

Effects of Leitner's Learning Box (LLB) on Enhancing the Teaching and Learning of The Verbs 'Been and Being' In Primary Schools in the FCT, Nigeria.

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ABSTRACT

One of the greatest problems of learners of English as a second language has been the use of the primary auxiliary verbs 'Been and Being'. This error is easily observed across different users of the English language, irrespective of age, qualification and status, the print media and others. Therefore, the purpose of this study is to ascertain the effects of Leitner's learning box (LLB) on enhancing the teaching and learning of the verbs "been and being" on primary school pupils in the FCT, Abuja. In order to conduct the study, a sample size of 180 pupils from 4 public primary schools in the FCT area were selected at random from a target population of 1800 pupils from 20 Public Primary Schools. A self-constructed questionnaire was employed as a relevant tool to gather data from respondents to identify and ascertain the effects of Leitner's learning box (LLB) on enhancing the teaching and learning of the verbs "been and being" in primary schools in the FCT, Abuja. Descriptive statistics, such as frequency, standard deviation and mean were used in analysing the data and reporting the study findings. Pearson product-moment analysis and t-test analysis were used to establish the relationship between Leitner's learning box and the extent of its effects on teaching and learning the verbs 'been' and 'being'. The result of the study established that Leitner's learning box is one of the most pertinent approaches to improve teaching and learning the verbs 'been' and 'being'. Therefore, it has been recommended that head-teaches and all English teachers should be motivated and provided with the necessary instructional tools to carry out effective Leitner's learning box.

Keywords: effects, Leitner's learning box (LLB), enhancing, teaching, learning, verbs, been, being, primary school

INTRODUCTION

English has been acknowledged as one of the richest languages, not only in Nigeria but the world over. Many authors have enumerated the importance of the English language as a window to modern knowledge in various disciplines; it provides viability and practicability to people worldwide, used as modern communication in the modern world, provides rich literature to the world of science, technology, radio and television, adds to the ever-growing number of books, periodicals and newspapers (Riyaz and Reddy, 2007, Mojares, 2013, Oyetunde, 2009; and Okwudishi, 2013 in Udom, 2018). Furthermore, Okole (2002, in Udom, 2018) notes that;

English is a huge language that spreads over a large part of the world like some monstrous creeping plants, in some places, it is firmly rooted in the soil to the exclusion of other vegetation; in others, it covers the indigenous plants with a layer of tendrils threatening to choke them.

This observation is the situation in Nigeria in which the importance of the English language cannot be overstated. It is used as a lingua franca, a liberal language, a subject, and a medium of instruction from kindergarten to the tertiary institution. It is made a compulsory subject at all levels of education. According to Emeyonu (1992) in Udom (2018) competence in the English language becomes a yardstick for measuring literacy. It is one of the legacies the former British Empire left in Nigeria, being one of its colonies.

However, despite the prominent roles of the English language in Nigeria, learners' performance at all levels of education continues to be abysmally low, poor, and embarrassing. For instance, at the primary school level, findings as far back 1982 by the Reading Association of Nigeria (RAN) show that many primary school teachers were incompetent users of the English language, the vast majority of primary school pupils are not literate in English (Oyetunde, 2009, Adeyanju, 2013). Farah (2022) quotes the World Bank Report as saying that 70% of Nigerian children of age 10 cannot understand a simple sentence. At the secondary school level, final terminal examinations at both junior and senior secondary show poor performance. At the tertiary institutions, the situation continues (World Bank Report, 2004).

Onugha and Ikegbunam (2000) conducted a study on the performance of learners in the English language, which revealed an alarming trend. They found that, according to a review by Udom (2018) of Omotosho's (1981) research, learner performance in English has been consistently poor over the years. The level of performance has been unstable and on a downward trend since 1954, as stated on page 20 of the report. This information highlights the serious need for improvement in the teaching and learning of English to reverse this trend and ensure better outcomes for learners.

Nigerian learners of the English language are faced with a lot of problems and these problems manifest at the different levels of language learning: phonetics, phonological, morphological, syntactic, and semantics (Ansa and Okon, 2002; Afangideh, 2007). Several reasons have been adduced for the poor performance ranging from mother tongue inferences, poor teaching methodologies and instructional techniques, lack of Leitner's learning box, evaluation procedures, unqualified teachers, and learners' backgrounds.

The poor performance of the English language is laid right at the primary level which is considered a precondition for one's educational pursuit. Nandi (2012) likens the primary level to the first leg in a relay race in athletics. If the first start is faulty, it would be difficult to win the race. Lawanti (2006) points out that a poor system of primary education compromises the entire system of human capital development because it produces candidates who are poorly prepared for secondary and tertiary levels of education. In support of this, Farah (2022) asserts that achieving basic education, and good results at the foundational level is the key.

Teaching methodologies and instructional techniques have been identified as one of the reasons for poor performance in English language by learners (Ansa, & Okon, 2002, Afangideh, 2007, and Ahmad, 2022). According to Adeogun (2001), teaching is effective when the teacher makes use of Leitner's learning box. Slavin (2005) confirmed a significant correlation between the use of Leitner's learning box and better performance among students and teachers. Similarly, Slavin (2005, p.82.) found a simple correlation between the pupils' inputs of learning verbs and better academic achievement.

This research intends to find out the effects of Leitner's learning box on enhancing the teaching and learning of the verbs "been and being" at the foundation level of primary school in the FCT, Abuja.

Leitner's learning box (LLB) is a learning system that could be used to maximize the effectiveness of teaching and learning through flashcards, card boxes, and spaced repetition. It is believed that if the right foundation is laid with this technique of teaching, the confusion and difficulties teachers and pupils encounter with the verb "been and "being" would be minimized.

Statement of the Problem

Despite the importance of the English in primary school in Nigeria, the objectives of teaching and learning the language seems not to be achieved going by the written and spoken communication of learners even in tertiary institution. Ansa and Okon (2002) observe that “been and being” often confused learners. The authors examined some written scripts of first year undergraduate students of a Nigerian University with errors in the usage such as:

- (i) The time is been – used for other commitments
- (ii) In doing a research work one needs to concentrate on what is been read.
- (iii) I found that section difficult because I have not being taught (p.482)

Being the scripts of first year students pre-suppose that these are foundational errors. The learners must have been learning English language for at least 12 years prior to admission into the University and the errors still persist. As part of efforts to solve this problem, it is expected that Leitner’s learning box could be used to facilitate the teaching and learning of these verbs at the primary level.

A study has been carried out on the effects of Leitner’s learning box on vocabulary teaching and learning of first year students at Parsabad Moghan Branch, Islamic Azad University, Iran (Farhadi, 2013). No study known to the researcher has been done on these verbs- “been and being” in primary schools in Federal Capital Territory, Abuja. Also, a non-empirical study (Ansa, & Okon, 2002) has been carried out on the techniques of teaching and learning “been and being” among first year students in a tertiary institution in Nigeria. In a related development, Agwu (2006) carried out a study on the use of modal verbs by Nigerian pre-degree students. Both studies confirmed that, students from tertiary institutions were confused in the usage of those verbs. Apart from Farhadi (2013), the two works cited above did not use Leitner’s learning box. While Farhadi’s work is on vocabulary, the present study is on the verb “been and being”.

The problem of this study therefore in question is, what are the effects of Leitner’s learning box (LLB) on enhancing the teaching and learning of the verbs “been and being” in primary schools in the FCT?

Objective (s) of the Study

The purpose of this study is to ascertain the effects of Leitner’s learning box (LLB) on enhancing the teaching and learning of the verbs “been and being” on Primary school learners in the FCT, Abuja. Specifically, the study seeks to:

1. Determine if there is any difference between traditional teaching method (control) and LLB method on the verbs “been and “being”.
2. Find out whether there is any difference between gender on the teaching and learning of the verb “been and “being” with Leitner’s learning box.

Research Questions

1. What are the effects of Leitner’s learning box (LLB) on enhancing the teaching and learning of the verb “been” and “being” in primary schools in the FCT, Abuja?
2. Are there differences between the traditional teaching method and Leitner’s learning box method on the verb knowledge “been” and “being” at primary school level in the FCT, Abuja?
3. What is the influence of gender on enhancing the teaching and learning of the verbs “Been and Being”

using the Leitner's learning box in primary pupils in the FCT, Abuja?

Null Hypotheses

Ho1. There is no significant effect of Leitner's learning box (LLB) on teaching and learning of the verbs "been and being" in primary schools of the FCT.

Ho2. There is no significant difference between the traditional teaching method (control) and the Leitner's learning box method on enhancing the teaching and learning of the verbs "been and being" in primary schools of the FCT.

Ho3. Gender has no significant difference on the mean scores of pupils on enhancing the teaching and learning of the verb "been and being" using the Leitner's learning box.

LITERATURE REVIEW

The Verbs "Been and Being"

Generally, there is a common definition of verbs known to everyone as an action or doing words. For example, dancing, singing, and swimming. Dada (2011) observes that the English verb is the most important unit in a sentence. A word or its group cannot be regarded as a sentence or meaningfully expressed except it contains a verb. The verb is said to be the lifeblood of any sentence. Under its classification as part of syntax, it captures the very essence of language. It is the part of grammar that governs the forms of strings by users of language, make statements, ask questions and give directives. Azikiwe (2011) states that substantial grammatical problems associated with second language learners are linked to past tense, past participles, and the use of auxiliary forms of verbs. This is the problem the present study is concerned with.

Unnecessary omission of appropriate verb usage constitutes ungrammatical errors.

In the curricula of the primary school, one of the core subjects is English language which is titled English Studies because it incorporates Literature in English. It is the foundation of all learning in Nigerian schools. The Primary 5 English Studies is made up of the following

- Reading
- Writing
- Vocabulary
- Grammar and mechanics of Grammar.

The verbs "been" and "being" are taught right from primary 3. The non-empirical work by Ansa and Okon (2002) earlier cited in this study examined some aspects of the syntactic problems Nigerian second-language users of English face from the use of "been" and "being" in written English of a tertiary institution is an example of foundational errors from learners. It could be that the topic was not professionally taught, and pupils carry the problem over to tertiary institutions even into the world of work.

According to Adelokun (2011), "been" and "being" are both forms of the primary auxiliary verb "be". An auxiliary verb is otherwise called a 'helping verb'. They usually depend on lexical verbs. It is divided into primary, modal, and linking verbs. The linking verbs according to Nkwocha, (2008) are as follows: is, was, be, been, am, were, being, and are. This study is concerned with the linking verbs of "been and "being".

“Been” and being” are forms of the primary auxiliary verb “Be”. They are used in different grammatical structures.

“Been” is the past participle of the verb “be” used in the perfect tenses. It focuses on the present results of things that have been done in the past. An example.

1. i) She has been there before.
2. ii) I have been to Lagos once.

Table 1:

Present perfect	She has been to Abuja a few times.
Present perfect continuous	We have been learning to swim.
Past perfect	They had been to Dubai once before.
Past perfect continuous	He had been writing for the newspaper months before that.
Future perfect	We will have been there for eight months in September.
Future perfect continuous	Next Friday, they will have been building on this house for ten months.

Source: www.english/cl.edu.blog.the-difference retrieved 15/04/2022

“Being” refers to something which is ongoing. It is a present participle used in continuous forms. It follows auxiliary verbs – is, are, am, was, were and by also a past participle. It says what is happening now or was happening now in a continuous manner. All present participle end in “ing” e.g. dancing, eating, writing.

When to Use “Being”

1. i) It could be used to form present and past continuous tenses e.g. Mary is writing a letter (present continuous tense). A letter is being written by Mary (past continuous tense).
2. ii) Being can also be used as a noun. This means that “being” could be a person, living creature, supernatural beings. Example, God is a supreme being. Yusuf is a human being.

The Major Differences and Common Mistakes:

1. Pronunciation

- Both sounds similar
- Being has two syllables
- Being/bi:ig/Bee-ing
- Been /bi:n/ has one syllabub

2. Each indicates different times. Been – past. “Being – continuous

3. Use of modal verbs like could, should, must, might or would with present tense. Example, Ilyasu should be there by five

Past tense+ – use of modal verbs with ‘have been’.

Aisha should have been there by four.

Table 2 will further clarify this.

Table 2: Comparison Chart

	Been	Being
Meaning	Been is the past participle version of the verb 'be'.	Being is the present participle version of the verb 'be'.
Acts as	Auxiliary verb to form perfect tenses	Auxiliary verb to form continuous tenses.
Part of speech	Verb	Verb and noun.
Used with	Has, Have, Had.	Is, am, are, was.
Preposition	Been is not used with prepositions.	Being is used with preposition.

Source: Surbhi, S. (2018). Difference between “been and “being”.

<https://keydifferences.com>. Retrieved 11/04/2022

Leitner’s Learning Box (LLB) System

The Leitner’s learning box (LLB) was developed by a German Science journalist Sebastian Leitner in 1972 when he first described it in his book “How to learn to learn” (<https://e-student.org> 16th April 2021).

It is a method of learning with scheduled items that requires reviewing the previous items with spaced repetition and flashcards. A lot of writers have attested to the desired effects of the method in language teaching and learning in addition to other subjects as well. Such writers include, but are not limited to Farhadi (2013); Gromada (2021); Young (2022), and Le Cunff (2022).

According to Gromada (2021), the LLB method makes use of the concept of spaced repetition. Spaced repetition is a technique of memorization that makes use of time intervals. Learners employ different periods to study certain flashcards, words, ideas, or concepts according to the pupil’s needs, strengths, weaknesses, and state of preference. Explaining how the concept of LLB works, Brain (2022) and Whelan, (2019) states that, it involves grouping and arranging flashcards preferably, how it would be easily remembered by learners under the contents of each subheading, title, or words. By so doing, the pupils spend more time studying the cards they have difficulty with.

From the diagram in Table 3, each of the boxes represents a different study time interval.

Table 3

Box No.	Time Interval
Box 1	Everyday
Box 2	Every two days
Box 3	Every four days
Box 4	Every nine days
Box 5	Every fourteen days

The three rules used for the cards are:-

1. Everyday cards are placed in Box 1
2. If the words on the cards are correct, move them to the next box.
3. If wrong, let it remain in Box 1 as it is already there.

Box 1-

Place all the flashcards in Box 1 with the concept at one side and the words at the other side of the flashcard. For example, from Table 1, meaning of “Been” is written on one side of the flashcard while on the flip side could be written “is the past participle version of the verb “be”. “Being” written on one side of the card while on the flip side is the present participle version of the verb “be”. As pupils are able to say this correctly after being exposed to a period of instructions, the correct cards are moved to Box 2 while incorrect cards remain in Box 1

Box 2-

The cards in Box 2 has two days interval within which pupils would review the cards in order to ascertain the progress made within the interval. Correctly reviewed cards are moved to Box 3 while incorrect ones are moved back to Box 1. The cards in Box 1 are to be reviewed every day while Box 2 every two days.

Box 3-

The same process of reviewing is repeated every four days with incorrect answers moved back to Box 1.

Box 4-

The process is repeated after nine days.

Box 5-

By the time learners get to Box 5 after fourteen days, they must have been familiar with the rules, differences and similarities of when and how to use the verbs tense “Been” and “Being” and internalized.

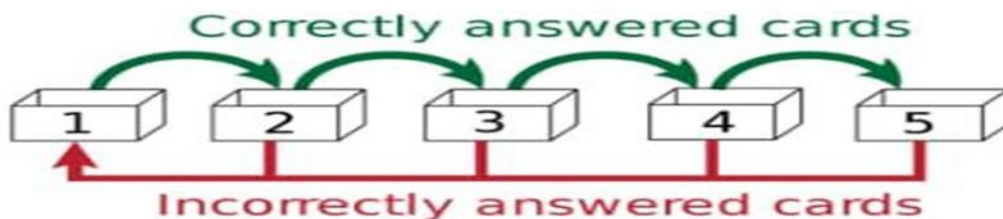


Figure 1: Whelan, J. (2019). Using the Leitner System to improve your study. jessewhelanmedium.com. Retrieved 20/04/2022.

Defining spaced repetition, Young (2022) states that it is a method or technique of using materials over and over again cumulatively at longer intervals so as to increase the effects of recall, resulting in internalizing knowledge into long term memory. Through spacing out study sessions as could be observed with use of Leitner’s learning box (LLB), pupils keep reviewing and remembering the correct answers and the ones they could not get correctly. The fact that the Leitners learning box (LLB) goes alongside spaced repetition; is an approach to problem solving. With the process of the cards, the pupils could study on their own. Writing on problem-solving, Havelock and Huberman (2013) in Udom, 2018 observe that innovation is a rapid movement resulting in problem solving. It is made up of patterns of actions, sequence arrangement whether planned or unplanned. This idea fits properly into the Leitners learning box (LLB) concept.

Whelan (2019) says that spaced repetition solves the problem of forgetting. According to the author, the best

time to re-learn concepts or ideas is just before one is about to forget it. Every time a new skill or fact is practised, the learner would be exercising that particular mental ‘muscle’. As the new skill gets stronger, the learner would remember it and takes longer before forgetting the skill. Ikebuaso and Obumneke – Okeke (2020) carried out a study to determine the influence of memorization and self-instructional learning strategies on primary school pupils’ academic performance in English Studies. Findings from the study revealed that primary school teachers agreed that memorization strategy enhances the reading culture of pupils; reduces tensions among pupils. The teachers also perceive self-instructional strategy improves pupils’ reading, speaking, writing and pronunciation skills among others. The researchers recommended that English Studies teachers in primary schools create an atmosphere that is conducive for pupils to memorize and use self-instructional learning strategies to improve their proficiency in English Studies. This view aligns with the present study.

Delvin (2021) studied the effects of spaced repetition on meaningful retention in pupils and concluded that learners who studied a text twice were more likely to retain information about the concepts than those who studied it only once. Supporting this view, Le Cunff (2022) states that learning is more effective when study sessions are spaced out.

Primary education is the spring board in which other systems of education is built upon. It is given to children from 6 – 12 ages. It is regarded as the foundation and most impressionable period of the child where basic foundations of the child’s personality is laid. To this end, one of the aims and purposes of primary education as stated by Federal Republic of Nigeria (2004) is providing “the child with opportunities for developing manipulative skills that will enable the child to be effective in the society within the limit of the child’s capacity”(p 15). Accordingly, the Leitner’s learning box (LLB) is an attempt at promoting thinking and problem-solving skills in line with one of the aims of primary education in Nigeria.

Farhadi (2013) conducted a study on the effects of Leitner’s learning box (LLB) on the improvement of vocabulary teaching and learning in first-year students at Islamic Azad University, Iran. Based on the study’s findings, it can be inferred that the incorporation of LLB in the process of teaching vocabulary resulted in a substantial improvement in students’ pre-test and post-test scores. The findings also showed that making use of LLB promotes students’ participation in the “class work by sharing answers, paying attention, giving an enhanced test conclusively. The researcher claimed that LLB as a useful way of enhancing vocabulary learning can play important role in teaching and learning of vocabulary to first year students. The present study intends to investigate the effects of LLB on verbs “Been” and “Being” in primary schools in FCT.

Furthermore, Farhadi (2013) states the advantages of Leitner’s learning box as follows:-

1. Selective learning is made easy: Each box represents a level of proficiency pupils can choose between reviewing difficult and confusing cards.
2. Visible results increase motivation.
3. Recall failure is remedied.
4. Immediate feedback.
5. Stress-free training.
6. Self-teaching skills are fostered. (p.8)

Flashcard

A flashcard is a piece of card with a signal, directive or cue. Bevan (2016) states that the signal or cue could be a question, a single word or picture. Explaining further, Bevan states that when reviewing the cards, using LLB, each card is taken at a time, crosschecked, matching the cue with an attempt to provide the

answer as fast as one could before crosschecking the answer again and moving on to the next card.

Giving history of flashcards, Brain (2022) says flashcards have been in use since the 19th Century and have proven to increase learners active recall process, resulting in learner's ability to remember more information for longer period over time. There are also electronic flashcards that could be used to aid teaching and learning with modern equipment such as Anki (<https://e-student.org.leitner> system). Anki is a highly popular flashcard programme that employs spaced repetition to enrich learning and memorisation. Educators can utilize this software to create electronic flashcards that can be seamlessly accessed by students via various modern devices, such as computers, tablets, or smartphones.

On the other hand, the Leitner system is a flashcard organization method that segregates flashcards into various boxes or levels based on the degree of recall by the students. Flashcards answered correctly are elevated to higher levels, while those answered incorrectly are demoted to lower levels. This system streamlines the review of flashcards, emphasizing the ones that the student finds more challenging.

E-students.org is a website that provides a range of educational resources and tools that include flashcards. Students can access these flashcards online to augment their learning process. They can also create their own flashcards or use pre-made flashcards that are readily available on the website.

The idea behind Leitner learning box (LLB) is the use of flashcards to facilitate easy ways of teaching and learning. Frank (2020) observes that the flashcard signifies a memory phenomenon called spacing effect which describes how the human brain learns efficiently when spaced out overtime. He, Frank, mentions that memories have two different strengths: encoding strength and retrieval strength.

i. Storage strength:- This strength does not erase overtime. Information obtained once could increase with active repetition, recall and use.

ii. Retrieved strength:- This is the ability to access the memory, it needs regular maintenance (collegeorinfo geek.com)

Flashcards could be described as visual Leitner's learning box or educational media. Ofeogbu (2009) observes that these media are information carriers because they are used to record, store, preserve, transmit or retrieve information (p.132). Azikiwe (2011) says this type of resource materials and devices appeal to the sense of sight, touch and smell (p.92). Specifically, Brain (2022) states the flashcards help to memorize facts quickly, store information over long term. He says the learner's brain can easily retain information with the use of flashcard, the brain performs the following functions according to the author: –

i. Active recall

Flashcards aid the brain to constantly stimulate actively recall information stored in memories more effectively and for a longer period.

ii. Meta-cognition

Learners are in charge of their own learning and space with the use of flash cards. They decide what to put on in each card, with spaced repetition, they determine how frequent the cards would be reviewed and evaluated, and how they are progressing on each card. These processes of meta-cognition have been proven to enhance long-term learning.

iii. Drilling

Flashcards assist in practice of same information over and over again. Practice makes perfect. Confirming

this views Delvin (2021) reports research finding examined the use of flashcards in language learning. The findings show that learners who use flashcards usually have better long-term retention than those who did not.

In spite of the seemingly advantages of flashcards enumerated in this study, Frank (2020) cautions against three things when making use of flashcards as (a) that it should be used with care so that it does not represent rote memorization.

(b) creating complex cards that do not force true recall which leads people to mistake recognition for actual knowledge.

(c) flashcard should not be used excessively when a different study method would have been more effective. The author then suggested 8 better ways to make and study flashcard.

- Make your own flashcards
- Mix pictures and words
- Use mnemonic devices to create mental connection
- Write only one question per card.
- Break complex concepts into multiple questions.
- Say your answers out loud when studying.
- Study your flashcards in both directions.

(<https://collegeinfo geek.com>.)

This observation by Frank, with the use of Leitner's Learning Box (LLB) will be of great improvement to the Nigerian Learners where English is studied as a second language

METHODOLOGY

Research Design

Quasi-experimental design was used as the research design to explain present situations and trends, look into relationships, and examine cause-and-effect situations with regard to Leitner's learning box and teaching and learning of the verbs 'been and being in primary schools, the study is quantitative in character.

Population for the Research

The population for this research consisted of all the public primary pupils in the Federal Capital Territory, Abuja. The target population was drawn from pupils in primary 5 randomly selected from four Area Councils of the FCT. The reason for selecting primary 5 was the fact that the part of speech-verbs has been taught to the pupils right from their primary 3. Before this study, the pupils have been exposed to two years teaching on verbs. The LLB method was used in this study to enable the pupils to internalize its usage so that by the time they get to the tertiary institutions, they are already familiar with its usage.

The four primary schools sampled from the selected four Area Councils of the FCT – Abuja are namely:

LEA Primary School Jabi AMAC

LEA Primary school Phase 3 Kubwa, Bwari Area Council

LEA Primary School Tunga-Maje Gwagwalada Area Council

LEA Primary School Bako, Kwali Area Council.

Sample Size and Sampling Technique

In all the population, 45 pupils were selected from each of the four primary schools using simple random sampling technique. These 45 pupils were drawn from the larger group after a general test that was conducted for all the pupils. The first 90 Pupils who scored 60% and above were selected for the traditional teaching method, while remaining 90 were selected for the experimental group. Altogether, the sample size was 180 pupils made up of male and female pupils as respondents. Coincidentally, the experimental group had an equal number of boys and girls (50%), while the control group had more male participants (58%) than female participants (42%).

Table 4: Names of the four (4) selected primary schools in the FCT.

S/N	PRIMARY SCHOOL	LOCAL GOVERNMENT AREA	M	F	TOTAL
1	LEA Primary School Jabi AMAC	AMAC	22	23	45
2	LEA Primary School Phase 3, Kubwa	Bwari	22	23	45
3	LEA Primary School Tunga-Maje	Gwagwalada	22	23	45
4	LEA Primary School Bako	Kwali	22	23	45
5	Grand Total		88 (49%)	92 (51%)	180

Instrument for Data Collection

The instrument used for data collection for the purpose of this research was teacher made test titled “The Verbs Been and Being Test” (TVBBT). The test was constructed under the guidance of experts in English language and Educational Psychology in FCT College of Education Zuba. The (TVBBT) was developed by the researcher drawn from the different English texts used in the sampled primary schools. The researcher found out that Primary schools in the FCT are not using a uniform English text book. Each school uses different text books. The questions were therefore set based on each text book used in a particular school.

The questions on (TVBBT) were generated by the researcher with the help of some teachers in the sampled schools. The (TVBBT) was given to experts in English language and Measurement and Evaluation for their inputs and comments. Data was also collected using Questionnaires, developed by the researchers from the reviewed of related literature and also adaptation of other researchers’ questionnaire. Items were developed from four Likert scales, which require an individual participant to respond to a series of statements in the questionnaire by indicating whether they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). SA=4, A=3, D=,2 and SD=1

Validation of the Instrument

The instrument for data collection was validated by three experts, one from Language Education, Curriculum and Instruction, and one in Measurement and Evaluation.

Reliability of the Instrument

A pilot study was carried out in one of the primary schools that was not part of the final study. This primary was LEA Primary School Kuje, Kuje Area Council of the FCT. SPSS computation revealed a Cronbach's Alfa coefficient of $0.827 > 0.75$. The researcher thought that this number was adequate for the study since it had strong internal consistency.

Data Analysis

Regarding the analysis of data, the researcher applied a statistical tool, namely, Statistical Package for Social Sciences (SPSS) version 24 to analyse the gathered data. With this package, the researcher made use of descriptive statistics, notably, frequencies, mean, Standard deviation. Pearson product moment correlation analysis was used to test and analyse the first null (H_0) hypothesis which states that there is no significant effect of Leitner's learning box on enhancement of teaching and learning of the verb 'been' and 'being'. In order to compare the mean scores of the pre-tests and post-tests of the two groups, a paired sample t-test was conducted using the SPSS program (Statistical Package for Social Sciences), version 24. The level of significance will be set at 0.05.

Experimental Procedure

The experimental group was taught using LLB while the control group was taught with traditional teaching method. The importance of the teaching was to ascertain if the pupils taught with LLB in the experimental group will differ from the control group in their written knowledge of the verbs "been and "being" thereby enhancing their effectiveness both in spoken and written English language. Two research assistants who are regular teachers in each of the schools were used as the research assistants. The study and the purpose were properly explained to the research assistants before the commencement of the whole process.

Before the actual study, a pre-test was administered to the two groups. The study ran for six months. Each period of teaching was the approved thirty-five minutes used in normal lessons in primary schools. To ensure that researcher's bias was eliminated, the research assistants in each of the schools taught and administered the post test. The researcher supervised while the lesson was going on.

RESULTS AND DISCUSSION

Research Question 1

What are the effects of Leitner's learning box (LLB) on enhancing the teaching and learning of the verb "been" and "being" in primary schools in the FCT, Abuja?

This was answered by only the experimental group who were exposed to all the Leitner's learning box

Table 5: Mean and Standard Deviation of the effects of Leitner's learning box (LLB) on enhancing the teaching and learning of the verb "been" and "being" in primary schools in the FCT, Abuja

Items	MEAN	STD	Decision
1 Leitner's learning box make the teaching and learning 'been' and 'being' interesting	3.41	2.96	Agreed
2. Leitner's learning box used in teaching the verbs 'been' and 'being' make the lesson realistic and simple	3.32	2.87	Agreed
3. Leitner's learning box create opportunities for participation in the lesson of 'been' and 'being'	3.47	3.00	Agreed

4. Leitner’s learning box help in representing concrete facts about the verb ‘been’ and ‘being’	3.37	2.89	Agreed
5. Non availability of Leitner’s learning box positively affect pupils’ understanding of the verbs ‘been’ and ‘being’	1.92	1.42	Rejected
6.Using Leitner’s learning box aid in pupil’s retention and recall of ‘been’ and ‘being’ when they are taught	3.44	2.96	Agreed
7. Leitner’s learning box do not save time in teaching the verbs’ been’ and ‘being’	2.30	1.99	Rejected
8. it helps pupils to memorize the verbs ‘been’ and ‘being’ easily	3.07	2.68	Agreed
9. Get tired when your teacher is teaching you the verbs ‘been’ and ‘being’ with Leitner’s learning box	2.07	1.08	Rejected
10. Leitner’s learning box make lesson of the verbs ‘been’ and ‘being’ meaningful and not easy to forgot	3.07	2.67	Agreed
Cluster Mean	2.94		

Table 5 shows that items 3, 6, 1, 4, 2, 8, and 10 have mean scores of 3.47, 3.44, 3.41, 3.37, 3.32, 3.07 and that are greater than the decision mean of 2.50 respectively. The cluster Mean of 2.94 was also greater than the decision mean of 2.50. This means that the pupils agreed that Leitner’s learning box has a positive effect on enhancing the teaching and learning of the verb “been” and “being” in primary schools in the FCT, Abuja.

These findings are totally in congruent with those in the literature. The results above agrees with the assertion of Farhadi (2013); Gromada (2021); Young (2022) and Le Cunff (2022)., that using Leitner’s learning box has desired effects of the method in language teaching and learning in addition to other subjects. And that Leitner’s learning box helps pupils to memorize the verbs been and being easily. Also Using Leitner’s learning box aid in pupils’ retention and recall of ‘been’ and ‘being’.

Ho1.

Table 6: There is no significant effect of Leitner’s learning box (LLB) on teaching and learning of the verbs “been and being” in primary schools in the FCT.

Correlations			
		OS5	OS7
LLB	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	10	10
TLBB	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.000	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the correlation between Leitner’s learning box (LLB) and teaching and learning of the verb, ‘been’ and ‘being’(TLBB). The result shows that LLB and TLBB have the strong positive significant relationship 0.763** at 1% (0.001). That is, an increase in Leitner’s learning box (LLB) will lead to an

increase in enhancement in teaching and learning of the verbs, ‘been’ and ‘being’ (TLBB).

Therefore, since there exists a strong positive significant relationship between Leitner’s learning box (LLB) and teaching and learning of the verbs, ‘been and being (TLBB), the null hypothesis is hereby rejected and the alternative hypothesis which states that there is a relationship between headteachers’ Leitner’s learning box and teaching and learning the verb’s ‘been’ and ‘being’ is accepted.

Table 7: Coefficients table showing the relationship between Leitner’s learning box and teaching and learning the verb ‘been’ and ‘being’.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.251	.347		.898	.391
	LLB	.749	.098	.872	6.82	.000

a. Dependent Variable: TLBB

From the table 7, the constant gave a value of .251 which is the intercept, hence establishing a positive relationship between teaching and learning of the verb ‘been’ and ‘being’(TLBB) and its determinant Leitner’s learning box (LLB). A 1% change in Leitner’s learning box (LLB) will result in 0.749% change in teaching and learning of the verb ‘been’ and ‘being’(TLBB) in public primary schools in FCT. The result further shows that LLB has positive significant influence on TLBB with a β value of 0.749 as shown in the model below:

$$TLBB = 0.251 + 0.749LLB.$$

Therefore, based on the findings we reject the null hypothesis and accept the alternate hypothesis which states that there is a significant effect of Leitner’s learning box on enhancing teaching and learning of the verb ‘been’ and ‘being’.

Research Question 2

Ho2. There is no significant difference between the traditional teaching method (control) and the Leitner’s learning box method on enhancing the teaching and learning of the verbs “been and being” in primary schools of the FCT.

Table 8: Comparison of Pre-test of results of control and experimental groups

	Group (N)	Mean	Std	Std Error Mean	95% Confidence interval		t	Df	Sig(2-tailed) P-Value
Pre-test	Control 90	13.22	2.22	0.74	Lower -0.23	Upper 1.12	1.5119	178	0.1690
	Experimental 90	12.78	1.99	0.66					

P value and statistical significance:

The two-tailed P value equals 0.1690

By conventional criteria, this difference is considered to be not statistically significant.

Intermediate values used in calculations:

$$t = 1.5119$$

$$df = 178$$

$$\text{standard error of difference} = 0.294$$

Confidence interval:

The mean of experimental group minus control group equals -0.44 hence **by conventional criteria, this difference is considered to be not statistically significant.**

95% confidence interval of this difference: From -0.23 to 1.12. Considering these results, it can be said that both groups had almost the same proficiency level at the beginning of the experiment, as no statistically significant difference was found ($p > .05$) between the experimental group and control group

Table 9: Comparison of Post-test of results of control and experimental groups

	Group (N)	Mean	Std	Std Error Mean	95% Confidence interval		t	Df	Sig(2-tailed) P-Value
Pre-test	Control 90	14.11	2.22	2.03	Lower -4.65	Upper -0.90	3.4179	178	0.0091
	Experimental 90	16.89	1.54	0.51					

P value and statistical significance:

The two-tailed P value equals 0.0091

By conventional criteria, this difference is considered to be very statistically significant.

Intermediate values used in calculations:

$$t = 3.4179$$

$$df = 178$$

$$\text{standard error of difference} = 0.813$$

Confidence interval:

The mean of experimental group minus control group equals -2.78. **hence by conventional criteria, this difference is considered to be extremely statistically significant.**

95% confidence interval of this difference: From -4.65 to -0.90. Considering these results, it can be said that the experimental groups had a higher mean than the control group after the experiment, as there was statistically significant difference was found ($p > .05$).

Comparison of these results illustrates that the two groups had made progress in terms of learning of the verbs been and being. However, a statistically significant difference was found in terms of the post-test scores of both groups. The post-test values of the experimental group were significantly higher than those of the control group. This leads to the conclusion that the Leitner’s learning box helps improve teaching and learning of the verbs been and being. The notably significant progress made by the experimental group is attributed to Leitner’s learning box, evidenced by the increase in learning scores compared to the control group.

Research Question 3

What is the influence of gender on enhancing the teaching and learning of the verbs “Been and Being” using the Leitner’s learning box on primary schools in the FCT, Abuja.

The Pre-test and Post-test of only male and female participants of the experimental group were used to answer the research question.

Ho3. Gender has no significant difference on the mean scores of pupils on enhancing the teaching and learning of the verb “been and being” using the Leitner’s learning box.

Table 10: Comparison of pre-test of results of male and female participants in the experimental groups

	Group (N)	Mean	Std	Std Error Mean	95% Confidence interval		t	Df	Sig(2-tailed) P-Value
Pre-test	Male 45	10.89	2.22	0.42	Lower -0.67	Upper 0.67	0000	88	1.000
	Female 45	10.89	1.99	0.35					

P value and statistical significance:

The two-tailed P value equals 1.000

By conventional criteria, this difference is considered to be not statistically significant.

Intermediate values used in calculations:

$t = 0.000$

$df = 88$

standard error of difference = 0.294

Confidence interval:

The mean of experimental group minus control group equals 0.00 hence **by conventional criteria, this difference is considered to be not statistically significant.**

95% confidence interval of this difference: From -0.67 to 0.67. Considering these results, it can be said that both male and female members had the same proficiency level of been and being at the beginning of the experiment, as no statistically significant difference was found ($p > .05$) between the male members and female members in the experimental group.

Table 11: Comparison of post-test of results of male and female participants in the experimental groups

	Group (N)	Mean	Std	Std Error Mean	95% Confidence interval		t	Df	Sig(2-tailed) P-Value
Pre-test	Male 45	10.89	2.22	0.42	Lower -1.23	Upper 1.01	0.2294	88	0.8243
	Female 45	10.89	1.99	0.35					

P value and statistical significance:

The two-tailed P value equals 0.8243

By conventional criteria, this difference is considered to be not statistically significant.

Intermediate values used in calculations:

$t = 0.2294$

$df = 88$

standard error of difference = 0.484

Confidence interval:

The mean of experimental group minus control group equals 0.00 hence **by conventional criteria, this difference is considered to be not statistically significant.**

95% confidence interval of this difference: From -1.23 to 1.01. Considering these results, it can be said that both male and female members had almost the same proficiency level of been and being at the end of the experiment, as no statistically significant difference was found ($p > .05$) between the male members and female members in the experimental group.

Comparison of these results illustrates that the two gender had made progress in terms of learning the verbs ‘been’ and being’. However, there are no statistically significant difference was found in terms of the post-test scores of both genders. This leads to the conclusion that Gender has no significant difference on the mean scores of pupils on enhancing the teaching and learning of the verb “been and being” using the Leitner’s learning box. Therefore the null hypothesis is accepted.

The result agrees with the findings of Adeogun (2001) that teaching is effective when the teacher make use of Leitner’s learning box. (Slavin, 2004.) Confirmed a significant correlation between the presence and the use of Leitner’s learning box by the students and teachers with better performance. Similarly, (Slavin, 2005, p.82.) found a simple correlation between the students inputs of learning verbs and better academic achievement.

CONCLUSION

The following conclusions are drawn from the study’s examination of the impact of Leitner’s learning box on pupils’ academic performance in primary schools taught in English;

1. Compared to pupils who are not taught using such resources, pupils who use Leitner's learning box performed better in learning the verbs 'been' and 'being'.
2. The use of Leitner's learning box in the classroom is statistically correlated with the enhancement of teaching and learning the verbs 'been' and 'being' at the primary school level.

RECOMMENDATIONS

Based on the results of the study the following recommendations are made:

1. Teachers should utilise Leitner's learning box interactions to stimulate active pupils' engagement in classwork.
2. To familiarise English language instructors with the most recent developments in the use of Leitner's learning box, workshops, seminars, conferences, or orientation courses should be created.
3. Owners should build well-equipped language laboratories in all the schools.
4. To facilitate the teaching-learning process, English teachers should improvise Leitner's learning box.
5. To guarantee successful English language learning and teaching, the government should, within its limited financial means, provide an equal provision of Leitner's learning box materials to schools in urban and rural regions.

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