



“Ochecarhtoon” Implementation: Teaching English Terminology to Pupils with Intellectual Infirmity

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Abstract: It is thought-provoking for most instructors or facilitators to impart English to pupils with intellectual infirmities (debilities), the motivations are because English is measured as a difficult subject especially for foreign language pupils, including pupils with intellectual debilities. Moreover, it is because pupils with intellectual infirmities have special physiognomics which may become impediment during teaching learning process. Cerebrally infirmed pupils incline to have a lack of enthusiasm, low memory ability, to be unreceptive, be easily abstracted, and have difficulties in language modification as well. Therefore, an appropriate devices or tactic which can improve attention and increase pupils' dexterity to recall should be implemented. One of the strategies is the use of Ochecarhtoon. This erudition aims to describe how the Ochecarhtoon is implemented in teaching English terminology to the Junior Secondary Schools with intellectual infirmities. The participants were the English teacher and dozen (12) Junior Secondary School (JSS 1) pupils with debilities at State Special School (Marduganri State Special School). The annotation sheet was used to gather the data concomitant to the implementation of Ochecarhtoons fixed on two characteristics: teaching presentation, and pupils' demeanor. The results showed that in general, the implementation of Ochecarhtoon for teaching English terminology (lexical structure) was in very good criteria with the average score was 3.68. Related to the teaching presentation aspects, the ideologies of Ochecarhtoons implementation had been successfully satisfied by the teacher, such as presentation, association and retrieval. There was also improvement on pupils' terminology retention. Dealing with pupil's demeanor aspect, during the implementation of Ochecarhtoons the pupils were hilariously, enthusiastically involved and enjoyed the teaching learning process.

Keywords: Ochecarhtoon, Pupils with intellectual debility, English terminology.

1. INTRODUCTION

It is thought-provoking for most instructors to teach English to pupils with intellectual infirmity. One of the clarifications is because English is considered as problematic subject exclusively for foreign language students, including pupils with intellectual infirmity. Moreover, it is because pupils with intellectual infirmities have particular characteristics which may become impediment during schooling and learning process. Intellectually deactivated (debility) pupils tend to have a lack of motivation, low reminiscence ability, to be unreceptive, be easily distracted, and have challenges in language modification as well.

The challenges when teaching English to pupils with intellectual infirmity is also experienced by English teachers, at the State Special School (Marduganari Special School). Studies shows that the complication appeared when teaching the pupils, a committal to memory matters. In detail clarification, the pupils have difficulties when they have to remember what they have learned. The learning and memory capabilities of people with intellectual infirmities are significantly below average in comparison to peers without infirmities (Shree, & Shukla 2016). Moreover, persons with intellectual infirmities develop learning sets at a slower pace than peers without infirmities (disabilities), and they are deficient in connecting information to new status quo (Smith, Patton, & Kim, 2006; Otobo, & Aruku, 2022). Another encounter is concomitant to attitudes and behavior of the pupils with infirmities such as tend to be unreceptive, uninvolved and apathetic in joining the class. It is also cited that pupils with infirmities usually have a bad assertiveness toward learning and they need to be handled with care (Bradley, Pauley, & 2006). Besides, they are more prospective to develop negative positiveness toward

learning and behavior misconduct in pedagogical cycles (McCaskey, 2015). In view of the pupils’ difficulties in commit to memory what they have learned and their dearth of enthusiasm in joining instruction learning process, an appropriate strategy should be used in order to increase pupil’s dexterity to remember including devises to improve attention and to increase meaningful learning, exclusively in learning terminology.

One of the strategies is by using “*Ochecarhtoon*” (A narrative aboriginal visuals committal to memory). *Ochecarhtoon* strategy is defined as systematic procedures for intensification of hemispheroid (Otobo, & Watila, 2018; Jurowski; Jurowski; & Krzeckowska, 2015). The idea of *ochecarhtoons* is application in emerging better ways to enchanting in (encode) information, so that it is easier to reminisce (retrieved) it. The use of *Ochecarhtoon* devices has been piloted by erudite either for instructions in science or social subjects or in language learning and have demonstrated to be awfully effective in helping people to remember things. Eruditions on the use ‘aide-mémoire visuals’ concomitant to terminology learning for regular pupils have also been done by many scholars. One of the verdicts of the eruditions was that the keyword method can be well-thought-out as further terminology instruction to develop offshoot pupils’ terminology because of the effectiveness of the method. Erudite Saricoban, & Basibeck, (2012), erudition which was done on the role of ‘aide-memoire’ devices and context method on terminology reminiscence found that the group instructed by aide-memoire (*Ochecarhtoon*) devices was more optimistic than the group instructed by context techniques. Moreover, Phillip (2016), in his erudition also found that visual devices (word pairing and sematic mapping strategies benefit regular applicants to learn terminology). Other erudite who premeditated on the positivity of visuals instruction on content terminology learning of pupils requested that aide-mémoire terminology instruction increased pupil’s assignation and impetus towards terminology learning (Otobo, 2017; Fasih; Izadpanah & Shahnava, 2018).

Ochecarhtoon devices have also a positive result in the application of learning the English terminology for pupils with infirmity. The effectiveness of narrative visuals devices was measured in learning similar English language letters among 80 students with learning debilities in Saudi Arabia by using pretest, posttest and follow up test found out that there were substantial differences owing to gender or interaction between the method and gender (Dakhiel, & AI Rub,2017).

Erudition on the use of *Ochecarhtoons* on terminology acquisition and ‘calling to mind’ of school pupils with learning debilities was conducted by Otobo, & Aruku, (2021); Whitescarver, (2018), They averred that the use of *Ochecarhtoons* strategies increase acquisition and ‘calling to mind’ of terminology. Moreover, the pupils also shown a satisfactory rating in the ease and hilariousness of using *Ochecarhtoon* Though many erudite have piloted learnedness concomitant to the use *ochecarhtoons*, however, as far as this learning extricates, learnedness which investigates the implementation process of ‘aid-memoire’ especially *Ochecarhtoon* for teaching English to pupils with intellectual infirmity is rarely done. Besides, that previous learnedness mostly focused on the improvement of English language achievement in use of aid-memoires. None of that eruditeness paid attention on investigating the process of how the *Ochecarhtoon* strategies are implemented in language learning. Therefore, this encyclopedism was interested in conducting a learning entitled “*Ochecarhtoon*” Implementation: Teaching English Terminology to Pupils with Intellectual Infirmity in Eighth Grade at State Special School (Marduganari Special School), Nigeria.

The challenge of this eruditeness is: *How Ochecarhtoon is implemented in Teaching English Terminology (Lexical structure) to Eighth Grade Pupils with Intellectual Disability at Special Schools in Nigeria?* Thus, the objective of the erudition is to describe the implementation process of *Ochecarhtoons* in teaching English terminology to pupils with intellectual infirmity. *Ochecarhtoon* means a narrative visuals committal to memory (aides-mémoires). *Ochecarhtoons* is derived from the ‘Idoma word’ (etymological) referring to human’s telling primeval folklore. *Ochecarhtoon* is a memory enhancing instructional graphic devices that involves teaching pupils to link new information taught to information they already know. (Otobo, & Tijjani, 2023; Amiiryousefi, & Ketabi, 2011). *Ochecarhtoon* is also defined as any hemispheric spatial procedure premeditated to improve one’s aides-memories (Seruggs et al., 2010; Otobo, & Watila, 2018). Compatibly, Bakken (2017) averred that *Ochecarhtoon* strategies are well-organized procedures for enhancing the memory and making information more meaningful. Furthermore, he clarified that *Ochecarhtoon* instruction is a way to help pupils with intellectual debilities remember new information more efficaciously, proficiently and effortlessly.

Ochecarhtoon strategies are estranged into five programs. They are dialectology, spatiality, visuality, physical response and verbalized *modus operandi*. Yet, in this current erudition, the columnists (authors) only focus on *Ochecarhtoon* as one of the types of graphics ‘aid-memories’ classification which make use of graphic or visualization to create an association to target concepts (e.g., imagery, pictographic).

Encyclopedism (learning) expounded that when using (*Ochecarhtoon*) aides-memories, the target words are associated (paired) with graphic instead of associating the words with their definition or translation (Amiryousefi, & Ketabi, 2011). Pairing graphics with words in L2 results in better recall than pairing with L1 alike. Furthermore, Gains & Redman (1986); Ootob, & Bango, (2022) implied that imagery and graphics can facilitate ‘aides-memories’. To conclude, graphics and images not only can also be used to the motivation and interest of the pupils (Amiryousefi, & Ketabi, 2011; Ootob, & Tijjani, 2023). By means of *Ochecarhtoons* (aid-memories) the meaning of words becomes clear.

2. METHODOLOGY

This learnedness used descriptive qualitative method which described the investigation results on the implementation process of *Ochecarhtoons* for teaching English terminology (lexical structure) to pupils with infirmity (debilities) which focused on the teaching presentation and the pupils’ demeanor aspects. This erudition was piloted at State Special School (Marduganri Special School) North-east Nigeria. The total number of pupils are 184, 97 boys and 87 girls. The participants of this erudition were the English teachers or facilitators at State Special School Marduganari and Junior Secondary School (JSS 1) pupils with intellectual infirmity.

The statistics collecting techniques used in this erudition was annotation. The columnist (writers) used annotation guideline (check list) as the instrument to get subterranean understanding about the implementation process of *Ochecarhtoons* (aides-memories). The annotation guideline consists of two aspects to be experiential; they were instructional (aid-memories) presentation (see Figure 1-4) in order to know how the *Ochecarhtoons* were implemented and pupils’ demeanor during the implementation of *Ochecarhtoon*. Each aspect consists of several variables. The columnist did six annotations in one month. The columnist used a Likert scale rating from one point for “bad” two point for “fare” three point for “good” and four for “very good”. When the columnist did annotation, there were four (4) topics Food, Drinks, Fruits and figures during the implementation of *Ochecarhtoons*, graphics of foods, drinks, fruits were chronologically used by the facilitator or the teacher.

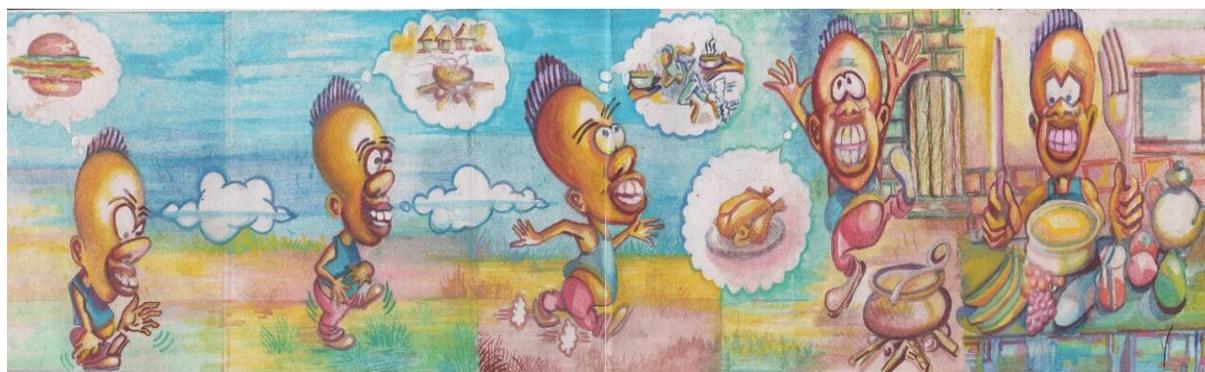


Figure 1. A phase of static frames of the animated verb food

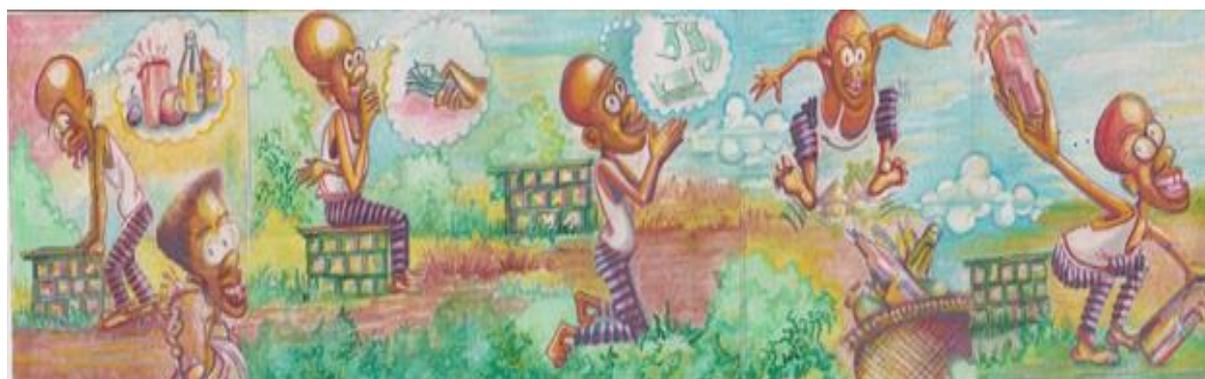


Figure 2. A phase of static frames of the animated verb drinks



Figure 3. A phase of static frames of animated verb fruits

In reviewing the statistics, the columnist did more than a few phases, Frist of all, putt the annotation scores (annotation 1-6) of each control or variables for all aspects as follows:

Table 1. Annotation Results of Ochecarhtoons Implementation

No.	Aspect	Indication	Observation
1	Teaching presentation:	the class material was explained In an understanding way using Ochescartoons	1 2 3 4 5 6 4 4 4 4 4 4

Then the columnists calculated the average score of control or variables of each aspect was done by the columnists. Next, the columnists construed the average score with the interval criteria. Finally, the columnists conclude. The interval criteria are as follows:

Table 2. Interval Criteria

No	Scores	Criteria
1	1 – 175	Bad
2	176 – 221	Fair
3	2.32 -3.17	Good
4	3.18 – 4000	Very Good

3. FINDINGS

Based on the statistics tartan, the columnists found that in general, the implementation of *Ochecarhtoons* for teaching English terminology to the junior secondary (JSS 1) pupils with intellectual infirmity (debilities) at the State Special School was in very good criteria with the average of score of 3.68. The details of the findings can be seen in the following table.

Table 3. The Summary of Anntation Results of Ochecarhtoon Implementation Process for Teaching English Dialectology for Intellectually Debilities Pupils.

No.	Aspect	Observation Results						Average	Criteria
		1	2	3	4	5	6		
1.	Teaching Presentation	3.31	3.54	3.69	3.69	3.77	3.62	3.62	VG
2.	Pupils Behaviour	3	3.50	4	4	4	4	3.75	VG
3.	Average	3.16	3.52	3.85	3.85	3.85	3.80	3.69	VG
	Criteria	VG	VG	VG	VG	VG	VG		

Note. G = Good VG = Very Good

Based on the table above, it can be established that the annotation results of teaching presentation were 3.62 and pupils’ demeanor (behavior) was 3.75. Both results were categorized as very good criteria.

4. DISCUSSION

Origination with presentation aspect, during the teaching learning process, the teacher had efficaciously fulfilled the principles of implementing the aid-memories strategy, such as, presentation /control 1 (*The teacher or Facilitator presented resources (materials) in a comprehensible mode.*), association/control 2 (*In the implementation of Ochecarhtoon, the teacher associated the terminology learned with Ochecarhtoons*) and retrieval/control 10 (*In the implementation of Ochecarhtoons, the teacher retrieved the materials (resources) that has been taught*). Those three controls were scored 4 in annotation 1up to annotation 6.

It was found that teaching terminology to pupils, the teacher associated the target terminology (Food, Drinks, Fruits and Figures) with graphic instead with of pairing them with Nigerian (*Hausa dialectal*) etymological version. By means of association with *Ochecarhtoons* in six epochs, motivated the pupil's committal to memory better. It can be seen when the teacher retrieved the materials that had been learned. 75% of the pupils could recall those words. These findings support the erudition piloted by Whtescarver, (2018); Otobo, & Arku, (2021) who found that the use of graphic (aides-memories) devices increased the encoding and decoding of terminology.

The control which got the lowest score (1) which was categorized as a bad category was control 9, that was *the teacher answered questions carefully and satisfactory in the implementation Ochecarhtoons*. Throughout the annotation 1-5, none of the pupils asked question, but then again in the annotation 6 when teaching Drinks, one of the pupils, asked a question about the translation of 'kunun-gyada' .and 'Bulum-kwaljye' in English.

In deduction, as stated previously that dealing with the pupil's demeanor aspect, the score was 3.68 which was also categorized as very good criterion. This second aspect, was concomitant to the pupils' activeness, curiosity and participation. It also related to the feeling of gratification, hilarity and letup during English terminology using *Ochecarhtoons*. Hitherto, the pupils incline to be unreceptive, uninvolved, and unmotivated in joining the English class, but after the implementation of *Ochecarhtoons*, they were involved, motivated and relished the teaching learning process. It may be because pupils with debility incline to be captivated by graphics in teaching learning process. It cables what has been found in (Otobo, & Arku, 2021; Kayaalu, 2018) that graphic (aid-memories) techniques do not only help pupils in terms of long-term memory, but it also bids motivation for future learning as much as creating an ecstatic pedagogical cycle and attract the motivation and interest of the pupils (Amirousefi, & Ketabi, 2011; Otobo, & Tijjani, 2023).

5. CONCLUSION

Based on the findings, the columnist concludes that in general the implementation of *Ochecarhtoons* in teaching English terminology to Junior Secondary School (JSS 1) pupils with intellectual debilities at State Special School *Marduguanri* North-east, Nigeria was in good criteria with 3.68 score. Related to the teaching presentation aspect, the ideologies of *Ochecarhtoons* implementation had been admirably fulfilled by the teacher, such as presentation, association and retrieval. It was also found that there was enhancement on the pupils' demeanor aspect, throughout the implementation of *Ochecarhtoons* the pupils were active, involved and relished the teaching learning process. In view of the benefits of using *Ochecarhtoons*, it is recommended that to use these *Ochecarhtoons* particularly when schooling pupils with infirmity.

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