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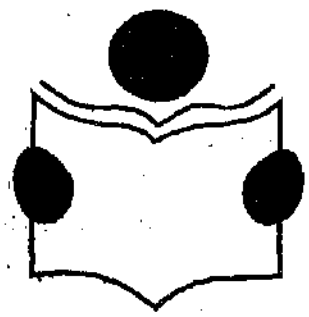
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EDITORIAL

The articles assembled for volume 10 No 1 of our now internationally- acclaimed journal Literacy and Reading in Nigeria stand out in many respects. Most contributors wondered whether the Volume would ever see the light of day. Arguably the Volume has been subjected to the strictest editorial test, relying as it did on expertise located in such faraway locations as Jos, Nsukka, Ilorin and Zaria. Yet the Volume still stands out from several positive angles.

Firstly, the articles have been contributed by authors from diverse disciplines. Several have come from Mass Communication; many have originated from specialists in the area of Psychology. Equally, some articles have been received from those in pedagogy while many have been sent in by authors from such departments as far apart as English and Science Education. Those in the areas of Educational Technology, Curriculum Studies as well as Guidance and Counselling have been strongly represented too. It is a welcome mix.

Secondly, the Volume stands out because at least 9 out of the grand total of 49 articles eventually accommodated for publication were assessed to be in a near flawless state. Although this represents just over 20% one would not quarrel too much about the figure. In such editorial matters, percentages could be somewhat misleading.

Thirdly, the Volume stands out because it incorporates the contribution from our guest pre-conference workshop facilitator, Professor Steve Hornstein. His and other technically-inclined contributions have added to the scientific balance of the Volume.

Overall, efforts have been made to ensure that the contributions meet our rigorous requirements in the areas of originality, relevance and robustness. It should be added that while we strive for reliance on empirical evidence we cannot hug the habit in some researchers to bring in data by the hair of the skin. It is our belief that such data that are adduced must meet the requirement of authenticity and relevance.

Finally, our journal has become a genuine source of scholarship and fertile ground for scholars, classroom teachers and textbook writers. That is why we cannot spurn any viable contribution on account of discipline or academic level.

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CONTENTS

Hornstein, Stephen E., Ph.D
Whole Language, Democratic Values and the Preparation of Teachers 1

Okebukola , Foluso O., Ph.D
Children's Emergent Reading in English: from Theory to Practice 9

Egenege, C. Chidinma, Ph.D
Networking as a Strategy For Community Based Literacy Distance Learning Programme for Adult Women 22

Jatau, Phebe V., Ph.D
Promoting Female Literacy through Nigerian Female Writers: The Example of Flora Nwapa's One Is Enough 28

Okonkwo, Uche Mercy Ph.D
Enhancing Learners' Reading Skills through Cognitive Instruction 34

Omokore, Sade Ph.D
Education, Women and Life-Long Learning 42

Muhammad, Nafisatu D., Ph.D and Ardo, Aliyu
Provision of Community based Literacy Programmes for Nomadic Pastoralists in Nigeria. 45

Egbe, Gabriel B. Bassey; Ude, Bassey and Otu, Randy O.
Beyond Academic Reading: Encouraging Popular Reading for Life-long Learning 54

Enesi, A.O Ph.D
Primary School Literacy: A Case of National Concern 59

Muodumogu, Chinwe A. Ph.D and Oyetunde, Timothy O. Ph.D
Reading for Pleasure Among Secondary School Teachers in Nigeria: Implications for Improving Students' Reading Habit 65

Frank, Folashade A. Ph.D
Extensive Reading as a Strategy for Developing Interest for Life-Long Literacy: The Ahmadu Bello University, Zaria Model. 74

Uwatt, Louisa Etebom Ph.D and Udosen, Alice E. Ph.D
Reshaping the Current Secondary English Language Curriculum to Enhance Life-Long Literacy 81

Olateju. M. A Ph.D
Oral Reading Fluency of Primary School Pupils in Nigeria. 87

Maduekwe, A.N Ph.D and Ofoneme, C.J.
Note – Taking Strategy in Classroom: Implications for Life-Long Learning in Nigeria 92

Ikonta, Nonye F. Ph.D
Reading to Write: A Strategy for Improving the Writing Performance of Pre-Service Student Teachers of English Language.

Deshi, Pita P. Ph.D and Deshi, Claris M.
Language Immersion – Oriented Strategies as Catalyst to Mass Illiteracy Among Primary School Pupils

Agishi, Tabitha
The Status of Adult Literacy In Etulo Community of Benue State

Bdliya, Idiris Mohammed
The Role of Family Literacy in Primary School Literacy.

Odumuh, Theresa Ohi Ph.D
Primary School Literacy as a Tool for Youth Development and National Integration in Nigeria

Oyebola, Oyeniyi
Gender Approach to Writing Children's Literature: A Study of Gender Balance in Selected General Reading Books for Children Authored By Nigerians

Adebisi, R.A. Ph.D
Towards Entrenching a Reading Culture in Francophone West Africa

Fatimayin, Foluke
Literacy and Reading for Pleasure

Ojogan, Izehiese
Literature as a Tool For Intellectual Development: Implications for Life – Long Learning

Idegu, Emmy Unuja Ph.D
Between The Art, Act and Craft of Writing and Life – Long Learning Process: A Writer's View

Jibir-Daura, Ramlatu
Options for Vocabulary Learning and Expansion

Salawu, Abiodun Ph.D
Literacy Communication and Learning in Yoruba Newspapers

Uya, Grace Edet
Strategies for Promoting Good Reading Habits Among Junior Secondary School Students

Gbodi, Elizabeth Bimpe, Ph.D
The Effects of Instructional Videotaped Program on Reading Skills: A Case Study of Some Selected Staff Schools in Minna, Niger State

Mogbo, I.N., Ph.D
Literacy Problems of Distance Learning and Life Long Education in Nigeria: Implication for Counselling 192

Matemilola, P.A., Ph.D
Reading Effectiveness of the SSC Holders In Yorùbá 198

Imam, Hauwa, Ph.D
Literacy and Readership: A Survey of Reading Habits of Education Students in the University of Abuja 205

Emejulu, Obiajulu A., Ph.D
The Role of Traditional and Modern Media in the Literacy Development and Life Long Learning of Nigerian Children 213

Ogundipe, A.O.
Some Reading Difficulties of Users of English for Academic Purposes in Nigerian Polytechnics: The Case of the Former Calabar Polytechnic 223

Nwagbara, Chinyere Ph.D
Achieving Literacy for Rural Women: Some Cross-Cutting Constraints, Challenges and Opportunities 228

Heine, Dave Ph.D and Hornstein, Steve Ph.D
Living and Learning Whole Language with Preservice Teachers 236

Gowon, Rahila P.
Patterns of Print Media Reading among Holiday Students in Jos Metropolis 247

Ohia, Isaac Nnam Ph.D and Udosen, Alice E. Ph.D.
Laying the Foundation for Permanent Literacy at the Primary School Level: A Balanced Literacy Approach 252

Ajé, S. A.
The Issues Involved in the Status of French as a Second Official Language in Nigeria 261

Ogum, Daniel N.
The Influence of Electronic Communication Devices on the Acquisition of Literacy and Reading for Pleasure in Rivers State: An Overview 270

Egwurube, Catherine E.
The Public Library Services and Life Long-learning 275

Gani-Ikilama, T.O. Ph.D
An Independent Orthography for Nigerian Pidgin (NP): A Must 280

Ahmad, Abdullahi
Developing a Result – Oriented Reading Habit 285

Salau, Suleiman Ph.D
Audience Assessment of Television Literacy Programme in Kaduna State, Nigeria 292

Abubakar, Barakat
Reading and Life Long Learning the need for Intervention Programmes in Colleges of Education 300

Lakpini, Mary A.
Enhancing Science Literacy through Increased Science Vocabulary 307

Francis O. Ezeokoli Ph.D.
Voluntary Reading Interests and Achievement in Reading Comprehension among Senior Secondary Students in Ibadan Nigeria 317

Taiwo O. Omojuwa, Ph.D.
Opinion of University Students on the role of Literacy and the Media in Life-long Learning 325

J.S. Aliyu Ph.D & H.M. Daudu
Supplementary Reading Books for Junior Readers: Their Dominant Contents And Rising Impact in Nigeria 332

Dr. Adebayo A. Joshua
Language and Conflicts in Nigeria: The Role of Stereotypes 34

SUPPLEMENTARY READING BOOKS FORJUNlOR READERS: THEIR DOMINANT CONTENTS AND RISING IMPACT IN NIGERIA

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Abstract

In this survey, efforts were made to characterise the dominant titles and contents of the supplementary readers available to the junior readers in Nigeria. Three major categories' of thematic areas were found: the folklore, the classic and the topical. The folklore and the classic have been dominated by often-debated extremities which' include loveand jealousy good and evil, honesty and treachery, hope and despair as well as wealth and scarcity. The topical has focused on contradictions like utopia and betrayal; integrity and fraudulence as well as moderator and fanaticism. In addition; the survey revealed a steady rise in the number and impact of the supplementary materials which so far has triggered some basic aspects of lifelong literacy culture in Nigerian learners.

Introduction

Supplementary readers are non-text materials meant to be read outside specific content areas. They include books like novels, graphics, biographies, playtets, poems and children's stories. They are written essentially to provide additional sources of language encounter for young learners. In Nigeria, where English is the medium of instruction at most levels of our educational system, the role of the supplementary readers could be pivotal. But their fate could also be depressing. They are not textbooks. They, therefore, do not form the primary source for drawing up examination questions. Their use is not typically amenable to close supervision. One of the greatest problems facing the learning of English is pinpointing accurately and convincingly the primary goals of literacy. Many Nigerian learners are pre-occupied with the utilitarian value of literacy. The aesthetic and inspirational gains are mostly disregarded or forgotten. In some situations, the learners may be willing to read but they might be handicapped by the absence of reading materials due to the lack of financial resources.

National Policy on Education and Supplementary Readers

The National Policy on Education (NPE) as a document emerged after an important federal government-sponsored seminar in 1973. The document, which has undergone several revisions, has articulated the philosophy of Nigerian education and described the main features, requirements and expectations of the different educational levels. In section 3, under primary education, the document states, *inter alia*, that

> *"Government prescribes the following curricular activities for the primary school: the inculcation of literacy and numeracy-------- the encouragement of aesthetic, creative and musical activities----"*

The document further added in the same section

"And to make it easier to carry out the curricular activities, Government will provide junior libraries for primary school children. Libraries are already being incorporated into new primary schools being put up as part of the plan for the Universal Free Primary Education Scheme. ----

Under paragraph 5 of the same section, 3 the document states

"Government will ensure that all schools are properly equipped to promote sound and effective teaching and, in particular, that suitable textbooks and libraries are provided for schools. To this end, funds are being provided for school libraries, textbooks and equipment and Government is also embarking on a scheme for the provision of inexpensive textbooks".

Under paragraph 10 of the same section 3, the following statement is made.

"In pursuance of its objectives in primary education, government will make provision for adequate educational services:
a. It will establish a school library service and ensure that readers are given in-service training in the management and organisation of school libraries".

The above statements confirm the very high recognition given to the place of the library in all levels of our education. However, visits to schools undertaken as part of this survey have confirmed that recognition on paper has not translated into reality. 50%-60% of the schools (or five in every 10 schools) at both primary and secondary levels have no library facility. In the case of the remaining 40%, only about 25% of the schools maintain what is describable as standard libraries – a properly equipped, designated room meant solely for retention and circulation of books and provision of reading space. The remaining are only makeshift libraries. The picture is captured below:

Table One: Spread of Library in Sampled States

Library Situation	Proportion
None	60%
Standard Library	25%
Makeshift Library	15%
Total	100%

Form of Supplementary Readers

Supplementary readers in Nigeria have been conceived as stories or write-ups designed to provide interesting reading for the young. Such reading includes those carried out at the primary and secondary levels. However, many of the readers with high literary qualities have captured readers beyond the adolescent level.

Most of the supplementary readers are written as stories or biographies or adventures that have episodes in short chapters. The lengths of the subsections are decidedly shrunken so as not to discourage would-be readers. In several of the readers there are glossaries, or footnotes or end-questions are added. These extra features are

usually placed with the goal of reducing the ordeal of facing too many distractions. This is based on the experience of beginning readers resorting to dictionary checks too frequently.

In most of the readers, there is a strong evidence of vocabulary selection and avoidance of structural density. The themes have universal, regional and local flavours. They are especially intended to create windows through which the young readers could see both the world at large and the readers' immediate environment.

In some cases, questions have been added to the stories. These questions are designed as activities or checks. They are primarily aimed at prompting extensions to the bare narratives. In using the questions, some of the readers find the pedagogical benefits have been incorporated in the materials.

The print-type is generally bold and the contents broken into clear-cut paragraphs and sub-sections. In some instances, key expressions or statements are highlighted in special facts.

Phases of Supplementary Readers

Most of the readers identified in the survey could conveniently be grouped into three phases:

a. the pre – 1960 readers
b. the post – independence readers (or post 1960)
c. the post – 1980 readers.

The pre-1960 readers were made up of stories (or their adaptations) that were primarily meant for native speakers. Publishers such as Evans, Macmillan, Oxford University Press, Cambridge primarily sought to widen the market for their publications. The West African countries such as Nigeria, Sierra Leone, Ghana and Liberia provided the desired market for the readers.

The Indian sub-continent and some other Commonwealth countries provided the other additional receiving ground for such supplementary readers. Interestingly, some of the readers hardly contained much that could be identified as a common thread linking all people of distinct countries and cultures. The overriding goal was to make available such readers that had attained the status of "classic". Learners across the English world were expected to radically improve their fluency and horizon after exposure to the supplementary readers. With regard to the classics, several that had to be abridged or "re-done" to pave way for younger readers included:

- Silas Marner
- Treasure Island
- Oliver Twist
- Growing Up (Manley, D. (ed))
- Promise (Ashere, J.)
- Air Force Cadet (Forde, W.)
- The Runaway (Forde, W.)
- Revealer of Secrets (Bordinat, P. and Thomas. P.)
- Ndapi's Childhood (Awooner-Renner, Marilyn)

Dominant Themes

The supplementary readers spread across various themes. They most prominent of the themes were identified through a detailed examination of over 150 titles in the study reported here. The dominant themes were found to include these:

i. human ambition
ii. romance, especially love
iii. virtues, especially honesty, chastity, altruism (selflessness), patriotism
iv. adventure
v. vices, especially conspiracy, deceit,
vi. biography (especially transition from childhood to youthfulness)
vii. competition or rivalry
viii. religion
ix. travelogue
x. folklore

The Dominant Themes and their Extensions.

The theme of a supplementary reader is the subject matter around which the account rendered is woven. It forms the topic which is used like the thread to weave the tapestry of events. In most of the supplementary readers, it is more accurate to talk about the collection of themes. This is principally because most readers usually go beyond the monothematic approach. For any of the readers, it would be more realistic to talk about the set of literary elements fused together to create the total impact.

At this point, it is pertinent to give some of the questions typically presented in supplementary readers. They include:

a. What is the main theme of this book or story ?
b. Identify he topic or person around whom the story is woven
c. How many sub-themes, if any, can you identify?
d(i). What character or characters do you identify most closely with?
(ii). Give at least one reason for your choice of character or characters
e. How would you describe the story? Select one and give reason for your selection:
    i. Interesting
    ii. funny
    iii. Frightening
    iv. Dull
f. Do you find the language very difficult or simple or just normal?

"Ayo" is an interesting example of the short story as both an entertainment as well as language exploration for the young reader.

With several of the stories, the matter of individual growth or socio-moral development is focused at. Here, the main character is typically presented as a young, untested pupil or student. As she pursues her educational career, she wonders through a life of competing options. In the innocence of youthfulness, she cannot, at the onset, separate good from evil; nor can she sort out true friendship from deceptive association. In several episodes, the main character is faced with the different situations of making the right move or choice.

This is dominant in Ayo where the main character (also the story title) is constantly torn between lofty and demeaning choices. Ayo is thrust on the readers as a young village schoolgirl full of dreams and ambition. Her parents are so poor that the father all but ruled out the competitive scholarship as their last hope. Ayo was encouraged to have a shot at it. She did and earned an unexpected place. The author (Kathleen Arnott) uses different devices to reveal the virtually insatiable depths of human craving.

In this simple novel, the author manifests an unobtrusive control of the divergent elements of good story-telling. She shows the elements as working in tandem with the rest of the plot. In Chapter Two she writes,

> *One day, at the end of June, about a year later, Ayo was standing just inside the back door of her house, watching the rain pour down. The sky was grey, and outside the house the ground was sticky with mud. Several very wet chickens and a goat were trying to hide from the rain under a tree. Ayo could see her mother bending down in the little shed outside that was used as a kitchen, trying to make the wet wood burn in order to cook the dinner. When her mother looked up, she saw Ayo and said, 'You had better wait until the rain stops before you go to collect John's letter. I don't want you to be ill again; this rain is very heavy'.*

Arnott is highly economical with her style. She packs together several incidents which help to advance the plot in no small measure. The description of the surrounding sketches out the setting while the actions of the individuals allow the author's handling of characterisation to emerge naturally.

In terms of progression, each paragraph is placed against the next one just the way a dice fits into other dices to create the solution to a puzzle. Take a look at the 5 paragraphs quoted below. Each one incorporates a marker of time or space. In all the markers include: "But --- then --- so during ---- but ---- perhaps ---- just a month --- but suddenly ----- another five minutes --- then ------- soon afterwards ---- when --- for a long time"

> *'But there is nothing else to do', answered Ayo. 'I can take father's umbrella'. Then she remembered that her father had gone to see some people in the next village and had taken the umbrella with him. So she stood in the doorway watching the rain pour down.*
>
> *During the year that had passed Ayo had grown three inches taller, but in other ways she was very little changed. Perhaps her face looked a little older; she had been working hard at school and had spent many hours at home each evening over her books.*
>
> *It was just a month since she had visited the school at Dego, twelve miles away, and sat for the scholarship examination. She began to wonder whether she had passed or not ----- But suddenly she saw a break in the clouds. She forgot all about Moro School as she ran indoors to get something to put over her shoulders. She called to her mother that the rain was stopping.*
>
> *'Wait another five minutes', answered her mother, 'and then you may go'.*

Soon afterwards, Ayo was hurrying along the wet road to the post office. When she arrived, she found a crowd of people inside and knew that she would have to wait for a long time.

Through the scene of inter-related incidents, the harsh condition of economic hardship with its attendant toil is captured. There is plenty of struggle but all hope is not lost. As if to confirm the potential for optimism – albeit tepidly – the next section of this same chapter begins with a transplantation of the weather,

"But suddenly she saw a break in the clouds".

Nature and the main actress, Ayo, seems to be moving in unison. The situation of near hopelessness, which seemed to have buffeted at Ayo appears gradually to be giving way to some "break in the clouds". However, the theme and the style are so well-blended that only the perceptive and literary conscious reader can inhale the full effect. The harmony is at once simple and superlative.

In following the story of Ayo, the main theme of socio-psychological growth is juxtaposed against other human vices like vanity, gossiping prejudice and discrimination.

In another chapter, the reader is introduced to the emerging prejudice triggered by the inner yearnings on the part of Ayo to be uppish. Her ambition is to be identified only with those she considers, "socially correct" i.e., those from the highly privileged city (Lagos) homes.

Interestingly, different segments of one particular theme could reveal a myriad of sub-themes. A close look at the following excerpts does just that.

'Now Ayo, out of bed! You'll be as lazy as your friend Comfort if you don't change your ways'.

Ayo rolled out and sat on the edge of bed while she stretched her arms above her head.

'Your friend Comfort', Lydia had said. Ayo thought to herself, "Well, it's true that I spend quite a lot of time with Comfort, but I don't want everyone to think that we are close friends'.

Ayo, with one of her sandals still unfastened, was hurrying into the hall when she was stopped at the door by Miss Morgan. 'Finish dressing before you go into prayers', Miss Morgan said. The blood rushed to Ayo's face, and she felt ashamed. As she moved to one side and bent down to tie her sandal, Remi joined her. Remi, too, had been spoken to about careless dressing. The two girls smiled at each other, and Remi said in a low voice, 'Isn't she a silly woman?' and Ayo replied quietly, 'yes, isn't she'!

So the two girls walked up and down the playing-field together while Ayo talked to Remi about her life at home. She told her how difficult it was for her parents to find money for all their needs and how glad they were when she won the scholarship to Moro. Remi could not help comparing her own life with that of Ayo. She told Ayo of all the parties and dances her family had in their Lagos home. She told Ayo that they had a lot of servants, and said there was always money for everything they wanted.

The selections provide a hurried excursion through the mind of Ayo and equally avail – of the opportunity to encounter other sub-themes. Here, the reader sees Ayo wrestling with the vice of prejudice and discrimination. Ironically, the fear of being discriminated against contributed in pushing her towards this extreme position.

On several occasions, Ayo comes in contact with the school principal or one of the tutors. Any exchange between them and Ayo is indicative of the subtle sub-theme of good upbrining or decorum. One brief episode culminates in Ayo being taught that good dressing habits form part of proper education. No matter the depress in presentation, the writer shows that within a main theme other important sub-themes could be embedded.

The last paragraph above exposes the vanity or ego trips students often engage in. The author presents what can, on the strength of later developments, be taken as "useless talk". Ayo presents her family story as it really is, whereas Remi paints a rather inflated picture of her family based in Lagos.

In a later chapter, the beauty of true friendship emerges when Ayo and Comfort sing together. In the same breath, Ayo and Comfort learnt how the vice of gossiping sometimes thrived in the school.

They saw Remi sitting with several girls older than herself. They were all laughing loudly, and it was easy to see that they were laughing about something Remi was telling them. None of them noticed the two girls coming towards them; and, suddenly, as the laughter stopped, Ayo heard Remi's words clearly.

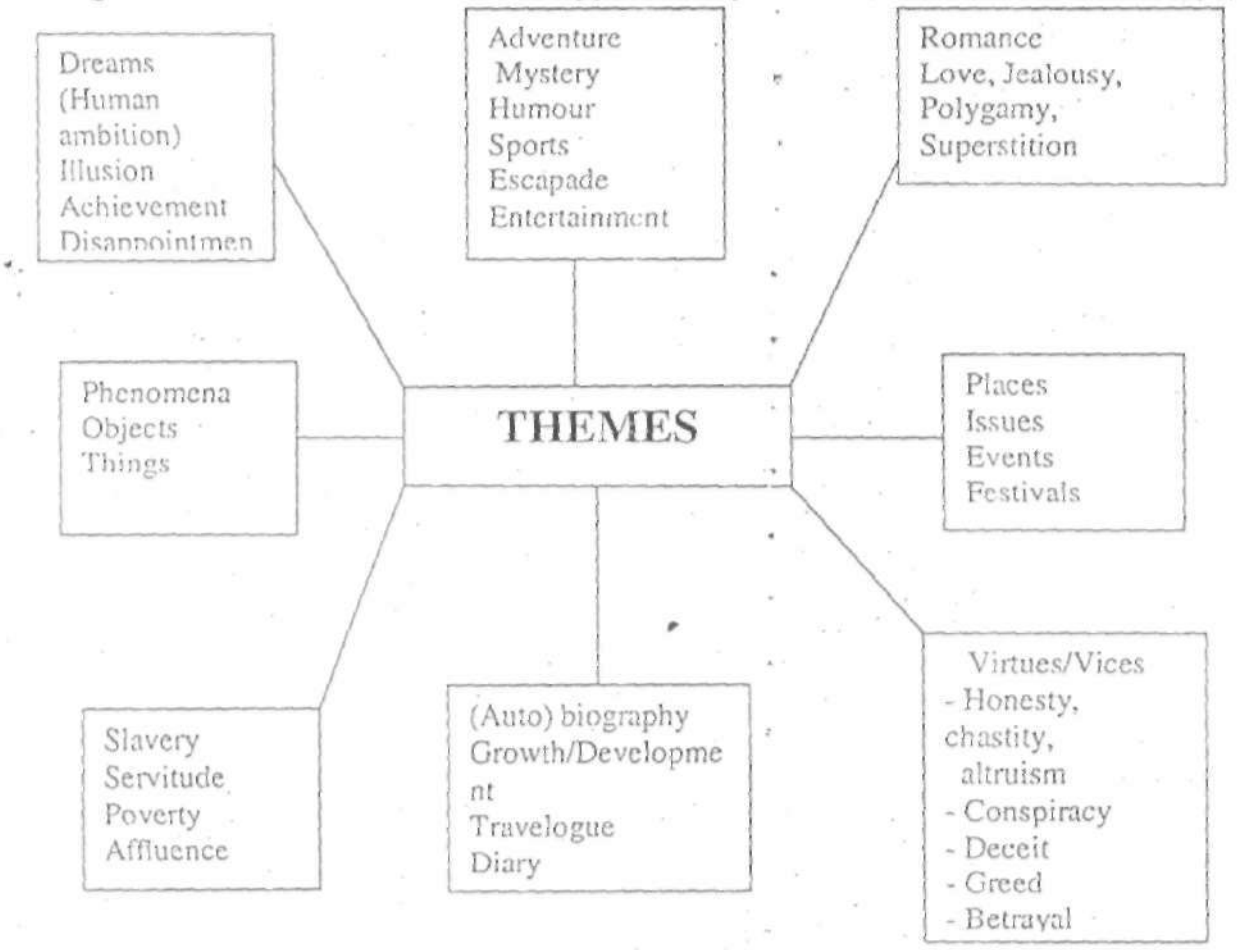
'What I was saying is quite true', Remi said. 'Ayo is only a village girl. I've told you about her home. She could only come here because she won a scholarship. She's certainly not the sort of girl I should choose as a friend'.

Ayo stopped suddenly. She was filled with anger, and blood rushed to her face. It was clear that Remi had been making fun of Ayo's home and family. She remembered that she herself had told Remi all about them one afternoon a few weeks before.

For a time, the two girls walked side by side without saying a word. Ayo was almost in tears; Comfort was breathing hard because of her anger. They sat down under the tree which they had left a few minutes before, and then Comfort spoke.

From the above, we can see that chosen expressions lead to very good effect. The metaphors are built into the text with subtlety. The rhythm created for each incident is selected in accordance with the prevalent mood conjured by the episodes.

Figure 1: Dominant Themes in Supplementary Readers



The supplementary readers encountered in the sampled survey cut across several themes. They equally manifest stylistic presentations expected to cater for different age groups and readers of varying socio-economic strata. In most ways, the spread manifested by the supplementary readers have moved steadily towards the suggested balance advocated by Kean and Personke (1976).

Balance

In order to maintain balance in the collection, books need to be examined from the standpoint not only of quality but also of interest area and genre. Children can become interested in almost everything: nature, animals, machines, life in other countries, biographies, science, mysteries, sports, humor, nonsense, travel, religion, and history-to suggest only a portion of what they might find enjoyable to read about. Children's literary choices are known to vary on the basis of age, sex, sometimes economic background, geographical location, and ethnic background.

Other considerations need to be borne in mind when appraising supplementary readers. These include the need to make available to young readers materials written by

other young readers and the deliberate inclusion of books in which femininity is given an unbiased projection.

PROVISION OF LIBRARIES IN SCHOOLS

The library is arguably the surest way to make supplementary readers available to pupils in primary schools and students in the junior secondary schools. The National Policy Education, which categorically states the importance of the library as a learning resource, affirms the Federal Government decision to provide library facilities in all schools. Despite the laudable declarations, the presence of the library is not yet a permanent feature of Nigerian Schools.

In this study, specific questions were designed to assess the following conditions in our primary and junior secondary schools. The questions posed via a questionnaire shall be presented here one after the other:

a. Does the school have a library? ----------

b. How does the school acquire books for the library? ----------

The answer to question 1 revealed a not-so-heartening outcome. Only about 25% of the schools in the 6 states surveyed have designated rooms serving as library in the known conventional sense. In another, 10-15% of the schools there were make-shift rooms which doubled as Reading/Store Room or Reading/Art Room.

In most of the schools with the above limited facilities, there was a low level of provision of professional librarians. Only about 3 in 10 cases were professional librarians provided by the schools. There was an even more disturbing fact. Where such professional librarians were available, they were saddled with additional burdens. They were made to teach certain school subjects like English or social studies. In such a situation, it was impossible to determine which responsibility should receive priority attention between attending to readers and teaching.

It is noteworthy to report that the rooms that doubled for library service and other roles the potential for chaos was inevitable.

c. About how many titles are in the school library?

In the schools that enjoyed the library facility, the number of total titles available ranged from 150-3500. In most of the schools with library facilities, the titles were definitely low. In addition, most of the titles were leaning towards textbooks. According to over 80% of the respondent librarians, the schools place textbooks in the library because "textbooks placed in the library are available to all students irrespective of their socio-economic backgrounds". It was therefore found that textbooks received greater attention than the other categories of books – reference books and supplementary readers. In an attempt to capture the overall picture with respect to book type, the pattern below was manifest.

Table Two: Library Books by Type

Type	Percentage
Textbooks (for content areas)	76
Reference books	12
Supplementary readers	8
Others	4
Total	100

SUPPLEMENTARY READERS IN LIBRARIES

Most of the schools with library facilities boast of a low proportion of supplementary readers. This was the case whether such facilities were authentic or make-shift ones. More disturbing was the fact that at least 20% of the titles of supplementary readers appeared untouched for long periods. In more than 50% of the schools, it was difficult to see any evidences of recent or continuous purchases in the supplementary readers' section. What was equally striking was the tendency to see an over-patronised title having multiple copies.

IMPACT OF SUPPLEMENTARY READERS

The relevant question here was:

Has there been a significant rise in the impact of supplementary readers over the years?

From the observations in the different schools and the answers to questions, it was evident that the attitude towards reading supplementary readers had been lukewarm in the distant past. However, some measure of enthusiasm seems to be emerging within the past ten or so years. Pupils and students, like their parents, are traditionally more concerned about outright academic success. Most pupils and students have paid the greatest attention to content subjects. In some outstanding cases, some few have been persuaded by seniors and teachers on the complementary role of wide reading. This practice, they have been told, could swing the success rate in such subjects like Literature and, to a lesser degree, History. Such pupils and students who heed such persuasion occasionally manage to convince a few others to follow the "footsteps of other very successful predecessors". Crucially, some of the factors that have helped to change the attention given to supplementary readers include the following:

i. the power of name
ii. the school tradition
iii. the neighbourhood syndrome
iv. the school leadership style.

The Power of Name

For some novels like Zaynab Alkali's "The Virtuous Woman", "the Stillborn" the names simply hold a special appeal. Most of the students who have read any of the two claimed that the name of the author and the titles were the main attractions. On scanning through they noticed some incidents, descriptions, characterisation and setting that pricked their curiosity.

b. To assess the frequency with which the available supplementary readers are borrowed. This particular strand of the survey should help reveal which of the readers are most popular. It would be instructive to know the types of readers that have the highest degree of attraction for young students.

Specific questions were raised in a 10-item questionnaire to elicit responses from librarians and pupils/students on the borrowing pattern in connection with available supplementary readers.

Librarians' Questionnaire

i. Tick any of the listed books available in your library.

ii. Are readers allowed to borrow books? [Tick as appropriate]
a. Yes [ ] b. No [ ]

iii. For how long may a book be kept by the borrower? No of days [ ]

iv. How do you decide on what titles to acquire?

v. Are there instances of non-return of borrowed books? ----------

vi. What measures are used to ensure prompt return of books? ----------
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vii. How are new books obtained for the library ----------

viii. Study the given titles provided. Identify the 10 most commonly borrowed titles in the list provided

Table Three: Titles of 20 Supplementary Readers

TITLES	SCHOOLS									
	1	2	3	4	5	6	7	8	9	10
The Virtuous Woman	√	√	√	√	√	√	√	√	√	√
Without a Silver Spoon	√	√	√	√	√	√	√	√	√	√
The Stillborn	√	√	√	√	√	√	√	√	√	√
Bello & the Greedy Waziri	√	√	√	√	√	√	√			
The Twins of the Rain Forest	√	√	√	√						
Ike in the Evil Bush								√	√	√
Coal Camp Boy		√	√	√	√	√	√		√	
Samankwe in the Strange Forest	√	√	√			√	√	√	√	
Tales of Nso	√	√			√	√				
The Story of Sultan Attahiru							√	√		
Anán and the Grass Village				√	√	√			√	
Sorry, No Vacancy	√	√	√	√	√	√	√			
Animal Farm	√	√	√	√	√	√	√	√		√
Air Force Cadet	√	√	√					√	√	√
Ayo									√	
Kidnapped	√	√	√	√	√	√	√			√
The Wedding Photograph	√	√	√	√	√	√	√	√		√
Hamid's Holidays								√		

Treasure Island	✓	✓	✓	✓	✓	✓	✓	✓		✓
Eze Goes to School	✓	✓	✓	✓	✓	✓	✓	✓		✓

ix. The greatest gain in supplementary reading is [Tick one]

a. Vocabulary development [ ] b. General language fluency [ ]

c. Story telling skill [ ] d. Knowledge of other people [ ]

e. Any other ----------

General Observations

Many of the teachers in the sampled schools were unanimous in contending that supplementary readers have made a steady rise in impact within the past 10 years. Most averred that the rising impact in making use of supplementary readers has been triggered genuinely by most of the factors earlier mentioned. In addition, other incentives have impinged on the status accorded supplementary readers. These have included:

a. the desire in students/pupils to talk freely on school-related topics

b. the clear probability of excelling in such school activities like debates and tests

c. the unmistakeable link between general reading and good performance in English

Conclusion Remarks

The impact of the supplementary readers in Nigerian schools has witnessed fluctuating trends. The reported survey revealed a great dichotomy between privately-owned schools and government-owned ones. Only in private schools is the establishment of a library a basic facility. In non-private ones, the fare of the library could depend very much on the situational elements like the orientation of the head and the neighbourhood schools.

Universally, determining the most suitable supplementary readers has been a problematic issue. As a prelude or anchor to literature, supplementary readers could play a pivotal role. That is why Patricia Richards (1994) has suggested specific steps needed to "becoming a children's literature expert". Some of her recommendations include:

i. Keeping abreast with publishers' catalogues

ii. Reading book reviews especially those on supplementary readers.

iii. Talking to librarians to assess their own opinions on certain titles

iv. Scanning through library lists so as to get to know the most current or most promising titles

v. Reading regularly so that you serve as a model and get informed on what to recommend

vi. Keeping a record of what is read and what have been identified as qualitative

In addition to the points earlier discussed, non-governmental agencies that are dynamic like the Parent – Teacher Association and philanthropists have been known to be great promoters of the reading culture. The involvement of such sectors could help heighten interest in supplementary readers.

The mass media has come to be identified with consciousness raising. Through the relevant publicity by the mass media, schools and public libraries could be challenged to increase the emphasis or space given to supplementary readers. What has emerged most conspicuously from the reported survey is that a good practice can only be identified and sustained through enlightenment and commitment.

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Richards, P.O. (1994), 'Thirteen Steps to becoming a Children's Literature Expert'. The Reading Teacher: A Journal of the International Reading Association vol. 48:1 September.

S/No	Title	Number of page	Author	Publisher	Year of Publication
1.	The Beggar's Strike	99	Aminata Sow Fall	Longman Group Limited	1981
2.	The Wedding Photograph	34	Segun Dawodu	Longman Nigeria Limited	1991
3.	Ifeanyi and Obi	65	Charitas Onwu-Otuyelu	Longman Nigeria Plc	1982
4.	Tales of Nso	79	Daniel Lantum	African Universities Press	1969
5.	Hamid's Holiday	57	Ruth Whyte	Oxford University Press	1964
6.	Kidnapped	76	Robert Louis Stevenson	Longman Group Limited	1931
7.	Ayo	50	Kathleen Arnott	University Press Limited Ibadan	1951
8.	Air Force Cadet	125	Winston Force	African Universities Press Lagos	1971
9	Animal Farm	112	George Orwell	Longman Group Limited	1991
10	Without A. Silver Spoon	112	Eddie Iron	Spectrum Books Limited Ibadan	1981
11.	The Story of Sultan Attahiru I	126	D.J.M. Muffett & E.W. Allen	African Universities Press Lagos	1964
12.	Anan And The Grass Village	55	Geraldine Kaye	University Press Plc Ibadan	1969
13.	Dangerous Exchange	51	Dorothy Wimbush	Oxford University Press Ibadan	1973
14.	Samankwe in the Strange Forest	58	Cyprian Ekewensi	Longman Nigeria Limited	1973
15.	Bell and the Greedy Waziri	48	Dimeji Popoola	Longman Nigeria Limited	1993
16.	Coal Camp Boy	66	Cyprian Ekewensi	Longman Nigeria Limited	1973
17.	The Twins of the Rain Forest	66	Neville M. Ukoli	Longman Nigeria Limited	1968
18.	Ike in the Evil Bush	47	Sigrid Mordi	Longman Nigeria	1980
19.	Come To School	26	Theophilus Ezeobi	Longman Nigeria Limited	1980
20.	Sorry No Vacancy	74	Mabel Segun	University Press Limited Ibadan	1977
21.	Treasure Island	125	Robert Louis Stevenson	Longman Group Limited	1932