EFFECT OF DIRECT-READING-THINKING-ACTIVITY (DRTA) APPROACH ON PUPILS' READING COMPREHENSION

BY

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DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my research work. All published and unpublished sources of information have been appropriately acknowledged. Direct quotations are indicated by quotation marks or indentations.

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CERTIFICATION

This research thesis entitled the Effect of Direct - Reading - Thinking - Activity Approach on Pupils' Reading Comprehension by Yusuf Hanna Onyi meets the regulations governing the award of the degree of MASTER OF EDUCATION in Teaching English as a Second Language [TESL] of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my beloved husband, Engr. Abdulazeez Yusuf, my children Sam, Mimi, Oiza and Pamela, and to my dear parents Mr. & Mrs Toma.

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ABSTRACT

The study was designed to examine the effect of the Direct-Reading-Thinking-Activity approach on pupils' reading comprehension. A total of forty of [40] pupils randomly selected from two primary schools in Kaduna North and Kaduna South Local Government areas were involved in the study.

For purposes of assessing pupils' reading comprehension, a cloze, a word recognition, retelling and reading comprehension tests were administered. The T-test statistic was used to test for significance of the vocabulary method and direct reading thinking activity Approach on pupils' reading comprehension.

The hypotheses tested were as follows:

1. There is no significant effect of the DRTA approach on pupils' reading comprehension.
2. There is no significant effect of the vocabulary approach on pupils' reading comprehension.
3. There is no significant difference in the mean achievement of pupils taught using DRTA method and those taught using the vocabulary method.

Results showed that there is a significant effect of the DRTA approach and the Vocabulary approach on pupils' reading comprehension since both groups improved in their post-test. Result also showed that the DRTA approach was relatively more effective in teaching pupils reading comprehension, since the DRTA group showed better gains. These findings have important implication, for teachers. Teachers should try as much as possible to exploit pupils' prior knowledge through the use of prior knowledge questions. Pupils' stand to benefit more if their schemata is properly activated.

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DEFINITION OF TERMS AND ABBREVIATIONS

In order to provide a proper direction and for a meaningful discourse for this study, it is necessary to define and explain some of the key terms used in this study.

INSTRUCTIONAL APPROACHES

These refer to the two instructional approaches being compared in this study i.e. the direct-reading-thinking activity approach and the vocabulary approach.

DIRECT READING THINKING ACTIVITY [DRTA]

This is a approach closely associated with the schema theory. It is a way of ensuring that the child has the schemata and that these schemata are activated at the appropriate time.

In order to activate the schema, the reader is directed to think or reflect on his experience akin to the one in the text to appreciate the author's expression of the situation.

VOCABULARY APPROACH

The vocabulary approach is one of the oldest approaches widely in use in teaching reading comprehension in schools. It is a method whereby a teacher lists and explains the meaning of the difficult words pupils are likely to come across in the passage.

READING COMPREHENSION

Reading comprehension is processing organising and evaluating written language to get meaning. Reading comprehension in this research has been considered under four broad levels namely; literal or factual level, interpretive or inferential, evaluative or critical level and creative level.

[a] Literal Level

The literal level is concerned with ideas that are directly stated in the selection. It involves identification and recall of main ideas and details.

[b] Interpretative level

The interpretative level entails reading between the lines. The reader is expected to arrive at understanding not directly stated in the text.

[c] Evaluative or critical level

The evaluative or critical level requires that the reader makes judgement about the quality, value of the context he is reading.

[d] Creative level

The creative level involves reading beyond the lines of print. It involves going beyond the information read to find new ways of viewing ideas, incidents, or characters that may stimulate novel thinking and production.

EFFECT

This refers to the positive or negative outcome of the two instructional apprpaches to teaching reading comprehension.

CLOZE TEST

Cloze is a test in which some words in a passage are systematically deleted and pupils are asked to supply the missing words.

SCHEMA

This refers to the mental structure consisting of relevant individual knowledge, memory and experience, which allows an individual to incorporate what he learns into what he knows. A schema enables a reader as he interacts with the written text to provide the framework for organising incoming information and retrieving stored information.

PRIOR KNOWLEDGE

This refers to the relevant experiences a reader brings to a text. These relevant experiences make the text easy for the reader to understand.

BOTTOM-UP-PROCESSING

This is involved when information from the text is mapped against the reader's schemata i.e when the information comes from outside the reader.

TOP-DOWN

This occurs when readers use prior knowledge to make predictions about the data they will find in the text.

LGEA

This refers to Local Government Education Authority

E.S.L.

This refers to English as a second language

DRTA

Direct Reading Thinking Activity Approach.

CHAPTER 1

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In Nigeria's new National Policy on Education [1981], the inculcation of permanent literacy occupies number one position among the educational objectives of primary education. This, of course, is an indication of the primacy of literacy in the curricula for primary education. Reading plays an important role in the life of the individual and the society. The main purpose of reading is for understanding, interaction and comprehension of the author's experiences represented in symbols. Reading becomes meaningful only if a reader identifies, interprets and evaluates symbols and ideas. For pupils to achieve the above mentioned intellectual tasks, it is important to develop reading strategies as an aspect of the reading process.

In recent years, studies have been carried out on reading strategies and skills. Most researchers in their findings, have attributed pupils' poor performance in reading to lack of appropriate methods of teaching reading. For instance, Brimer [1959] recognized the fact that the root cause of reading disability in pupils lies in the method of teaching reading in the primary school. Hence, in his words, "a comprehensive examination of the teaching of reading in the primary school is required." (page 46)

Complaints about the inability of pupils graduating from the Nigerian primary school to read in English have assumed such alarming proportion in the past decade that one cannot but feel concerned. Are primary school pupils not interested in reading in the language, or are their teachers not exploring all tools at their disposal when it

comes to teaching reading comprehension? To what extent do teachers explore pupils' prior knowledge experience? How often do teachers try to stimulate pupils' interest in the reading task? These and other similar questions need to be answered.

This research is motivated by the observation made during one of the researcher's visits to some primary schools in Kaduna, to conduct a trial test of some instruments for assessing academic achievement. It was discovered with dismay that majority of the pupils could not read the passages given to them let alone answer the questions. The situation was so bad that this researcher felt she should investigate this area to find out the cause of the problem. From personal interaction with some of the teachers, majority of them use the vocabulary method to teach reading comprehension. On the strength of this revelation, it was then felt that if the vocabulary approach was placed side by side with the Direct-Reading-Thinking-Activity approach [DRTA], which has been proved by many researchers as very important in enhancing comprehension [Adams & Collins 1985; Singer & Doulan 1985; Tierney and Pearson 1985], teachers could be advised on possible ways of improving the teaching of reading comprehension.

It is against this background that the researcher sought to find out the effect of the Direct-Reading-Thinking-Activity approach on pupils' reading comprehension. It was hoped that this study would among other things provide useful information for improving ESL teacher education, especially with respect to reading.

1.2 RATIONALE

The rationale for choosing to compare the traditional vocabulary approach and the Direct Reading Thinking Activity approach is based on the fact that the former is the commonest method of teaching pupils reading comprehension in primary schools in Kaduna. From the poor performance of the pupils in reading comprehension in the schools visited, the reseacher felt if she could place the vocabulary approach side by side with one of the methods which has been proved by many researchers as all-important in enhancing comprehension perhaps she would be able to advise teachers on possible ways of improving the teaching of reading comprehension.

The Direct Reading Thinking Activity is an approach closely associated with the schema theory. The schema is invariably furnished by the reader's experience. Experiential background has been shown to exert tremendous influence on a readers' ability to understand the meaning as intended by the author in a written communication. Adams and Bruce [1982]; Moon [1981] and Smith [1978]; have all, to varying degrees, stressed the importance of experiential background to a reader's success. Various views of reading, as information processing [Smith, 1971], as a psycholinguistic guessing game [Goodman 1967], and as a schema-propelled process (schema theory) emphasize the importance of prior knowledge or schemata to reading process. Smith [1973] and Strevens [1977] say a student's apparent reading problems is often a problem of insufficient background. Smith [1975] argued that comprehension and learning proceed by attaching the 'new' to the old. In the words
of Adams and Bruce [1980 : 37]:

> A more correct statement of the role of background knowledge would be that comprehension is the use of prior knowledge: without prior knowledge, a complex object, such as text, is not just difficult to interpret, strictly speaking, it is meaningless.

In a research carried out by Obah [1985] using Nigerian students of high school and university levels, she found that reading for these students is meaningless. New knowledge is acquired but slowly and painfully, not because the students lack ability, not necessarily because they are poor readers, but because their prior knowledge does not function as actively in the reading comprehension process as it does for readers elsewhere. Goodman [1967] had, in addition, demonstrated the devastating effect on bilinguals and second language learner, of the absence of appropriate experiential background in their textbooks. Adams and Bruce [1982] stressed that experiential background is indispensable in the comprehension of a text. This clearly shows that the reader needs relevant schema to be able to comprehend a given text.Activation of such relevant schema will enable the learner to be motivated to discover facts for himself and this makes for better retention. The DRTA helps to stimulate pupils to make use of their relevant schemata.

It is on the basis of the above that this research sought to find out the effect of the Direct Reading Thinking Activity approach relative to the vocabulary approach on pupils' reading comprehension.

1.3 NEED FOR THE STUDY

The need for an experimental study such as this will particularly be appreciated if it is realized that in language teaching, reading is one of the fundamental language

skills. Reading is a key factor both in the success of an individual and in the development of a nation. In the school system for instance, the need to be able to read is obvious. Pupils are expected to read textbooks to learn. The homework given to the children assume they can obtain information from the printed page independently. Outside of school,children still need good reading ability to cope with the challenges of their everyday living. They may need to read newspapers, manuals, letters from friends and relatives. In these and similar situations, reading becomes a survival skill. Reading also provides children with enjoyment. It serves as a means of widening their intellectual horizons and of developing more stable and mature personalities. It is for this reason that Thorndike [1973] observes that at the elementary and early secondary levels predictions that can be made of achievement in content subjects come almost entirely from knowledge of achievement in reading. Page (13) In this connection, Unoh [1975] points out that "reading is an indispensable tool of learning in various hierarchies of modern educational system. (P.27)

At the national level, development in all aspects of life is facilitated by attention to literacy development. A nation's level of technological and scientific development is largely a reflection of its level of literacy development. The National Policy of Education [1981] recognizes the role of school in literacy development. This is implicitly included in the statement that one of the primary aims of Education is "the acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live in and contribute to the development of his society".[section 1.5]. It is more explicitly stated in section 3[14] that the major objective of primary

Education is "inculcation of permanent literacy" and section 15[10e] that " specialist teachers will be provided for language arts with special emphasis on reading". However, there are many factors which inhibit the implementation of the literacy objectives of the National Policy. First, there is the problem of inadequate preparation of teachers to carry out reading instructions. There is considerable evidence that teacher training institutions are neither providing prospective primary school teachers with an understanding of the nature of the reading process nor are they equipping them with the skills needed to teach young children how to read. Olaiya (1987) and Olayemi [1989] also found that English methods' teachers in teachers' colleges failed to cover reading instructions in their methods courses, either because they had no syllabus in their school which included reading methods or because their own background in the subject was weak and so they preferred to skip that part of the syllabus. The lack of teacher training in reading methods is a serious problem. Many primary school teachers do not seem to understand the nature and purpose of reading instruction and therefore, there is no conscious effort to develop the reading skill.

Given the situation above, any effort to upgrade the quality of reading instruction is neither wasted nor misplaced.

1.4 PURPOSE OF THE STUDY

The study set out to achieve the following:

1. To determine the effect of the direct reading thinking activity approach on pupils' reading comprehension.

2. To determine the effect of the vocabulary method on pupils' reading comprehension.
3. To compare the relative effect of the DRTA and the vocabulary method on pupils' reading comprehension.

1.5 STATEMENT OF THE PROBLEM

Reading which has been aptly described as the core of the syllabus (Bright & McGregor 1970) is one of the most important skills for learning in the schools. This stems from the fact that it constitutes the basis for any meaningful academic activity in the school. The vast amount of research on reading at the national and international levels is an indication of the prominence placed on it in the educational world.

Many researches and experiences have shown that pupils in Nigerian primary schools have serious reading problems, with inappropriate methods being identified as one of the major causes of reading inefficiency (Brimer 1959, Omojuwa 1983, Unoh 1983,1984).

There is a claim in the literature on comprehension that prior knowledge facilitates comprehension. Adams & Collins (1979), Anderson, Spiro and Anderson (1978) and Smith (1978), among other reading specialists, contend that a pupil's apparent reading problem is often a problem of insufficient background. Smith added that comprehension and learning proceed by attaching the 'new' to the 'old'. Research results on the usefulness of discussing prior knowledge questions with pupils is almost non-existent in the Nigerian context. However, studies outside Nigeria such as those

of Goodman (1967) Adams and Bruce (1982) Smith (1973; 1975), Tierney and Pearson (1985), Anderson and Pichert (1978) have yielded useful information in the area of ways of exploiting pupils' relevant experiences. There is need for primary school teachers in Nigeria to adopt a method that will stimulate pupils to bring in their background experience into the reading text. So far, to the best of the researcher's knowledge, no studies have been carried out on the effect of the DRTA on pupils' reading comprehension in Kaduna State.

Based on the foregoing assertions, this study was designed to find out if pupils would comprehend reading passages better by using the DRTA approach than by using the traditional vocabulary approach. An experimental study such as this is expected to provide some empirical data that will help teachers to improve the teaching of reading comprehension in primary schools.

1.6 RESEARCH QUESTIONS

This research sought to answer the following questions:-

[a] What is the effect of the Direct Reading Thinking Activity approach on pupils' reading comprehension?

[b] What is the effect of the vocabulary method on pupils' reading comprehension?

[c] Is there any significant difference in the post-test mean achievement scores of pupils taught using the Direct Reading Thinking Activity approach and those taught using the traditional vocabulary approach?

1.7 HYPOTHESES

The hypotheses for this research were stated in the null form as follows;

[a] There is no significant effect of the DRTA approach on pupils' reading comprehension.

[b] There is no significant effect of the traditional vocabulary approach on pupils' reading comprehension.

[c] There is no significant difference in the mean achievement scores of pupils taught using the Direct Reading Thinking Activity approach and those taught using the traditional vocabulary approach.

1.8 SIGNIFICANCE OF THE STUDY

Reading is probably one of the least popular subjects taught in the primary school. Deficiency in reading ability among children has become of concern to specialists in reading. Bearing in mind the importance of reading and the fact that most Nigerian pupils reading in the second language situation are faced with certain problems that hinder their comprehension ability, there is need to continually carry out research on how to improve the teaching of reading comprehension in primary schools.

It has been said that reading comprehension is the ability to understand, interpret the facts, synthesize procedure, predict outcomes and total comprehension of the content read. This research is significant in the sense that to the best of this researcher's knowledge, it is the first time an experimental study of this nature on the subject of reading is being carried out at the primary school level in Kaduna State.

The study is also significant in the sense that it is designed to provide the kind of information that will improve the teaching of reading comprehension in primary schools. It is equally hoped that it will provide some information that will improve ESL teacher education, especially with regard to teaching reading comprehension.

In addition, when a teacher is aware of the approaches he/she can adopt in teaching reading comprehension,he/she will be able to provide meaningful reading comprehension lessons which will help pupils become better readers.

It is hoped that the research would alert classroom teachers on the need to stimulate pupils' interest in reading comprehension through the use of DRTA. As Smith (1978) says, there must be a point of contact between what a pupil is expected to know and what he already knows. This study is therefore expected to contribute positively to knowledge in the sense that it would provide useful information regarding the techniques of improving the teaching of reading comprehension in primary schools.

The significance of this study also lies in the fact that it is a departure from the traditional method of merely reading a comprehension passage and answering the questions that follow. It provides a more practical and personalized approach which can encourage pupils to make use of their natural abilities, to make and confirm predictions as they read.

1.9 BASIC ASSUMPTIONS

It is assumed in this study that reading comprehension is not properly taught in primary schools. It is also assumed that poor teaching methodology is the major cause

of reading inefficiency in primary school pupils.

1.10 SCOPE AND DELIMITATION

This research is limited to the teaching of reading in primary schools in Kaduna North and Kaduna South Local Government Areas. It is also limited to two selected primary schools.Although the researcher could not include all the schools in the state in her study, it was hoped that the findings would provide some useful information that would help to improve the teaching of reading comprehension in primary schools.

CHAPTER 2

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the following topics are reviewed: the schema theory of reading and studies done on it outside Nigeria,the nature of the reading process, a pyscholinguistic perspective of reading , reading comprehension strategies, guidelines for helping children learn to read, the situation of reading in Nigerian primary schools, instruments for analysing data, and procedures for DRTA and the traditional vocabulary approach.

2.2 THE NATURE OF THE READING PROCESS

Reading is a basic means by which people get information in our present day print-oriented society. It is the means by which people become enlightened and broadened in their perspectives.

Thorndike (1917) stated that reading is a process of reasoning. Caroll (1976) in his own contribution sees reading as the activity of reconstructing overtly and covertly reasonable, spoken message from a printed text; making meaningful responses to reconstructed message that would be made to the spoken message.

These groups of viewers contend that reading is not just merely an understanding of the printed material but a communication process requiring a construction of encoded messages on the part of the reader.

According to Strang (1969), "reading is the process of stages of developmental skills that culminate in reading mastery." (p.13) Thus, ability to communicate via the print involves the development of perceptual processes, experimental opportunities, cognitive abilities and other aspects of human endeavour, all of which operate in and contribute to the meaning of reading.

Reading involves perception and cognition. Contrary to the decoding definition of reading, are those definitions which view reading as a two dimensional act. Dechant (1970) and Smith (1973) as well as some other researchers in reading have taken this position. The definitions which fall into this category suggest that reading involves not only visual perception of the written symbols, but also thoughtful responses of the reader.This implies that the intent of the reader and the background he has to work with in responding to what he reads will permit him to develop a new understanding and modify old concepts. The implication of this definition for the teacher is that he should be concerned with word perception skills and with the ability on the part of the reader to interact with the author in diverse thoughtful ways.

Some other linguists believe that reading is a matter of maturation rather than a process developed through systematic instruction and practice. Some see reading as primarily a visual task, its study and development lies in the use of mechanical device designed to record eye movements and to increase reading speed by expanding eye span intake of printed symbols. Others still view reading as a matter of accurate pronunciation which emphasizes phonic instruction or modifies the orthography to ensure more specific letter-sound relationship. A few number of people view reading as

a complex process integrating all aspects of human behaviour and demanding varied and continued instructional guidance to read accurately and efficiently, to appraise what is read, and to relate what is read in a significant way to other areas of life.

On the whole, one would agree that reading is a key to a wealth of experience that links people in a way that is not limited by distance or time. Reading provides experience through which the individual may expand his horizons, identify, extend and intensify his interests, and gain deeper understanding of himself, of other human beings and of the world.

Strang (1972) examined reading within a more extended content than that provided by the earlier views, and suggested implications for educational practice. In her bibliography of 65 references, we are made to appreciate the breadth of knowledge and the range of success necessary to evolve a comprehensive concept of reading. Strang (op cit) says, to understand how students read,we need a frame-work, a paradigm, a pattern that encompasses the major or contributory factors. If we focus on the reading process per se, we see that it is a factor of the reader's goals, the degree to which he possesses or has acquired pre-requisition for learning and effectiveness of the teaching procedure to which he is subjected. This broad and complex view of reading is usually discussed under three main headings, as a product which includes the main competences, results or goals that are to be achieved. These include (a) vocabulary - many words recognised instantly at sight; (b) word recognition skills gained through a systematic use of content clues grapheme-phoneme correspondences, structural analysis, and the dictionary; and (c) comprehension ability to derive meaning

from word in sentences, paragraphs, chapters and larger units.

Smith (1973) says the reading process starts from word recognition and proceed until a body of knowledge is obtained, synthesized and used according to the purpose of the reader. First of all, the learner sees print marks either on a page or some other surface. He then begins to decode the letter and form a word out of that sound. Thereafter, he perceives an image and associates that image with a concept. The process then continues until he assimilates the concept, evaluates it, applies it to a situation and makes a final response according to what he intends to do with that piece of information.

The reading process is tantamount to what goes on when one is reading. This is a complex process made up of both simple and involved aspects. In reading, a child must be able to perceive the symbols set before him and this sensory aspect involves ability to interpret what he sees as symbols or words, follow the linear logical and grammatical connections between symbols and sounds and words and what they represent (sequential aspect); relate words back to direct experiences so as to give the words meaning (experiential aspect); remember what was learned in the past and "new ideas and factors" (learning aspect); make inferences from and evaluate the materials read (thinking aspect); and deal with personal interest and attitudes that affect the task of reading (affective aspect).

Widdowson [1979] suggests that reading is the realization of a general interpretive process which underlies all communicative activity. This process, he goes to explain, operates at the different levels of mental activity. The first level is the

immediate apprehension of information; the second, the discrimination of this information into patterns of conceptual significance.Extracting meaning from a text depends crucially on two things : the reader's knowledge or schemata and his purpose. This depends on the writer's effectiveness in giving the reader the necessary pointers to activate his knowledge and to help him absorb new knowledge from the text. In the sense that reading is an interactive process, it has something in common with negotiated face to face dialogue and must operate in accordance with Grice's(1975) co-operative principles. However, written discourse is non-reciprocal so that the reader must assume the dual role of addresser and addressee, and reconstitute the dialogue (Widdowson, 1979). Since written discourse so closely resembles spoken interaction, Widdowson calls the former a 'derived mode,' one in which interaction is idealized into covert cognitive process, one in which social actions are internalized as psychological activity. Widdowson (1979) does not go into the question of the existence of separate reading skills, he emphasizes the importance of the reader's existing schemata, his purpose in reading and his need to read for a genuine purpose.

Widdowson's[1979]account of reading takes cognizance of not only the reader but also the writer,since it is the writer's task to encode the meaning which the reader decodes. Thus, it is never possible for a reader to uncover complete meaning from a text. What the reader must do is look in the conceptual world of his own knowledge and experience for the encoder's meaning. Reading therefore is not so much a question of reaction, but of interaction between the writer and the reader which is mediated through the text. Widdowson's account is a very valuable one for the practising teacher since

it provides the theory with which to underpin pedagogic activities or materials design. He defines reading as a matter of 'schematic anticipation' which does not involve so much the accumulation of new knowledge as the confirmation of predictions based on what is already known.

Following Smith [1978], Widdowson remarks that we bring to reading the theory of the world in the head which leads us to set up hypotheses which are tested as *additional information comes from processing the discourse. This anticipation* Widdowson terms 'schematic projections'.

From the above, it is clear that reading is interactive and multi-level-orthographic, phonological,lexical,syntactic and semantic as well as discourse level are employed in the reading process.Also important is the ease with which the pre-existing schemata are activated by the in coming 'data' from the text. It is this researcher's opinion that a reader's existing schematic knowledge is as important as what is contained in the text by way of 'content'. It is also clear that a reader's purpose in approaching a text is of vital importance. The popular notion probably held by many Nigerian teachers is that reading is the ability to pronounce words. That is, it is assumed that children can read once they can translate writing into speech sounds. The fact, however, is that it is *possible to pronounce all the words in a passage beautifully and still be unable to make* sense of it. This researcher is of the opinion that reading is far more than the ability to pronounce words on a page. It involves the recognition and interpretation of symbols. Reading also involves using both the information provided in the text by the author as well as the sources of information outside the text.

This researcher is of the opinion that there is need for us to understand that the information we need in order to comprehend a text does not come from the text alone. What we already know about the topic of the text, as well as our familiarity with the words and sentence structure used, plays an equally important role in comprehension. This means that during reading there is interaction between what the text says and what the reader already knows. She is also of the opinion that reading is a process of interaction between the author and the reader. In other words, during the reading process, the reader is actively trying to make sense of the written or printed text by integrating his previous relevant experiences with the text information.

This research attempts to make pupils relate their previous experience with the text information by making use of some prior knowledge questions as emphasized by the DRTA method.

2.3 A PSYCHOLINGUISTIC PERSPECTIVE OF READING

A modern Psycholinguistic perspective on reading is based on insights derived from contemporary linguistics and psychology. From this perspective reading is viewed as a complex information processing skill. The reader is seen as an active, planning, decision making individual, who co-ordinates a number of skills and strategies to facilitate comprehension. Goodman[1967] attacked previous views of reading when he says:

> Simply stated the common sense notion I seek here to refute is this;
> Reading is a precise process. It involves exact,detailed,sequential perception and identification of letters,words,spelling patterns and large language units."

He then advances a new paradigm, thus:

> In place of this misconception, I offer this; Reading is a selective process.It involves partial use of available minimal language cues selected from perceptional input on the basis of the reader's expectation.As this partial information is processed; tentative decisions are made to be confirmed,rejected, or refined as reading progresses. More simply stated, reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skills in selecting the fewest, most productive cues necessary to produce guesses which are right the first time.

Smith [1973] elaborated on this position when he emphasized two important contributions from psycholinguistic research to demonstrate that the efficient reader does not proceed in a rigid word-by-word fashion, decoding information from print to speech to aural comprehension. First, there is a severe limit to the amount of information that we are able to receive, process, and remember.Second, research had demonstrated that reading is only incidentally visual [Kolers 1969]. More information is contributed by the reader than by the print on the page. Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership in an appropriate group of concepts already stored in their memories.

Interactive approaches which emerged in the 1980s emphasized that meaning is not fully present in a text waiting to be decoded. Rather, meaning is created through the interaction of the text and reader. Information processing based on linguistic input from the text is called bottom-up or text-based processing. In the bottom-top conception of reading, the written text contains the meaning, information or message which a reader must obtain. It views reading more or less as a process in which the reader *merely goes to the written text and more or less effortlessly takes away the meaning,*

information or message conveyed by the text. All that a reading teacher ought to do then is to teach how the linguisitic constituents of the written text convey meaning. Armed with this understanding, the reader merely goes to them and obtains their message or information. It is this bottom conception of reading that has wrongly given the impression that reading is passive and that all that a reader does is merely to obtain designated information from the written text.

The other view which also regards reading as an interactive process is the top-bottom. Exponents of this view see reading as dynamic and pragmatic. It is a process in which the reader brings into the written text as much experience or information as possible. According to this view, the totality of information which a reader obtains from the written text is determined not just by the text content but also by the experience the reader brings into the text, as well as the context in which he reads the text. Thus the intensity, scope and dimensions of the information or message that a reader finally emerges with is based on multidimensional factors and not just on text -centric factors

Recent research into second language reading has shown that second language readers are not effectively utilizing knowledge based on top-down processing to facilitate comprehension. They appeared to be engaged almost exclusively in text-based processing to the detriment of comprehension. Over-reliance on either mode of processing to the neglect of the other mode has been found to cause reading difficulties for second language readers.From this researcher's experience, many second Language readers are not efficient interactive text processors, either because they attempt to process in a totally bottom-up fashion or because they attempt to process in

a totally top-down fashion and are hence subject to schema failures or schema interference.

Both top-down and bottom-up processing are needed for an efficient reading. The present research has tried to stimulate pupils to make use of top-down and bottom-up processing by introducing prior knowledge questions before reading the texts.

2.4 THE NATURE AND LEVELS OF READING COMPREHENSION

While it is true that a great deal of mystery surrounds the process of comprehension this researcher is of the opinion that a few definitions may be necessary. According to Roe et al (1978),

> Reading comprehension is processing written language to get ideas, relating ideas to experience, organising ideas,evaluating ideas, and utilizing ideas. The reader must have some basic intellectual equipment in order to comprehend. Only a small portion of the information needed to comprehend comes from the printed page, while the larger portion of the information is stored in the brain". (P.56)

Aukerman and Aukerman[1981:277] observed that comprehension is:

> The act or process of understanding the nature or meaning of something, the act or process of grasping with the mind. Comprehension is not getting meaning from the printed page. There is no meaning on a printed page. There are only lines and curves that we happen to call letters and from which we build words. Meaning resides not on the printed page but in the mind of the person who wrote the words. Comprehension will not be found on the printed page, but in the mind of the reader who reads the words.

The researcher is of the opinion that there is need for proper understanding of the nature of reading comprehension and how comprehension skills can be developed.According to Quandt[1977], misunderstandings about the reading process or the process of learning to read can cause tremendous inefficiency and

ineffectiveness in teaching. Speaking in the same vein, Oyetunde [1986] opines that:

> To succeed the teacher must have a thorough understanding of what it is he is teaching and how it is learned. The way a teacher teaches his subject is dictated both by his assumptions of what it is he is teaching and his notions of how students learn. (p.85)

Dechant(1970) sees comprehension as related to:

> A reader's ability to follow the pattern of thinking intended and structured in the author's writing. In this sense, comprehension is rooted in and synonymous with intelligence: the ability to make cognitive relationships. (p.64)

Comprehension means to grasp with, the proficient reader grasps with, that is, understands the meaning intended by the author. To the extent that as one comprehends one reduces any cognitive uncertainty that one may have had prior to reading. This researcher is of the view that the reader's experience plays a crucial role in reading comprehension.She opines that thinking skills are a pre-requisite for comprehension. Thus to comprehend, one must think about what one has read.

Robinson [1972] sees comprehension as an aggregate of many skills. He recognises the following skills:

[i] Grasping directly stated details or facts

[ii] Understanding main ideas

[iii] Grasping the sequence of time, place, ideas, events and steps;

[iv] Understanding and following directions

[v] Grasping implied meanings and drawing inferences

[iv] Understanding setting and character [emotional reactions, motives, personal traits]

[vii] Sensing relationship of strife, place, cause and effects, events and characters:

[viii] Anticipating outcomes

[ix] Recognizing author's tone, mood, and intent;

[x] Understanding and drawing comparisons and contrasts

[xi] Drawing conclusions or making generalization

[xii] Making evaluations.

Bartlette (1968), who sees comprehension skills as being hierarchically ordered, identified five categories which include:

[i] Literal comprehension

[ii] Recognition

[iii] Inference

[iv] Evaluation

[v] Appreciation

Another view of reading comprehension is Herber's [1970]. He identified three levels of reading comprehension. These are literal, interpretive, and applied levels. At the literal level, students decode words, ascertain specific meanings depending on content and see relationship among words. The interpretive level stresses relationship for what the author had in mind in his writing. At the applied level, the reader goes beyond the text information and creates new relationships that deepens his understanding and extends his view.

Unoh [1983] also identifies three levels which he calls factual level, interpretive level and applicative level. Unoh[1983] shares the view of Herber[1970] about the

number and nature of comprehension.These include literal,inferential and critical levels. To the literal level is simple, uncritical reproduction of what has been read. He sees the second level as involving drawing of inferences, discovering implications and reading between the lines. The third level he considers to entail evaluation and application of what is read involving rigorous, critical judgement.From the foregoing, the researcher is of the opinion that one can consider reading comprehension under four broad levels, namely;literal or factual level, interpretive or inferential, evaluative or critical level and creative level.

The literal level is concerned with ideas or facts that are directly stated in the selection. It involves identification of and recall of main ideas and detail. In essence the literal level requires "reading the lines" as it merely calls for understanding of word meaning, sentence meaning and paragraph meaning. This level according to Roe, Stoodt and Burns [1978] is said to be the basic level on which the other levels of comprehension depends. The reader is expected to arrive at understanding not directly stated in the text. The evaluative or critical level, requires that the reader makes judgement about the quality, value, and validity of the content he is reading. The creative reading is thinking beyond the lines of print. Creative reading is a deliberate effort to go beyond the information read, to find new ways of viewing ideas, incidents, or characters that may stimulate novel thinking and production.[Roe et al 1978].

The foregoing has clearly demonstrated the complex nature of reading and reading comprehension. Dillner and Olson [1977] capture this fact in their observation that the "complexity of the thinking process and the connection between thinking and

reading is one reason why no single set of descriptors for the comprehension skills has ever been agreed upon" (P.15)

2.5 READING COMPREHENSION STRATEGIES

According to Oyetunde[1986], three main factors affect reading comprehension, the readers' background knowledge, the linguistic input of the text, and the quality of attention that a reader gives to the text. This section intends to highlight those strategies and ways in which students' abilities in the three levels of comprehension can be developed.

2.5.1 QUESTIONS

Most teachers use questions in dealing with comprehension. Questions are used to assess pupils' understanding of what they have read. Secondly, questions are asked as a teaching device. Through questioning, pupils can operate at three main comprehension levels: literal/factual,inferential and critical.

[a] Literal questions call for a recall of information that is explicit in one text. Question words like who? what? where? How many"? How? usually demand for literal information.

[b] Inferential questions are very important in teaching comprehension. It makes pupils read between and beyond the lines in order to comprehend materials. Virtually all texts require readers to go beyond that which is explicitly stated because texts are not, nor can they be fully explicit. If writers did not assume that

their readers approach written material with some knowledge of the word and with the ability to apply that knowledge in understanding the text,then writers would have to be so verbose that readers would become bored quickly.

Inferential questions task the reader in two ways: ability to infer relationships i.e. to connect two or more ideas that are implicit in the text and the ability to bear on the content of one's reading. Here are examples of inferential questions which the teacher can use before, during or after the reading.

Is this same as...?

Why not?

What will...and...lead to?

What justification for-does-the author give?

If...continues to...what is likely to happen?

What would happen if...?

What facts in the passage tend to support the idea that,...?

What does the behaviour of-tell you about him?

What events lead to...?

Why?

Critical questions

Here, a reader is required to evaluate or pass judgement on the content of the passage. Some Critical questions include:

Did you enjoy the story of...?

For what reasons?

In the passage, the author tells us that... is this a fact or the author's opinion? How do you know?

Is this a true story?

In this research, the comprehension questions were constructed so as to reflect the three levels of comprehension.

2.5.2 PURPOSE SETTING

This researcher is of the opinion that the teacher can use purpose setting to motivate his pupils. Pupils should be made to cultivate a purpose for their reading so that the process can be meaningful to them. There should be guidelines as to what they should look for. The purpose suggests the reading strategies to employ. It can be established by asking appropriate pre-reading questions so that they can look for specific information in the text. This researcher is also of the opinion that it helps focus pupils' thinking so that they understand and recall information from reading. Reading that lacks this tends to be random and less meaningful. Purpose helps the readers actively seek understanding. They can help pupils send out important and unimportant information and to organise information.This researcher is of the opinion that teachers must always pinpoint the purpose for having pupils complete any reading activity. The main objective of a lesson should focus on the learner and not the teacher because behavioural objectives describe outcomes or performances that the pupils should accomplish as a result of their participation in the lesson.

In teaching reading comprehension, there should be pre-assessment as this will

help to identify the pupils who already know the subject matter to be taught.One legitimate task of a pupil who already knows the content matter would be to act as a resource person for the pupils who have not yet learned the subject matter. Such pre-assessment could be in a form of mini-tests or informal response in class. Post-assessment is the most important factor in teaching reading comprehension. This enables the teacher to see if objectives have been achieved. The format used for this assessment has been earlier on mentioned. It is through questioning.

It is important to carefully plan the reading instruction activity. It gives help to the teacher when teaching the same content at a later time. If the reading lesson is carefully planned, any idea that needs to be improved on could be done easily. Identifying problem words can be a big help to the reader. By reminding the pupils of words that do exist and that they might not know, the teacher can help the pupils read the materials in an easier manner. When the pupils begin to read the passage, they should be reminded to read for a specific purpose, and should be told what specific task they will be required to perform after reading.

This researcher is of the opinion that oral and silent reading of text should be included in the reading instruction so that pupils can answer specific questions related to the purpose for reading. Oral reading implies the practice of asking pupils to locate answers to specific questions and reading them aloud for the benefit of the teacher and the remainder of the class. In this way, the teacher gives the pupil a chance to prove he knows the answer.

2.6 SCHEMA THEORY OF READING

Schema is defined as an element in an organism's cognitive structure with which the organism interacts with the physical environment. The cognitive structure is metaphorically referred to by Smith[1973] as "the theory of the world in the head"or"everything that we know" Applying schema theory to language comprehension, Adams and Collins[1985] hold the view that:

> A fundamental assumption of the schema-theoretic approach to language comprehension is that spoken or written text does not in itself carry meaning. Rather, a text only provides directions for the listener or reader as to how he should retrieve or construct, previously acquired knowledge. The words of the text evoke in the reader associated concepts,their past inter-relationships, and their potential inter-relationship. (Pg 23)

Reading or listening, therefore,is a matter of bringing a store of experience into a text in order to get meaning out of it. Two parties are normally involved in any communication system the producer and the receiver. At the production end is the writer while the reader is the receiver,in the case of written communication. The ideas, concepts, opinions, facts or what the communication theorist calls "message" expressed by the author originates from accumulated experience.As noted by Leedy[1956], the writer is mining his own mind and heaping the nugget on the print which he leaves for the reader to explore and discover. If the reader must understand the message as intended by the author and receive the necessary impact, his experience of the text must approximate the author's. As observed by Anderson[1985], the click of comprehension occurs only when the reader evolves a schema that explains the whole message.Thus, a reader's schema affects both learning and remembering of information and ideas in a text. Six functions of schemata have been proposed by Anderson and

Pichert (1978). They are to:

[a] provide ideational scaffolding for assimilating text information;

[b] enable inferential elaboration;

[c] allow orderly searches of memory;

[d] facilitate editing and summarising;

[e] permit inferential reconstruction; and

[f] facilitate selective allocation of attention.

Thus, the importance of schemata as the foundation and facilitator of comprehension, is highlighted. It is basic in the acquisition of some comprehension skills such as identifying the main ideas, details, sequence, cause-effect relationship, following directions, making inferences, identifying facts, fiction and opinion and making generalization and conclusion. Many researchers have proved that the schema is all-important in enhancing comprehension Anderson and Pichert, 1978; Adams and Collins, 1985, Singer and Doulan, 1985; Tierney and Pearson,1985). While Anderson and Pichert emphasize schema activation, Adams and Collins draw attention to the greater need for schema construction which is equivalent to learning. Tierney and Pearson raise the interesting issue of the schema engagement which goes beyond mere availability of passive schemata.

From the above one can define a schema as a mental structure consisting of relevant individual knowledge, memory and experience, which allows us to incorporate what we encounter into what we already know. In this researcher's view, a schema in reading can be likened to that factor which enables an individual to fit together the

various parts of a jigsaw puzzle. In reading, a schema enables the reader, as he interacts with the written text, to provide the frame-work for organising incoming information and retrieving stored information, select important information in the text, make some inference and search the memory in an orderly fashion in order to aid comprehension.

A review of the theoretical standpoint of reading has revealed clearly that the reader needs a relevant schema to be able to comprehend a given text. Experiential background appears to be the most powerful factor that brings forth the schema.

2.7 STUDIES DONE ON SCHEMA OUTSIDE NIGERIA

The relevance of reading comprehension to national development is of immense importance to third world countries. Therefore,a full understanding of the reading comprehension process of the second-language learner and how this process may be enhanced is necessary. Many researchers in the Western world have investigated the relationship of background knowledge and reading comprehension. Bartlett's(1968) schema theory, which is relevant to reading comprehension has found credence in subsequent studies by Anderson (1978,1985) and,Adams and Bruce(1982). These studies have centred on the way schema theory relates to the young reader. For instance, Adams & Bruce (1982) in their study found that eight-grade students' correct interpretation and expansion of the text was related to their background knowledge.

The importance of familiarity with syntactic patterning to reading achievement is also evident in Mackinnon's (1959) research. In a detailed study of beginning readers,

he observed that children attempted to substitute syntactic patterns which they had previously read and were familiar with in place of unfamiliar reading materials.

A study by Ruddell (1965) at the fourth grade level examined the effect on reading comprehension of written patterns of language structure which occur with high and low frequency in children's oral language.By controlling the vocabulary difficulty, sentence length and subject matter content in a series of reading passages, the relationship between reading comprehension and pattern complexity was examined. Reading comprehension scores on passages written with high frequency patterns of language structure were found to be significantly superior to comprehension scores on passages written with low frequency patterns of language structure. Thus one could say that a child's understanding of the sentence structure is expected to enhance his ability to narrow alternate word meanings and this contributes to comprehension.

From the early study of mistakes in paragraph reading of sixth grade children, Thorndike (1917) noted that understanding a paragraph is dependent upon the reader's selection of the right elements and synthesizing them in the right relations. The child's ability to comprehend material, whether written or spoken, would seem to be a function of his ability to see the relationship between key elements in the sentence. Similarly, it is this researcher's opinion that relating various subordinating elements to the central idea of a sentence is of basic importance for comprehending a discourse. Miller et al (1951) and Miller (1962) have demonstrated that words in context following a similar grammatical pattern are perceived more accurately than when in isolation.

From the above studies, it can clearly be understood that background knowledge

influences reading comprehension. However, these studies have not been confirmed in the Nigerian context. The present study attempts an application of the schema theory through the use of DRTA approach in order to find out whether or not this approach will have any significant effect on pupils' reading comprehension.

2.8 GUIDELINES FOR HELPING CHILDREN LEARN TO READ

It is important to begin reading instruction only when children are ready. The three important reading readiness factors that may influence the extent to which children learn to read are: children's experiential background,language facility and interest in reading[Oyetunde 1991].Children will have great difficulty learning to read if they do not have the necessary background experience. That is, if the concept expressed by the words you are teaching your children to read are not within their immediate experience, they will have difficulty learning to read these words. It is therefore important, especially at the beginning stages of teaching children to recognize words, that you expose them only to words that are personally meaningful to them. The researcher opines that teachers have the responsibility of ensuring that children come to the reading task with a rich background of experiences which they can use to make sense of the printed words. It is important that before teachers begin to teach reading to children, that they ensure that the children can understand and speak the language in which they are learning to read.

The researcher observed that many teachers make the mistake of trying to teach children to read words in English before they can understand and speak them. The

researcher opines that attention should continue to be given to developing oral language in children even after they have passed the beginning stage of learning to read. This is because the vocabulary and language structures used in books continue to become advanced with each year of schooling.An important activity for doing this is to read aloud to them regularly and to give them the opportunity to discuss what has been read to them.

Reading is a meaningful activity because of communication between the author and the reader. Teachers should, therefore, ensure that each and every reading activity introduced to pupils reflect the fact that the purpose of reading is to make sense of print. Teachers should remember that the way they teach pupils to read has an important influence on whether or not they will view reading as a meaningful activity. The written form of words has meaning for children only to the extent that the children are familiar with those words in speech. It is important that our reading instructional activities lead children to see printed words as speech written down.

There is tendency among many teachers to confuse the teaching of reading with the teaching of English Language.For example, it is common practice to explain the meaning of words while teaching children to read them.

The researcher is of the opinion that children will learn to read best if their early reading books not only contain words, phrases that march their level of language development, but also express concepts or ideas that fall within their range of experiential background.

Another mistake that is often made by many teachers is to use oral reading as

an opportunity to correct a child's pronunciation. It is important to keep in mind that the essence of reading is understanding, and we do not have to read aloud, or even to pronounce each word perfectly, to understand what we are reading. If the reading lesson is used only to teach pronunciation, the child is likely to concentrate only on the way he calls words rather than getting meaning from what he is reading.

Reading should be taught as an enjoyable activity. Children should not be rushed or forced to read. Teachers must be constantly alert to the possibility that the books they are using may be too difficult for some children, and must be prepared to use simpler books whenever necessary. Teachers should praise and encourage children, especially poor readers. Teachers should expose children to books that are meaningful and enjoyable.

As the saying goes, examples are better than precepts. Children need to see that reading is important and it is not enough just to tell them so. They need to see their teachers enjoying reading and displaying enthusiasm for reading.

Learning to read is a continuous process, and reading skills continue to grow if children receive adult guidance and support at every stage of their reading development. Part of the role of the teacher is to expose children to a wide range of reading materials. It is also important to encourage children to attempt books which are advanced enough to stretch their skills.

2.9 SITUATION OF READING IN NIGERIAN PRIMARY SCHOOLS

Many researchers have investigated reading in Nigerian primary schools. In their studies, many have discovered some problems associated with reading in different schools. Some of such problems include:

[a] Language Problems

Many Nigerian primary school teachers are not competent to teach effectively in English language. For example, in Etim's[1985] survey of English teaching conditions in some selected primary schools in Jos metropolis, 74% of the 70 teachers studied indicated that they could teach more effectively in Nigerian language than they could teach in English language.

This type of situation compounds the student's problem of acquiring English as a second language.

[b] Poor reading standard

The findings of the study conducted by Umolu and Mallam[1983],using 300 pupils drawn from five local government schools in Plateau state, showed that LEA school pupils did not begin to read until they reached primary three. The pupils finished primary class six with a mean reading level of primary one.

Dubey [1982] in her study of reading performance at the primary school level found that 50% of the class five pupils sampled at Samaru were unable to read primary one work when assessed. She claimed that teachers had limited

instruction on how to teach reading.

Gamut's[1985] study of word recognition of high frequency words of primary classes one and two pupils in Jos Area showed that children in class one LEA schools were only able to read an average of eleven out of one hundred words while primary class two children studied in LEA schools could only read an average of twenty out of 100 words. One wonders whether the children found it difficult to understand,whether they had particular problems or whether their teachers lacked the proper approach and techniques for teaching reading.

Lawal 1982, 1991 in his studies of reading performance at the Primary School level found that majority of the pupils were low level readers. He suggested the need to overhand our teacher-training curricula and re-assess the professional needs of teachers of language arts with particular focus on reading.

[c] Many researchers have asserted that teachers contribute to reading inefficiency in Nigerian Schools; Abiri[1983] said that "Primary school teachers including the professionally trained ones have had little or no guidance in the teaching of English reading". This found support in Dakur's[1983] investigation into reading instruction in Jos metropolis. Her study showed that many Grade II teachers in primary schools lacked knowledge of different aspects of developmental reading instruction. 95% of her subjects taught no word recognition skills and only 15% of them helped pupils with study skills. This is probably due to the fact that those teachers lacked the knowledge of

Developmental Reading Instruction. However, the study confirmed Unoh's[1983] statement that "there is the problem of inadequate teachers of reading in our schools." (p.19). Researchers like Taiwo (1980) and Walsh (1983) have observed teachers in schools and have suggested that teachers should be better trained to make them aware of the fruitful techniques so that they can function more effectively in reading instructions.

Olaiya (1985) suggested in his study that Grade II Teachers College Trainers in reading methods should be only those specifically trained in the course for primary education at higher level, and not those trained for post primary school course alone. He affirms that if teachers were prepared to deal with peculiar reading problems of children in early education, many cases of reading problems can be overcome.

Macauley (1982) called for an adequate training of teachers who will help implement reading programmes.According to her, children in a bilingual learning situation have peculiar difficulties in learning to read through no fault of theirs. They acquire and speak their mother-tongue but they are forced to read in the second language. This situation does not encourage early acquisition of reading skills .

Many studies have shown that Nigerian pupils have various reading problems. This means that they are not proficient readers. Part of the reason for this inefficiency is attributed to the students and a greater part to the method being adopted by teachers in teaching reading. Taiwo (1980) says because of the poor rate of reading and general apathy to written texts, pupils cannot be efficient readers. He remarked that reading comprehension is never really taught to pupils. He contends that the Nigerian teacher

never really prepares to teach reading comprehension and is usually at a loss with regard to what to do during formal reading comprehension sessions. Another problem associated with reading inefficiency is parents. Nigerian parents could be divided into two groups; the literate and the illiterate with the latter constituting the largest number. Most students from educated backgrounds have access to reading facilities such as readers, novels,newspapers and magazines and other electronic gadgets such as [radio and television]. In addition to these facilities, the parents encourage their children by praising their efforts in the reading task.

Consequently, children from this background in most cases perform better in reading comprehension in the school though there are exceptions to this rule. On the other hand, students from illiterate home background have little or no access to reading facilities because their parents do not have the means or the knowledge of how to help their children.

This present study has made use of a new approach (DRTA) to stimulate pupils to make use of their natural abilities to facilitate the comprehension of passages.

2.10 REVIEW OF INSTRUMENT TO BE USED IN THIS STUDY

2.10.1 THE CLOZE TEST

The term 'cloze' was originally chosen on the assumption that the cloze procedure draws upon the psychological phenomenon of Gestalt, that is, the tendency of the mind to fill in gaps in what it perceives. However, it is now recognised that just as reading is primarily a language rather than a visual perception task so also is the cloze

procedure a cognitive language perceptual task rather than a visual perceptual task. Therefore, in completing a cloze test, Rye (1982) argues that in using cloze, the reader has reason and constructive suggestions to fill the gap on the basis of the evidence derived from the context. It is true that there are grammatical 'patterns' in language. The reader's inmate ability to produce grammatically appropriate sentences will help determine the grammatical class of the words to be produced. However, the completion of meaning,,based on understanding and reasoning is a cognitive task.

The recognition of the role of prediction in the reading process, which was first highlighted in psycholinguistic theory, supports the assertion that the cloze procedure involves processes which are similar to those involved during natural reading.

The cloze procedure is employed in this study because researchers have recognised its value as a valid and reliable assessment technique both in the first language and second language (Oller,1971). Cloze has been documented as discriminating effectively between 'good' and 'poor' comprehenders; and between high and low achievers (Smith 1978). Thus one can safely assume that a good reader will perform better on a cloze reading comprehension task than would a poor one. The advantage of cloze is that it takes into account the interactions between the reader and the material in a particular reading situation: close measures the difficulty of questions about the passage. It measures what the reader actually brings to the passage in terms of content knowledge. The cloze procedure has been found to be a reliable, valid, highly efficient (easy to construct, administer and score) instrument for measuring readability (Oller, 1971).

In this study the cloze test was based on a passage titled "A Storm" The fifth word deletion ratio was used. There were fifty-five blanks in all.

2.10.2 WORD RECOGNITION

Word recognition has proved a useful tool for determining pupils reading ability when a word is presented and pupils say the appropriate word, it means the word has been recognised.

In the word recognition test, used for this study, twenty words that were crucial to the understanding of the passage were written on flashcards and pupils were asked to identify the words in the passage. Here pupils may use as aid for recognition some unusual or striking characteristic of the word. He may use word length as one of the characteristics to identify the words. He may note the tail of the word or the beginning letter.

In this study the word recognition test was based on a passage titled, Ibadan the sight of a big city.

2.10.3 RETELLING

There is growing interest in retelling among reading researchers. Evidence of this is the recent researches which present methods of analysing retelling. Smith (1978) and Asuku (1989) reported testing the value of retelling in the classroom.

Retelling has been most widely used in the study of comprehension and in particular reading comprehension, where retellings are often referred to as 'recall

protocols'. But recall is only part of the retelling because when students tell you a story they have read, they are also creating a new narrative and so it becomes a unique story with a unique structure (Smith 1978). Retelling can specifically reveal the point or points students see in the stories they read. Some may recall little of the story but communicate a point while retelling. Others may recall a good deal more and yet communicate largely the same point.

The retelling test used in this study was based on a passage titled "The bag and the sandal"

2.11 TEACHING PROCEDURE FOR DRTA AND VOCABULARY APPROACHES

This section deals with the teaching procedure for DRTA and vocabulary method.

2.11.1 DRTA APPROACH

Four reading comprehension passages were taught. Before the first reading, pupils were asked some prior knowledge questions. After the first reading, pupils were asked, " What new information did they learn about the passage?" By so doing pupils were being provided a clue to relate their prior knowledge to the new information.

TEACHERS' GUIDE

Teachers were made to instruct pupils based on the following guidelines and prior knowledge questions provided by the researcher.

[a] PASSAGE I: A STORM

1. You are going to read a passage about 'A storm'
2. You are going to read about what a storm is
3. *What causes storm and*
4. The possible effect of storm

Before you read the passage, I would like to ask you some few questions.

PRIOR KNOWLEDGE QUESTIONS

1. *Can any one tell me what a storm is?*
2. What else do you think of when you talk of storm?
3. What happens when there is a storm?
4. Can anyone tell me what possible damages a storm can cause?

[b] PASSAGE II: IBADAN

1. You are going to read a passage about Ibadan
2. What the big city looks like
3. Things you see in the town

But before you read the passage, I would like to ask you some few questions.

PRIOR KNOWLEDGE QUESTIONS

1. Have you ever heard of the city called Ibadan?
2 What tribe lives in Ibadan?

3. What part of the country is it located? Is it located in the North, South, East or West?
4. What do you know about the people of this city? [e.g. How do they dress? What kind of food do they eat?]

[c] PASSAGE III: THE BAG AND THE SANDAL

1. You are going to read a passage about the Bag and the Sandal. You are going to read about:
2. How Victoria lost her bag
3. How angry the mother was
4. How Victoria's brother tore his sandals

But before you read the passage, I would like to ask you some questions.

PRIOR KNOWLEDGE QUESTIONS

1. Have you ever lost anything?
2. Where did you lose it?
3. Did you tell your mother?
4. What was your mother's reaction?

[d] PASSAGE IV : ADAMU'S ADVENTURE

1. You are going to read a passage about Adamu's adventure
2. How Adamu travelled by rail

3. How he was accused of stealing 50k

4. How he was saved from the embarassing situation.

But before you read the passage, I would like to ask you some questions:

PRIOR KNOWLEDGE QUESTIONS

1. Have you ever travelled by rail?
2. What was your experience like?
3. Did anything unusual happen to you?
4. Did you make any new friends?
5. Did you enjoy the journey?

2.11.2 VOCABULARY APPROACH

The vocabulary method as earlier mentioned is one of the commonest methods widely in use in teaching pupils reading comprehension in schools. It is a method whereby a teacher makes a list of the 'difficult' words pupils are likely to come across in the passage. These words are then defined and explained to pupils. Sometimes a teacher may also ask pupils to read the passage and pick out the difficult words for discussion.

After the explanation of the difficult words, the passage is read aloud to pupils and the comprehension questions answered by pupils.

In this study, pupils were asked to read the passages and make a list of the words that were new to them. The new words were defined and explained.

2.11.3 PROCEDURE

(a) Teacher asks pupils to read the passage silently and pick out words they consider difficult.

(b) Teacher writes the difficult words on the blackboard.

(c) Teacher drills pupils on the correct pronunciation of the difficult words.

(d) Teacher picks the words one by one and asks pupils to give the meaning of the words. E.g. What is the meaning of the word 'storm'? What is the meaning of the word 'huge'? What is the meaning of the word adventure? etc.

(e) If pupils are not able to define the words, teacher will give her definition.

(f) Teacher then reads the passage aloud to pupils' hearing.

(g) Teacher asks pupils to read the passage silently again and answer the questions that follow after the passage.

2.12 SUMMARY

In this chapter, the nature of the reading process, psycholinguistic perspective of reading, the nature and levels of reading comprehension, reading comprehension strategies, schema theory of reading, studies done on schema outside Nigeria, guidelines for helping children learn to read, the situation of reading in Nigerian Primary Schools have been reviewed. The chapter concludes with the teaching procedure for DRTA and vocabulary method.

CHAPTER 3

3.0 RESEARCH DESIGN AND PROCEDURES

3.1 INTRODUCTION

This chapter discusses the population, sample, instruments, research design and the data collection procedures.

3.2 THE POPULATION

The population for this study comprised the primary schools in Kaduna North and Kaduna South Local Government Areas. Kaduna North had a total number of forty[40] schools with 48,058 pupils while Kaduna South had a total number of twenty-eight schools with 47,864 pupils, as at 1993. The pupils comprised both boys and girls.

3.3 SAMPLE AND SAMPLING PROCEDURE

The validity of a research is often affected by the size of the sample and the method of selection. In educational research,it is not always possible to manipulate a whole population especially if such a population is very large. Dalen [1973:318] explains that since most educational phenomena consist of large number of units, a researcher cannot always test or observe each unit. He recommended sampling as a way of solving the dilemma because, according to him, it helps a researcher select representative units from which he/she can gather data that permit him/her to draw inferences about the nature of the entire population.

This being an experimental study, therefore, and because of the large size of the population involved, the researcher decided to randomly select two schools using the table of random numbers. The two schools are namely; Angwan Kudu primary school in Kaduna North with an enrolment figure of 2,770 pupils and Barnawa 1 primary school in Kaduna South with an enrolment figure of 2,911 pupils. The two schools selected are located far apart geographically. This is to minimize interaction between the pupils of the two schools. Forty pupils were randomly selected from two hundred pupils, [20] pupils from each school.Twenty pupils were used for this study based on the assumption that the mean performance of pupils is likely to vary if one randomly selects twenty pupils per school.

According to Borg and Gall [1979], in a causal comparative and experimental research, it is desirable to have a minimum of fifteen [15] students in each group to be compared. Ndagi [1984] also pointed out that the mean computed from any random sample of twenty pupils could be considered an unbiased estimate of the population mean.

Primary five [5] pupils were used because they are expected to have passed the word recognition stage of reading. The two teachers who taught the classes were judged to be similar or comparable in teaching ability,on the basis of their qualification as Grade II [pass] teachers. The teachers were adequately briefed for two days before the commencement of teaching.

3.4 RESEARCH DESIGN

The pre-test post test control group experimental design advocated by Cambell and Stanley (1963) was used for this study. Represented graphically, the design entails.

R O x O

R O O

X = Exposure of group to an experimental variable or event, the effect of which are to be measured.

O = Some process of observation or measurement.

R = Random assignment to ensure pre-treatment equality of groups.

The Xs and Os in a given row are applied to the same specific persons. The Xs and Os vertical to one another are simultaneous. The left to right direction indicates the temporal order.

As the design above implies, the study is experimental. It involves the use of the DRTA as the new teaching approach (treatment) and the vocabulary method as the traditional method (control).

3.5 INSTRUMENTS

The data for this study were gathered through tests. Four tests were used namely cloze, word recognition,retelling and reading comprehension tests. All the tests were administered personally by the researcher.

3.5.1 CLOZE TEST

Care was taken to select a passage that was within the pupils' experience. The passage, "A Storm" was taken from the Oxford English Course Book Five in use in the school. The passage was considered the most suitable for cloze test.

The fifth word deletion ratio was used irrespective of the class of words invovled. The first two sentences of the passage had no deletion. This is in order to get the pupils introduced to the main idea in the passage.

There were fifty-five blanks in all in which the pupils were expected to complete. No alternative was accepted in this study. This was done to avoid any confusion that might arise from near-misses. Moreover, the words deleted were placed in a random order on the top of the page to aid pupils in filling in the blanks. The cloze test was scored over 100.

Before this exercise, a practical example of what pupils were expected to do was given using the passage on "The big Wave"[See appendix 1].

First the passage was read aloud to pupils and then pupils were asked to read silently and fill in the missing words. Pupils were given 65 minutes to complete the test. The passage was about a family, Mr and Mrs Bako, who encountered a rain-storm on a journey.

3.5.2 WORD RECOGNITION TEST

This test was based on a passage titled "Ibadan: The site of a big city". Twenty words that were crucial to the understanding of the passage were selected and written

on flashcards and pupils were asked to identify the words on the passage.

First, the passage was read aloud to pupils. Pupils were then shown some words on flashcards and were asked to identify the words on the passage. Pupils were given 65 minutes to complete this test. The passage was selected from the New Oxford English Course Book Five page 33 in use in the school. The passage was about a city called Ibadan, one of the biggest cities in Nigeria. The city was described in detail.

3.5.3 RETELLING TEST

The passage titled "The bag and the Sandal" was used for retelling. The passage was about a girl called Victoria who lost her bag and Sandal while playing with her friends in school.

First, the passage was read aloud to pupils. They were then asked to read silently and answer the questions.The focus was on the general statement and the main ideas. The test was scored over 100. The passage was selected from the New Oxford English Course Book Five in use in the school. Pupils were given 65 minutes to complete this test.

3.5.4 READING COMPREHENSION TEST

This test was based on a passage titled "Adamu's adventure". The passage on (page/66) was selected from the New Oxford English Course Book in use in the school. The passage was about a ten-year-old boy called Adamu. He lived in Jos with his grandmother. He had an unfortunate encounter. He was accused of stealing 50k.

The comprehension questions were designed by the researcher so as to include literal, inferential and critical questions.

3.6 ADMINISTRATION OF INSTRUMENT

The administration and data collection were done in the months of March, April and May 1993 personally. Four different kinds of tests were administered to pupils: cloze, word recognition, retelling and reading comprehension tests. The four tests were administered to pupils prior to their being taught. Pupils'scores were recorded. This enabled the researcher to categorize pupils into two groups : above average and below average. The table of random numbers was used to select five boys and five girls from the above average group and five boys and five girls from below average group, making a total of twenty pupils from each of the two schools. The categorization of pupils was done in order to have a wide range of abilities. Pupils were then taught using the vocabulary approach and the DRTA approach for twelve [12] weeks. The DRTA approach was used in school A, while the vocabulary approach was used in school B. A post-test was administered after twelve [12] weeks of teaching. Pupils' scores were recorded and analysed.

3.7 PROCEDURE FOR DATA ANALYSIS

The data collected were analyzed using means, standard deviation and the t-test.

[a] **MEAN**

The mean [x] is a measure of central tendency. It is used to describe the average of an entire sample of scores. The mean of pupils' scores in this study was calculated by dividing the sum of scores by the number of pupils used for the study.

[b] **STANDARD DEVIATION**

The standard deviation[SD] is the measure of variability most often used in research. The standard deviation measures the extent to which scores in a distribution,on average deviate from their mean. This was done by subtracting each score from the mean. The resulting deviation scores were then squared and entered into a formular to yield the standard deviation. The mean and standard deviation, taken together, give a good description of the nature of the groups in this study.

[c] **THE T-TEST**

In order to retain or reject the null hypotheses formulated in this study, the t-test was used at 0.05 level of significance. The 0.05 level of significance was used as a basis for accepting or rejecting the null hypotheses.

The t-test was used because of the following reasons;

[i] There are two groups of pupils i.e. vocabulary group and DRTA group.

[ii] The sample is small i.e. 20 pupils from each of the two schools used.

[iii] The population under study is normally distributed.

[iv] The population is parametric.

3.8 VALIDATION OF INSTRUMENTS

To test the validity of the instruments, a pilot test was carried out by the researcher using twenty (20) pupils from two schools that were not used for the study. The four different tests (cloze, word recognition,retelling and reading comprehension tests) were administered. The pilot test revealed the need to modify the cloze test by placing words deleted in a random order. It also revealed the need to read aloud passages to pupils' hearing.

The opinion of teachers on the tests was sought in order to determine areas pupils might likely find difficult to interpret or ambiguous. The teachers' observations helped the researcher to reframe and modify the questions that were vague and ambiguous. Most of the questions were set in objective format to ensure reliability of scoring and grading. Majority of the pupils who could not complete the tests within 45 minutes were given extra 20 minutes during the pilot test.

3.9 SUMMARY

The population, sampling technique, instruments, administration of instruments, research design and procedure for data analysis as well as validation of instruments were discussed. The next chapter deals with data presentation and analysis.

CHAPTER 4

4.0 DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 INTRODUCTION

In this chapter, the data collected were presented statistically and analysed using t-test.The aim was to determine the extent to which improvement was brought about by each of the two methods and also to determine which of the two methods was more effective in teaching reading comprehension.

In the first section of the chapter,the means and standard deviations of scores obtained in the four tests were presented.In the second section,the hypotheses were tested using t-test.

4.2 DATA PRESENTATION

TABLE 4.1

The means and standard deviation of the scores of pupils in the pretest.

N=20

TESTS	APPROACH	$\bar{X}$	SD
Test No 1 Cloze Test	DRTA Approach Vocabulary Approach	46 49	12.81 13.38
Test No 2 Word Recognition Test	DRTA Approach Vocabulary Approach	48.50 49.50	10.14 10.63
TEST No 3 Retelling	DRTA Approach Vocabulary Approach	58.50 48.50	8.65 7.92
Test No 4 Reading Comprehension	DRTA Approach Vocabulary Approach	47.50 46.50	13.14 12.50

$P \leq 0.05$

A careful observation of table 4.1 above,shows that the pupils' initial point of entry before the commencement of treatment is at par. In the four tests (cloze,word recognition, retelling and reading comprehension), the difference in the standard deviation of pupils' scores in the vocabulary and DRTA group is very little. One can therefore say that the pupils in the two groups are of equivalent reading ability at the point of entry.

TABLE 4.2 THE MEANS AND STANDARD DEVIATION OF PUPILS' SCORES IN THE POST-TEST.

N = 20

TEST	APPROACH	$\bar{X}$	SD
Test No 1 Cloze Test	DRTA Approach Vocabulary Approach	70.00 64.00	18.97 14.96
Test No 2 Word Recognition Test	DRTA Approach Vocabulary Approach	68.50 62.50	15.58 13.78
Test No 3 Retelling	DRTA Approach Vocabulary Approach	69.50 52.50	13.32 10.42
Test No 4 Reading Comprehension Test	DRTA Approach Vocabulary Approach	59.50 54.50	11.17 10.08

$P \leq 0.05$

Table 4.2 shows that the mean and standard deviation of the DRTA group appears to be higher than that of the vocabulary group. This is probably because of the prior knowledge questions. The vocabulary group was not given any prior knowledge questions. Therefore, one could say that the schemata of the vocabulary group were not properly activated thus,it did not function actively in the reading comprehension passages, as it did for the DRTA group.

In the cloze test, the mean of the DRTA group was 70% with a standard deviation of 18.97 while that of the vocabulary group was 64 and 14.96 respectively. One would observe that the difference between the two groups is not much here. One explanation that could be given for this is because of the nature of the test. The test had to deal with deletion of words and since the emphasis of the vocabulary method is on words,this aided the pupils to fill in the words that were deleted.

In the word recognition test, the DRTA group's mean was 68.50 and the standard deviation was 15.58. While that of the vocabulary group was 62.50 and standard deviation of 13.78 respectively.Again the mean of the DRTA group is higher. This is probably because of the use of prior knowledge questions. This helped pupils to understand the passage.

In the Retelling Test the DRTA group's computed mean was 69.50% and a standard deviation of 13.32 while the vocabulary group's mean was 52.50 and standard deviation of 10.42. The mean of the DRTA group is again higher than that of the vocabulary group. This again is probably because of the fact that the DRTA group was exposed to some prior knowledge questions. This sort of helped them to discuss some of the important events in the passage. In fact,the DRTA group were able to remember and synthesize relevant information than their counterparts in the vocabulary group.

In the reading comprehension test, the DRTA group had 59.50% mean and 11.17 standard deviation while 54.50 was the mean of the vocabulary group and 10.08 was the standard deviation. Again the mean and standard deviation of the DRTA group is higher than that of the vocabulary group. This again could be due to the fact already

mentioned above.

In order to determine the extent to which improvement was brought about by each of the two methods, the pre-test and post-test scores in the four different tests in each group are compared in Table 4.3.

Table 4.3 **THE MEAN AND STANDARD DEVIATION OF PUPILS' SCORES IN THE PRE-TEST AND POST TEST.**

N = 20

TEST	APPROACH	$\bar{X}$ PRE-TEST	$\bar{X}$ POST-TEST	SD PRE-TEST	SD POST-TEST
Test No 1	DRTA Approach	46	70	12.81	
Cloze Test	Vocabulary Approach	49	64	13.38	
Test No 2 Word Recognition Test	DRTA Approach	48.50	68.50	10.14	18.97
	Vocabulary Approach	52.50	62.50	9.66	14.96
TEST No 3 Retelling	DRTA Approach	50.50	69.50	8.65	13.32
	Vocabulary Approach	48.50	52.50	7.92	10.42
Test No 4 *Reading* Comprehension Test	DRTA Approach	47.50	59.50	13.14	11.70
	Vocabulary Approach	46.50	54.50	10.50	10.08

$P \leq 0.05$

Table 4.3 shows that there was a general improvement in the post-test result. This shows that both group performed better in the post-test.The mean of the vocabulary group in the cloze test was 46 in the pre-test and 70% in the post-test. The vocabulary group's mean was 49% in the pre-test and 64% in the post-test.

In the word recognition test, the DRTA group had a mean of 48.50% in the pre-test and a mean of 68.50% in the post test. The vocabulary group had 52.50% mean in the pre-test and 62.50% in the post-test. Both groups improved in the post-test.

In the Retelling test the DRTA group had 50.50% in the pre-test and 69.50% in the post-test.The vocabulary group's mean was 48.50% in the pre-test and 52.50 in the post test. Here again,both groups improved in the post test.

In the reading comprehension test, the DRTA group had a mean of 47.50% in the pre-test and a mean of 59.50% in the post-test. The vocabulary group's mean was 46.50 in the pre-test and 54.50 in the post test. One would observe that performance in the post-test was improved in the four different tests irrespective of the method that was used. In other words,the two methods were effective in teaching pupils reading comprehension although the DRTA showed better gains.

4.3 HYPOTHESIS TESTING

In this section, three hypotheses were tested using the t-test statistic.

4.3.1 HYPOTHESIS 1

The first hypothesis stated in the null form is:

There is no significant effect of the DRTA approach on pupils'reading comprehension.

This stated statistically is:

Ho : $\mu 1 = \mu 2$

H1 : $\mu 1 = \mu 2$

Where **$\mu 1$** is the mean of the DRTA approach at the pre-test and **$\mu 2$** is the

mean of the DRTA approach at the post-test. To test this hypothesis, the t-test statistic was used.

The summary of the computations is shown in Table 4.4

Table 4.4 COMPARISON OF PRE-TEST AND POST-TEST SCORE FOR DRTA APPROACH

[Treatment Group 1]

Group 1 DRTA APPROACH	TEST	$\bar{X}$	SD	t_{cal}	t_{crit}	df
Test No. 1 Cloze Test	Pre-test Post-test	46 70	12.81 18.97	3.71	4.69	38
Test No. 2 Word Recognition Test	Pre-test Post-test	48.50 68.50	10.14 15.58	3.49	4.81	38
Test No. 3 Retelling	Pre-test Post-test	50.50 69.50	8.65 13.32	2.37	2.63	38
Test No. 4 Reading Comprehension Test	Pre-test Post-test	41.50 59.50	13.14 11.17	4.03	4.67	38

$P \leq 0.05$

From Table 4.4, the observed t-values were found to be significant at 0.05. Therefore, the Ho which states that there is no significant effect of the DRTA method on pupils' reading comprehension is rejected. So one could say that there was significant improvement in pupils' reading comprehension with the DRTA approach.

4.3.2 HYPOTHESIS 2

The second hypothesis stated in the null form is:

There is no significant effect of the vocabulary approach on pupils' reading comprehension.

This stated statistically is :

Ho : μ1 = μ2

H1 : μ1 = μ2

Where **μ1** is the mean of the vocabulary approach at the pre-test and **μ2** is the mean of the vocabulary approach at the post-test.

To test this hypothesis,the t-test was used.The summary of the computations is shown in Table 4.5

Table 4.5: COMPARISON OF PRE-TEST AND POST-TEST SCORES FOR VOCABULARY [GROUP 2]

N=20

Group 2 [Vocabulary]	TEST	$\bar{X}$	SD	t_{ca}	tcr	df
Test No. 1 Cloze Test	Pre-test Post-test	49 64	13.38 14.96	3.68	3.34	38
Test No. 2 Word Recognition Test	Pre-test Post-test	52.50 62.50	9.66 13.78	2.23	1.59	38
Test No. 3 Retelling Test	Pre-test Post-test	48.50 52.50	7.92 10.42	2.18	1.37	38
Test No. 4 Reading Comprehension Test	Pre-test Post-test	45.00 49.00	10.72 7.68	2.14	1.36	38

$P \leq 0.05$

From the Table 4.3, the observed t-values were found to be significant at 0.05.

Therefore the Ho which states that there is no significant effect of the vocabulary method on pupils' reading comprehension is rejected and it can be said that there was *significant improvement in pupils' reading comprehension using the vocabulary* approach. This result indicates that pupils taught by the vocabulary approach gained significantly in the post-test.

4.3.3 HYPOTHESIS 3

The third hypothesis stated in the null form is:

There is no significant difference in the mean achievement of pupils taught using the

DRTA method and those taught using the vocabulary method.

This stated statistically is:

Ho : $\mu 1 = \mu 2$

H1 : $\mu 1 = \mu 2$

Where **$\mu 1$** is the mean of the DRTA and **$\mu 2$** is the mean of the vocabulary.

To test this hypothesis,the t-test statistic was used. The summary of computations are shown in Tables 4.6, 4.7, 4.8 and 4.9.

In order to compare which of the two approaches is more effective,the means and standard deviations of scores of the two groups[I&II] obtained in the four tests were compared as shown in Tables 4.6, 4.7, 4.8,and 4.9.

Table 4.6: COMPARISON OF THE TEST SCORES FOR THE TWO GROUPS FOR TEST NO 1 (CLOZE TEST)

N=20

Group	TEST	$\bar{X}$	SD	t_{cal}	t_{crit}	df
Group I DRTA Approach	Post-test	70	18.97	2.57	1.11	38
Group II Vocabulary Approach	Post-test	64	14.96			

≤ **0.05**

DRTA method and those taught using the vocabulary method.

This stated statistically is:

Ho : μ1 = μ2

H1 : μ1 = μ2

Where **μ1**is the mean of the DRTA and **μ2** is the mean of the vocabulary.

To test this hypothesis,the t-test statistic was used. The summary of computations are shown in Tables 4.6, 4.7, 4.8 and 4.9.

In order to compare which of the two approaches is more effective,the means and standard deviations of scores of the two groups[I&II] obtained in the four tests were compared as shown in Tables 4.6, 4.7, 4.8,and 4.9.

Table 4.6: **COMPARISON OF THE TEST SCORES FOR THE TWO GROUPS FOR TEST NO 1 (CLOZE TEST)**

N=20

Group	TEST	$\bar{X}$	SD	t_{cal}	t_{crit}	df
Group I DRTA Approach	Post-test	70	18.97	2.57	1.11	38
Group II Vocabulary Approach	Post-test	64	14.96			

≤ **0.05**

From tables 4.6, 4.7, 4.8, and 4.9 the observed t-values were found to be significant at 0.05 level of significance. Thus Ho which states that there is no significant difference in the mean achievement of pupils taught using the DRTA approach and those taught using the vocabulary method is rejected. One can say that the DRTA showed better and significant gains in the post test result, although the vocabulary group also gained as much in the post-test result.

4.4 DISCUSSION

In discussing the results of the study certain limitations must be acknowledged regarding the size of the sample of pupils, duration of the experiment and the number of passages selected. Nevertheless useful conclusions can be made. Results indicated that pupils taught using the DRTA approach performed significantly better than those using the vocabulary approach in the four reading comprehension tests. The post-test results,however,showed a general improvement as both groups showed improvement in the post test than they did in the pre-test, which is probably as a result of instruction and familiarity with the passages.

These results uphold those of Tierney and Pearson [1985] Goodman [1967], Adams and Bruce[1982], Anderson[1978], Obah [1985], Adams and Collins [1979] which have all stressed the importance of experiential background as indispensable in the comprehension of a text.

There was a general increase in the level of involvement and participation of pupils in the DRTA group because of the prior knowledge questions that were

discussed before the passages were read. In the DRTA lessons that were observed,pupils generally showed keen interest in the discussion. Each pupil was eager to share his/her own experiences with the class. The pupils that were taught using the vocabulary method were not exposed to any prior knowledge questions.They were only given definitions of words they considered difficult.Even this was teacher centred.It appeared as if the teacher memorized the meanings of difficult words in the passage.

The pupils' performances in the four[4] tests were generally low not because they lacked ability or because they are poor readers but because their prior knowledge was not activated. Hence,it did not function actively in the reading comprehension passages as it did for the DRTA group. It is also interesting to note that the DRTA group also performed better in the retelling test. Their retelling scores were higher than those of the vocabulary group. This goes to confirm the studies of Anderson[1985], Anderson & Pichert[1978]; Adams and Collins[1985];Singer and Doulan [1985] Tierney and Pearson(1985) which all pointed to the fact that the use of prior knowledge as emphasized by the DRTA approach helps pupils to select important information from the text and also encourages pupils to make use of their natural abilities to make and confirm predictions as they read. Teachers should therefore try as much as possible to discuss some prior knowledge questions with pupils before they go on to read the text. Pupils stand to benefit a lot if their schemata are properly activated. In fact one is apt to agree with Smith[1975]that there must be a point of contact between what a pupil is expected to know and what he already knows hence the need to adopt strategies in reading instruction that will ensure maximum utilization of the reader's experiential

background.

The vocabulary approach and the DRTA approach appear to complement each other as shown in the lessons in Appendix 1. From the observed and recorded lessons, DRTA approach could be used in every reading comprehension lesson, especially at the introductory phase of the lesson. This will help the teacher to find out what the pupils know about the content of the passage to be read. This the teacher could do by asking them some prior knowledge questions. If for instance, the reading passage is on "Elephant", the teacher could ask the pupils questions like: How many of you have ever seen an elephant? Can you tell us something about elephants? Do you like elephants? How does the elephant feed itself?

These questions will help pupils to relate what they already know about elephants to what they will learn in the reading passage. It is necessary for pupils to have background information about the content of a passage, otherwise they may have difficulty making sense of print. Through DRTA approach, the teacher leads his pupils to set a purpose for their reading. He also guides pupils to actively look for the relevant information. The DRTA approach also encourages concentration. The important reading strategy here is that of predicting, or anticipating the information the passage is going to contain. This approach provides training for pupils to become readers who are in the habit of reading for a purpose and who actively search for information.

The vocabulary approach is useful in exposing pupils to unfamiliar words, thereby increasing their vocabulary level. Here, the teacher prepares his lesson well ahead of time. He reads the passage several times so as to be able to pick out words

he feels would be unfamiliar to his pupils. There are different approaches to this. The teacher could treat the unfamiliar words without necessarily drawing the pupils' attention to them, or he could pick the words one by one and explain them. He could also explain the words in the context in which they appeared in the reading passage. For instance:

Teacher: What do we mean by storm?

Yes, Joseph!

Joseph: That means heavy rainfall.

Teacher: Read paragraph two and tell me what it says about storm.

Joseph: (Reads) It says "... They saw a huge cloud of dust coming towards them, carried on the great wind that was blowing in front of the storm. The storm broke over them crash!"

Teacher: Now can you tell me what a storm means?

Joseph: It means when there is strong wind and rain.

Teacher: Very good. It is a time of strong wind and rain.

An integration of the vocabulary approach with the DRTA approach will enrich our reading comprehension lessons. This could be achieved by using the DRTA approach during the introductory part of the reading comprehension lesson and then the vocabulary method after pupils' silent reading of the passage. See example below:

4.5 AN INTERGRATIVE THEMATIC APPROACH (COMBINING THE DRTA AND THE VOCABULARY APPROACH

Teacher guides pupils to have expectations for their reading by highlighting the following;

(a) You are going to read a passage about 'A Storm'

(b) You are going to read about what a storm is

(c) What causes storm and

(d) The possible effect of storm.

But before you read the passage, I would like to ask you some few questions (teacher guides pupils to relate what they already know about a storm to what they will learn in the passage through some prior knowledge questions.

Teacher: Can anyone tell me what a storm is?

(There will be several responses)

Teacher: Can anyone tell me what he/she thinks of when he/she hears the word 'storm'? What comes to your mind when you hear the word 'storm'?

(There will be several responses)

Teacher: What happens when there is a storm?

(There will be several responses)

Teacher: What possible damages can a storm cause?

There will be several responses

Teacher: Now you are all going to read a passage titled 'A storm"

Turn to page 144 of your text and read the passage silently and pick out the

words you do not understand. Pupils pick out difficult words and teacher writes the difficult words on the blackboard e.g. sway, storm etc. Teacher guides pupils to understand the meaning of the difficult words in the context in which they appeared.

Teacher: Now read the sentence in paragraph 3 and tell me what the word 'sway' means. (pupils read)..." Then the leaves and the bushes at the side of the road began to sway from side to side."

In the sentence above, pupils can guess the meaning of 'sway' from the context i.e. moving from side to side. Teacher can in addition give a dictionary meaning if the word is used in a different context or if pupils do not fully understand the meaning of the word as used in the passage. Teacher also asks pupils to make their own sentences with such words. Teacher after discussing the difficult words, reads the passage aloud to pupils. As the teacher reads the pupils listen attentively. The teacher then asks one or two pupils to read aloud to the class. He corrects pronunciation mistakes as they read.

As pupils listen to the passage being read aloud, they are unconsciously being trained in listening comprehension. After the reading, the teacher asks pupils to answer the questions that follow the passage. Afterwards, the teacher discusses pupil's answers to the questions. Since knowledge of word meanings is a basic component of reading ability, the thematic integration of the DRTA with the vocabulary approach should therefore be fully exploited by teachers. The vocabulary approach based on a passage titled 'a storm for instance, (and as earlier mentioned) can extend the pupils' knowledge of concepts related to the title. An important feature of the vocabulary

approach would be to deal with the meanings of difficult words in context, as in the reading passage. Conversely, the vocabulary approach could show, through the use of the dictionary that the same word can have meanings that are different from the way it is used in the passage.

This integrative thematic approach with the reading comprehension passage as the central link can provide a useful framework for the development of teacher made materials.

CHAPTER 5

5.0 DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1 SUMMARY

The major problem of concern of this study was stated in form of three questions as follows:-

(a) what is the effect of the DRTA approach on pupils' reading comprehension?

(b) what is the effect of the vocabulary approach on pupils' reading comprehension.

(c) Is there any significant difference in the mean achievement of the pupils taught using the DRTA approach and those taught using the vocabulary approach.

The study sought to achieve the following;

1. To determine the effect of the DRTA approach on pupils' reading comprehension.
2. To determine the effect of the vocabulary approach on pupils' reading comprehension.
3. To compare the effects of the DRTA and the vocabulary approach on pupils' reading comprehension.

Three null hypotheses were formulated for this study namely;

1. There is no significant effect of the DRTA approach on pupils' reading comprehension.
2. There is no significant effect of the vocabulary approach on pupils' reading comprehension.

3. There is no significant difference in the mean achievement of pupils taught using the DRTA approach and those taught using the vocabulary approach.

The data for this research were collected through tests. Four different tests were administered namely cloze, word recognition,retelling and reading comprehension test. A pre-test post-test experimental design was used for this study.The pre-test was administered before the treatment.The post test was administered after the treatment. Pupils' scores were recorded.

The t-test was used to reject or accept the null hypothesis earlier stated. The mean and standard deviation of pupils' scores were calculated. The t- values were also compared with the t-values on the table and were found to be significant at 0.05 level of significance. The result of the analysis have shown the following;

I. The DRTA approach has significant effect on pupils' reading comprehension.

II. The vocabulary approach has significant effect on pupils' reading comprehension.

III. The DRTA group showed better gains even though the vocabulary group also gained about as much. In order words,both groups showed an improvement as a result of instruction. Both approaches appear to complement each other. These findings have important implication for teachers in the sense that teachers need to adopt a thematic integrated approach (i.e combining the DRTA and the vocabulary approach). This is because the two approaches appear to complement each other. While the DRTA helps pupils to select important information in the text and also encourages them to use their natural abilities to

make and confirm predictions as they read, the vocabulary approach helps to increase pupils knowledge on words and their meanings and knowledge of word meanings is a basic component of reading ability.

5.2 CONCLUSION

On the basis of the results obtained in this study certain conclusions can be drawn. Results have shown that the DRTA approach and vocabulary approach have significant effect on pupils' reading comprehension. This conclusion is based on the improvement in the post-test. Results have also shown that the DRTA group showed better gains. This is because the method helps to activate pupils' schemata. It affords pupils the opportunity to bring in their prior knowledge to the reading text.It also affords pupils the opportunity to select important information in the text and also encourages them to use their natural abilities to make and confirm predictions as they read. In other words active, enthusiastic prediction is the most salient feature of DRTA.

This research has shown that teachers need to adopt a approach that activates pupils' experiential background along side with the vocabulary approach. Teachers have the responsibility of ensuring that children make use of their background experiences to make sense of the printed text. It is important that before teachers begin to teach reading comprehension to pupils, they ensure that the children can understand and speak the language in which they are learning to read. Attention should be given to developing oral language in children even after they have passed the begining stage of learning to read.

5.3 IMPLICATIONS AND RECOMMENDATIONS

5.3.1 IMPLICATIONS FOR TEACHERS

From the findings of this study,it would appear that both the DRTA and the vocabulary approach have significant effects on pupils' reading comprehension.

While the DRTA helps pupils to select important information in the text and also encourages them to use their natural abilities to make and confirm predictions as they read,the vocabulary approach helps to increase pupils' knowledge on words and their meanings and since knowledge of word meanings is a basic component of reading ability. A thematic integration of the DRTA and the vocabulary approaches is therefore recommended.

Teachers should realise that the use of prior knowledge questions as emphasized by DRTA would assist pupils to match new in-coming textual information in order to derive meaning.

There is therefore need for teachers to stimulate pupils' existing knowledge and then make them relate their background knowledge to the text. Through DRTA, the teacher leads his pupils to set a purpose for their reading. It helps pupils to look for the relevant information. It also encourages concentration. Teachers must be creative in devising strategies to draw upon pupils' experiential background. One way of doing this is by providing them with prior knowledge questions directly related to the new knowledge to be gained from the passage. Teachers can stimulate pupils' interest through some prior knowledge questions before reading any given text.

Reading comprehension is a meaningful activity because of communication

between the author and the reader. Each and every reading comprehension passage introduced to pupils should reflect the fact that the purpose of reading comprehension is to make sense of print. It should be noted that the way teachers teach pupils reading comprehension has an important influence on whether or not they will view reading as a meaningful activity. It is important for teachers to bear in mind that the essence of reading comprehension is understanding, hence pupils do not have to read aloud, or even pronounce each word perfectly to understand what they are reading. If the reading lesson is used only to teach pronunciation,pupils are likely to concentrate only on the way they call words rather than on getting meaning from what they are reading. Reading comprehension lessons should be made as enjoyable as possible.

5.3.2 IMPLICATIONS FOR TEXTBOOK WRITERS

There is need for textbook writers to bear in mind that written forms have meaning for pupils only if pupils are familiar with those words in speech. The passages should therefore contain words,phrases, concepts,ideas that fall within pupils' range of experiential background. Textbook writers need to consider pupils' experiential background in selecting the content of reading materials and should use as much as possible DRTA on reading texts.

It is necessary for teachers to be constantly alert to the possibility that the books they are using may be too difficult for some pupils, hence be prepared to use simpler texts when necessary. Teachers should try as much as possible not to rely entirely on textbooks, manuals or syllabus guidelines produced by the Ministry of Education but

should try to design their own evaluative procedures. It is their own knowledge and experience of the actual teaching situation that is of paramount importance.

5.3.3 IMPLICATIONS FOR CURRICULUM PLANNERS

Curriculum planners need to take into consideration pupils' experiential background in their selection of topics for reading comprehension. They need to try as much as possible to include DRTA as part of the reading activities both in the lower and upper primary classes. This will help to activate pupils' background experience and set purpose for their reading.

There is need for curriculum planners to involve classroom teachers in future curriculum development in reading. This is necessary because teachers can provide information on actual classroom encounters. They can make suggestions on the content and instructional methods. They can also test draft materials in their classrooms.

5.3.4 IMPLICATIONS FOR READING COMPREHENSION TESTS

Reading comprehension tests should be instructionally relevant. The test result should be easily interpreted to provide the teacher with information about what and how to teach pupils.

In testing reading comprehension, there is need to include literal, inferential and critical questions so as to encourage pupils to do critical thinking.

It would seem obvious from the construction of the instruments for this study and the analysis of data, that cloze tests are easier to construct and administer than multiple

choice tests, traditional comprehension tests or any other test of reading comprehension skills. Teachers may therefore adopt the use of cloze tests as one of the techniques for measuring achievement in reading comprehension.

5.4 FURTHER RESEARCH

The fact that so many variables come into play in teaching (e.g. the learners' characteristics and the physical setting) makes this kind of research a bit complex. Also coupled with the fact that a method which is effective in teaching a sample of LEA pupils in Kaduna might not be suitable for pupils from a different socio-economic background. But all the same, there are obvious benefits to be derived from experimentation with a variety of samples. This present research is therefore offered as an example of what other researchers can do.

Other researchers can carry out similar researchers in other parts of the country using larger samples and other kinds of tests to measure the extent of pupils' comprehension.

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APPENDICES

APPENDIX 1 - CLOZE TEST

READING COMPREHENSION LESSON ON: 'A STORM' [VOCABULARY APPROACH]

Teacher asks pupils to read the passage on page 144 (of their text) about ' A storm' and pick out the words they do not understand.

Teacher: Is there any word you do not understand in the passage?

Several: Yes, teacher!

Teacher: Yes, Ahmed?

Ahmed: Huge.

(Teacher writes huge on the blackboard.)

Teacher: Is there any other word?

Several: Yes, teacher?

Teacher: Cecilia

Cecilia: Sway.

(Teacher writes 'sway' on the board.)

Teacher: Any other word? Yes, Mubarak?

Mubarak: Except.

(Teacher writes 'except' on the board.)

Teacher: Any other? Yes, Lawal?

Lawal: S...Su...Sway.

Teacher: Sway.

(Teacher writes 'sway' on the board.)

Teacher: Is there any other difficult word?

Yes, Rabiu?

Rabiu: Puff.

[Teacher writes 'puff' on the blackboard.]

Teacher: Any other word? Yes, Abigail?

Abigail: St...St... Struck.

Teacher: Struck.

(Teacher writes 'struck' on the blackboard.)

Teacher: Is there any other difficult word? Yes, Umaru?

Umaru: Flash.

(Teacher writes flash on the blackboard.)

Teacher: Any other difficult word?

Yes, Musa?

Musa: Frighten.

(Teacher writes 'frighten' on the blackboard.)

Teacher: Is there any other difficult word?

Christopher: Yes, Chris? 'storm'

(Teacher writes storm on the blackboard.)

Teacher: Any other word?

Several: No, teacher!

Teacher drills pupils on the correct pronunciation of the difficult words. Teacher,

after drilling pupils,

who can tell me the meaning of the word 'huge'?

Several: Me teacher!

Teacher: Yes, Rabiu.

Rabiu: Something big.

Teacher: Thank you Rabiu. Huge means something big or large.

Teacher writes the meaning on the board and asks pupils to read it.

(pupils read aloud)

Teacher: What is the meaning of the word 'sway'?

(Teacher seeing no hands up)

Nobody knows the meaning of the word sway

Several: Yes, teacher.

Teacher: Ok, I will tell you sway means to move from side to side or up and down. Repeat after me. Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'except'?

Several: Me teacher!

Teacher: Yes, Ahmed.

Ahmed: It means something that you did not include.

Teacher: Very good, except means leaving out or not including.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'puff'?

Teacher seeing no hands up.

Nobody knows the meaning?

Several: Yes teacher!

Teacher: Ok, 'puff'means a small blast of wind or air.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'struck'?

Yes, Abdul.

Abdul: It means somebody strong.

Teacher: No Abdul 'struck' the past tense of the word 'strike'

Is there anybody who can tell us the meaning.

Teacher: Seeing no hands up.

Teacher: 'Struck' which is the past tense of 'strike' means to hit or knock somebody.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What about the word 'flash', who knows the meaning?

(No hands up)

Teacher: Ok, I will tell you.

'Flash' means a quick showing of bright light.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What about the word 'frightens'?

Several: Me teacher!

Teacher: Yes, Cecilia.

Cecilia: It means to make someone to fear something.

Teacher: Good Cecilia. It means to make someone afraid.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What is the meaning of the word storm?

Yes, Simi?

Simi: It means when rain is falling and wind is blowing.

Teacher: Thank you Simi. Storm is a time of strong wind and rain.

Repeat after me.

Pupils repeat after the teacher.

Teacher: Now that we have explained the difficult words. I hope you will now understand the passage. Let me read.

(teacher reads aloud)

After the reading. Now, who will read for us?

Yes, Musa?

Musa reads aloud.

As he reads, teacher corrects pronunciation where necessary e.g. storm, crash, boom e.t.c.

Teacher: Read the passage silently again and answer the questions that follow.

Teacher discusses pupils' anwers to the comprehension questions.

READING COMPREHENSION LESSON ON:
'A STORM' [DRTA APPROACH]

Teacher guides pupils to have expectations for their reading or set a purpose for their reading by highlighting the following:

(a) You are going to read a passage about 'A Storm'.

(b) You are going to read about what a storm is.

(c) What causes storm and

(d) the possible effect of storm.

But before you read the passage I would like to ask you some few questions.

(teacher guides pupils to relate what they already know about storm to what they will learn in the reading passage through some prior knowledge questions.

Teacher: Can anyone tell me what a storm is?

Several: Me, teacher!

Teacher: Yes Esther! tell us what you know about a storm.

Esther: A storm is a heavy rainfall.

Teacher: Thank you, Lami. Anything else? Yes, Patrick?

Patrick: A storm is a strong wind we see when there is serious rain.

Teacher: Thank you. A storm is a strong wind that we normally see when it is raining heavily. Any other answer? Yes, Ogadi?

Ogadi: A Storm is a loud noise we hear when it is raining or when there is

thunder.

Teacher: Thank you, Ogadi. You all seem to know what a storm is. Can anyone tell me what he/she thinks of when he/she hears the word 'storm'? I mean, what comes to your mind when you hear the word 'storm'

Several: Me, teacher! me, teacher!

Teacher: Yes, Aishatu.

Aishatu: I think of rain

Teacher: That's good, comfort. Anything else? Yes, Sunday?

Sunday: I think of wind and thunder.

Teacher: Good, Audu. You think of a strong wind or thunder or rain when you hear the word 'storm.' Can anyone tell me what happens when there is a storm?

Several: Me, teacher!

Mohammed: There is always a loud noise

Teacher: Thank you Mohammed. Anything else? Yes, Martins?

Martins: Trees fall down

Teacher: Thank you, Martins. A Storm can cause a tree to fall down. It can cause many damages. What other possible damages can a storm cause?

Several: Me, teacher! Me, teacher

Sulieman: It can remove the roof of a house.

Teacher: Good, Suleiman. Anything else?

Yes, Patience?

Patience: It can break the glass of a motor car.

Teacher: Good, Patience. Anything else?

Yes, Juliana?

Juliana: It can blow off crops on the farm.

Teacher: Very good, Juliana! Now, you are all going to read a passage titled 'a storm' Turn to page 144 and read the passage silently. When you have finished reading, I will read the passage aloud to you, then, I will ask one or two people to read aloud to the class and then you can answer the questions that follow after the passage.

Teacher reads the passage aloud to pupils, while pupils listen attentively, focussing their attention on their text.

Teacher explains the passage to the pupils.

Teacher: (After explanation). Who will like to read aloud to the class?

Yes, Victor?

Victor reads aloud to the class. After Victor had finished reading, Teacher: Who else would like to read for us?

Yes, Mary?

Mary reads aloud to the class. As she reads, teacher corrects pronunciation

where necessary.

After Mary's reading, teacher discusses the passage with the pupils. (After discussion)

Teacher: Now, I would like you all to read the passage again and answer the questions that follow the passage.

Teacher discusses pupils answers to the comprehension questions.

APPENDIX II - WORD RECOGNITION TEST

1 READING COMPREHENSION LESSON ON: IBADAN: THE SIGHTS OF A BIG CITY [VOCABULARY APPROACH]

Teacher asks pupils to read the passage on page 33 (of their text) about Ibadan: The sights of a big city and pick out the words they do not understand.

(After pupils' silent reading.)

Teacher: Is there any word you do not understand in the passage?

Several: Yes, teacher!

Teacher: Yes, Felicia?

Felicia: Airport.

(Teacher writes 'airport' on the blackboard.)

Teacher: Any other word?

Yes, Alex?

Alex: Exclaim.

(Teacher writes 'exclaim' on the blackboard.)

Teacher: Any other difficult word?

Yes, Emmanuel?

Emmanuel: Pretty.

(Teacher writes 'pretty' on the blackboard.)

Teacher: Any other difficult word?

Yes, Moji?

Moji: Swim.

(Teacher writes 'swim' on the blackboard.)

Teacher: Any other difficult word?

Yes, Ahmed?

Ahmed: Pool.

(Teacher writes 'pool' on the blackboard.)

Teacher: Any more words?

Yes, Rabiu?

Rabiu: Important.

(Teacher writes important on the blackboard.)

Teacher: Anymore words?

Yes, Abdul?

Abdul: Notice.

(Teacher writes 'notice' on the blackboard.)

Teacher: Any more? Yes, Lawal?

Lawal: Twinkle.

(Teacher writes twinkle on the blackboard.)

Teacher: Any more difficult words?

Yes, Fidelia?

Fidelia: Hoot.

(Teacher writes 'hoot' on the blackboard.)

Teacher: Any more words?

Several: No teacher!

[Teacher drills pupils on the correct pronunciation of the difficult words.]

[Teacher, after drilling pupils]

who can tell me the meaning of the word 'airport'? Yes, Musa?

Musa: It is a place where aeroplanes stop.

Teacher: Good. It is a place where aeroplanes arrive and take off.

Repeat after me!

(Pupils repeat after the teacher)

What about the word 'exclaim?

What is the meaning?

(Teacher seeing no hands up)

'Exclaim means to call out or say loudly or suddenly.

Repeat after me!

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'pretty'?

Yes, Cecilia?

Cecilia: It means you are beautiful.

Teacher: Good Cecilia. It means good looking, beautiful or attractive.

Repeat after me, class!

[Pupils repeat after the teacher.]

What about the word 'swim'? Who will tell us the meaning?

Yes, Lawal?

Lawal: It means to jump into water. (pupils laugh)

Teacher: Who has anything more to add?

(No hands up)

Teacher: It means to move in water using arms and legs or fins, tails etc. Fish can swim. Human beings can also swim.

Repeat after me.

Pupils repeat after the teacher.

What about the word 'pool', who will tell us the meaning? Yes, Emmanuel?

Emmanuel: It's a place with water where people swim.

Teacher: Very good Emmanuel! Pool means an area with water where people can swim.

Repeat after me!

Pupils repeat after the teacher.

The next word is 'important'

Who will tell us the meaning?

Yes, Abdul?

Abdul: It means, it is a must.

Teacher: Is there anyone who wants to add to what he has said?

Yes, Umaru?

Umaru: It means something special.

Teacher: Thank you Umaru! It means something special or something you must do, have or think about.

Repeat after me!

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'notice'? Yes, Musa?

Musa: *It means to see.*

Teacher: Anything else: Yes Sani

Sani: It means to tell people something.

Teacher: Anything else?

(Teacher seeing no hands up)

'notice' means to see someone or something. It could also mean a piece of writing to tell people something.

Repeat after me.

Pupils repeat after the teacher.

Teacher: The next word is 'twinkle'

What is the meaning of the word 'twinkle'? Yes, Fedelia?

Fidelia: It means something shining.

Teacher: Good. It means to shine with a small light that goes on and off. Repeat after me!

[Pupils repeat after the teacher.]

The last word is 'hoot'

What is the meaning of the word 'hoot'?

(Teacher, seeing no hands up)

'hoot' means to sound the horn of a car.

Teacher: Now that we have explained the meaning of the difficult words, I hope you will understand the passage better. I will read the passage to you.

(Teacher reads the passage aloud)

Teacher: After reading, who will like to read for us? Yes, Simi?

Simi reads aloud.

As she reads, teacher corrects pronunciation where necessary eg. Abeokuta, stopping, exclaimed, twinkling.

Teacher: Read the passage silently again and answer the questions that follow.

Teacher discusses pupils' answers to the comprehension questions.

2 READING COMPREHENSION LESSON ON:
IBADAN: THE SIGHTS OF A BIG CITY. [DRTA APPROACH]

Teacher guides pupils to have expectations for their reading by highlighting the following;

(a) You are going to read a passage about Ibadan.

(b) You are going to read about what the big city looks like.

(c) The things you see in the city.

But before you read, I would like to ask you some few questions.

Teacher guides pupils to relate what they already know about a big city like Ibadan to what they will learn in the reading passage through some prior knowledge questions.

Teacher: Have you ever heard of a city called Ibadan?

Several: Yes, teacher.

Teacher: What tribe lives in Ibadan?

Several: Yorubas

Teacher: Very good. What part of the country is Ibadan located?
Is it in the North, South, East or West? Yes, Patience?

Patience: It is in the West.

Teacher: Very good Patience. Ibadan is located in the west.
What do you know about the people of Ibadan?
Yes, Esther?

Esther: They are mostly traders.

Teacher: Thank you, Esther. What else do you know about the people?
Yes, Juliana?

Juliana: Some of them are hunters.

Teacher: Thank you, Juliana. How do the Ibadan people dress?
Yes, Rabiu?

Rabiu: The women dress in wrapper and the men in Agbada.

Teacher: Thank you, Rabiu. Anything else? Yes, Sunday?

Sunday: The men dress in 'Agbada and Sokoto' while the women dress in 'iro' and 'buba'

Teacher: Very good, Sunday. You must have come from that area, isn't it?

Sunday: Yes, I am a Yoruba boy.

Teacher: Thank you, Sunday.

What kind of food do the people of Ibadan eat?

Several: Me, teacher!

Teacher: Yes, Maimuna?

Maimuna: 'Amala' and 'ewedo'

Teacher: Thank you very much, Maimuna.

Anything else? Yes, Aishatu?

Aishatu: Pounded yam and okro soup.

Teacher: Thank you very much, Aishatu

This morning, you are going to read a passage about 'Ibadan' It is a passage describing how the city Ibadan looks like.

Turn to page 133 of your text and read the passage silently.

After pupils' silent reading, teacher reads aloud to pupils while they listen attentively, focussing their attention on the passage. (After teacher's reading)

Teacher: Who will like to read for us?

Yes, Sunday?

Sunday reads aloud to pupils' hearing. As he reads, teacher corrects pronunciation where necessary.

After Sunday's reading, teacher discusses the passage with the pupils. (After discussion)

Teacher: Now I would like you all to read the passage again and answer the questions that follow the passage.

Teacher discusses pupils' answers to the comprehension questions.

3 READING COMPREHENSION LESSON ON: ADAMU'S ADVENTURE [VOCABULARY APPROACH]

Teacher tells pupils to read the passage on page 166 (of their text) about 'Adamu's Adventure' and pick out the words they do not understand.

(After pupils' silent reading.)

Teacher: Is there any word you do not understand in the passage?

Several: Yes, teacher!

Teacher: Yes, Simi?

Simi: Adventure.

(Teacher writes 'Adventure' on the blackboard.)

Teacher: Any other word?

Several: Yes, teacher!

Teacher: Yes, Musa?

Musa: Excite.

(Teacher writes 'excite' on the blackboard.)

Teacher: Is there any more difficult words?

Several: Yes, teacher!

Teacher: Yes, Sani?

Sani: Railway.

(Teacher writes 'railway' on the blackboard.)

Teacher: Any other difficult word?

Yes, Fedelia?

Fidelia: Station.

(Teacher writes 'station' on the blackboard.)

Teacher: Any other difficult word?

Yes, Simon?

Simon: Rude.

(Teacher writes the word 'rude' on the blackboard.)

Teacher: Any more words? Yes, Lawal?

Lawal: in....t..ter...rup..ted.

Teacher: Interrupted!

[Teacher writes interrupted on the blackboard.]

Teacher: Any more words? Yes, Moji?

Moji: Honest.

(Teacher writes 'honest' on the blackboard.)

Teacher: Any more difficult words?

Several: No, teacher!

(Teacher drills pupils on the correct pronunciation of the difficult words.)

Teacher, after drilling pupils, who can tell me the meaning of the word 'adventure'?

(Teacher seeing no hands up)

Nobody knows the meaning?

'Adventure' means something exciting that you do.

Repeat after me!

(Pupils repeat after the teacher.)

Teacher: What is the meaning of the word 'excite'?

Yes, Felicia?

Felicia: It means when you are very happy.

Teacher: Good! Excite means when you are full of strong feelings of happiness or joy.

Repeat after me!

(Pupils repeat after the teacher.)

Teacher: What is the meaning of the word 'railway'?

Yes, Moji?

Moji: It is a place where train passes.

Teacher: Good! It is the long piece of metal that a train moves on.

Repeat after me!

Pupils repeat after the teacher.

Teacher: What about the word 'station' who will like to tell us the meaning ? Yes, Ahmed?

Ahmed: It means where buses stop.

Teacher: Good! Station means a place where trains or buses stop.

Repeat after me!

(Pupils repeat after the teacher)

What about the word 'rude'

Who knows the meaning?

Yes, Rabiu?

Rabiu: It means when somebody is stubborn.

Teacher: Well, you have tried. Who has anything else to say?

Yes, Simi?

Simi: It means when you do not respect your senior.

Teacher: It means talking or doing things in a way that other people do not like.

Repeat after me!

(Pupils repeat after the teacher.)

Teacher: What is the meaning of the word 'interrupt'

Yes, Victoria?

Victoria: It means to do something bad.

Teacher: Well, who will like to say something more?

(Teacher seeing no hands up)

'interrupt' means to stop a person while he is saying or doing something.

Repeat after me!

Pupils repeat after the teacher.

Teacher: What about the word 'honest'?

Who will like to tell us the meaning?

Yes, Betty?

Betty: It means when you are always saying the truth.

Teacher: Good Betty! It means saying what is true: Not cheating or stealing.

Repeat after me!

[Pupils repeat after the teacher.]

Teacher: Now that we have explained the difficult words, I believe you will understand the passage better.

Several: Yes, teacher!

Teacher: Good! Now I will read aloud.

[Teacher reads aloud to pupils.]

[After the reading],

who will read for us?

Yes, Umaru?

Umaru reads aloud to the class. As he reads teacher corrects pronunciation where necessary e.g. Kafanchan, policeman, excuse

Teacher: Thank you Umaru. Now, I will like you all to read the passage silently again and answer the questions that follow.

(Teacher then discusses pupils' answers to the comprehension questions.)

4 READING COMPREHENSION LESSON ON: ADAMU'S ADVENTURE. [DRTA APPROACH]

Teacher guides pupils to have expectations for their reading by highlighting the following;

(a) You are going to read a passage about Adamu's Adventure.

(b) You are going to read about how Adamu travelled by rail.

(c) How he was accused of stealing 50k and

(d) How he was saved from the embarassing situation.

But before you read the passage, I would like to ask you some few questions, Teacher guides pupils to relate what they already know about travelling by rail to what they will learn in the reading passage through some prior knowledge questions.

Teacher: Have you ever travelled by rail?

Several: Yes, teacher?

Teacher: Yes, Basiru?

Bashiru: I travelled to Zaria by rail.

Teacher: Thank you, Basiru.

What was your experience like?

Basiru: I was very afraid the first time I travelled in a train.

(Pupils' laugh)

Teacher: Is there any other person who will like to share his or her experience with us?

Yes, Mohammed?

Mohammed: The first time I entered a train, it was as if I will fall down. I told my mother to take me out of the train

(Pupils laugh)

Teacher: Thank you, Mohammed. I am sure your mother did not take you out of the train, did she?

Mohammed: No, she refused.

Teacher: Did anything unusual happen to anyone of you who has travelled by rail?

Yes, Suleiman?

Suleiman: The train stopped in the bush for many hours and I was very hungry.

(Pupils laugh)

Teacher: It's unfortunate, isn't it?

Is there anyone else who will like to share his/her experience? Yes, Sani?

Sani: A beggar in the train hit me with his stick.

Teacher: Why did the beggar hit you?

Sani: Because I refused to give him way to pass.

(Pupils laugh)

Teacher: Oh, why did you do that?

Sani: There was no space.

Teacher: The train was too full, wasn't it?

Did anyone make new friends. Yes Cecilia?

Cecilia: I made a new friend.

Teacher: What's your new friend's name?

Cecilia: Her name is Naomi.

Teacher: Very good, Cecilia.

Did you all enjoy your journey by rail?

Several: Yes, teacher!

Teacher: Okay, you are now going to read a passage about 'Adamu's Adventure'. It is a passage about a boy who lived in Jos with his grandmother. One day, he travelled by rail and had an unfortunate encounter. Turn to page 166 and read the passage silently.

After pupils' silent reading, teacher reads aloud to pupils' hearing. As he reads, they listen attentively, focussing their attention on the passage.

(After teacher's reading)

Teacher: Who will like to read for the class? Yes, Esther?

Esther reads aloud to pupils' hearing. As she reads, teacher corrects pronunciation where necessary.

After Esther's reading, teacher discusses the passage with the pupils.

(After discussion.)

Teacher: Now, I would like you all to read the passage again and answer the questions that follow the passage.

(After pupils have finished answering the questions, teacher discusses pupils' answers to the questions.

5 COMPREHENSION LESSON ON: THE BAG AND THE SANDAL (VOCABULARY APPROACH)

Teacher tells pupils to read the passage on page 161 (of their text) about 'The bag and the sandal, and pick out the words they do not understand.

[After pupils' silent reading]

Teacher: Is there any word you do not understand in the passage?

Several: Yes, teacher!

Teacher: Yes, Abdul?

Abdul: Remember.

Teacher: (Teacher writes 'remember' on the blackboard.)

Teacher: Is there any other word?

Several: Yes, teacher!

Teacher: Yes, Cecilia?

Cecilia: Shake.

(Teacher writes shake on the blackboard.)

Teacher: Any other word? Yes, Lawal?

Lawal: Angry.

(Teacher writes 'angry' on the blackboard)

Teacher: Any other word?

Yes, Simi?

Simi: Naughty.

(Teacher writes 'naughty' on the blackboard.)

Teacher: Any other word?

Yes Umaru?

Umaru: Sudden.

(Teacher writes 'sudden' on the blackboard.)

Teacher: Is there any other difficult word? Yes, Simon?

Simon: Lose.

(Teacher writes 'lose' on the blackboard.)

Teacher: Any other word?

Yes, Musa!

Musa: Tear.

(Teacher writes tear on the blackboard.)

Teacher: Any other word?

Yes, Victoria?

Victoria: Instead.

(Teacher writes 'instead' on the blackboard.)

Teacher: Is there any other word?

Yes, Betty?

Betty: qu...qu...quite.

Teacher: Quite.

(Teacher writes quite on the blackboard.)

Teacher drills pupils on the correct pronunciation of the difficult words.

Teacher, after drilling pupils, who can tell me the meaning of the word 'remember'?

Several: Me teacher!

Teacher: Yes, Simon?

Simon: It means to have something in your mind.

Teacher: Good, Simon. It means to keep something in your mind.

Repeat after me.

(Pupils repeat after the teacher).

What about the word 'shake'? who knows the meaning?

Yes Sani?

Sani: It means to move something.

Teacher: Anything else? Yes, Fidelia?

Fedelia: It means to move up and down like shaking a bottle of medicine.

Teacher: Very good, Fedelia. 'Shake' means to move something quickly again and again. Repeat after me!

(Pupils repeat after the teacher).

What is the meaning of the word 'angry'?

Yes, Moji?

Moji: It means when you are annoyed.

Teacher: Good, Moji. It means when you have bitter feelings against someone or something.

Repeat after me.

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'naughty'?

Yes, Alex?

Alex: It means when you are stubborn.

Teacher: Good, Alex. It means doing what you should not do; being stubborn.

Repeat after me!

Pupils repeat after the teacher.

Teacher: What is the meaning of the word 'sudden'?

(Teacher seeing no hand up.)

Nobody knows the meaning.

Several: Yes teacher!

Teacher: Sudden means when something happens very quickly.

Repeat after me.!

Pupils repeat after the teacher.

Teacher: What is the meaning of the word

'lose'? Yes, Felicia?

Felicia: It means you cannot find something.

Teacher: Good! It means when you no longer have something.

You cannot find something.

Repeat after me!

[Pupils repeat after the teacher.]

What is the meaning of the word 'instead'?

(Teacher seeing no hands up.)

'instead' means in place of something or someone.

Repeat after me!

(Pupils repeat after the teacher.)

Teacher: What about the word 'quite'?

who can tell us the meaning?

(Teacher seeing no hands up.)

Nobody knows the meaning? It's a word I thought you should all know the meaning. 'quite' means totally, completely.

Repeat after me!

Pupils repeat after the teacher.

Teacher: Now that we have defined the difficult words, I believe you will all understand the passage better.

Several: Yes, teacher!

Teacher: Good! Now I will read aloud.

[Teacher reads aloud to pupils.]

After the reading, who will read for us?

Yes, Alex?

Alex reads aloud and as he reads, teacher corrects pronunciation

where necessary e.g careful, remember, together, straight e.t.c.

Teacher: Read the passage silently again and answer the questions that follow.

Teacher then discusses pupils' answers to the comprehension questions.

6 READING COMPREHENSION LESSON ON: THE BAG AND THE SANDAL (DRTA APPROACH)

Teacher guides pupils to have expectations for their reading by highlighting the following;

(a) You are going to read a passage about the 'bag and the sandal'

(b) You are going to read about how Victoria lost her bag.

(c) How angry the mother was and

(d) How Victoria's brother tore his sandal.

But before then, I would like to ask you some few questions.

Teacher guides pupils to relate what they already know about loosing a bag and a sandal to what they will learn in the reading passage through some prior knowledge questions;

Teacher: Have you ever lose anything?

Several: Yes, teacher!

Teacher: Yes, Patrick?

Patrick: I lost my father's money.

Teacher: Where did you lose it?

Patrick: In the market.

Teacher: Did you tell your father?

Patrick: Yes, teacher!

Teacher: What was your father's reaction? I mean, what did he say or do?

Patrick: He shouted on me and beat me and I cried.

(Pupils laugh)

Thank you, Patrick! Is there anybody with a similar experience?

Yes, Victoria?

Victoria: I lost my water bottle.

Teacher: Where did you lose it?

Victoria: In the school. I forgot it in the school and when I went back, I didn't see it.

Teacher: Did you tell your mother?

Victoria: Yes!

Teacher: What did she say or do?

Victoria: She said she will not buy me another water bottle again.

Teacher: Thank you very much, Victoria.

This morning, we are going to read a passage about 'The bag and the sandal'. It is a story about a girl called Victoria (pupils laugh) who lost her bag while playing with her friends in the school. Turn to page 161 and read the passage silently.

(After pupils' silent reading) Teacher reads aloud to pupils while they listen

attentively, focussing their attention on the passage. (After teacher's reading)

Teacher: Who will like to read for us?

Yes, Martins?

Martins reads aloud to pupils. As he reads, teacher corrects pronunciation where necessary.

After Martins' reading, teacher discusses the passage with the pupils. (After discussion)

Teacher: Now, I would like you all to read the passage again and answer the questions that follow the passage. (Afterwards)

Teacher discusses pupils' answers to the comprehension questions.

APPENDIX III - TESTS

A CLOZE TEST

Personal Data

Name:.....

School:.....

Sex:.....

Age:.....

INSTRUCTIONS:

1. Read the whole passage before trying to fill in the blanks.
2. Write only one word in each blank.
3. Guess if you do not know.

   You may skip hard blanks and come back to them when you have finished the rest.
4. The title of the passage is "The Big Wave"

[i] THE BIG WAVE [1]

Ibrahim and Lami had never seen the sea until they went to stay with their aunt and uncle in Lagos. When their uncle stopped..... car at Victoria Beach.....jumped out at once.....for us, children.

Sorry,.....Lami and Ibrahim waited.....their uncle shut the .....doors and put the .....in his pocket. Them .....tried to up.....little hill made of.....in front of them..... it was not easy,.....

'Can't we take.....sandals off,please'? they.....

'Of course you can.....don't lose them, and..... When you reach the.....'

Ibrahim and Lami stood.....top of the little sand-hill and looked at the .....There were big waves.....up the beach. One.....the waves looks like.....dark, green walls with.....tops. The next minute .....had fallen down, and .....the water in them.....flowing quickly towards the.....

'Well, do you like.....?'

'Its wonderful! said Ibrahim.

'Its beautiful!'said his sister,.....seen pictures and

photographs,.....course.

But you can't.....the sea moving in .....photograph, you can't

see.....waves falling

and .....I love the sea.'

Moving in .....photograph; you can't see.....waves falling and.....I

love sea.'

.....do I. Can we.....nearer? Can I touch.....water?'

'You can, if .....promise to hold my.....,' said their uncle.'But.....must

be careful. The.....are big here, sometimes.....big indeed - look at that one!'

He pointed to huge wave as he spoke.

'Oh! That wave must be as tall as you Uncle,' cried Lami.

'Well, not quite,'her uncle laughed.

[ii] INSTRUCTIONS:

1. Read the whole passage before trying to fill in the blanks.
2. Write only one word in each blanks.
3. Try to write a word in each blank. Select from the list of words below. You may skip hard blanks and come back to them when you have finished the rest.
4. The title of the passage is 'A storm'.

he	to	left	move
try	just	rained	the
light	air	of	was
road	covered	road	they
at	water	began	and
Mr	the	than	the

the	struck	going	saw
was	around	except	the
on	darkest	nothing	dust
boom	held	over	the
crash	they	the	and
because	said	back	sway
thunder			

ii **A STORM**

1. Biola was pointing to the huge black clouds that were moving across the sky towards them.

'It's getting very dark, isn't it ,Mummy? said Biola, who did not like thunderstorms.

She was quite right.....clouds were already beginning.....cover the sun.

The air was quite still, and .....seemed to be moving.....their car, which was .....straight towards the storm.....little puffs of dust.....to move across the.....then the leaves on.....bushes at the said..... the road began to .....from side to side.

2.....country was very flat.....dusty. And now they.....a huge could of .....coming was towards them, carried.....the great wind that...blowing in front of.....storm. As soon as .....dust could reached them.....Bako stopped the car.....the side of the.....and turned on the.....

I'm not going to.....to drive through this'.....said. He had only.....said so.when the.....hit the car and.....the windows with muddy.....

Then the storm broke.....them.

"Crash!" crash

The lighting .....the earth somewhere in.....middle of the

plain.....them.

Crash! crash'

Between ....flashes of lighting,it.....as dark as the .....night.

'CRASH! BOOM! BOOM!.....'

"That was quite near,'.....Mr Bako,quietly.

Biola .....even more frightened. She.....Alade's hand tightly.....sat together

in the.....of the car.

The.....and lighting seemed to .....across the road

from.....to right. And it.....even harder than before.....heard it eating

on.....roof of the car they saw it dancing on the road in front of them.

Again and again the lighting flashed and the thunder roared.

'Oh, Mummy,I wish it would stop,' said Biola. 'It soon will , dear,said her

mother.

And a few minutes later Mr. Bola pointed and said,Look there, Biola'

There's some blue sky beyond the cloud. The storm will soon go away.

APPENDIX IV - WORD RECOGNITION TEST

[i] IBADAN: THE SIGHTS OF A BIG CITY

Name:.....
School:.....
Sex:.....
Age:.....

INSTRUCTION
Read the passage carefully and answer the questions that follow:

1. It was almost dark as they drove into Ibadan. It had been a long,full day; they had come all the way from Lagos stopping at Ikeja to see the airport and then again at Abeokuta. But the children did not seem to be at all tired.

Ever since they had reached the outskirts of Ibadan, they had not stopped talking and asking questions.

Biola had exclaimed:'Look! look! what pretty lights!, and she pointed to an electric sign that said, 'Lafia Swimming pool,' and she had asked if they could go and swim there the next morning.

2. A few minutes later they were driving past a very tall building with a large sign on it saying, 'Cocoa House,' The children wanted to know if it was called Cocoa House because cocoa was stored there. Mr Bako laughed and told them that the building was a block of offices and shops and that it was called cocoa House because cocoa was the most important crop in the state.

'And, now, he said, as you don't seem to be tired, I'll take you for a short drive through the city, so that you can see Ibadan by night.'

3. In less than a quarter of an hour they were standing in front of Mapo hall, which is right at the top of a hill, and looking down at the city. It was quite dark by then and they could see nothing but lights - thousands and thousands of

twinkling yellow lights.

It looked like another sky below them - as full of stars as the one above.

At first the children did not say anything: they just looked. And wherever they looked north, south,east or west they saw more lights.

'Is all this Ibadan? 'Alade asked at last

'Yes, it is,'said Mr Bako, 'It's huge, isn't it?

Don't forget it's the largest African city south of the Sahara.'

'It must be !said Biola.

Most of the lights were yellow, but some of them were green or red or blue. Some of them were moving one behind the other, because they were the lights of the buses, cars and lorries that were being driven along the streets of the city, below the hill they were standing on.

4. As they stood there,they could hear all the noises of the city: horns hooting,radios blaring,drums beating and voices laughing,talking and quarrelling.

"Ibadan has a special smell,hasn't it? said Biola.

"Oranges, wood, smoke and cooking, 'said Mrs. Bako.

"And oil and petrol,' added Mr. Bako.

"Daddy, I think Ibadan's wonderful, 'exclaimed Biola.

" So do I' he replied. 'And do you know where some of those lovely smells are coming from?

The night market just over there.'

5. Some of the stalls in the market were lit by lanterns, others by little lamps,

and as the children walked from stall to stall, they saw that although it was night, you could buy anything there -anything you might want, from live goat to hair thread.

There was cloth,and there were shoes and sandals, there were fruits and there were vegetables, there were packets of tea, tins of meat and boxes of matches,there were bowls and basins, mats and caps - there was everything. And there were people-men, women and children - laughing and talking, buying and selling.

But Biola and Alade did not want to buy anything. They were tired. They were so tired that they were very glad when their mother and father took them back to the car and drove them quickly to the friend's house where they were going to sleep that night.

QUESTIONS

PRE-TEST

1. When did they reach Ibadan?

   [a] morning [b] afternoon [c] evening

2. What had the children been doing ever since they had reached the outskirts of Ibadan?

   [a] singing and talking [b] playing and asking questions

   [c] talking and questions.

3. Is cocoa house the same as a house where cocoa is stored?

[a] Yes [b] No

4. Why is it called Cocoa House?

[a] because cocoa is stored there

[b] because cocoa is found there

[c] because cocoa is the most important crop in the state.

5. What looked like stars?

[a] yellow lights [b] blue sky [c] red buses

POST TEST

1. When did they reach Ibadan?

[a] morning [b] afternoon [c] evening

2. What had the children been doing ever since they had reached the outskirts of Ibadan?

[a] singing and talking [b] playing and asking questions

[c] talking and asking questions.

3. Is cocoa house the same as a house where cocoa is stored?

[a] Yes [b] No

4. Why is it called Cocoa House?

[a] because cocoa is stored there

[b] because cocoa is found there

[c] because cocoa is the most important crop in the state.

5. What looked like stars?

[a] Yellow lights [b] blue sky [c] red buses

6. How were some of the stalls lit?

[a] by lanterns [b] by candles [c] by bulbs

7. Why didn't Alade want to buy anything?

[a] because he didn't have money

[b] because he was in hurry

[c] because he was tired.

8. What was the children's opinion about cocoa house?

9. Did you enjoy the passage?

Give one reason why you enjoyed the passage.

10. Suggest another title for the passage.

[ii] Below is a list of words. Identify the words by underlining them in the passage.

dark	city	full
sights	tired	Ibadan
outskirts	children	exclaimed
twinkling	airport	lights
cocoa	horns	crop
wonderful	father	sleep

Biola	night	

[ii] **READING COMPREHENSION PASSAGE II**
ADAMU'S ADVENTURE

Name.....
School.....
Sex.....
Age.....

INSTRUCTION
Read the passage carefully and answer the questions that follow.

1. Adamu was ten years old. He lived in Jos with his grandmother but his parents lived in Kafanchan. Once a year, when the school holidays began, his grandmother took him to visit his parents. But this year she said that she did not want to go to Kafanchan. She said that Adamu could go in the train by himself.

2. Adamu was very excited and got to the railway station long before the train arrived.

While he was waiting, he watched the other people who were waiting too. Near to Adamu was a man who was buying newspaper from a newspaper boy. The newspaper boy did not see that the man had dropped a naira note. And the man did not see it, either.

3. But Adamu did. So he went up to the man and said, Excuse me, sir, you've dropped a naira note.'

The man looked on the ground. Where is it? he said. 'I can't see it.'

'I think you're standing on it,' said Adamu. The man moved his foot, and there was the naira note. Adamu bent down and picked it up.

'Thank you, said the man, as he took it, but he did not smile when he said it and at once began to read his newspaper. Adamu thought that he was rather rude.

4. Soon after, the train arrived and Adamu forgot the man. Next to him was an old woman.

On the other side of the old woman there was a policeman. And opposite Adamu was the man who had droped the naira note.

5. It was very hot in the train and the grown-up people soon fell asleep. The policeman slept. And the man opposite Adamu slept. But Adamu did not go to sleep and the old woman sitting next to him did not go to sleep either.

Instead, she opened an old red cloth, in which she kept her money,

and began to count it. Suddenly she said, 'My fifty kobe note! where's my fifty kobo note?'

She made so much noise that the other people woke up at once. I had a fifty kobo, she told them. It has gone. Someone has taken it. This boy has taken it!'

And she pointed at Adamu.

6. Adamu did not know what to say. The old woman spoke to the policeman;' Make him empty his pocket!'

'But I havent't got a fifty kobo note: his grandmother had given him one when she said goodbye.

And now the policeman was telling him to empty his pockets. Of course, when the old woman saw Adamu's fifty kobo note, she shouted, 'There it is! I told you so!'

Adamu tried to explain. But the old woman would not listen. Adamu did not know what to do.

7. Suddenly a voice said, 'That boy has not stolen the fifty kobo note. I know he hasn't. It was the man with the newspaper who had spoken.

The old woman stopped shouting, and the policeman said, 'how do you know that, Sir? You have been asleep.'

8. 'But I do know it,'said the man 'This is a very honest boy'. And he told the policeman how Adamu had saved his naira note. 'If he didn't take my naira note, why did he take this woman's fifty kobo note?'

'But.....,began the old woman.

The man with the newspaper interrupted her. 'Stand up, boy,'he said to Adamu, 'Look, there's the missing fifty kobo!'

And there it was on the seat between Adamu and the old woman.

9. The policeman was very angry with the old woman, who did not know what to say.

Adamu said, ' thank you very much, Sir, to the man who had saved him.

But the man only smiled and said, 'One good turn deserves another!'

QUESTIONS

PRE - TEST

1. Adamu lived in Jos with his.....

   [a] parents [b] grandmother [c] grandfather

2. Adamu visits his parents.....

   [a] twice a year [b] once a month [c] once a year

3. Who accused Adamu of stealing a 50k note?

   [a] the policeman [b] the old woman [c] the old man

4. Why did the man say that Adamu is a very honest boy?

   [a] Adamu showed him the one naira note he dropped

   [b] Adamu is a small boy

   [c] Adamu is a hardworking boy

5. Why was the policeman angry with the old woman?

   [a] Because the old woman lost her 50k note

   [b] Because the old woman lied against Adamu

   [c] Because the old woman saved Adamu

POST - TEST

1. Adamu lived in Jos with his.....

   [a] parents [b] grandmother [c] grandfather

2. Adamu visits his parents.....

   [a] twice a year [b] once a month [c] once a year

3. Who accused Adamu of stealing a 50k note?

   [a] the policeman [b] the old woman [c] the old man

4. Why did the man say that Adamu is a very honest boy?

   [a] Adamu showed him the one naira note he dropped

   [b] Adamu is a small boy

   [c] Adamu is a hardworking boy

5. Why was the policeman angry with the old woman?

   [a] Because the old woman lost her 50k note

   [b] Because the old woman lied against Adamu

   [c] Because the old woman saved Adamu

6. Suggest another title for the passage

7. What in your own opinion made the policeman to be angry?

8. Why did the old woman open an old red cloth?

9. Why did the man with the newspaper say that he knows Adamu has not stolen the fifty kobo note?

10. Did you enjoy the story? Give reason.

APPENDIX V - RETELLING TEST

THE BAG AND THE SANDAL

Name.....
School.....
Sex.....
Age.....

INSTRUCTION

Read the passage carefully and answer the questions that follow.

' 'You're late, Victoria.'

' 'Sorry, Mother. I lost my bag.'

' 'Again! You must learn to be more careful. Where did you lose it?

If you can remember where you were or what you were doing when you last saw it,

James can go and help you to look for it quickly.!

Victoria said nothing, standing looking down at the ground. 'Victoria! where did you lose it? Did you have it when you left school?'

'I don't remember.'

Mrs. Imorame shook her head as she looked at her daughter. 'You don't even remember if you had it when you left school?'

' 'She did, Mother. She did. We left together.'

' 'But you didn't see where she lost it, James?'

' 'Sorry, Mother. She was playing with Pauline and Comfort'.

Victoria looked angrily at her brother.

'Oh! so that's why you're late! Is it true? Have you been playing with your friends instead of coming straight home? I'm not surprised your bag is lost.'

"Yes, Mother. I'm very sorry.'

"That won't help you get your bag back. You naughty girl! when I said you were late,you told me you had lost your bag. But you aren't late because you lost your bag, too, isn't it?'

Mrs Imorame was very, very angry. 'This time I am going to tell your father.'

' 'Please, Mother.....'Victoria began to cry.

"Mother is quite right,' said her big brother. 'If you always lose your bag you will never do your homework, you'll never go to a secondary school.'

While James had been speaking, Victoria, who had been trying to stop crying, was looking down at the ground. Suddenly she looked up at her mother.

She had stopped crying.'James has torn his sandal, Mother. The last time he tore it, you said you'd tell Father, if he did it again, didn't you?'

QUESTIONS

PRE - TEST

1. Victoria said she was late because

   [a] she had lost her bag.

   [b] she was learning to be more careful

   [c] she was standing looking at the ground

   [d] she was shaking her head.

2. James said that

   [a] Victoria and he had left the bag at school.

[b] Victoria and he had left school together.

[c] Victoria had left her bag and his bag together at school.

[d] Victoria had left only her bag at school.

3. Mrs. Imorame said that Victoria was

[a] early because she had lost her bag

[b] late because she had lost her bag.

[c] late because she was playing.

4. When Victoria said, 'Please, Mother,'she wanted her mother

[a] to tell her father

[b] not to tell her father

[c] to find her bag

[d] to tell James to help her.

5. What is the passage all about? Summarize the passage in not more than five sentences.

POST - TEST

1. Victoria said she was late because

[a] she had lost her bag.

[b] she was learning to be more careful.

[c] she was standing looking at the ground

[d] she was shaking her head.

2. James said that

   [a] Victoria and he had left the bag at school.

   [b] Victoria and he had left school together

   [c] Victoria had left her bag and his bag together at school.

   [d] Victoria had left her bag at school.

3. Mrs. Imorame said that Victoria was

   [a] early because she had lost her bag

   [b] late because she had lost her bag

   [c] late because she was playing

   [d] late because she said she had lost her bag.

4. When Victoria said, 'Please, Mother,' she wanted her mother

   [a] to tell her father

   [b] not to tell her father

   [c] to find her bag

   [d] to tell James to help her.

5. What is the passage all about? Summarize the passage in not more than five sentences.

6. Why was Mrs. Imorame very angry with her daughter?

7. Why did Victoria look angrily at her brother?

8. When Victoria said 'I am very sorry ' what was the mother's reply?

9. What is Victoria's mother's name?

10. Who said, 'James has torn his sandal?

APPENDIX VI - PUPILS' SCORES
ANGWAR KUDU PRIMARY SCHOOL KADUNA
[DRTA APPROACH] GROUP 1 PRE-TEST

S/NO	NAMES OF PUPILS	TEST 1	TEST 2	TEST 3	TEST 4
1	Patrick Jackson	20	40	50	20
2	Rabin Mohammed	60	50	50	30
3	Patricia Hosea	40	50	50	20
4	Patience Jonah	40	40	60	40
5	Cecilia Nankat	20	40	60	40
6	Mohammed Aminu	40	50	40	40
7	Mary Emmanuel	60	60	50	50
8	Martins Jatau	40	40	50	50
9	Suleiman Hassan	40	50	60	50
10	Victor Johnson	60	50	50	50
11	Juliana La'ah	40	50	60	40
12	Ogadi Ujagbor	60	60	60	50
13	Sunday Isreal	60	50	50	40
14	Esther Daniel	40	60	60	60
15	Aishatu Salihu	40	40	50	60
16	Maimuna Momoh	60	50	40	40
17	Esther David	40	40	30	20
18	Mohammed Yusuf	60	60	40	40
19	Patrick Kurbe	40	60	50	50
20	Basini Ya'u	40	20	40	20

NOTE

Test 1 - A Storm
Test 2 - Ibadan : The sights of a big city
Test 3 -The bag and the sandal
Test 4- Adamu's Adventure.

ANGWAR KUDU PRIMARY SCHOOL KADUNA
[DRTA APPROACH] GROUP 1 POST-TEST

S/NO	NAMES OF PUPILS	TEST 1	TEST 2	TEST 3	TEST 4
1	Patrick Jackson	40	50	60	40
2	Rabin Mohammed	60	80	70	50
3	Patricia Hosea	60	60	80	50
4	Patience Jonah	40	50	80	50
5	Cecilia Nankat	40	60	70	60
6	Mohammed Aminu	40	50	50	50
7	Mary Emmanuel	60	80	70	50
8	Martins Jatau	40	50	50	50
9	Suleiman Hassan	80	70	60	60
10	Victor Johnson	80	80	70	70
11	Juliana La'ah	80	90	80	70
12	Ogadi Ujagbor	100	80	80	70
13	Sunday Isreal	80	60	70	60
14	Esther Daniel	100	80	70	60
15	Aishatu Salihu	80	80	80	60
16	Maimuna Momoh	80	60	70	20
17	Esther David	80	70	60	60
18	Mohammed Yusuf	100	80	100	80
19	Patrick Kurbe	100	100	80	80
20	Basini Ya'u	60	40	40	40

NOTE

Test 1 - A Storm
Test 2 - Ibadan : The sights of a big city
Test 3 -The bag and the sandal
Test 4- Adamu's Adventure.

BARNAWA 1 PRIMARY SCHOOL, KADUNA SOUTH
VOCABULARY APPROACH GROUP 11
PRE-TEST

S/NO	NAMES OF PUPILS	TEST 1	TEST 2	TEST 3	TEST 4
1	Ahmed Shehu	60	60	50	50
2	Abdul Rahama	60	50	50	40
3	Rabiu Galadima	40	40	30	40
4	Cecilia Mathias	60	60	50	40
5	Fidelia Ezeyibie	40	60	60	50
6	Lawal Umar	60	60	50	50
7	Mubarak M. Aminu	40	60	40	40
8	Christopher Bahago	60	50	50	50
9	Smi Alao	60	60	60	50
10	Sani Lawal	60	60	50	50
11	Simon Lliya	50	50	50	20
12	Abigail Charles	60	60	40	50
13	Umaru Musa	50	50	40	40
14	Musa Musa	60	60	40	60
15	Victoria John	50	50	50	20
16	Felicia Mallam	40	40	50	40
17	Elex Simon	50	50	60	40
18	Emmanuel Onoja	50	50	40	60
19	Betty King	50	50	60	60
20	Moji Dantharo	60	60	50	50

NOTE
Test 1 - A Storm
Test 2 - Ibadan : The sights of a big city
Test 3 -The bag and the sandal
Test 4- Adamu's Adventure.