniques to select the respondent under study. First, the schools were subdivided in to south, north, west, east and central areas of Birnin Kebbi Metropolis. Then the samples were drawn from six Junior Secondary School Students in Kebbi State, Nigeria. The researcher uses an intact class from each selected school for the study, because the researcher wants to use a class of boys and girls, a class of boys only and a class of girls only for the study. These classes were also chosen to avoid clash among the selected school. The researcher selected two schools from central area because the central area has the highest number of Junior Secondary School. Three schools were selected for the experimental groups, and the other three schools were used for control groups. The total samples of control and experimental students are 494. The two groups took a post-test in which the experimental groups were exposed to multimodal techniques while the control groups were exposed to conventional method. Each composition: Narrative and Descriptive has both experimental group and control group in which English language was taught using both multimodal and conventional method. The schools from which samples were drowned are as follows:



Table 2: Distribution of Samples from the Population

| S/No | Schools | Location | Group | Number of Students in J.S.S.2 |
|--------------|--------------------------------|----------|--------------|-------------------------------|
| 1 | G.D.S.S. GudiTakalau | North | Experimental | 70 (Mixed) |
| 2 | Abdullahi Fodio Islamic Centre | South | Experimental | 30 (Males) |
| 3 | SalamatuHusaini G.D.S.S. B/K | Central | Experimental | 81 (Females) |
| 4 | G.D.D.S. Gesse | West | Control | 136 (Mixed) |
| 5 | G.D.S.S. Junju | Central | Control | 127 (Females) |
| 6 | Emir Haruna Rasheed College | East | Control | 50 (Males) |
| TOTAL | | | | 494 |

Instrument Development

The instrument used by the researcher for data collection was adopted from West African Book Publishers LTD (WABP) English for Junior Secondary School Two. Two questions were adopted: question one is on narrative composition in which the researcher asked the students to narrate on how they spent their last holiday by using some guidelines and question two is on descriptive composition which the researcher asked the students to describe their best friend by using some guidelines to elicit the necessary responses in determining the concern of the study.

Results

Hypotheses

H₀₁ There is no significant difference between the performance of Junior Secondary School Students of Kebbi State, Nigeria exposed to multimodal technique on English language Descriptive Composition Skill and those taught with conventional method.

H₀₂ There is no significant difference between the performance of Junior Secondary School Students of Kebbi State exposed to multimodal technique and those exposed to conventional method in learning English language Narrative Composition Skills.

Demographic Characteristics

The demographic characteristics are as follows. The experimental narrative group were 148, while those in controls narrative group were 223. Subject in the experimental descriptive was 151 while those in control descriptive was 146. The subjects in male experimental narrative were 62, while the subject female experimental narrative was 84. The subjects in male experimental descriptive was 65, while the subjects in female experimental descriptive was 86 respondents. The reason for the disparity in various tables regarding the number was that an intact class was used for both the experimental and control groups, therefore, the total number of each individual class was assign for the experimental and control groups. Secondly, in regarding the differences in the numbers in gender the male experimental narrative was compared to the female experimental narrative and the male experimental descriptive was also compared to the female experimental descriptive.



Table 3: Demographic Characteristics of the Respondents

| Group | No |
|---------------------------------|-----|
| Experimental Narrative | 148 |
| Control Narrative | 223 |
| Experimental Descriptive | 151 |
| Control Descriptive | 146 |
| Male Experimental Narrative | 62 |
| Female Experimental Narrative | 84 |
| Male Experimental Descriptive | 65 |
| Female Experimental Descriptive | 86 |

Inferential Analysis

To determine the relationship between control and experimental group in Descriptive Composition in English language among Junior Secondary School Students in Kebbi State, Nigeria, T-test was used. The performance of the two groups is being compared using their post test scores on English Language Descriptive composition skills. The data generated shows that, there is a significant difference between the control and experimental group on Descriptive Composition post test score. The experimental group has ($M=8.85$, $SD= 3.51$) while control group has ($M=4.14$, $SD=2.88$). The calculated t-value is 11.89, while the p-value is 0.00 at 295 degrees of freedom and the alpha value is 0.05 levels of significant. Therefore, the null hypotheses one which stated that there is no significant difference between the performances of students taught with multimodal technique and those taught in conventional method of teaching is here by rejected. By implication this means that there is a significant difference between the control and experimental on English Language Descriptive composition skills.

Table 4: T-test Analyses of Control and Experimental Groups in Descriptive Composition Skills.

| Group | N | Mean | SD | Df | t-cal | p-value | Decision at $P < 0.05$ |
|--------------|-----|------|------|-----|-------|---------|------------------------|
| Experimental | 151 | 8.58 | 3.51 | 295 | 11.89 | 0.00 | Significant |
| Control | 146 | 4.14 | 2.88 | | | | |

$P < 0.05$ {Significant}

To determine the relationship between control and experimental group in Narrative Composition in English language among Junior Secondary School Students in Kebbi State, Nigeria, T-test was used. The performance of the two groups is being compared using their post test scores on English Language Narrative composition skills. The data generated shows that, there is a significant difference between the control and experimental group on Narrative composition post test score. The experimental group has ($M=10.22$, $SD= 2.15$) while control group has ($M=2.86$, $SD=2.80$). The calculated t-value is 27.04, while the p-value is 0.00 at 369 degrees of freedom and the alpha value is 0.05 levels of significant. Therefore, the null hypotheses two which stated that there is no significant difference between the performance of Junior Secondary School Students of



Kebbi State exposed to multimodal technique and those exposed to conventional method in learning English language Narrative Composition Skills is here by rejected.

Table 5: T- test Analyses of Control and Experimental Groups in Narrative Composition Skills

| Group | N | Mean | SD | Df | t-cal | p-value | Decision at $P < 0.05$ |
|--------------|-----|-------|------|-----|-------|---------|------------------------|
| Experimental | 148 | 10.22 | 2.15 | 369 | 27.04 | 0.00 | Significant |
| Control | 223 | 2.86 | 2.80 | | | | |

$P < 0.05$ {Significant}

Discussion

The main objective of this study is to explore learning of composition: descriptive and narrative skills in English language using multimodal techniques among Junior Secondary School Students in Kebbi State, Nigeria. The result of the study indicated that a multimodal technique is effective in learning descriptive composition skills in English language among Junior Secondary School Students in Kebbi State, Nigeria. This shows that multimodal technique is effective in the learning of English Language Descriptive Composition Skills on Junior Secondary School Students in Kebbi State. It was found from the study that there were gains on the part of experimental groups in the use of multimodal technique this could be due to the use of sounds, image, animation, graphic and text which could help the students to pay attention and learn a lot. This shows that multimodal technique proved effective and efficient in improving the learning of descriptive composition skills in English language among Junior Secondary School Students in Kebbi State, Nigeria. The findings of the study correspond with Ibrahim (2013) who argues that there was a significant difference between the control and experimental groups in learning of grammatical structures such as adjective, adverbial and noun phrases using multimedia technique among Senior Secondary School Students in Sokoto State, Nigeria.

In addition, Abdulkadir (2015) posits that there is statistically significant difference between the pre-test and post- test scores of control and experimental group in the performance of students in writing skills. Similarly, Kuo, Yu, and Hsiao (2013) argues that there were statistically significant difference between the students of control and experimental group on measuring of learning effectiveness. Likewise, Adeniyi, Olawoyeye, and Onuoha (2016) reveals that there was a significant difference in the performance of experimental and control groups. The above studies are in line with the current findings that there is a significant difference between the experimental and control group in learning descriptive composition skills in English language among Junior Secondary School Students in Kebbi State, Nigeria. This result indicates that students are finding learning more interesting due to the use of different multimodal techniques such as text, audio, graphic, animation and visual. The classroom is becoming more enjoyable and friendly which end up motivating students to engage in learning descriptive



composition in English language. Therefore, the students of Junior Secondary School in Kebbi State, Nigeria has recognized the impact of multimodal techniques such as visual, audio, text, graphic and animation in learning descriptive composition skills in English language as stated in the findings of the study.

The study also explores learning of narrative composition skills in English language using multimodal techniques among Junior Secondary School Students in Kebbi State, Nigeria. The result of the study indicated that multimodal techniques are effective in learning narrative composition skills in English language among Junior Secondary School Students in Kebbi State, Nigeria. It was found from the study that there is gain on the part of experimental groups in the use of multimodal technique in teaching narrative composition. This shows that multimodal techniques such as text, audio, graphics, animation and visual proved effective and efficient in improving the narrative composition skills in English language of Junior Secondary School Students in Kebbi State, Nigeria. The finding of the present study is in line with the finding of Buraimoh (2012) who reveals that there was a significant difference between the control and experimental group in the use of multimedia for teaching and learning of English language listening and speaking skills of Junior Secondary School Students in Giwa Educational zone of Kaduna State, Nigeria. The findings of the study on the significant difference between experimental and control group on learning narrative composition in English language using multimodal techniques in Junior Secondary School in Kebbi State, Nigeria is also in line with Kumar and Till (2012) who posits that there is a significant difference between the post test scores of control and experimental group in learning preposition and conjunction after exposing the experimental group to treatment.

Similarly, Kim and Gilman (2008) conducted a study on the effect of text, audio and graphics aids in multimedia instruction for vocabulary learning. The findings reveal that participant learned better when they received visual text, and added graphic or visual text, added spoken text and added graphics. In addition, Maliheh and Mohammed (2012) shows that there is significant difference between the control and experimental group in audiovisual and audio group in their post-test scores. Likewise, Ghanizadeh (2015) reveals that there is significant difference between the experimental and control groups on learner's achievement as well as on their achievement goal orientation. The above literature reviews are in line with the result of this study that multimodal techniques such as visual, text, audio, animation and graphics are effective in learning narrative composition in English language among students of Junior Secondary School in Kebbi State, Nigeria. This is clearly stated from the result of this study that experimental group has shown some development in narrative composition skills in English language after the introduction of multimodal techniques. Therefore, multimodal techniques are essential in teaching and learning process among students of Junior Secondary School in Kebbi State, Nigeria.



Conclusion

The introduction and adoption of ICT in teaching and learning has continued to generate interest among scholars. This is because of its ability to provide teachers with opportunities to introduce different forms of technologies to pass information to their students. These advantages of technology related instruments have continued to influence teachers in teaching their students English language. Therefore, this study employs multimodal techniques such as text, visual, audio, animation and graphics in teaching composition: descriptive and narrative skills in English language among Junior Secondary School Students in Kebbi State, Nigeria. The result indicated that there is a significant difference between the experimental and control groups on both descriptive and narrative composition in English language among Junior Secondary School Students in Kebbi State, Nigeria. These results indicate the importance of multimodal techniques in learning composition: descriptive and narrative skills in English language among students. It also provides basis through which multimodal techniques can be used to make learning composition: descriptive and narrative more interesting, friendly, entertaining and efficient to students.

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