

**EFFECTS OF DEMONSTRATION TECHNIQUES ON REMEDIAL
READING OF JSS STUDENTS IN KATSINA STATE**

BY

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DECLARATION

I declare that the thesis entitled “**Effects of Demonstration Techniques on Remedial Reading of JSS students in Katsina State**” has been carried out by me “**Aboh Odatse Vincent**” **M.ED/EDUC/434/2011-2012** under the supervision of Dr. Sadiq Mohammed and Professor I.A. Olaofe. The information got from the literatures has been duly acknowledged in the text and in the list of references provided. No part of this work has been presented for another degree or diploma in any institution.

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CERTIFICATION

This thesis entitled Effects of Demonstration Techniques on Remedial Reading of JSS students in Katsina state by Aboh Odatse Vincent meets the regulation governing the award of a Masters degree in Education (M.ED. TESL) of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and improvement in reading.

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DEDICATION

This work is dedicated to my late mother – Mary Onwefi Aboh.

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ABSTRACT

This study examined effect of Demonstration Technique on Remedial reading of JSS students with a view to determining whether demonstration technique can impact positively on the reading performance of remedial readers. The population of this study consists of all the 512 JSS one students at the two selected Junior Secondary Schools in Katsina State. Fifty remedial readers were sampled from each of the two schools making a total of one hundred students. Fifty students were used for the control group and another fifty remedial readers for the experimental group. The instrument used for the study was National Common Entrance Examination in English Language for the pre-test and post-test for both the control and experimental groups. Treatment was given to the experimental group using demonstration techniques. Four research questions were raised. The research instruments were validated by the supervisor and other experts in language teaching. A pilot study was conducted using test re-test method yielding 0.82 reliability. The hypotheses of the research were tested via t-test based on analysis of the students' actual performance using the statistical package for social science (SPSS). From the result, it was observed that teaching using demonstration techniques is relatively more effective for remedying reading problems in students judging from the mean performance of the students on word recognition (15.88) against the pre test mean of 6.10. Vocabulary development an increase from (5.90 to 6.50), Phonemic discrimination (10:74 to 17.28) and ability to read group of words witnessing an increase from 7.66 to 15.20 respectively. Thus, based on these findings, it is recommended that demonstration techniques should be used to remedy reading problems in Pupils and students. All the four hypotheses were rejected.

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LIST OF ABBREVIATIONS

CMASS	-	Community Model Arabic Secondary School
DORF	-	Dibel Oracy Reading Fluency
ERC	-	Education Resource Centre
GDJSS	-	Government Day Junior Secondary School
JSS	-	Junior Secondary School

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The four primary skills of language which any effective language teaching and learning programme centred on are: Listening, speaking, reading, and writing. Listening and reading skills are receptive while speaking and writing are productive skills. (Olaofe, 2012). The importance of reading cannot be over-emphasized as it is "the most widely employed skill in the literate society" (Ekpunobi, 1989). The other skills as well are very important in language teaching and learning.

The inspiration for this study stems from the experiences gathered as a teacher of English Language at the JSS level of education. Some students at JSS level cannot recognise even two or three letter words like: *go, to, is, the, see, bad* among others. Many of these students lack the basic vocabulary which will aid them to read. Moreso, some JSS students cannot read group of words. The above challenges necessitated the need for this study on how demonstration techniques can be utilised to enable JSS students recognise words, acquire vocabulary, discriminate phonemes and read group of words. Punctuation problem encountered by these JSS students in an attempt to read is another inspiration for this study. Some of the students read without observing the necessary punctuation marks like comma, full stop, question mark among others.

The study is concerned with finding out whether or not teachers of English Language at the junior secondary school level can effectively use demonstration

techniques to remedy students reading problems in order to enhance JSS remedial readers performance.

Demonstration technique is that which shows the learner how to do a task using sequential instruction with the aim of having learners perform the task independently.(Norton, 2004).When using the demonstration model in the classroom, the teacher performs the task of reading step by step so that learners can eventually be able read on their own.(Norton, 2004).The term remedial reading is concerned with children struggling to read.(Allington,1985).These readers have problem trying to read, as such they generally do not like reading.

There has been international and local concern on remedial reading. Benneth (1998) points out that in the U.S.A., there are some schools where almost everyone learns to read, but others where the situation is so bad and embarrassing to the extent that 40 to 45% of the children who enter public schools each year cannot read on average. The National Assessment of Educational Progress (1983) revealed that over ten million Americans reached the 12th grade without having learnt to read at basic level. Some children in urban high poverty schools read below basic. If America can have such reading problems and they are struggling for the solution, the case in Nigeria is expected to be higher. As such, Nigeria should train teachers on how to teach reading. In Nigeria for instance, some of our students cannot read mere instruction on question paper correctly.

There are complains from Media houses, Ministry of Education (federal and state) about the inability of junior secondary students to read. Teachers and parents too

often complain about the same problem. Most teachers of English Language find it difficult to teach reading at the JSS level. As such, many parents employ private teachers to teach their wards how to read. This study, therefore, is motivated by these factors to use the demonstration technique in an attempt to remedy reading problem of JSS students.

1.2 Statement of the problem.

It is an undeniable fact that reading poses a great problem to junior secondary school students in Nigeria. Most children are unable to cope with reading tasks in most junior secondary schools in Nigeria. Effective techniques for teaching remedial readers have not been properly utilized by language teachers at the JSS level (Omojuwa, 1985).

- (i) For the fact that some students at the JSS level cannot recognise two or three letter words after six years of formal schooling shows that effective teaching methods have not be used. This study will harness the demonstration teaching strategies to remedy JSS students' inability to recognise two or three letter words.
- (ii) Certain phonemes of English sounds are hard nuts for JSS students to discriminate even after seven years of schooling. This is due to poor utilisation of appropriate teaching strategies.
- (iii) In addition, for the fact that many JSS students cannot read group of words shows that teachers of English have not adequately exposed these students on how to read group of words.

Oyetunde (1997) asserts that the fact that many students are failing to do well in school suggests that effective reading skills need to be taught to these students. It is in

the light of the above problems that demonstration technique is selected to teach remedial readers at the JSS level with the aim of helping them solve their reading problems and enhancing their competence.

1.3 Objectives of the study

The objectives of the study are to:

- (a) Find out the effectiveness of demonstration techniques on word recognition of remedial reading among JSS students.
- (b) Identify the effect of demonstration techniques on the building of vocabulary component of remedial reading among JSS students.
- (c) Determine the effect of demonstration techniques on phonemic discrimination ability of remedial reading among JSS students.
- (d) Determine the effect of demonstration techniques on reading group of words in remedial reading among JSS students.

1.4 Research questions

The following questions are to guide investigation:

1. What is the difference in the mean performance scores of remedial readers at JSS taught word recognition using demonstration techniques and those taught using conventional teaching approach?
2. What is the difference in the mean performance scores of remedial readers at JSS taught vocabulary development using demonstration techniques and those taught using conventional teaching approach?

3. What is the mean difference in the performance scores of remedial readers at JSS taught phonemic discrimination using demonstration techniques and those taught using conventional teaching approach?
4. What is the difference in the mean performance scores of remedial readers at JSS taught reading group of words using demonstration techniques and those taught using conventional teaching approach?

1.5 Research Hypotheses

The following hypotheses are formulated to guide the researcher during the process of investigation at $P \leq 0.05$

1. There is no significant difference between the mean performance scores of remedial readers at JSS taught word recognition using demonstration techniques and those taught using convention teaching approach.
2. There is no significant difference between the mean performance scores of remedial readers at JSS taught vocabulary development using demonstration techniques and those taught using conventional teaching approach.
3. Significant difference does not exist between the mean performance scores of remedial readers at JSS on phonemic discrimination taught using demonstration techniques and those taught using conventional teaching approach.
4. There is no significant difference between the mean performance scores of remedial readers at JSS taught reading group of words using demonstration techniques and those taught using conventional teaching approach.

1.6 Significance of the Study

Teachers of English language can benefit from this study as they may consult the work in order to gain more ideas such as the steps/techniques of remedying reading in their various classes. Curriculum planners can as well make use of the techniques/steps carried out in the study when designing/planning the curriculum on reading at the JSS level of education. This they can do by including some of the steps/techniques demonstrated in this study in the relevant parts of the curriculum meant for teachers.

More so, other researchers carrying out study on methods/techniques of remedying reading problems can find this study very useful as they can tap from the ideas explored in this study. Students who wish to improve their reading can read the work for ideas from the steps/techniques and examples displayed.

In addition, other stakeholders in education such as principals, directors who are in position to recommend suitable teaching methods to remedy reading problems of students can consult this study and make suggestions/recommendations to appropriate authority on the need to use the demonstration method to teach reading.

Further more, students can benefit from this study as they will be exposed to a more vivid way of learning how to read which demonstration techniques provides. This is because their teachers who were hitherto using the conventional method to teach reading will now use demonstration techniques to remedy their reading problems.

Textbook writers can gain ideas from this work as they make use of relevant portions of the study in their textbooks on methods of remedying reading. This is not to

talk about examining bodies which can incorporate the ideas from this study into their annual report sent to schools and other educational institutions.

1.7 Scope of the Study

There are many methods/techniques for remedying reading problems at the junior secondary schools. However, for purpose of this study, the researcher has chosen the demonstration technique to remedy the reading challenges in students.

Two junior secondary schools were selected out of the three hundred and four (304) junior secondary Schools in Katsina State for this work. The study was delimited to only remedial readers in the two schools. This was to give the study a thorough handling. The instruments used were: National Common Entrance Examinations questions on English language for the pre-test and post-test. The components of reading covered include: word recognition, vocabulary development, phonemic discrimination and ability to read group of words. The fifty remedial readers at JSS one level used as control group will not be given treatment, rather they will continue in their usual conventional learning approach. The fifty remedial readers used as experimental will be given treatment using demonstration techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter looks at some of the views given by scholars on reading, demonstration techniques, remedial reading and the application of demonstration techniques on remedying some components of reading. Empirical studies on demonstration techniques and theoretical framework.

2.2 The Concept of Reading

Reading has a plethora of definitions or views given to it by scholars. Adams (1990) sees reading as being driven by the visual recognition of individual letters in familiar, ordered sequence and being critically supported by the translation of these letters into their phonological correspondences. Many experts have however recognised reading beyond the mere ability to pronounce words but as a meaning construction process. Oyetunde and Muodumogu (1999) see reading as a "process of obtaining information from print" (p.19). They add, that the process is not as simple as the definition suggests, but that "it is a complex process that involves interaction or negotiation between the reader and the author" (p.10).

Reading is an indispensable language skill in our modern world. This is because; most activities carried out in schools, hospitals, offices, businesses involve reading. Bond and Tinker (1973) posit that:

"The ability to read constitutes one of the most valuable skills a person can acquire. Our world is a reading world. It is difficult

to discover any activity, whether in business profession and even recreational pursuits, that do not demand some and often considerable reading. In many situations, reading constitutes an indispensable channel of communication'' (P1).

2.3 Demonstration Techniques

Demonstration technique according to Norton, (2004) is showing learners how to do a task using sequential institutions with the goal of having learners duplicate and recognize how to solve unexpected problem. Teachers after doing the practical demonstration must ensure that the students perform the task (in this case reading) independently.

It also means displaying something. For example, when a science teacher shows the action of carbon dioxide on a blue moist litmus paper, he is presenting a demonstration. (Abdullah, 2005).

Advantages of demonstration techniques according to Newby. (1996, p.48) include:

- (i) Demonstration utilizes several senses. Students can see, hear and possibly experience an actual event.
- (ii) It stimulates interest.
- (iii) Present ideas and concepts more clearly.
- (iv) Provide direct experiences.
- (v) Reinforce learning.

Kozma, (1978, P. 343) gave the disadvantages to include:

- (i) Demonstration may fail.
- (ii) May limit participation
- (iii) May limit audience (students) input

(iv) Require pre-preparation.

Some of the demonstration tips suggested by Chernoff, (1994, P. 17-20)

are:

1. Know your audience- How much experience or knowledge do they have? Are you teaching them a new skill or sharing basic information?
2. Set your objectives- What do you expect the learner to be able to do after your demonstration. Review your lesson plan for your objectives.
3. Plan your demonstration time- All materials needed for the demonstration should be available before the real demonstration.
4. Involve your audience (Students)
5. Be prepared for various room arrangements.
6. Help your audience (Students) to see what you are doing
7. Be organized
8. Follow safely precautions.

The following according to Reece & Walter (1994) are the procedures for using demonstration techniques:

1. Introduce the lesson by informing the students what you are exactly going to demonstrate. For example, word recognition.
2. Demonstrate as skilful as possible using appropriate instructional aides at your disposal. You can involve learners in the demonstration by telling them to do one or two things.
3. Request learners to tell you what to do and you do it, so that they see how it is done. This will tell the teacher whether the learners are following him or not.

4. Allow learners on their own, but under your supervision to carry out the demonstration. For example, reading a simple passage on their own.

What the current study borrowed from the above include the need to demonstrate ideas and concepts clearly, know your students, setting of objectives and proper planning before demonstration. The critiques of demonstration are in the areas of limiting learner's participation; poor preparation which can lead to its failures among others. Demonstration techniques will be used as a medium of instruction on the experimental group to see its efficacy in remedying students' reading problems.

2.4 Remedial Reading.

Remedial reading is an instruction in reading at increasing speed in comprehension by correcting poor reading habits (Cromer, W. 1970). Remedial reading is a change in instruction that helps to remedy a weakness in the area of reading. (Norton, 2004).

Comparison of good and poor readers reveal that poor readers read in a piecemeal, word-by- word manner, are slower and less accurate, and fail to access or utilize larger language and idea units in the written text (Cromer, 1970). Remedial readers exhibit problems processing text at all levels and suffer severe difficulties with comprehending written text.

Explanations for reading difficulties centred around two different theories. One theory suggests that remedial readers' comprehension problems are the result of difficulties with assessing semantic information during reading. (Zecker & Zinner, 1987). Another theory postulates that remedial readers fail to use self-regulatory

strategies to monitor comprehension progress and to take remedial action when comprehension is impeded (August Flavell & Clift, 1984).

Some of the causes of remedial reading are: Poor vocabulary, reading books that are too difficult, difficulty knowing sounds letters make (especially vowel sound), difficulty breaking words into syllables. (Scholten, 1997). Remediation for these problems will be taken care of during the treatment.

Word recognition is one of the components of remedial reading which this study will remedy. Word recognition according to Literary Information and Communication System (LINCS) is the ability of a reader to recognize written words correctly and effortlessly. It is sometimes called isolated word recognition because it involves a reader's ability to recognize words individually from a list without needing similar words for context help. Cattell, (1986) posited that words are recognized not in terms of their component letters but as wholes, on the basis of their shapes. Word recognition involves the analysis of letters. (Browsers, 2000).

Aronoff, M, (1994), defined vocabulary development as the building of the knowledge of words in a language or a special set of words you are trying to learn. The American Heritage Dictionary defined vocabulary as the sum of words used by, understood by, or at the command of a particular person or group.

Phonemic discrimination according to Ball and Blachman (1991) is the ability to recognize that a spoken word consists of a sequence of individual sounds. Stanovich (1986), defined the term as “the phonological Sensitivity (Conscious access) to the phonemic level of the speech stream and some ability to cognitively manipulate

representations at this level” (P.362). What is clear here is that phonemic discrimination concerns the structures of words rather than their meaning.

Snow, C.E, Burns, (2005) viewed reading group of words as the ability of a learner to pronounced individual words in a string correctly and understand what they mean. A child is adjudged capable of reading if he is able to pronounce correctly group of words without altering the meaning.

2.5 Application of Demonstration Techniques

How Demonstration techniques can effectively remedied reading challenges in students in some of the key components of reading: word recognition, vocabulary development, phonemic discrimination and ability to read group of words will be discussed.

2.5.1 Demonstration techniques and Word Recognition

Cunningham (1995) noted that beginning readers recognise very few words instantly. Through repeated exposure to the same words, instant recognition/vocabulary grows. The, and, to, you, he, it and said are examples of these high frequency words to be used. He suggested the following steps/techniques:

- i. Based on phonic generalizations, to should rhyme with go, said should rhyme with paid and so on side by side.
- ii. Teachers pointing out the words by a variety of game-like activities and writing those words.

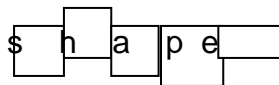
iii. Demonstrate the reading of large amounts of text, particularly text that is relatively easy for the reader since instant recognition of words especially high frequency words, develops best when students read large amounts of texts.

Johnson & Baumann (1984), suggested the following tips for teaching word recognition to beginners having noted that research has shown that children who can recognize letters of the alphabet have an easier time learning to make connections between the letters and the sounds they stand for.

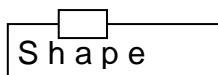
- i. Teach letter names before children learn the sounds with which they are associated. Point to the letters of the alphabet as you sing with it.
- ii. Provide the letters in different forms; printed on cards, cut out from pieces of fabrics and other materials. Let the readers trace the letter with their fingers as he or she says the letter names.
- iii. Demonstrate with the children letter of their names.

James Cattell (1886) proposed a model of word recognition citing evidence from a research work in cognitive psychology which indicate that we use the letters within a word to recognize a word. He suggested the following techniques.

Word shape recognition use the pattern of ascending, descending and neutral character.



Word recognition using the envelope around the word.



Let the students demonstrate how to do similar examples and read those words.

Gough (1972) on how to use demonstration techniques to teach word recognition suggested the model of serial letter recognition that words are read letter by letter serially from left to right. The steps include:

- i. Start off by finding the first letter.
- ii. The teacher and the learners moved to finding the second letter.
- iii. You continue until you recognize the word.

Sperling (1963), noted that letters can be recognized at a rate of 10 – 20 seconds per letter. He stressed the need to demonstrate with beginners using shorter words since shorter words are recognized faster than longer words.

Conkie & Rayners (1975), suggested demonstration using the moving window technique to teach word recognition. Here we restrict the amount of text that is visible to a certain number of letters around the fixation point, and replace the other letters on a page with the letter X. After which readers are provided in three letters past the fixation point, seeing the entire words and later the letters reduced and allocated certain amount of time to recognize it.

Reece (1994), view demonstration technique as practical showing of a skill to students in order for them to perform the task on their own. On how to teach word recognition, these scholars suggested the following steps:

- (i) Introduce the lesson by informing students what you are exactly going to demonstrate. For example, word recognition.
- (ii) Demonstrate as skilful as possible using appropriate instructional aids at your disposal.

(iii) Encourage to tell you what to do and you do it, so that they see how it is done.

The demonstrator will know whether the learners are following or not.

(iv) Ask some students/learners to read to fellow students the words you have just used for demonstration.

(v) Allow learners on their own, but under your supervision, to carry out the demonstration.

The idea of remedial readers telling what to demonstrate and the teacher doing it will be adopted from this review. However, examples of words to use in demonstrating for readers were not provided.

Wright,(2000) defined the demonstration-performance method as a proven method for teaching mental or physical skills, which require student practice for skill mastery. This is based on the principle that students learn best by doing what is demonstrated to them.(Merril,2006).

Below are the phases involved in drill demonstration in relation to word recognition/identification: Wright, (2000).

(a) Explanation phase---In this phase, the teacher explains to the students how to perform the skill. This demonstration should be planned as a short lecture with the nature of the task determining the appropriate organisational pattern. For example, we are going to learn how to identify" four letter words" and so on.

(b) The demonstration phase—the teacher show the students how to do the task (reading).With drill, the explanation and demonstration phases may be

combined. However, it is important that you demonstrate the idea correctly the first time. When any skill is demonstrated incorrectly, you will lose credibility and the students will have to unlearn the incorrectly presented skill.

- (c) Performance-Supervisor Phase—here, you must decide how much control to use. They practise the entire skill after seeing the demonstration, going step by step at their own individual rate. You correct the errors of each student individually. Over learning to ensure proficiency in drill is desirable.
- (d) Evaluation phase—the most important consideration of the evaluation phase is the development of an appropriate measuring instrument. To be valid, the rating device must accurately measure each drill/step objectively.

The current study will borrow the need to explain to students how to perform the task and the need for evaluation. The scholar however did not provide the real techniques to apply hence the study will fill that vacuum.

Sautter (2013) suggested the following steps in carrying out demonstration after the demonstrator must have written out all the necessary steps in sequential order. The steps suggested include:

- (i) Make a list of possible words most likely to be demonstrated. Examples, goat, ball, shoe etc.
- (ii) Put a star next to your favourites. For example, is it prize, student, and invited guests among others.

CONSIDER: demonstrate fully to convince your learner that this "knowledge" is important.

(iii) Jot down convincing reasons to learn each of your starred skills.

(iv) Practice your presentation. Don't forget to speak clearly and make eye contact with the learners. Come prepared.

The need to demonstrate fully, practise the presentation, speaking clearly and making eye contact are to be borrowed. However, the idea of putting a star to your favourite words, jotting down convincing reasons to learn are areas rejected.

Eley, & Norton (2004), are of the view that demonstration technique can be used in many subject areas. While demonstrating, explain the reason for and the significance of each step. The following steps have been suggested:

(i) The demonstration step ---- this gives readers the opportunity to see and hear the details related to the skill being taught.

(ii) The repetition step ---- this helps the remedial readers and gives the readers an additional opportunity to see and hear the skill being demonstrated. For example, repeating the contrast in rice and lice, bag and beg, put and pot.

(iii) The performance step gives all readers the opportunity to become Proficient. This is because they have performed the task themselves. They emphasized the need to use judgement in selecting techniques to make the various steps effective.

(iv) The use of lesson summary is another related steps/techniques. The term summary as used here refers to that part of the lesson in which the instructor reviews the material demonstrated.

From the above reviews, the study will borrow the introduction of topics and explaining to students what exactly will be demonstrated, making a list of possible words most likely to be demonstrated, e.g., shoe, ball etc. This will guide the teacher on the words to cover for a given lesson. Use appropriate instructional aids and making eye contact with the students. This will sustain students' attention - the need to repeat important ideas, independent practice by students (evaluation) and lesson summary.

2.5.2 Demonstration Techniques and Vocabulary Development

Frisby (1957), commented that “while the teacher is not, himself concerned with the actual selection of vocabulary for textbook purposes, since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection.

He suggested the following techniques.

- i. Pronounce the words clearly. This will enable the students to remember the words longer and recognize them more readily when they see those words.
- ii. Demonstrate using context that makes the words clearer.
- iii. Dramatization. Examples:
 - Sing (Sing a song) Open (Open a book)
 - Close (Close the door).
- iv. The use of pictures and drawings. Examples, handmade pictures can serve as there is no need to be artistic.

Lado Robert (1955) suggested the idea of careful listening to the words which may be a good option in teaching vocabulary items “let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will read it correctly with two or three repetitions. Slow pronunciation without distortion, breaking the word into parts and building up to the whole word are some of the strategies suggested.

Visnja Pavicic (2003) dealt with a way of improving student’s abilities to explore, store and usage of vocabulary items. He laid emphasis on self initiated independent learning with strategies in which formal practices, functional practices and memorizing could be included. On remedying reading, he said that the teacher should create activities and tasks to help students to build their own vocabulary.

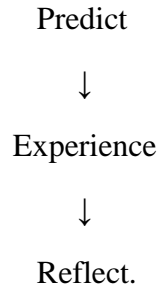
Isabel Beck (2004) categorized the learning of vocabulary words into three Tiers:

- i. Tier One – Basic words that rarely require instructional focus (door, house,books) should be demonstrated.
- ii. Tier Two – Demonstrate words that appear with high frequency, across a variety of domains and are crucial when using mature, academic language (such as coincidence, reluctant, analysis).
- iii. Tier Three – Teach words whose frequency is quite low and often limited to specific fields of study. (e.g Isotope, reconstruction, Buddhism).

Robert – Marzano (2001) suggested the following steps:

- Step i. The teacher explains a new word, going beyond reciting to definition.
- Step ii. Students restate or explain the new word in their own words
- Step iii. Ask students to create a non linguistic representation of the word picture.
- Step iv. Students engage in activities to deepen their knowledge of the new words.
- Step v. Let the students demonstrate while discussing the new word (pair share, elbow partners).
- Step vi. Students periodically play games to review new vocabulary (like using telephone). All these make vocabulary fun and will aid reading.

Richard, (1985), explained demonstrations technique from the angle of teacher-students interacting at introducing a carefully scripted activity, creating a "time for telling" in a traditional lecture format...In relating this to the teaching of vocabulary development component of remedial reading, three important steps are suggested. Without these steps, students often revert to their initial incomplete or faulty understanding when they leave the classroom.



The three steps require students to:

1. Predict: After the instructor demonstrate or shows the demonstration, such as how to discriminate English phonemes, students make a prediction about the result. In this step, students articulate their understanding, even if it is ill-formed or incorrect. Students explain their choice to a partner, changing their answers if they like.
2. Experience: This demonstration can be a survey using student data, a Simulation, an analysis data from a secondary source. The demonstrator may be conducted by the instructor in front of the class or by students in small groups. Common words students mostly encountered when reading can be demonstrated here.
3. Reflect: Research on learning shows that it is important for students to think explicitly about what they have learnt, making connections to what they knew before, and identifying specifically what has changed in their thinking. After demonstration, in order for students to understand the words being learnt deeply, they need practice using it in a variety of contexts. (Passages).

Sautter, (2013) in her discussion on the use of demonstration technique to teach vocabulary development pointed out that once children are familiar with games from

letters and sounds they can read some of these words independently either using paper versions or by playing the interactive games on their own.

Another technique is by demonstrating by looking through a book. Students have read and write down all the words they can find which contain a particular word. Compete to see who can find the most words. The teacher can make this more fun by wearing police hats and pretending to talk to each other on walkie talkies.

Also, demonstrate the use of magnetic letters/letter stamps to experiment with making words to match those on word cards or match pictures cards.

Another technique is Readers corner. Students will be taken to a section of the class containing some objects like shirts, bell, chalk, baskets among others. The names of these objects will be read to them and the students will always remember them when they see those words in passages.

Interactive lecture demonstration involves a lively sharing of ideas between the teacher and students. In this case, the teacher by interacting with these remedial readers hopes to develop their vocabulary by teaching them how to pronounce and get used to some common words that will aid them when reading. Examples include: market, name, animals, going, chairs, pencil, school, house, father, mother, family, examinations, teachers, wives, doctors, table, coming, meeting, hospital, serious, examples etc.

Carrel, (1988) suggested the following techniques to develop vocabulary in beginner readers.

- (i) Demonstration of Reading comprehension lesson through vocabulary. The book the teacher has read before will be used to demonstrate.
- (ii) Demonstration using word bubble. In this case, some important words (Umbrella words) can be bubbled. Words like “school” “Armed robber” can be bubbled for students. All common words relating to them will be read correctly.

The current study will adopt the idea of demonstrating by interaction and the use of gestures to teach common English words like laugh, run, write. The reason is that these gestures will stick to the students' memory. Also, the use of treasure hunts, the use of Readers' corner and word bubble are to be adopted. However, the idea of the teacher looking at a book students' have read before and making them write their views and making students predict will not be borrowed as remedial readers may not be able to do these.

2.5.3 Demonstration Techniques and Phonemic Discrimination

Ehri & Roberts (2006) pointed out that predictive studies showed that when children enter kindergarten with the ability to manipulate phonemes and identify letters, they progress at a faster pace in learning to read.

Philips & Torgesen (2006) suggested that in order to identify the phonemes in /cat/, students must understand that there are sounds at the beginning, middle and end that can be manipulated. Demonstration can involve the following strategies;

- i. Phoneme Isolation: Isolate phonemes, for example, “Tell me the first sound in cat”

- ii. Phoneme Identity: Recognize common sounds in different words, for example, “Tell me the same sound in rug, rat and roll.
- iii. Phoneme categorization – Identify the word with the odd sound in a sequence, for example, “which word does not belong in Sat, Sag, rug?
- iv. Demonstration involving phoneme blending by combining separate sounds to form a word, for example (b-a-t) for bat.
- v. Phoneme segmentation: Break out the word into separate sounds, for example, “What are the sounds in bag?

National Reading Panel (2000), emphasized the effective phonemic awareness instruction occurring in small groups to be combined with letter identification to aid transfer of skills to reading. It suggested the re-teaching of skills before selecting students for small group instruction.

Yopp & Yopp (2000) suggested the strategy of developmentally appropriate phonemic awareness instruction where the teacher uses charts, poetry, songs and rhymes to engage student’s curiosity about language and to develop Meta linguistic awareness.

Milne, (2004) suggested the following strategies on how to use rhyme/poem to teach phonemic discrimination.

- i. Introduce rhyme generation to students. Teacher asks students to give examples of rhyme.

- ii. Demonstrate rhyme in context by conducting a shared reading of a poem or song and ask students to identify the rhyme example:

Twinkle, Twinkle little star,
How I wonder what you are

- i. Demonstrate how to manipulate on set and rime. Use identified rhymes to color – code the onset and rime on chart paper. How to create a new rhyme. E.g the word (flat) may be changed to (sat) by selecting a new onset.
- ii. Record rhymes generated from original poem or song. Display selected sentences from the song or poem.
- iii. Facilitate student’s application of rhyme generation. Students’ names can be used.

Snow, Burns & Griffin (1998) emphasized multisensory mapping technique such as tracing, illustrating and chanting of sounds which enable young learners to process sounds in multiple ways. Research confirms that the most common barrier to acquisition of emerged reading skill is the inability to process phonologically. Techniques suggested.

- i. Present the target sounds in context.
- ii. Select target sounds.
- iii. Match letter and sound (box, fox).
- iv. Chart the sounds as in (box, fox)

- v. Trace the sound.
- vi. Review target sounds and letters – Distribute pictures and letter cards.

Gee & Ukrainetz (2009) suggested the use of picture card snap. The scholars suggested the following steps/technique.

- i. Analyze assessment data and prepare picture cards.
- ii. Demonstrate the model of identification of sound. Example /b/ sound. Let the readers complete card activity.
- iii. Match sounds and pictures
- iv. Review target sounds.

Reece & Walker (1994) suggested the following steps on how to teach phonemic discrimination through demonstration:

- i. Demonstrate "a" as in apple, ant, bad and not just "a" for apple. "e" as in egg, leg, bed and not just for egg.
- ii. Show them how to pronounce initial, middle and final sound in words.
- iii. The use of worksheet is important here.
- iv. Demonstrate how minimal pairs are discriminated in sounds. Such as rice/lice, leg/lap, set/sat etc.

The use of decoding strategies/techniques: Here, three strategies may be tried for improving decoding skills when there is difficulty knowing sounds the letters make (especially vowel sounds).The three strategies include: "When two Vowels Go Walking", The silent 'E' Rule and the K-W-L strategy.

Taylor, & Francis (2004) suggested the use of repeated readings combined with word boxes phonics techniques as capable of increasing fluency levels of high school students with severe reading delays. By demonstrating repeated reading combined with word boxes with these readers especially the phonic aspects, it will help them acquire word identification level and phonemic skills.

Bailey, (1967) suggested nine steps on how to demonstrate the development of skill in Phonic Analysis in Children. He used sample Phonics lesson on decoding the letter 'a' in a VCE pattern. The nine steps are summarized thus. Details of the idea adopted will be displayed in chapter by the researcher.

Step1. Provide meaningful context for introducing those words which contain the phonic signal you wish the children to learn. E.g. put several sentences on the chalkboard or a paper chart. Underline those words which demonstrate a long a in a VCE pattern. Examples:

(i) Bobby went to a lake yesterday.

He saw a snake in a rocky place.

He put it in a jar to keep it safe.

When he got home he put it in a cage.

Step 2. (Whole word phonics). Read the sentences to the children, moving your hand smoothly under the words you read. Then have the children pronounce each word after you.

- Step 3. Lead the students to the discovery of the common letters in each word and provide them with practice in recognising those letters in words.
- Step 4. Introduce auxiliary symbols if they are likely to enhance the children's understanding.
- Step 5. Discuss regular spelling pattern (if it is demonstrated in the lesson) and have the students make up a 'rule' if the pattern is one which is common and reasonably consistent. Remind them that V stand for vowel letter, E stands for a final e. Ask the students what C stands for.(Consonant letter).
- Step 6. Use the substitution technique to provide them with practice in decoding words which have not yet been introduced in the lesson. E.g. lice and lace, coke and cake, mote and mate. etc.
- Step 7. Provide additional practice by having the students make up "family words"
- Step 8. Practice in context. Put a few sentences such as the following on the board (or better yet, put them on a chart ahead of the lesson).
- She gave me her (hate) (hat) to wear.
 - I did not save my cake. I (at) (ate) it. Etc.
- Step 9. Individual practice and evaluation explain the worksheet which you give them for independent work.

Mayer (2001; Clark and Mayer 2003) identifies a number of steps/techniques for the effective use of media. They stated that demonstrations are enhanced as these

media-use techniques are implemented. The steps are summarized without elaboration as follows:

- Include both words and graphics as long as the graphics convey information that is being taught and are not merely decorative.
- Place corresponding words and graphics near each other.
- Present words as audio narration rather than onscreen text.
- Presenting words as both text and simultaneous audio narration can interfere with learning.
- Add interesting, note that unnecessary material can interfere with learning.

What the study will borrow and the reasons include;

- (i) Demonstrating 'a' as in apple, bad, and not just 'a' for apple. The reason is that, this will make students pronounce the a, e, i, o, u sounds correctly in different words instead of linking them to all sounds which may have exceptions like air, saw which have different sound even though they have 'a'.(The decoding strategies will be applied here).
- (ii) Show students how to pronounce initial, middle and final sounds in words/demonstrating how minimal pairs are discriminated in sounds like rice and lice, leg and lap, set and sat etc.
- (iii) Putting few sentences on a cardboard paper while the teacher moves his hand smoothly under the words he reads and leads students to the discovery of the common letters in each word.

- (iv) Practice in context by putting few sentences on the chalkboard and ask student to under the one which make sense in each sentence. For example, "I did not save my cake. I (at) (ate) it.

2.5.4 Demonstration Techniques and Ability to Read Group of Words

Rasinski, (2003), advised teachers to help students become more fluent by engaging them in repeated readings for real purposes (like performances and Readers Theater). By reading clearly and audibly the passage to students daily so that they realize what fluent reading sounds like.

Pressley & Hilden, (2002) suggested the need for teachers to demonstrate actively and seek out student's interests in the selection of text, topics, themes and units that will more likely engage students.

Armbruster, (1984) suggested to teachers to show students how to use cues when reading nonfictions (such as reading tables, charts graphs and the captions under pictures, using bold print and italics to determine big or important ideas.

Pressley (2003), pointed out that teachers after demonstrating the reading of group of words should as well use programmes such as: DEAR (Drop everything and Read) or SSR (Sustained Silent Reading) to ensure that students read independently text demonstrated by the teacher everyday.

Afflerbach & Pressley (1995), observed that the reader's background or personal experiences be put into cognizance when selecting text for remedial readers noting that if such agree with the text, the readers assimilate (read) this new information and

creates new meaning. Otherwise, reverse will be the case. They however failed to suggest practical steps for achieving this.

Kucer, (2001) suggested the composition of a simple text and demonstrate the reading. The teacher should ask the readers to read line by line. Demonstrate using the composed text into song and let the students show the rhyme by dancing with it.

Gullagher, (1983) emphasized the need for teachers to take all the responsibility for making sure students read and comprehend. This includes modelling, demonstrating and creating meaning. As time passes and students have more exposure to and practice with this, teachers scaffold readers by creating activities within students zone of proximal Development (Vygotsky, (1987), and slowly withdrawing more and more responsibility. Finally, students are able to read independently.

Mathers (2005), suggested the following techniques/steps on how demonstration technique can enhance the reading of group of words among beginners in reading.

- The use of poetry. To use poetry to build students' prosody and punctuation problem, the demonstrator should first model an expressive reading of a poem, followed by opportunities for students to practice rereading the poem in pairs or independently. Alternatively, students can select their own poem to rehearse after hearing several read by the teacher.
- To meet the various needs of the group, demonstrate poems of different lengths and difficulty levels as you observe the necessary punctuation marks like comma, question mark, full stop among others. Students can experiment by reading the poem in different voices, emphasizing different punctuations and words, changing the phrasing, or

reading at different rates. At last, the students may share their readings with another pair, a group of students as the case may be.

- Chunking--- This technique of remedying reading in beginners encourages students to move beyond word-by-word reading .It entails reading phrases, clauses and sentences by dividing text into chunks. Chunking can improve students' punctuation and comprehension as well.
- With this approach, the demonstrator should begin by modelling the chunking of a portion of familiar text. The text may be written on the blackboard, on sentence strips, or an individual piece of paper copied for each student.
- Demonstrate by dividing the text into three to four word chunks or phrases, placing slash marks where the reader should pause. Then show the students how to "read" (or pause at) the slash marks. Learners can then practice reading the same selection of text in chunks .Once students are successful reading a text that has been chunked for them, they can practice reading group of words and also observing punctuation marks themselves in the text.

Bello, (1981).observed that it is normal to find some learners left out or behind when demonstration is presented. Learners differ in interest, speed, accuracy and ability. These and many other factors may necessitate the use of group demonstration. Such demonstration must be uniform. He suggested the following steps:

- Demonstrate and explain using appropriate instructional aid to the students. For example, a cardboard paper showing groups of related words that express meaning and how they are punctuated.
- Have students explain what you do as you do it.

- Have learners do each step as they explain while the demonstrator correct Errors.
- Allow learners on their own but under your supervision. The students practice instructor coaches.

Allington, (1985), suggested the grouping of remedial reading students by reading level if possible. He said, some schools' schedules will allow for this. For example, if there is a student in room one and another in room two reading at the same level, you can group them together and teach them in a small group.

Abe, (1984), suggested the following techniques for the teacher to use while demonstrating how students can read group of words.

Step 1. The teacher informs the students first and foremost that a text is made up of words which are connected in a related field for meaning.

Step 2. The teacher displayed a simple passage on the board on motor cycle. It can also be drawn (picture).

Step 3. Each group will be told to pick some key words from the text and create a story. The teacher demonstrates and coordinates a short drama in ten minutes while students act.

Step 4. The teacher show them how to read the sentences formed from the passage and the passage in its entirety.

The current study will borrow the fact that the teacher explains to the students that a text is made up of words which are connected in meaning, chunking,

demonstration by using appropriate teaching aids showing group of words and their pronunciation as well as explaining how to observe punctuation marks when reading, the use of simple passage and students to pick out key words from it and demonstration through dramatisation. The study however disapproves the use of poetry and the grouping of remedial readers into reading level before demonstration.

2.6 Empirical Studies

It is an undeniable fact that poor methodology constitutes a lot of problem to beginning learners of reading. Most teachers have agreed that poor reading instructional method is the most significant factor affecting students' reading competence.

Elbaum, (2000), carried out a study on how effective demonstration technique aided reading for elementary students at risk of reading failure. Remedial readers were given tutorial using demonstration technique for six months. The steps used include:

- i. Introduction and review of previous sounds.
- ii. Presentation of new information/sounds
- iii. Guided practice.
- iv. Independent practice.

It was discovered that one-to-one instruction can aid many students whose poor reading places them for academic difficulties. The study also discovered that tutoring children in small groups of 2 to 5 students can be as effective as one-to-one tutoring. Moreover, the quality of the tutoring matters more than its duration. What the present research borrowed from the above study are that, individual demonstration can cover 2

to 5 remedial readers and not just spending a lot of time on only one child. Also, the quality of the tutoring matters more than the number of hours spent demonstrating.

Loveth, (1994) examined the effectiveness of severally contrasted interventions for older children with phonologically reading problem. The study discovered that their core deficiency could be improved some what through demonstration (instruction).

The following techniques have been suggested:

- (i) Demonstrate how 'a',e,i,o,u are realized in words.
- (ii) Students give examples and pronounce them correctly.
- (iii) Every day, students must remember five of those words before new ones are learnt.
- (iv) Sentences having those sound repeatedly demonstrated.

Gil, D. (1979), Conducted a study on two strategies for remedying students reading difficulties. The formulation of two distinct models of diagnosis is based on an analogy from medical practice. It hypothesize that classroom teachers who had formal training in reading diagnosis would employ comparable strategies in responding to children comprehension, word recognition, word attack, oral reading and students' characteristics.

Diagnostic categories that were cited by a majority of the teachers in the study tended to be very general in scope. Categories that describe reading deficiencies in more detail, such as problems with beginning or ending sounds and blends, were rarely cited by three or more of the teachers out of ten. These observations seem to suggest that the ten teachers in the study relied on a common set of general diagnostic categories similar

to (demonstration) when rendering diagnostic judgments about cases of reading difficulty, but probably did not share common set of specific diagnostic categories

The conclusion, in turn is most consistent with the argument that even those teachers who have received formal training in reading diagnosis typically conform to the general diagnostic model when rendering diagnostic judgments for students with serious reading problems.

The study will tap the idea of a child who lacks knowledge of sight words; the teacher should always take the unfamiliar words back to context. Have the students dictate a sentence using the unfamiliar, but important word. This will help them develop more vocabularies.

2.7 Theoretical Framework

2.7.1 The Progressive Demonstration Theory

This theory is built upon the fact that learning is promoted when learners observe a demonstration of the skills to be learnt that is consistent with the type of content being taught (Merril, 2006). Here, a progression through problems of increasing difficulty is used to scaffold the learning process into manageable tiers of difficulty. The following are interrelated prescriptive instructional design principles suggested by this theory.

1. Instruction should provide a demonstration of the skill consistent with the type of component skill: Kinds-of, how-to and what- happens.
2. Learning from demonstrations is enhanced when learners are guided to relate general information or an organizing structure to specific instances.

3. Learning from demonstrations is enhanced by peer-discussion and peer-demonstration.
4. Learning from demonstrations is enhanced when learners observe media that is relevant to the content.

The demonstration principle based on this theory is most appropriate for three types of generalizable skill: concept classification (or kinds-on), carrying out a procedure (or how-to) and predicting consequences or finding faulted conditions in the execution of a process (or what-happens).

The current study will make use of the above principles in relation to this approach. The use of relevant media during demonstration as well as some of the steps suggested will also be adopted from this theory. Guiding learners to relate general information to specific instances will also be tapped. This theory however does not provide adequate demonstration in relation to remedial reading hence this study will address those lapses

2.7.2 The Theory of the Instincts of Imitations

According to De Tarde, all new cultural traits originate from one creative individual and are imitated by the crowd. (The teacher demonstrating and the students imitating in this case).It is simply the personal influence of one human being upon another.(Gabriel De Tarde, 1959).It is important to note that the development of the use of demonstrations as a teaching technique by Knapp and others coincided with the period of Sociology's greatest interest in De Tarde's theory.

Tarde noted that when a child leaves his family for school, he responds to the slightest word which recalls to him, with a wealth of hallucinating detail. They believe everything that they see and started in this state for a long time. He posited that whenever a man lives in an animated new environment, continually supplying him with fresh sights, with new books and music and with constantly renewed conversation, he gradually improve in his intellectual effort, no longer a 'somnambulist'.(P.84).If this persons end by becoming examples themselves, this is also due to imitation.

The weakness of this theory is the fact that the theoretical basis for the diffusion of ideas through demonstrations has not been examined thoroughly. However, the idea of students (learning to read), imitating the demonstrator is the aspect to be adopted from this theory.

2.7.3 The Active/Social Interaction Theory

This theory is related to the work of other cognitive theorists. For example, research suggests that learners from a very young age make sense of the world, actively creating meaning while reading texts, interacting with the environment or talking with others/ teachers (Bransford *etal*, 2000). Even if students are quietly watching a teacher speaks (demonstrates), they can be actively engaged in a process of comprehension or "minds on" work as many teachers describe it.

As Bransford, Brown and Cooking (2000) observed: It is now known that very young children are competent, active agents of their own conceptual development. In short, the mind of the young child always come to life when observing an adult

demonstrating a skill.(PP 79-80).This cognitive turn in Psychology is often referred to as a Constructivist approach to learning.

Social interaction theory is an explanation of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adult. Based largely on the social cultural theory of Lev Vygotsky (1970).He argued that the development of reasoning was mediated by signs and symbols, and therefore contingent on cultural practices and language as well as on universal cognitive processes. Vygotsky also posited a concept of the zone of Proximal Development (the way in which the acquisition of new knowledge is dependent on previous learning as well as the availability of instruction.

The study tends to tap the idea of engaging remedial readers in the task of reading actively after each step/component of reading.

2.8 Summary

This chapter identifies remedial reading at the JSS level and its remediation. The use of demonstration techniques to teach remedial reading in the identified component areas of reading .The teacher is said to be in the role of remedying these reading problems through appropriate instructional strategies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter concerns itself with the method for carrying out this study. Thus, the chapter covers the research design, population, sample and sampling procedures, research instruments, pilot study, validation of research instrument, method of data collection and method of data analysis.

3.2 Research Design

The design as used in the work is Pre test, Post test. The method is true experimental, having disrupted the school setting and instructional schedules. The aim is to identify, analyse and compare the performance of students exposed to the use of demonstration techniques with the control group exposed to conventional teaching approach. A Pre test was administered to both the control and experimental group.

The students who formed the experimental group were subjected to treatment using demonstration techniques. The control group on the other hand was not given treatment as their teachers taught them using the conventional method. After treatment, both the experimental and control group were subjected to post test.

Table 3.1: Pre test – post test experimental design

Groups	Pre – test	Treatment	Post – test
Experimental	√	√	√
Control	√	X	√

The choice of this design becomes inevitable because research has proven that it is the best method for experimental study due to its empirical nature. Also, the design shows if difference in performance of students is due to the efficiency of treatment alone or there are other reasons.

Below is the research design plan:

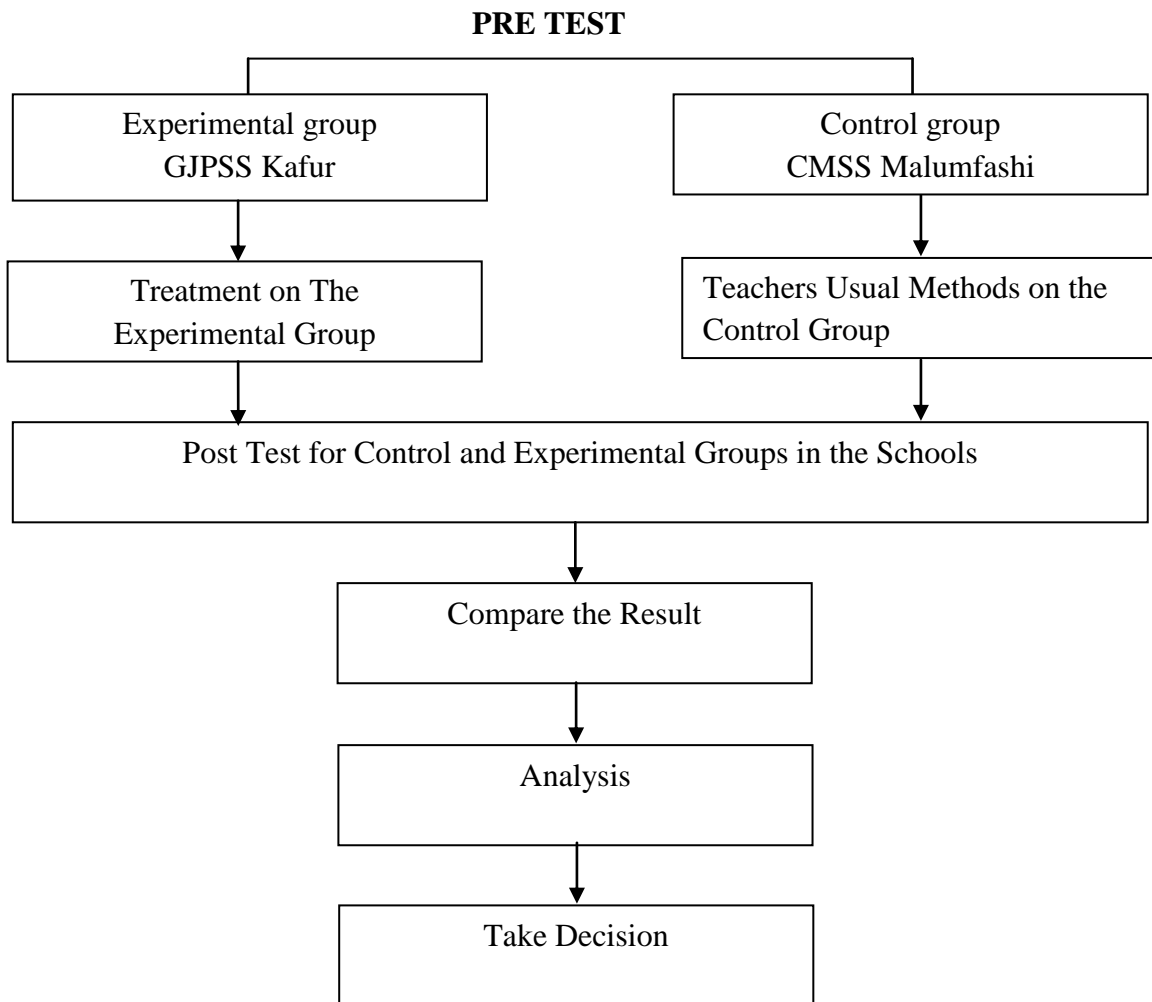


Fig. 3.1 Research Design Plan

Figure 3 indicates that experimental group will be given pre test, treatment and post test. The control group will be given pre test, no treatment (they will continue in their usual manner) and a post test on the final day. Both the experimental and control group are in JSS one class. The result will be compared, analyzed and decision taken.

3.3 Population of the Study

The population for this study consists of all JSS one students at the junior secondary schools in two selected schools in Katsina State.

Table 3.2: Population of JSS one students in the two schools:

Name of Schools	JSS 1A	JSS 1B	JSS1C	JSS 1D	JSS 1E	Total
CMASS Malumfashi	37	20	---			57
G.P.J SS Kafur	97	84	90,	89	95	455
Total	134	104	90			512

SOURCE: (Principals of the two schools).

3.4 Sample and Sampling Procedures

Two schools were selected. The names of all the Junior secondary schools in Katsina State were written on a piece of paper, ruffled and dropped into a container to be picked randomly giving each school the opportunity to be picked. Government Junior Secondary school, Kafur, LGA which has a population of 455 JSS one students and Community Model Arabic Secondary School Malumfashi, in Malumfashi Local Government Area having a population of 57 JSS one students were picked.

The researcher determined the remedial readers from the above population by conducting personal reading assessment to all the JSS one students in the two schools. He asked each of them to read a simple passage from their recommended English textbook (Junior English Project for JSS 1). From this, the real remedial readers were identified. A total of 100 remedial readers were chosen.

All the identified remedial readers from the schools above will be used for the study. They were selected by stratified random sampling. This technique was used to ensure a fair representation of various types of variable, such as gender. (Frankel & Willen, 2000). Besides, not all the students in the classes are remedial readers. This was because, some of the students can read.

From this, the experimental and control group will be determined. 50 remedial readers from Community Model Arabic Secondary School, Malumfashi were used as the control group while 50 remedial readers from the Government Pilot Junior Secondary School, Kafur were used for the experimental group. The total number sampled for the study is 100 subjects out of 512 students. The sample size was sufficiently large enough for the experimental study as it conforms to Frankel and Willen (2000), who recommended minimum of 30 for an experimental research of this nature.

3.5 Research Instruments

The instruments used were Pre test and Post test for both the control and experimental groups. National Common Entrance Examinations Questions on English Language was used for both the Pre test and Post test. Treatment was given to the

experimental group using demonstration techniques. Word recognition had twenty five questions, Vocabulary development has twenty five questions, Phonemic discrimination had twenty five questions and a reading passage was used to assess the students' ability to read group of words. It has four sections with a total of one hundred questions. The Dibels Oral Reading Fluency Assessment Guide was used. Details of the scoring guide is in the appendices.

3.6 Validation of Instruments

The instruments for this research were validated by the supervisor. The Pre-test, treatment and Post test items have been validated by experts in language teaching.

3.7 Pilot Study

The research instruments were subjected to a pilot study using ten students of Great Ambassadors International College, Malumfashi, who were not part of the main population of the study. The entire JSS one students in the school were asked to read a passage from their Intensive English for JSS one, out of which ten students having problem with reading were identified. One hundred questions comprising word recognition, vocabulary development, phonemic discrimination and ability to read group of words were pilot tested within one hour. Ten questions were restructured. The Pearson Correlation Coefficient was used in calculating the scores .The result yielded a 0.82 reliability which showed that the instruments were reliable for the study to be undertaken.

3.8 Procedures for Data Collection

Both the experimental and control group were given Pre test within the first week of the exercise. The duration for data collection was eight weeks. Immediately after the Pre test, the experimental group was given treatment using demonstration techniques for six weeks. Week eight was used to administered Post test to both the experimental and control groups. Pre test, treatment and Post test administration were carried out during First term of 2014/2015 academic session.

3.9 Method of Data Analysis

The data were calculated, analysed using t-test. The reason was that, it is capable of determining if there exists any significant difference between the two variables. As well determining the effect demonstration techniques have on remedying JSS students reading problems. The data was analysed, results compared and decision taken.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focuses on the presentation and analysis of data collected from pre-test and post tests administered to students. The data collected was analyzed using the statistical package for social science (SPSS) and using 0.05 level of significance to retain the hypothesis stated. The t-test analytical test was used to compare the mean scores of the two groups. If the t. calculated is less than t-critical, the hypothesis will be accepted. However, if the t-cal is greater than t. critical, the hypotheses will be rejected.

Table 4.1: Data

Word Recognition							
Pre test				Post test			
Schools	Groups	X	Freq.	Mean	X	Freq.	Mean
CMSS M/Fashi Control		0-5	34	6.00	0-5	32	6.64
		6-10	9		6-10	9	
		11-15	5		11-20	5	
		16-20	2		16-20	4	
		21-25	0		21-25	0	
			50			50	

	Pre test			Post test		
GJPSS Kafur Experimental	0-5	30	6.10	0-5	4	14.10
	6-10	13		6-10	5	
	11-15	6		11-15	18	
	16-20	1		16-20	20	
	21-25	0		21-25	3	
		<u>50</u>		<u>50</u>		

Vocabulary Development

	Pre test			post test		
	X	Freq.	Mean	X	Freq.	.Mean
CMSS M/ fashi control	0-5	23	7.26	0-5	22	7.28
	6-10	20		6-10	21	
	11-15	7		11-15	6	
	16-20	0		16-20	9	
	21-25	0		21-25	1	
		<u>50</u>		<u>50</u>		

GJPSS Experimental	X			X	
	0-5	26	5.90	0-5	29
6.50					
	6-10	17		6-10	14
	11-15	7		11-15	6
	16-20	0		16-20	1
	21-25	0		21-25	0
		<u>50</u>			<u>50</u>

Phonemic Discrimination

Pre test		post test					
Schools	groups	X	Freq.	Mean	X	Freq.	Mean
CMSS M/fashi	control	0-5	19	9.84	0-5	13	11.30
		6-10	14		6-10	14	
		11-15	9		11-15	9	
		16-20	8		16-10	14	
		21-25	0		21-25	0	
			<u>50</u>			<u>50</u>	

GPJSS Kafur (Experimental)		X		X	
	0-5	13	11.20	0-5	0 17.8
	6-10	18		6-10	8
	11-15	13		11-15	15
	16-20	6		16-20	19
	21-25	0		21-25	8
		<u>50</u>			<u>50</u>

Ability to Read Group of Words

		Pre test			Post test		
Schools groups	X	Freq.	Mean	X	Freq.	Mean	
CMSS M/fashi control	0-5	37	4.64	0-5	32	5.54	
	6-10	11		6-10	12		
	11-15	2		11-15	6		
	16-20	0		16-20	0		
	21-25	0		21-25	0		
		<u>50</u>			<u>50</u>		

GPJSS kafur Experimental	X			X		
	0-5	16	7.68	0-5	2	15.26
	6-10	29		6-10	2	
	11-15	5		11-15	20	
	16-20	0		16-20	16	
	21-25	0		21-25	4	
			<u>50</u>			<u>50</u>

4.2 Data Analysis

Research Question 1

What is the difference in the mean performance scores of remedial readers at JSS taught word recognition using demonstration techniques and those taught using conventional teaching approach?

Table 4.2: Mean Scores for the Control and Experimental Group on Word Recognition

SCHOOLS	GROUPS	TEST	N	MEAN	SD
CMSS	Control	Pre test	50	6.00	5.533
		Post test	50	6.84	5.331
CJPSS Kafur	Experimental	Pre test	50	6.10	5.560
		Post	50	15.88	5.336

According to the result of the analysis from table 4.1 above, among the 50 students that took part in the test on word recognition from CMSS Malumfashi and GJSS Kafur, the mean scores of students from CMSS increased from 6.00 to 6.84 in the pre-test and post-test respectively with a standard deviation of 5.533 for the pre-test and 5.331 for the post-test while the mean score of students from CJPSS Kafur increased from 6.10 to 15.88 in the pre-test and post-test with a standard deviation of 5.560 and 5.336 respectively. However, the mean difference between the performance of the students in the pre-test and post-test from CMSS is 0.840 while that of CJPSS Kafur is 9.780. Hence, the performance of students from CJPSS Kafur(experimental group) on word recognition is better compared to that of students from CMSS since the mean difference of the former is higher compared to that of the later.

Research Question 2

What is the difference in the mean performance scores of remedial readers at JSS taught vocabulary development using demonstration techniques and those taught using conventional teaching approach?

Table 4.3: Mean Scores for Control and Experiment Groups on Vocabulary Development

SCHOOLS	GROUPS	TEST	N	MEAN	SD
CMSS M/fashi	Control	Pre Test	50	7.12	4.847
		Post Test	50	7.28	5.210
GJPSS Kafur	Experimental	Pre Test	50	5.90	4.595
		Post Test	50	6.50	5.369

The result of the analysis from table 4.2 above indicates that the 50 students who took part in the test on vocabulary development from CMSS and GJSS Kafur. The mean scores of students from CMSS increased from 7.12 to 7.28 in the pre-test and post-test with a standard deviation of 4.847 for the pre-test and 5.210 for the post-test while the mean score of students from GJSS Kafur increased from 5.90 to 6.50 in the pre-test and post-test with a standard deviation of 4.595 and 5.369 respectively. However, the mean difference between the performance of the students in the pre-test and post-test from CMSS is 0.160 while that of GJSS Kafur is 0.600. Hence, the performance of students from CMSS (control group) on vocabulary development is better compared to that of students from GJSS Kafur since the mean difference of the former is higher compared to that of the later.

Research Question 3

What is the Difference in the mean performance scores of remedial readers at JSS taught phonemic discrimination using demonstration techniques and those taught using conventional teaching approach?

Table 4.4: Mean scores for Control and Experimental Groups on Phonemic Discrimination

SCHOOLS	GROUPS	TEST	N	MEAN	SD
CMSS M/Fashi	Control	Pre Test	50	9.84	6.303
		Post Test	50	11.30	6.290
GJSS Kafur	Experimental	Pre Test	50	10.74	5.491
		Post Test	50	17.28	5.276

Based on the analysis from table 4.3 above, among the 50 students that took part in the test on phonemic discrimination from CMSS and GJSS Kafur, the mean scores of students from CMSS increased from 9.84 to 11.30 in the pre-test and post-test respectively with a standard deviation of 6.303 for the pre-test and 6.290 for the post-test while the mean score of students from GJSS Kafur increased from 10.74 to 17.28 in the pre-test and post-test with a standard deviation of 5.491 and 5.276. However, the mean difference between the performance of the students in the pre-test and post-test from CMSS is 1.460 while that of GJSS Kafur is 6.540. Hence, the performance of students from GJSS Kafur (experimental group) on phonemic discrimination is better compared to that of students from CMSS since the mean difference of the former is higher compared to that of the later.

Research Question 4

What is the difference in the mean performance scores of remedial readers at JSS taught ability to read group of words using demonstration techniques and those taught using conventional teaching method?

Table 4.5: Mean Scores for Control and Experimental Groups on the Ability to Read Group of Words

SCHOOLS	GROUPS	TEST	N	MEAN	SD
CMSS M/Fashi	Control	Pre Test	50	4.64	3.999
		Post Test	50	5.44	4.166
GJSS Kafur	Experimental	Pre Test	50	7.66	2.994
		Post Test	50	15.20	4.243

From table 4.4 above, among the 50 students that took part in the test on ability to read group of words from CMSS and GJSS Kafur, the mean scores of students from CMSS increased from 4.64 to 5.44 in the pre-test and post-test respectively with a standard deviation of 3.999 for the pre-test and 4.166 for the post-test while the mean score of students from GJSS Kafur increased from 7.66 to 15.20 in the pre-test and post-test with a standard deviation of 2.994 and 4.243. However, the mean difference between the performance of the students in the pre-test and post-test from CMSS is 0.800 while that of CJPSS Kafur is 7.540. Hence, the performance of students from CJPSS Kafur(experimental group) on ability to read group of words is better compared to that of students from CMSS (Control).

4.3 Hypotheses Testing

Hypotheses 1

There is no significant difference between the mean performance scores of remedial readers at JSS taught word recognition using demonstration techniques and those taught using conventional teaching approach.

Table 4.6: t-test Comparison for the Control and Experimental Groups on Word Recognition

PAIRED DIFFERENCES								
Groups	Variables	N	Mean	SD	DF	T-cal	P-Value	Decision
Control	Word recognition	50	6.48	5.331	49	-21.580	0.000	Statistically Significant
Experimental	Word recognition	50	15.88	5.336	49			

The test result on word recognition for the control and experimental group was carried out and the result of the analysis indicates that the mean scores for the control group is 6.48 and the mean scores for the experimental group is 15.88 with 49 degrees of freedom each. Since the T-calculated value is greater than the T-critical value and a P-value less than 0.05 i.e. 95% confidence level, there is a statistical significant difference in the mean score of the control group and the experimental group on word recognition. Hence, reject the null hypothesis, i.e. there is a significant difference between demonstration techniques and the performance of remedial readers on word recognition.

Hypotheses 2

There is no significant difference between the mean performance scores of remedial readers taught vocabulary development using demonstration techniques and those taught using conventional teaching approach.

Table 4.7: t-test Comparison for the Control and Experiment Groups on Vocabulary Development

Groups	Variables	N	Mean	SD	DF	T-cal	P-Value	Decision
Control	vocabulary development	50	7.28	5.210	49	3.105	0.003	Statistically Significant
Experimental	vocabulary development	50	6.50	5.369	49			

From table 4.4 above, the test result on vocabulary development for the control and experimental group was carried out and the result of the analysis indicates that the mean score for the control group is 7.28 and the mean score for the experimental group is 6.50 with 49 degrees of freedom each. Since the T-calculated value is greater than the T-critical value and a P-value less than 0.05 i.e. 0.003, there is a statistical significant difference in the mean score of the control group and the experimental group on vocabulary development. Hence, reject the null hypothesis, i.e. there is a significant difference between demonstration techniques and the performance of remedial readers on vocabulary development.

Hypotheses 3

There is no significant difference between the mean performance scores of remedial readers at JSS taught phonemic discrimination using demonstration techniques and those taught using conventional teaching approach.

Table 4.8: t-test Comparison for the Control and Experimental Groups on Phonemic Discrimination

Groups	Variables	N	Mean	SD	DF	T-cal	P-Value	Decision
Control	Phonemic discrimination	50	11.30	6.290	49	-15.622	0.000	Statistically Significant
Experimental	Phonemic discrimination	50	17.28	5.276	49			

Table 4.7 above indicates that phonemic discrimination for the control and experimental group have a mean score of 11.30 and 17.28 respectively with 49 degrees of freedom each. Since the T-calculated value is greater than the T-critical value and a P-value less than 0.05 i.e. 0.000, there is a statistical significant difference in the mean score of the control group and the experimental group on phonemic discrimination. Hence, reject the null hypothesis, i.e. there is a significant difference between demonstration techniques and the performance of remedial readers on phonemic discrimination.

Hypotheses 4

There is no significant difference between the mean performance scores of remedial readers taught ability to read group of words using demonstration techniques and those taught using conventional teaching method.

Table 4.9: t-test Comparison for the Control and Experimental Groups on Ability to Read Group of Words

Groups	Variables	N	Mean	SD	DF	T-cal	P-Value	Decision
Control		50	5.44	4.166	49	-50.609	0.000	Statistically Significant
Experimental		50	15.20	4.243	49			

The result of the analysis from table 4.8 above indicates that the test on the ability to read group of words for the control and experimental group have a mean score of 5.44 and 15.20 respectively with 49 degrees of freedom each. Since the T-calculated value is greater than the T-critical value and a P-value less than 0.05 i.e. 0.000, there is a statistical significant difference in the mean score of the control group and the

experimental group on ability to read group of words. Hence, reject the null hypothesis, i.e. there is a significant difference between demonstration techniques and the performance of remedial readers on ability to read group of words.

4.4 Findings

- i. The experimental group exposed to treatment performed better than the control group on word recognition. The experimental group was clearly shown how English words are recognized using cardboard papers, pictures, charts. Hence, they performed better than their control counterparts exposed to the conventional methods.
- ii. There was a slight improvement by the experimental group after treatment on vocabulary development. The use of word bubbles, readers' corner, treasure hunt to teach the experimental group contributed to their improvement.
- iii. The experimental group exposed to treatment using demonstration techniques performed better than the control group on phonemic discrimination. Rhymes, decoding strategies, sound contrasts used on the experimental group helped them improved better than the control group on phonemic discrimination.
- iv. The experimental group taught ability to read group of words using demonstration techniques performed better than the control group. The use of objects like banana, orange to depict comma, full-stop, chunking of texts on the experimental group contributed to their higher performance.

4.5 Summary of Findings

First and foremost, it is important to note that the students involved in the whole study had almost the same background on word recognition, vocabulary development, phonemic discrimination and ability to read group of words. That is to say, prior to treatment their reading ability was very poor as most of them could not recognize two or three letter words.

However, after the treatment the experimental group exposed to treatment using demonstration techniques performed better on word recognition than the control group. This

is evident in the mean scores of 6.10 (Pre test) against the post test mean scores of 15.88 of the experimental group.

It was discovered that demonstration techniques made impact on the experimental group on vocabulary development. Though the improvement was slight, the result showed that demonstration techniques can remedy students' reading challenges if continuously used.

In the third hypothesis, the finding shows that the experimental group exposed to treatment performed better in their post test than in their pre test. If you compare the mean scores of the experimental group with that of the control group, the experimental group performed better.

Findings in the fourth hypothesis revealed that demonstration techniques greatly improved the experimental group than the control group. This is attested to when you compared the post test mean scores of 5.44 of the control group with the post test scores 15.20 of the experimental group. As such, demonstration techniques have proven to be effective in remedying students' reading problems.

4.6 Discussion of Research Findings

From the finding of this study, there is no doubt that when remedial readers were taught using demonstration techniques by employing techniques like the use of sliced cardboard paper, pictures/ objects, using rhymes, word bubble, the use of drama and many others, led to their better performance in their reading ability.

Proponents of the claim like MC Can and Van selst (2000), Allen et al (2002) that word recognition requires central attention. That is, word recognition as a task cannot take place while central attention is devoted to another task may have a point in this situation. However, they do not concentrate on the use of real demonstration using simple objects,

pictures to remedy reading problems. This study has proudly proven that reading problems among junior secondary school students can be remedied by demonstrating using techniques like showing sliced cardboard paper to teach the recognition of two, three or more letter words. The use of picture/objects besides the words they represent, students personally coming to the board to pick card with letter and then gum them to form words before pasting them, using a familiar passage to evaluate their reading ability are some of the areas this study has broken new grounds. Even when the recommended texts cannot be afforded by students, these techniques still made impact hence the work has contributed to knowledge.

Also, the second finding of this study on whether or not demonstration techniques can enhanced the performance of students vocabulary development revealed that students taught using demonstration techniques only improve slightly. This may be in tandem with the views of scholars like Robbins & Ehri (1994) who observed that: “Because children with weaker vocabularies are less likely to learn new words from listening to stories than children with larger vocabularies, teachers need to provide more direct instruction for children with smaller vocabularies.

Other scholars like Staph and Kapinus (2001), pointed out that some words are not likely to become part of one’s vocabulary without direct instruction. In addition, effective vocabulary instruction helps students understand what they must do and know in order to learn new words on their own (P13). These scholars however failed to provide adequate techniques to achieve this. This study has harnessed some techniques like word bubble, the use of readers’ corners, reading of commonly used words to remedy reading challenges. Although, the performance of students after the treatment did not improved considerably, it is

believed that frequent use of these techniques will improve the reading abilities of remedial readers.

Moreso, the third findings of this study on whether or not demonstration technique can have effect on the phonemic discrimination performance of remedial readers at the Junior Secondary School level showed that there was a remarkable improvement on the performance of students after being exposed to treatment as seen from their post test scores. This is in support of other findings by Ehri et al (2001), Yopp and Yopp (2000), that effective phonemic awareness instruction explicitly labels sounds and demonstrates the process of blending, segmenting of sounds. They also added that developmentally appropriate phonemic discrimination instruction uses charts, poetry, songs and rhymes to engage students' curiosity about reading and to develop metalinguistic awareness.

However, other researchers seemed to put emphasis on the mode of instruction. Scholars like Ehri and Roberts, (2006), Yopp, (1992), suggested that the analysis of phonemic awareness assessment data should be positive, enriching experience that allows students to engage in language play. Also, analysis of phonemic discrimination assessment data should drive instruction as only a small percentage of students need explicit instruction. This study has utilized some techniques that have been neglected by teachers. The techniques explored include the designing of some letters of the alphabet and demonstrate how they sound. The idea of teaching 'a' as in apple. This is because there are exceptional cases where 'a' will not be realized as /a/ sound but as /ei/ sound. Practical examples on how phonemes of English are discriminated have been exploited as well. Other techniques explored include the use of rhyme as well as a related passage to assess the students understanding.

The present study has proved that demonstration techniques can improved the reading ability of remedial readers to read group of words. This is evident when you compare the pre test scores of the experimental group before the treatment and their post test scores after the administration of treatment using demonstration techniques. This is in support of other findings by Mcunningham and Allington (2003), Irene and Pinnell (2000), that when you chunked sentences for students, teaching them how to pronounce words and its prosody, reading ability of beginners will be enhanced.

Other scholars like Tovani (2000), Marjorie (2007), Craig and Silva (2005) were of the view that telling a student a word they get tuck on will never help that child learn how to read words that are difficult or unknown to them. Instead, when a student is stuck on a word, the teacher can use questions, or prompts to help students learn how to think about the different strategies they know and how to apply them when necessary. They emphasized the need to support reading fluency. For example, if your class is working on prefixes, a struggling group could use a minute or two of additional practice at the end of a small group lesson in order to give them an instructional boost. The present study has proudly utilized demonstration techniques in teaching remedial readers how to read. Some of the new grounds broken are in the aspect of using objects like banana, orange and other to help students observe punctuation marks correctly when reading. Recent works on remediating reading problems have not achieved this. Other techniques include the joining of few familiar sentences on a cardboard paper and shown to students. The use of substitution table, chunkering text which helps students to move beyond word by word calling to actual reading. The use of dramatization and interesting passages are some of the techniques used which help to improve the reading ability of remedial readers. There is no gain saying therefore that this study has broken grounds on the area of remedying reading problems. As such, it has contributed to knowledge.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the findings, recommendations, limitations and suggestion for further studies. It also puts forth the conclusion made based on the findings. It is therefore the hope of the researcher that useful recommendations made in the study will be implemented by those concerned.

5.2 Summary

The study investigated the effect of the demonstration techniques on remedial reading of JSS students in Katsina State. The research questions cover the following areas:

The effect of demonstration techniques on word recognition in remedial reading performance of JSS students, the effect of demonstration technique on vocabulary development in remedial reading of JSS students, the impact of demonstration technique on phonemic discrimination in remedial reading performance of JSS students, the effect of demonstration techniques on the performance of remedial readers at the JSS level in reading group of words.

The researcher was inspired to embark on this study because some students at the JSS level cannot recognize even two or three letter words like go, to, is, the, bad, see among others. Many of these students lack the basic vocabulary which will help them to read. The descriptive survey design was used for the research. Two Junior Secondary

schools were used to select samples for this study. There are 100 students from the two selected Junior Secondary Schools used for the study.

To collect the data for the study, the researcher used National Common Entrance Examination questions on English language. 100 items were used as questions for both the pre-test and post test and for the data analysis.

The data was analyzed using descriptive statistics and t-test statistical instrument was used to test the hypotheses. In line with the research questions, the following null hypotheses were raised for the study.

Ho1: There is no significant difference between the mean performance scores of remedial readers at JSS taught word recognition using demonstration techniques and those taught using conventional teaching approach.

Ho2: There is no significant difference between the mean performance scores of remedial readers of remedial readers taught vocabulary development using demonstration techniques and those taught using conventional teaching approach.

Ho3: There is no significant difference between the mean performance scores of remedial readers at JSS taught phonemic discrimination using demonstration techniques and those taught using conventional teaching approach.

Ho4: There is no significant difference between the mean performance scores of remedial readers at JSS taught ability to read group of words and those taught using conventional teaching method.

Findings revealed that demonstration technique has an effect on the remedial reading performance of JSS students. One major feature of this technique is the ability

to present ideas by showing (Practical) to the students. As the teacher demonstrates using sequential steps, the students watch and listen to the instruction after which they were asked to repeat what was demonstrated by the teacher. The major components of reading covered included: word recognition, vocabulary development, phonemic discrimination and ability to read group of words.

5.3 Conclusion

It can be concluded that demonstration technique is an effective method of remedial reading instruction, which can be utilized by teachers. From the results obtained from the study, it is evident that demonstration technique if effectively used by teachers can solve reading problems among beginners. Even though, in the area of vocabulary development, demonstration technique has not been effective, but since it has proved very successful in the components of word recognition, phonemic discrimination and ability to read group of words, it can be concluded that the technique can be used to solve remedial reading problems.

5.4 Recommendations

The researcher, based on the findings of the study, made the following recommendations

1. School authorities should ensure that reading is given the place it deserves. As such reading should be provided with specific periods on the school teaching time-table.

2. Teachers should be given the basic training on the various effective methods of reading instruction especially how to use demonstration technique.
3. Parents should help their children by providing them with the relevant reading/ learning materials at an early stage and they should take time to teach reading to their children.
4. Curriculum planners should ensure that they provide the methods and materials such as demonstration technique that will make reading easier to the pupils.
5. Writers should publish books that are suitable for beginner readers and which can be used for beginning reading instruction.
6. Teachers, curriculum planners should adopt some of the steps/techniques used in this study when remedying reading problems in children.

If these recommendations are effectively implemented, it is believed that success shall come in the way of our remedial readers.

5.5 Suggestion for Further Study

A study of this nature cannot cover every area hence the following suggestions for further study have been made:

More work should be carried out by other researchers because there is very little literature in this area especially how to use demonstration techniques in relation to reading.

The study was carried out in urban and rural Junior Secondary Schools, it should be extended to include teachers' attitude towards remedying reading problems in children.

Other components of reading and related techniques that can help in solving reading problems should be investigated.

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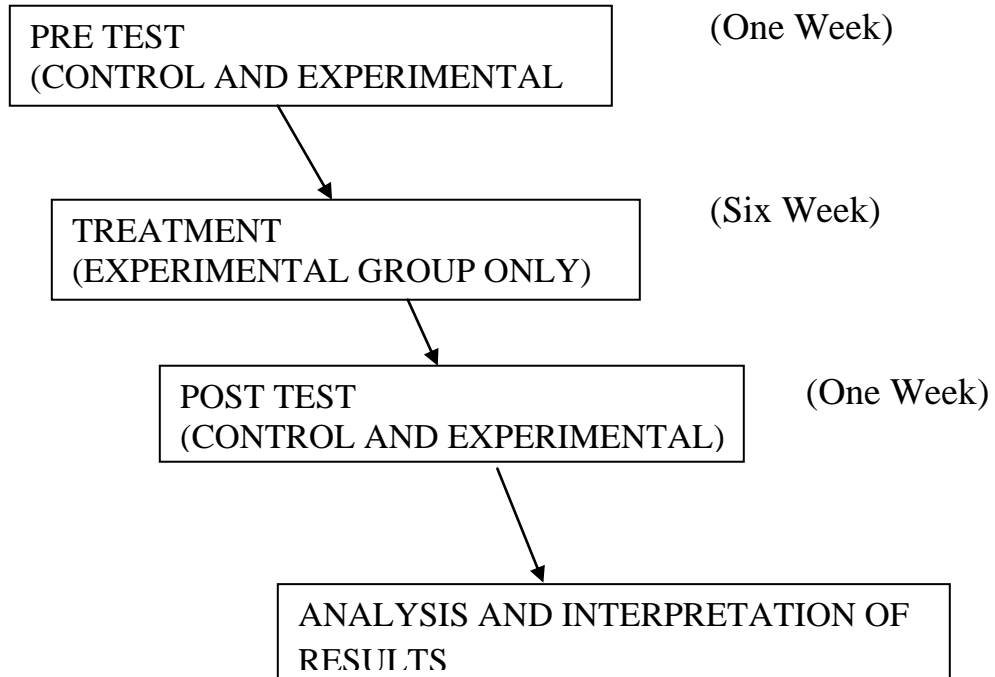
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APPENDIX 1

RESEARCH PROGRAMME PLAN



APPENDIX 2

SAMPLE LESSONS FOR TREATMENT

Subject:	English Language
Topic:	Word recognition
Class:	Jss1
Time:	3 rd November, 2014
Duration:	40 minutes
Number in class:	50
Age limit:	11-12yrs

Behavioural objectives	By the end of this lesson, the students should be able to: a) Recognize two and three letter words b) Recognize four and five letter words c) Use some identified words in forming sentences
Teaching Aids	Cardboard papers, use of pictures
Previous knowledge	The children can talk
Introduction	The teacher begins the lesson by introducing the topic “word recognition”. He writes the topic on the chalkboard. He encourages the students to be serious as the knowledge of word recognition can aid them to read.
Presentation	
Step 1:	The teacher shows the students two sliced cardboard paper. He holds for example ‘T’ in the left hand and ‘O’ in the right hand. He starts reading and showing to the students and suddenly joined them having ‘to’ ‘I and s <u>i</u> s ‘g’ and o, <u>g</u> o. ‘B’ and ‘e’ <u>b</u> e, ‘s’ and o, so.

	Then c, a and r for <u>car</u> , d, o, and g for dog among others.
Step 2:	The teacher proceeds to demonstrating words having four and five letters. He uses the same technique having ‘mo’ in one hand and ‘ther’ in the other and joined them to have <u>mother</u> , ‘Bi’ and ro to make <u>Biro</u> . Four letters words like name, road, fish, book and others will be learnt as well as those of five letters like others, month.
Step3:	The teacher demonstrates using pictures/ objects to show beside the words they represent. He will ask students to as well make sentences with those words, so as to recognize them in isolation and while reading them in passages. Students will be given room to practice independently under researcher’s guidance.
Evaluation:	The researcher assesses students’ performance by writing the following words on the chalkboard and asking the pupils to identify them: is, me, my, go, bags, girls, boys, bag, ball, john, cow, father, house, the, was, happy, mother, dog, over, school, and play.
Summary/ conclusion:	The researcher, having assessed the students, answers questions and correct the students’ mistakes.
Assignment:	Go home and read the passages, “ My first day at school from your English Project.

LESSON PLAN 2

Subject: English language
Topic: Word recognition
Class: JSS 1
Date: 6th November, 2014.
Time: 10:30am
Duration: 40 minutes
Number in class: 50
Age limit: 11 – 12

Behavioural Objectives	By the end of this lesson, the students should be able to: a) Recognize compound words b) Form words from scattered letters c) Identify words in passages when reading
Teaching Aids:	Cardboard papers, Gum and Scissors.
Previous knowledge	The students were taught word recognition on Monday
Introduction	The researcher writes the topic on the board.
Presentation	The researcher displays the cardboard paper showing compound words like class + room, gate-man, police man, Head+master among others.
Step I:	
Step II:	The researcher asks students to come out and pick cards with letters and joined together to form words. Gum and materials to be used in pasting these must be provided

<p>Step III:</p>	<p>The teacher shows the students how to read each word correctly.</p> <p>Gateman, madman, breakfast, Headmistress, policeman, midwives, brother-in-law, father-in-law, sister-in-law, time keeper.</p>
<p>Evaluation: Passage 1 (2012 NCEE)</p>	<p>The researcher assessed the lesson with the passage below:</p> <p>Once upon a time, there was a boy called Akin. Akin had a habit of dipping his fingers into soup pots, whether is his mother or not. Soup would go sour and the owners will be wondering what went wrong.</p> <p>Akin continued with this habit until he was caught red handed one sunny afternoon, with meat struck in his throat in a neighbor's kitchen. When the owner of the kitchen came in and saw Akin struggling to spit out the meat, she started shouting, thief! Thief!! Thief!!! People Gathered and some try to get the meat out but could not, surprisingly when the woman tried out come the meat.</p>
<p>Summary/Conclusion</p>	<p>The researcher having assessed the students on the above, entertain questions and make necessary corrections.</p>
<p>Assignment</p>	<p>Go and read ten compound words before next week apart from those learnt today.</p>

LESSON PLAN ON VOCABULARY DEVELOPMENT

Subject:	-	English Language
Topic:	-	Vocabulary development
Date:	-	10 th November, 2014
Class:	-	JSS 1
Time:	-	10:30
Duration:	-	40 minutes
Number in class	-	50
Age limit	-	11 – 12 years

Behavioural Objectives:	By the end of this lesson, the students should be able to: a) Read most frequently used words. b) Read words at the readers' corner through demonstration. c) Read words related to major words through the use of word bubbles.
Instructional materials	Cardboard paper objects like bell, shirt.
Previous knowledge	The students can talk
Introduction	The teacher writes the topic on the chalkboard.
Presentation	
Step 1:	The researcher by way of interaction demonstrates those common words the students will most likely come in contact when reading.
Step 2:	The researcher leads the students to a reader corner where objects like bell, shirt, chalk, ruler, shoes are

<p>Step 3:</p>	<p>displayed. These words will be read to students.</p> <p>The teacher introduces the use of word bubbles. For example, using the umbrella word “Armed Robber” “School”. Words related to them will be learnt.</p>
<p>Evaluation</p>	<p>The teacher asks the students to take turns to read each of the items in both at the readers’ corner and in those words bubbled.</p>
<p>Summary/conclusion</p>	<p>The researcher corrects the students where necessary and explains some of the words again for their better understanding.</p>
<p>Assignment</p>	<p>Go and bubble the word “Family”</p>

LESSON PLAN ON VOCABULARY DEVELOPMENT 2

Subject	English language
Topic	Vocabulary development
Date	13 th November 2014
Class	Jss1
Duration	40 minutes
Number in class	50
Age limit	11-12years
Behavioral objectives	By the end of the lesson, the students should be able to: (a) Read some of Umolu's 100 High frequency words. (b)read some word related to a given field (c)read passage with some of these words in them
Instructional material	Pictures and objects
Previous knowledge	The students have been taught vocabulary development in their last lesson
Introduction	The researcher write the topic on the board
Presentation	Some important words in Umolu's 100 high frequency words will be read for students
Step 1	

Step 2	<p>Vocabularies related to few fields of studies like agriculture, Bank will be learnt how to read them.</p> <p>The researcher at this point introduces a simple passage containing those words and shows students how to read them.</p>
Step 3	<p>Students will be asked to read the demonstrated passage one after the other.</p>
Evaluation	<p style="text-align: center;">Passage 2.</p> <p>Taking an examination is one way a student can be promoted to the next class. It is used to give a final certificate to a student who has completed studies in a school. There are different ways pupils can prepare for their examinations. They should read their books and listen to their teachers. Doing their homework and asking questions in the class will also help them. They should write their notes correctly and neatly. Neat and clear will help the pupils enjoy reading. Only lazy pupils will waste their time and start getting ready when they have less than two weeks to their examinations.</p>
Summary/conclusion	<p>The teacher goes over the passage for better understanding of the lesson.</p>

LESSON PLAN ON PHONEMIC DISCRIMINATION 1:

Subject	English
Topic	Phonemic Discrimination
Date	17 th November,2014
Class	JSS 1
Time	10:30
Duration	40 minutes
No in class	50
Age limit	11-12years
Behavioural Objectives	By the end of this lesson, the students should be able to: (a)Read the ‘a’ as in apple, ‘e’ as in egg and not just for apple or egg (b)Discriminate between problematic sounds which can give them problem (c)Discriminate between words like cat and car, put and pot ,sit and sat among others
Instructional materials	Charts showing some phonemes and how they are discriminated in words
Previous knowledge	The students have learnt about vowels in their upper primary school

Introduction	The researcher writes the topic on the board
Presentation	The researchers design some letters of the alphabet and show the student how they sound. The idea of ‘a’ as in apple, ‘p’ as in pot will be explained and not just for apple or for pot
Step 1	
Step 2	The researcher explains how some problematic sound is read.
Step 3	Simple words that show how these phonemes of English are discriminated will be given. Examples set and sat, tap and top, ball and bell, car and cat among others
Evaluation	The teacher writes the following words on the board and asks the students to come and underlined the sound/phonemes that differs (i)dog- dig (v)go- so (ii)fan- fun (vi)bag- rag (iii)get- yet (vii)bad- mad (iv)pen- ten (viii)winner- wiser
Summary/conclusion	The teacher goes over the lesson for student’s better understanding.
Assignment	Submit ten sounds and how they differ from another apart from those learnt in the class

LESSON PLAN ON PHONEMIC DISCRIMINATION 2

Subject	English
Topic	Phonemic Discrimination
Date	20 th November,2014
Class	JSS 1
Time	10:30
Duration	40 minutes
No in class	50
Age limit	11-12years
Behavioural objectives	By the end of this lesson, the students should able to: (a)Recite the jingle ‘peter piper’ and read the ‘p’ correctly (b)Discriminate phonemes using auxiliary symbols of some sounds (c)Discriminate phonemes when reading passages
Instructional materials	The use of pictures, magazine
Previous knowledge	The students have learnt phonemic discrimination in their previous lesson
Introduction	The researcher writes the jingle ‘peter piper’ on the board he read for the student Peter piper picked a peck of picked pepper If peter piper picked a peck of picked peppers

	<p>Where is the peck of picked pepper that peter piper picked?</p>
<p>Step 2</p>	<p>The researcher use pictures and magazines to remind the children of the /p/ sound and other relevant phonemes as well</p>
<p>Step 3</p>	<p>The teacher designs a simple poem for students to practice independently in reading and discriminating some of those phonemes</p>
<p>Evaluation</p>	<p>The researcher asks each child to read the jingle one after the other. As well put their hands under their chin to remind them not to drop their jaw</p>
	<p>Passage 3</p> <p>Adamu took the bucket and set off. He was determined not to return unless he could get some water. He noticed as he went that something usual which he could not understand went wrong in the village. There were no children playing and no men loitering under the trees smoking their pipes, the domestic animals have stop making their usual noises. The village was silent.</p>

<p>Summary/conclusion</p> <p>Assignment</p>	<p>The usual watering place was dry. There were great cracks on the river bed, and rocks were hot as Adamu touched them. There was slightest trace of moisture left. He looked around him and remembered the time when the trees were covered with green leaves. But the green leaves were now no more.</p> <p>The researcher corrects the students where necessary</p> <p>The researcher writes a poem and ask the students to go and read before the next lesson</p>
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LESSON PLAN 1 FOR ABILITY TO READ GROUP OF WORDS

<p>Subject: English language</p> <p>Topic: Reading group of words</p> <p>Class: JSS1</p> <p>Date: 24th November, 2014</p> <p>Time: 10:30am</p> <p>Duration: 40minutes</p> <p>No in class: 50</p> <p>Age limit: 11-12 years</p>	
<p>Behavioural Objectives</p>	<p>By the end of this lesson, the students should be able to:</p> <ul style="list-style-type: none"> a) Read group of words b) Observe comma, full stop, question mark when reading group of words c) Read fluently and move beyond word by word reading
<p>Instructional materials</p>	<p>Banana, orange and card board paper</p>
<p>Pervious knowledge</p>	<p>The students have been taught how to recognize and read sentences.</p>
<p>Introduction</p>	<p>The researcher writes the topic on the board.</p>
<p>Presentation step 1</p>	<p>The researcher begins by joining few familiar sentence on the cardboard paper and show to students</p> <ul style="list-style-type: none"> i. My name is Sadiq ii. I am going to the school now iii. My father is a teacher <p>The use of substitution table can be used as well.</p>

Step 2	The researcher use plantain to demonstrate for comma, orange for full stop and shows to students how to observe them when reading.
Step 3	The researcher proceeds to demonstrating by chunkering. This is a technique of reading instruction that encourage students to move beyond word by word reading. For example, the man/standing beside the tree/ is my father. The text can be written on the blackboard, on sentence strips or on individual sheets of paper that will be copied for each student.
Evaluation	Read the sentence below and observe the necessary punctuation marks. a) My name is Isa, my sister’s name is Fatima b) Where are you going? c) I like English, Mathematics, Agric science and social studies
Summary/conclusion	The researcher corrects the students where necessary.

LESSON PLAN 2 ON ABILITY TO READ GROUP OF WORDS

Subject:	English Language
Topic:	Reading group of words
Class:	Jss1
Date:	2 nd December 2014
Time:	10:30 am:
Duration	40 minutes
No in class:	50
Age limit:	11 -12 years

Behavioral Objectives	By the end of this lesson, the students should be able to:
Instructional materials:	<ul style="list-style-type: none"> a) Read group of words b) Reads group of words through dramatization c) Read passages correctly
Entry Behaviour	A picture of a mad man.
Introduction	The student have learnt how to read group of words
Introduction	The researcher writes the title of the drama, “The mad man” on the board and tells student that they will be acting drama in this lesson.
Presentation	The researcher asks the students how many of them would like to act drama with him. Some of the words that dominate the drama will be learnt.
step 1	
Step 2	The researcher writes the drama on the board using simple and short sentences. The teacher leads student to reading and acting the drama.
Step 3	The drama piece will be turned into a passage and students will be shown how to read it.
	Passage 4 (English Project for JSS1)
Evaluation	Before I came to this school, my mother said, you must have new clothes for school and she bought me a brown new uniform. She also bought me an expensive pen. I don’t need these things, I said, but she took no notice.
	I shall always remember my first day in this school. When I arrived I felt very nervous. I could not see any of my friends.

<p>Summary/conclusion</p> <p>Assignment</p>	<p>I did not know anyone. When I reach the school gate, I just did not feel like going in.</p> <p>The researcher asks the students to read the passage one after the other</p> <p>The researcher corrects them while reading and revise some grey areas of the topic</p> <p>Go and read two dramas from your English textbook and tell me the story next week.</p>
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APPENDIX 3

NATIONAL COMMON ENTRANCE EXAMINATIONS ON ENGLISH LANGUAGE FOR FEDERAL GOVERNMENT AND STATE SCHOOLS PRE – TEST AND POST - TEST FOR EXPERIMENTAL AND CONTROL GROUPS.

TOPIC: “EFFECTS OF DEMONSTRATION TECHNIQUES ON REMEDIAL READING OF JSS STUDENTS’.

Instruction: Read the passage below and answer the questions on it.

Testing ability to read group of words (25 marks)

Once upon a time, the tortoise wanted to marry a girl. He visited the family regularly. Tortoise later became very popular among the family members as the girl’s suitor.

One day, one of the girl’s relatives died. Tortoise was invited to the funeral ceremony. He was to prepare to sing a song on that day as the lady’s fiancé. Tortoise became unhappy because he could not sing a song very well. He had a defect on his mouth which made his voice to sound like a crackled gramophone record.

He made up his mind that he is not going to sing any song that day, rather he will consult someone who can sing a song very well in his stead. He invited all the animals and birds to his house and asked them to sing. He tested all of them and finally selected the crane, the crane can sing very well.

Tortoise and crane went to the funeral ceremony on the appointed day. Crane sang his most beautiful song. The people were very excited with tortoise. They gave him many gifts and tortoise took them to his house.

Test of Vocabulary (25 marks)

1. The word regularly as used in the passage means (a) not always (b) always (c) once in a while
2. Suitor as used in the passage means _____ (a) a man who is preparing to marry a girl (b) a rich man (c) a woman who is already married
3. To be popular means _____ (a) well known (b) only known by few people (c) not known at all
4. Tortoise is a name of a/an (a) human being (b) animal (c) student
5. Relatives as used in the passage means _____ (a) common people (b) people who are related by blood (c) people who want to fight themselves.
6. Another word for ceremony as used in the passage is (a) event (b) studies (c) school
7. Another word for unhappy as used in the passage is _____ (a) sad (b) poor (c) glad
8. To consult somebody means (a) to visit the person (b) to ask somebody for idea (c) to beg somebody for money
9. Which word can be used to replace in his stead as used in the passage (a) on his behalf (b) by himself (c) by his power
10. A house is a place where (a) people live (b) people go and sell (c) birds learn songs
11. Another word for funeral is _____ (a) competition (b) election (c) burial
12. Beautiful songs as used in the passage means (a) best songs (b) worst songs (c) stupid songs

13. To be excited means to be _____ (a) angry (b) quiet (c) happy
14. A gramophone is a machine used to record (a) examination (b) sounds (c) your mind
15. Another word for gift as used in the passage is (a) bad luck (b) failure (c) presents
16. Another word for selected as used in the passage is (a) chosen (b) helped (c) beaten
17. A man who has been accepted to marry a lady is called _____ (a) a bachelor (b) a Finance (c) a family man
18. To marry a girl means (a) to fight that girl (b) to become a husband to that girl (c) to buy a car for that girl
19. You wanted a thing if you (a) dislike that thing (b) sell that thing (c) needed that thing
20. What do you understand by the word finally as used in the second paragraph? (a) at the beginning (b) at the middle (c) at the end
21. The word died as used in the passage means (a) to be alive (b) to stop breathing (c) to enjoy life
22. Another word that can replaced invited is (a) called (b) sent away (c) promised
23. Another word that can replaced tested as used in the passage is _____ (a) checked (b) killed (c) laughed at
24. Someone also means _____ (a) nobody (b) somebody (c) everybody
25. Tortoise had a defect in his mouth means _____ (a) he had a song (b) he has a bandage (c) he has a problem

Test on Word Recognition (25 marks)

Read the following words correctly as they are used in the passage.

- | | | | |
|-------------|--------------|----------------|-------------|
| (1) wanted | (2) marry | (3) girl | (4) family |
| (5) became | (6) very | (7) was | (8) suitor |
| (9) died | (10) invited | (11) sing | (12) song |
| (13) mouth | (14) unhappy | (15) because | (16) sound |
| (17) he | (18) animals | (19) birds | (20) house |
| (21) them | (22) crane | (23) beautiful | (24) people |
| (25) gifts. | | | |

Phonemic Discrimination (25 marks)

From the letter a – c, choose the option which differs from the sound underlined

1. sat (a) bat (b) cat (c) set
2. dig (a) big (b) bic (c) beg
3. gate (a) eight (b) dance (c) date
4. pet (a) bat (b) egg (c) leg
5. bird (a) shirt (b) give (c) girl
6. pot (a) god (b) goat (c) top
7. new (a) pen (b) ink (c) neat
8. came (a) date (b) come (c) gate
9. phone (a) fence (b) photo (c) pot
10. ball (a) lamb (b) bell (c) book
11. rice (a) rest (b) rain (c) force

12. table (a) map (b) timber (c) teacher
13. shoe (a) soap (b) sugar (c) ship
14. bark (a) dark (b) park (c) shirt
15. cook (a) book (b) keep (c) knowledge

Choose the option that does not rhyme with the two words

16. (a) man (b) can (c) pen
17. (a) marry (b) carry (c) merry
18. (a) deeper (b) carry (c) marry
19. (a) deeper (b) keeper (d) duper
20. (a) my (b) by (c) me
21. (a) boy (b) oil (c) took
22. (a) boat (b) took (c) look
23. (a) miss (b) cool (c) kiss
24. (a) teach (b) taught (c) reach
25. (a) boy (b) guy (c) buy

APPENDIX 4

**NATIONAL COMMON ENTRANCE EXAMINATIONS ON ENGLISH
LANGUAGE FOR FEDERAL GOVERNMENT AND STATE SCHOOLS
PRE – TEST AND POST TEST FOR EXPERIMENTAL AND CONTROL
GROUPS.**

**TOPIC: “EFFECTS OF DEMONSTRATION TECHNIQUES ON REMEDIAL
READING OF JSS STUDENTS’.**

Instruction: Read the passage below and answer the questions on it.

Testing ability to read group of words (25 marks)

Once upon a time, the tortoise wanted to marry a girl. He visited the family regularly. Tortoise later became very popular among the family members as the girl’s suitor.

One day, one of the girl's relatives died. Tortoise was invited to the funeral ceremony. He was to prepare to sing a song on that day as the lady's fiancé. Tortoise became unhappy because he could not sing a song very well. He had a defect on his mouth which made his voice to sound like a crackled gramophone record.

He made up his mind that he is not going to sing any song that day, rather he will consult someone who can sing a song very well in his stead. He invited all the animals and birds to his house and asked them to sing. He tested all of them and finally selected the crane, the crane can sing very well.

Tortoise and crane went to the funeral ceremony on the appointed day. Crane sang his most beautiful song. The people were very excited with tortoise. They gave him many gifts and tortoise took them to his house.

Test of Vocabulary (25 marks)

26. The word regularly as used in the passage means (a) not always (b) always (c) once in a while
27. Suitor as used in the passage means _____ (a) a man who is preparing to marry a girl (b) a rich man (c) a woman who is already married
28. To be popular means _____ (a) well known (b) only known by few people (c) not known at all
29. Tortoise is a name of a/an (a) human being (b) animal (c) student
30. Relatives as used in the passage means _____ (a) common people (b) people who are related by blood (c) people who want to fight themselves.
31. Another word for ceremony as used in the passage is (a) event (b) studies (c) school
32. Another word for unhappy as used in the passage is _____ (a) sad (b) poor (c) glad
33. To consult somebody means (a) to visit the person (b) to ask somebody for idea (c) to beg somebody for money
34. Which word can be used to replace in his stead as used in the passage (a) on his behalf (b) by himself (c) by his power
35. A house is a place where (a) people live (b) people go and sell (c) birds learn songs
36. Another word for funeral is _____ (a) competition (b) election (c) burial
37. Beautiful songs as used in the passage means (a) best songs (b) worst songs (c) stupid songs

38. To be excited means to be _____ (a) angry (b) quiet (c) happy
39. A gramophone is a machine used to record (a) examination (b) sounds (c) your mind
40. Another word for gift as used in the passage is (a) bad luck (b) failure (c) presents
41. Another word for selected as used in the passage is (a) chosen (b) helped (c) beaten
42. A man who has been accepted to marry a lady is called _____ (a) a bachelor (b) a Fiance (c) a family man
43. To marry a girl means (a) to fight that girl (b) to become a husband to that girl (c) to buy a car for that girl
44. You wanted a thing if you (a) dislike that thing (b) sell that thing (c) needed that thing
45. What do you understand by the word finally as used in the second paragraph? (a) at the beginning (b) at the middle (c) at the end
46. The word died as used in the passage means (a) to be alive (b) to stop breathing (c) to enjoy life
47. Another word that can replaced invited is (a) called (b) sent away (c) promised
48. Another word that can replaced tested as used in the passage is _____ (a) checked (b) killed (c) laughed at
49. Someone also means _____ (a) nobody (b) somebody (c) everybody
50. Tortoise had a defect in his mouth means _____ (a) he had a song (b) he has a bandage (c) he has a problem

Test on Word Recognition (25 marks)

Read the following words correctly as they are used in the passage.

- | | | | |
|-------------|--------------|---------------|------------|
| (2) wanted | (2) marry | (3) girl | (4)family |
| (5) became | (6) very | (7) was | (8) suitor |
| (9) died | (10)invited | (11) sing | (12) song |
| (13) mouth | (14) unhappy | (15) because | (16) sound |
| (17) he | (18) animals | (19) birds | (20) house |
| (21) them | (22) crane | (23)beautiful | (24)people |
| (25) gifts. | | | |

Phonemic Discrimination (25 marks)

From the letter a – c, choose the option which differs from the sound underlined

- | | | | |
|-------------------|-----------|-----------|-----------|
| 26. <u>s</u> at | (a) bat | (b)cat | (c) set |
| 27. <u>d</u> ig | (a) big | (b) bic | (c) beg |
| 28. <u>g</u> ate | (a) eight | (b) dance | (c) date |
| 29. <u>p</u> et | (a) bat | (b) egg | (c) leg |
| 30. <u>b</u> ird | (a) shirt | (b) give | (c) girl |
| 31. <u>p</u> ot | (a) god | (b) goat | (c) top |
| 32. <u>n</u> ew | (a) pen | (b) ink | (c) neat |
| 33. <u>c</u> ame | (a) date | (b) come | (c) gate |
| 34. <u>p</u> hone | (a) fence | (b) photo | (c) pot |
| 35. <u>b</u> all | (a) lamb | (b) bell | (c) book |
| 36. <u>r</u> ice | (a) rest | (b) rain | (c) force |

37. table (a) map (b) timber (c) teacher

38. shoe (a) soap (b) sugar (c) ship

39. bark (a) dark (b) park (c) shirt

40. cook (a) book (b) keep (c) knowledge

Choose the option that does not rhyme with the two words

41. (a) man (b) can (c) pen

42. (a) marry (b) carry (c) merry

43. (a) deeper (b) carry (c) marry

44. (a) deeper (b) keeper (d) duper

45. (a) my (b) by (c) me

46. (a) boy (b) oil (c) took

47. (a) boat (b) took (c) look

48. (a) miss (b) cool (c) kiss

49. (a) teach (b) taught (c) reach

50. (a) boy (b) guy (c) buy

APPENDIX 5

SCORING GUIDE FOR THE PRE TEST AND POST TEST PASSAGE

DIBELS ORAL READING FLUENCY (DORE)

The Dibels Oral Reading Fluency is a standardized, individually administered test of accuracy and fluency with connected text. It is a standardized set of passages and administration procedures that measures students' performance by having him or her read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.

DIBELS GUIDELINES FOR ASSESSING READING PASSAGE

Material: students copy of passage, examiner copy, clipboard, (chalkboard) stopwatch, coloured scoring pen.

1. Place the reading passage in front of the student
2. Place the examiner copy on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the students: please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about some words in the passage from what you read, so do your best reading. Start here (point to the first word of the passage). Begin.
4. Start your stopwatch when the student says the first word of the passage.

GUIDELINES FOR SCORING

1. Score reading passage immediately after administration.
2. If the student does not read any words correctly in the first row (line) of the passages, discontinue the task and record a score of 0 on the front cover.
3. Record the total number of words read correctly on the bottom of the scoring sheet of the passage.
4. If a student hesitates or struggles with a word for 3 seconds, tell the students the word and mark the word as incorrect.
5. Mispronounced words- a word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.
6. Self corrections- a word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark SC above the word as correct.
7. Articulation and dialect – The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference.
8. Insert words – Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words.
9. Omitted words- Omitted words are scored as incorrect.
10. Non compliance with punctuation marks is penalized.

APPENDIX 6

PERFORMANCE OF STUDENTS IN CONTROL GROUP (PRE TEST)

S/N	Word Recognition	Vocabulary Development	Phonemic Discrimination	Ability to read Groups of words
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	2	0
8	0	0	5	0
9	0	0	5	0
10	0	0	5	0
11	0	0	5	0
12	0	5	5	0
13	0	5	5	0
14	0	5	5	0
15	0	5	5	0
16	5	5	5	2
17	5	5	5	2
18	5	5	5	2
19	5	5	5	4
20	5	5	8	5
21	5	5	10	5
22	5	5	10	5
23	5	5	10	5
24	5	8	10	5

25	5	8	10	5
26	5	8	10	5
27	5	10	10	5
28	5	10	10	5
29	5	10	10	5
30	5	10	10	5
31	5	10	10	5
32	5	10	10	5
33	5	10	10	5
34	5	10	14	5
35	10	10	15	5
36	10	10	15	5
37	10	10	15	5
38	10	10	15	7
39	10	10	15	8
40	10	10	15	10
41	10	10	15	10
42	10	10	15	10
43	10	10	18	10
44	15	12	20	10
45	15	15	20	10
46	15	15	20	10
47	15	15	20	10
48	15	15	20	10
49	20	15	20	12
50	20	15	20	15
Total	300	360	492	232

APPENDIX 7

PERFORMANCE OF STUDENTS IN CONTROL GROUP (POST TEST)

S/N	Word Recognition	Vocabulary Development	Phonemic Discrimination	Ability to read groups of words
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	2	0
5	0	0	3	0
6	0	0	4	0
7	0	0	5	0
8	0	0	5	0
9	0	0	5	0
10	4	0	5	0
11	5	0	5	2
12	5	3	5	2
13	5	4	5	3
14	5	5	6	3
15	5	5	7	3
16	5	5	8	3
17	5	5	8	4
18	5	5	8	5
19	5	5	10	5
20	5	5	10	5
21	5	5	10	5
22	5	5	10	5
23	5	7	10	5
24	5	8	10	5

25	5	8	10	5
26	5	10	10	5
27	5	10	10	5
28	5	10	12	5
29	5	10	12	5
30	5	10	12	5
31	5	10	15	5
32	6	10	15	5
33	8	10	15	6
34	8	10	15	6
35	8	10	15	6
36	8	10	15	7
37	10	10	16	7
38	10	10	16	7
39	10	10	18	8
40	10	10	18	10
41	12	10	20	10
42	12	10	20	10
43	12	10	20	10
44	13	12	20	10
45	15	15	20	12
46	15	15	20	12
47	18	15	20	13
48	18	15	20	13
49	20	15	20	15
50	20	22	20	15
Total	332	364	565	274

APPENDIX 8

PERFORMANCE OF STUDENTS IN EXPERIMENTAL GROUP (PRE TEST)

S/N	Word Recognition	Vocabulary Development	Phonemic Discrimination	Ability to read groups of words
1	0	0	0	0
2	0	0	0	0
3	0	0	5	3
4	0	0	5	3
5	0	0	5	5
6	0	0	5	5
7	0	0	5	5
8	0	0	5	5
9	0	0	5	5
10	0	0	5	5
11	0	0	5	5
12	0	0	5	5
13	0	0	5	5
14	0	0	10	5
15	0	0	10	5
16	0	0	10	5
17	0	5	10	6
18	5	5	10	7
19	5	5	10	7
20	5	5	10	7
21	5	5	10	8
22	5	5	10	8
23	5	5	10	8
24	5	5	10	8

25	5	5	10	8
26	5	5	10	8
27	5	10	10	8
28	5	10	10	8
29	5	10	10	8
30	5	10	10	8
31	10	10	5	9
32	10	15	5	9
33	10	10	10	10
34	10	14	14	10
35	10	15	15	10
36	10	15	15	10
37	10	15	15	10
38	10	15	15	10
39	10	15	15	10
40	10	15	15	10
41	10	15	15	10
42	10	15	15	10
43	10	18	18	10
44	15	20	20	10
45	15	20	20	10
46	15	20	20	12
47	15	20	20	12
48	15	20	20	13
49	15	20	20	13
50	20	20	20	13
Total	305	324	553	384

APPENDIX 9

PERFORMANCE OF STUDENTS IN EXPERIMENTAL GROUP (POST TEST)

S/N	Word Recognition	Vocabulary Development	Phonemic Discrimination	Ability to read groups of words
1	0	0	0	5
2	2	0	10	5
3	5	0	10	10
4	5	0	10	10
5	10	0	10	10
6	10	0	10	10
7	10	0	10	10
8	10	0	10	10
9	10	0	10	10
10	12	0	15	10
11	14	0	15	12
12	15	0	15	12
13	15	0	15	12
14	15	0	15	12
15	15	5	15	12
16	15	5	15	15
17	15	5	15	15
18	15	5	15	15
19	15	5	15	15
20	15	5	15	15
21	15	5	15	15
22	15	5	15	15
23	15	5	15	15
24	15	5	18	15

25	15	5	19	15
26	15	5	20	15
27	16	5	20	15
28	17	5	20	15
29	18	5	20	15
30	18	10	20	15
31	18	10	20	16
32	20	10	20	16
33	20	10	20	17
34	20	10	20	17
35	20	10	20	18
36	20	10	20	18
37	20	10	20	18
38	20	10	20	18
39	20	10	20	19
40	10	10	20	19
41	20	10	20	20
42	20	10	20	20
43	20	10	22	20
44	20	15	25	20
45	20	15	25	20
46	20	15	25	20
47	22	15	25	22
48	22	15	25	22
49	25	15	25	22
50	25	20	25	23
Total	705	325	889	763