IMPACT OF CONVENTIONAL AND CONTEXTUAL ENGLISH TEXTBOOKS ON THE PERFORMANCE OF NOMADIC PUPILS IN READING COMPREHENSION IN KADUNA STATE, NIGERIA

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DECLARATION

I FARIDA SANUSI MAFINDI (Mrs.) do hereby declare that this thesis for the award of masters entitled "IMPACT OF CONVENTIONAL AND CONTEXTUAL ENGLISH TEXTBOOKS ON THE PERFORMANCE OF NOMADIC PUPILS IN READING COMPREHENSION" is my original research work. It has not been presented anywhere for the award of higher degree in any form. All quotations and other sources of information have been acknowledged through references.

_____ **_____**

FARIDA SANUSI MAFINDI (Mrs.) **Date**
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CERTIFICATION

This thesis "IMPACT OF CONVENTIONAL AND CONTEXTUAL ENGLISH TEXTBOOKS ON THE PERFORMANCE OF NOMADIC PUPILS IN READING COMPREHENSION" by FARIDA SANUSI MAFINDI (Mrs.) has been read and approved for the award of Master's degree in Teaching English as a Second Language (TESL), Department of Arts and Social Science of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge.

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DEDICATION

This study is dedicated to my late parents, Alhaji Sanusi Mafindi and Hajiya Mariya Sanusi May Allah (SWA) forgive their mistakes, wash away their sins and grant them Aljannah Firdaus (Ameen)

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ABSTRACT

Educating nomadic Fulbe children have drawn a lot of attention in trying to educate all Nigerian citizens by the Nigerian government. It has always been a hotly-debated issue that "how" these children could be educated. This study "The impact of conventional and contextual English textbooks on the performance of nomadic pupils in reading comprehension of primary five (5) pupils of Soba and Sabon-gari Local government, Kaduna state (Nigeria) aimed to investigate whether teaching reading comprehension using both the contextual and conventional textbooks could be employed in teaching reading comprehension to the nomadic pupils instead of using a culture specific textbook (contextual textbook) only to the pupils. The population covered all the primary five (5) pupils of nomadic Fulbe primary school in Soba and Sabon-gari Local government, with population of two hundred and eighty five (285) pupils of 2014/2015 academic year. A sample size of 80 pupils was randomly selected from four primary schools out of the population with the aid of random table numbers (Kerlinger, 1973). Forty served as the control group and forty formed the experimental group. True experimental pre-test- post test design using experimental and control groups was used. Two research instruments were employed - the contextual and conventional passages culled from the pupils textbooks. Three research questions were asked and three hypotheses were generated. Paired sample t-test was employed to test the hypothesis at 0.05 levels of significance. The findings indicated that, there was no significant difference between those exposed to conventional and control groups based on reading comprehension performance at the literal, inferential and critical level. The study concluded that the teaching of reading comprehension to nomadic pupils using conventional and contextual textbooks would have significant impact on their reading comprehension. The study therefore, the study suggested the use of both contextual and conventional based textbooks in teaching reading comprehension in nomadic fulbe primary schools. This is expected to upgrade reading comprehension performance enhance their English language learning.

LIST OF ABBREVIATION

L1	-	First language
NCNE	-	National commission for nomadic education
NPS	-	Nomadic Primary School
TESL	-	Teaching English as a second language
ESL	-	English as a second language
EFL	-	English as a first language
NEP	-	nomadic education programme
CCRCI	-	Conventional and Contextual Reading Comprehensions Input of Nomadic

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OPERATIONAL DEFINITIONS OF KEY TERMS

For the purpose of this study, the following terms were operationally defined by the researcher:

Contextual Teaching: Contextual teaching and learning is the concept of learning that help teacher to link the subjects with the real world situation of student and encourage students to make relationship between knowledge and its real life implementation in their life.

Conventional Teaching: It is the usual traditional or accepted type, instead of new and different approach to teaching reading comprehension.

Nomadic Fulbe: members of a tribe that move from place to place with no permanent settlement in search for food and water or pasture for their livestock.

Nomadization: To wander with flocks and herds for the sake of finding pasturage

Sedentarization: Staying in the vicinity.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A lot of researchers like Lar, (1982), Ezeomah, (1985), Ribadu, (1986), Abba (1986) and Tahir, (1996) called for the contextualization of nomadic textbooks as those that reflect the nomadic Fulbe's culture and norms. This is based on the decision of the government of Nigeria that learning is the primary means of upgrading the socio-economic condition of the rural population. This population particularly, the Fulani, are difficult to educate. The reason for nomadic contextualization of textbooks is to integrate the Fulbe nomads into national life, by providing them with relevant and functional basic education which will improve their lives and that of the nation in general. Fulbe Nomads are people who move from one place to another in search of livelihood. Also, Ezeomah (1987), refers to them as "Ethnic or socio-cultural groups who travel and migrate in large or small group in search of livelihood within a community". Other forms of nomads include the pastoralists, migrant fishermen and migrant farmers who are widely spread all over Africa.

In an attempt to accomplish the task of the contextual approach of teaching and learning in nomadic fulbe schools, six zonal offices which include; North West, North Central, North East, South West, South South and South East and three University centers that include: University of Sokoto, University of Jos and University of Maiduguri. These zones help to complement the efforts of the headquarters. It came out with curricula for Nomadic Education curriculum that is expected to cater for the unique lifestyle of the nomads. This curriculum calls for the development of textbooks based on the needs and aspirations of the nomad's lifestyle.

The developed textbooks came in form of pupils' textbooks and teachers' guide. However, one is prompted to ask the one that is better, the so called adapted nomadic textbooks or the conventional English textbooks? These questions are what prompted the researcher to carry out this study to ascertain the impact of the conventional and contextual reading comprehension textbooks on the pupils. Given also the impression that the world is now a global village, do the nomads need the contextual textbooks for reading comprehension to perform within the expected level of competence? Will it not be a disservice to the nomadic Fulani pupils to expose them only to English textbooks that relate to their immediate contextual environment only? These are the inspirations behind this study.

1.2 Statement of the Problem

The Nomadic Commission adapted the strategy of using content and concept of the nomadic Curriculum and textbooks depicting the socio-cultural background of the nomads. The Commission dropped the conventional English textbooks in order to make learning more meaningful and easy to the nomads. Little or no consideration is given to the global nature of education and the future of the nomads. While contextual textbooks are not used by tertiary institutions, the nomadic children are constrained in knowledge at the end of the day; it is likely that the nomadic pupils might be restricted to only their environment. Considering the fact that the world has now turned to a global village, is it not vital to blend the nomads with the outside world? In our multicultural world, effective approach requires the kind of understanding, perspective and skill that comes from engagement with diverse communities and contexts. Will the use of both conventional and contextual learning not help the nomadic fulbe learners to understand their local and

global culture? This research, therefore, intends to study the impact of conventional passages on reading comprehension performance of nomadic primary five pupils of Sabon-Gari and Soba local government of Kaduna State with a view to finding out whether or not conventional approach could be applied in teaching reading comprehension to nomadic schools.

1.3 Objective of the Study

The purpose of the study is to explore the impact of using conventional and contextual English textbooks on the reading comprehension performance of nomadic pupils. This means the impact of the use of conventional and the contextual textbooks in teaching reading would be investigated. Specifically, this study seeks to:

1. determine the difference between the performance of nomadic pupils exposed to reading comprehension in the conventional and contextual passages at the literal level,
2. examine the differences in the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level and
3. examine the difference in the performance of nomadic pupils exposed to reading Comprehension in the contextual and conventional passages at the critical level.

1.4 Research Questions

This study intends to answer the following research questions:

1. What is the difference between the performance of nomadic pupils exposed to reading comprehension passages in the contextual and conventional passages at the literal level?
2. What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level?
3. What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level?

1.5 Research Hypotheses

The following null hypotheses were formulated for testing at 0.05 level of significant.

H_{O1}: There is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the literal level.

H_{O2}: There is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level.

H_{O3}: There is no significant difference in the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level.

1.6 Significance of the Study

The Nomadic Fulani teachers would hopefully find this study useful when they integrate conventional and contextual textbooks in teaching their nomad pupils. They would possibly discover which of the texts are better for training them effectively in English. Pupils in nomadic schools would benefit from the result of this study when their teachers adapt the use of conventional and contextual textbooks in teaching.

It will also enable them cope with any given environment they tend to find themselves. Curriculum planners would find this study as an effective tool for designing language programs that will suit the nomadic educational system. If the study finds out that nomadic children are able to perform better using the conventional textbooks then, the study can recommend the use of conventional textbook together with contextual textbooks.

Commission for Nomadic Education would also benefit from this study by creating awareness on the need for provision of conventional and contextual textbook materials, if the experiment proves the use of the two to be effective training and supervision of nomad teaching could also be done using that study and it is also hope to be useful to the future researchers too.

1.7 Scope and Delimitation

The study covers all the public nomadic schools of Sabon-Gari and Soba local Government areas of Kaduna State. The areas examined are impact of conventional and contextual English textbooks on reading performance of nomadic pupils of Soba and Sabon-Gari Local Governments, Kaduna state. Primary five pupils in the nomadic schools were used for this research.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter reviewed the related literature and theoretical framework on which the study based. The review covered the following areas: the nomadic Education in Nigeria, conventional and contextual teaching of reading comprehension to nomadic pupils, characteristics of nomadic contextual textbooks, reading comprehension and the nomadic children, different approaches of nomadic education in Nigeria, reading comprehension and the nomadic children in Nigeria, teaching reading comprehension to male and female nomadic pupils, using conventional and contextual textbooks classroom strategies: steps for explicitly teaching of reading comprehension skills, teaching reading for vocabulary development, reading for interpretative meaning and inferential reading**,**

2.1 The Nomadic Education in Nigeria

It is generally agreed that education is a process that helps the whole human being develop physically, mentally, morally, socially and technologically. In order words education is a quintessential part of the development process of man and the society at large. As such no section of the nation need be left out in this process. Therefore the relevance of nomadic education to the development of the nation cannot be overlooked. Considering the fact that nomads make up an essential part of the Nigerian society the relevance of nomadic education to the nation's development remains an essential part of the nation's stride towards development. However the task of providing the country's nomadic population education has not come without its own unique challenges which include funding and governments commitment to the welfare of this minute group of

persons. Beside this, nomadic education on its own has its own unique challenge which cannot be overlooked. Amongst these challenges are: The constant migration/movements of nomads in search of water and pasture in the case of the pastoralists. The centrality of child labour in their production system, thus making it extremely difficult for them to allow their children participate in formal schools. The irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups and thus ignores the educational needs of nomadic people. Their physical isolation, since they operate in largely inaccessible physical environments as well as a land-tenure system that makes it difficult for the nomadic people to acquire land and settle in one place. Government in its effort to provide this unique group of people equal educational opportunities with other Nigerians launched Nomadic Education in Nigeria on 4th November 1986. This was followed by the establishment of the National Commission for Nomadic Education (NCNE) through decree 41 of December 1989, which charged the commission with the responsibility of implementing the Nomadic Education Program in the country, with the following goals : providing the nations' nomadic community with relevant and functional basic education; improve the survival skills of nomads by providing them with knowledge and skills that will enable them raise their productivity and levels of income; and to position them effectively to participate in the nation's socio-economic and political affairs. Since its inception, the National Commission for Nomadic Education (NCNE) has tried to evolve a number of distinct programmes, aimed at meeting the basic education needs of the migrant communities in Nigeria.

2.2 Conventional Textbook Teaching in Nomadic Schools

Conventional reading is a type of formal reading activities used by many academic disciplines, that has a specific set of rules governing grammar, proper use and organization**,** Conventional reading is reading taught in academic settings. Conventional method of teaching reading comprehension in nomadic school was practised right from the inception of the programme where the national curriculum and textual materials for the conventional schools were used. Unfortunately, the method did not rhyme with the nomads' unique life style. It is in this regard that Tahir (1996 p.56) noted that the "inappropriate curriculum content failed to enhance the nomadic background."

In the same vein, the nomadic school structure was operated the same as the conventional schools. The school approach that focused on the children of nomadic fulani community was too conventional for them. Whether they like it or not, sedentarization is their ultimate fate. It follows, therefore, that the type of conventional schools' set up for sedentary groups is the one that suits them most particularly, when their inevitable future (sedentarization) is borne in mind. Ardo (1986:3) asserted that "it is clear that in the long run the pastoralists cannot escape the process of Sedentarization and further argues that "for the pastoralists to have access to social amenities such as health care, education, and so forth, the question of Sedentarization always presents itself as a permanent solution. Alkali (1986:4) reiterates his firm belief in the inevitability and suitability of Sedentarization:

> *The only answer for giving nomads any kind of education is settling them, and the earlier the better ... let the state or federal governments first and foremost, earmarks land, water and technical know-how for rapid production of pasture. With these the nomads will in the first place stay in the place provided since two aspects that are causing them to move from one place to another are water and pasture.*

Ribadu (1986: 4-5) has in a similar vein argued that for any educational programme of the nomadic Fulani to be successful, they need the following basic things. "(One of which) is the gazetting of grazing reserves by the government, which should be a suitable area with sufficient rainfall for them to settle permanently with their cattle." Adepeju (1982) advocates the establishment of boarding schools for the Fulani nomads and suggests sedentarization as a strategy that will facilitate the improvement of Fulani traditional pastoral system.

It is also assumed that the prerequisite for the success of any pastoral livestock project is the modernization of pastoral Fulani attitudes through schooling. Mukoshy (1982) argues that "… in the nomadic society, the state could propose as a goal for a generation, the education effort should be focused towards an articulated cognitive style which is compatible with a modern society." It is in that regard that Adepeju (1982) believes that, education is an important attribute of and a pre-requisite to modernization.
The third assumption was that the development of cattle not people is the primary goal of any educational provision for the Fulani pastoralists. The tendency to always stress the need to educate the Fulani so that Nigerian would have surplus meat supply resulting from the adoption of modern techniques of cattle raising by the pastoralists.

The personal and social development of the Fulani pastoralists and their fundamental human right to education is rarely acknowledged, (Lar, 1982: 45) and (Ezeomah, 1985). Another assumption is that the nomadic Fulanis are not integrated politically, economically and socially with the rest of the Nigerian society. Education is therefore, a tool for such integration. It is also assumed that the parents of nomadic children, once they are made aware of the advantages of modern schooling, through

enlightenment campaign by the mass media or interpersonal communication channels, they will be very willing to allow their children to attend conventional schools.

In other words they will be willing to sacrifice the significant contribution children make to the rearing of family herds. It should be noted that, those who advocate formal schools do recognize the importance of children's labour to the pastoral production system but it is assumed that the intrinsic value of conventional schools is so great that once the nomads recognize it,they will forego the contribution children make to the pastoral production system. This assumption is mainly derived from the national-empirical approach to curriculum dissemination.

But the fact is that not all those who proposed formal conventional schools for the Fulani nomads subscribe to each one of the assumptions outlined above. Whether it was implemented or not, these assumptions taken together constitute the fundamental basis of the conventional school approach in nomadic Fulanis.The majority of pupils in the nomadic conventional schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the contextual teaching. The pupil have a difficult time understanding academic concepts (such as reading concepts) as they are commonly taught (that is, using an abstract, teaching method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, the nomadic pupils have been expected to make these connections on their own and outside the classroom.

A lot of problems were realized in the conventional approaches through the use of conventional textbooks which lead to the call for the solution to the problems encountered. Tahir,(1996) gave a reason for the conventional approach to be seen as "inappropriate curriculum content and use of contextual textbooks to be seen as failed to enhance the nomadic background."Furthermore, Mohammad (2001) sighted the problems of conventional approach and conventional textbooks in nomadic education as … the school structure that operates the same as the conventional schools, and that is not healthy for school as early as seven in the morning since most of them have to travel some distance away from their home to attend school. The nomadic teachers too have to travel long distance. In effect the formal teaching starts in the late hours of the morning and continues to early afternoon. The children of the nomads are expected to be involved in churning milk to extract butter and prepare yoghurt for sale by their mother on the other hand and the boys are expected to herd and bring the animals back from the fields to the cereals for milking and stick picking; they could not do that because of the time the school operates. In effect, this development is at variance with children's expected occupational duties.

The programme is also faced with the problems of clashes between the pastoral Fulbe nomads with sedentary people over use of grazing areas and water points. The sedentary people have an advantage over the pastoral nomads due to the land holding rights which in most cases rest with the sedentary people. In such periods, their home steads are burnt down, lives and properties are lost, and schools are destroyed because the pastoral Fulbe are forced to move out of such area. And there is lack of institutional capacity to decline education to new areas. Tahir (1996), in reference to the learning program, states that "quality of teaching is generally low." According to him, the qualities

of teachers that teach in nomadic schools are problematic because most of them are unqualified Grade II certificate holders. He also remarked that the incessant transfer of teachers from nomadic schools to conventional schools has been a source of concern to the program, moreover only conventional textbooks were been used in the teaching subjects. The above problems and some other salient ones call for the contextual approach i.e. the use of contextual textbooks in the nomadic schools.

2.3 Contextual Textbook Teaching in Nomadic Schools

The National Commission for Nomadic Education (NCNE), in the effort to provide basic education to the nomads, and also to use curriculum and textual materials that suits the culture and norms of nomads as being called by the nomadic stakeholders to introduced the contextual approach with the notion that nomadic pupils are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the conventional methods of classroom teaching. The approach of teaching and learning by relating the materials and classroom activities to real situation and actual experiences focuses on the learning processes leading to creativity, critically thinking, and problem solving and being able to apply knowledge in their lives.

According to contextual theory, learning occurs only when learners 'posses' new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response (Ivanic, 1998) This approach to learning and teaching assumes that the mind naturally seeks meaning in context that is, in relation to the person's current environment and that, it does so by

searching for relationships that make sense and appear useful building upon this understanding. Johnson, (2000)

Contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, or a worksite. Johnson , (2002) It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible social, cultural, physical, and psychological in working toward the desired learning outcomes. In such an environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world.

It is crystal clear from the review that the initial approach to the teaching of the nomads was conventional, using conventional textbooks. In the approach, no consideration or reference was made to the nomads' lifestyle. As time went by, scholars like Tahir, (1996) critically observed that the conventional approach was not appropriate if educating nomads was to be a success. It was not only that the approach was a cog in the wheel in nomadic education then, there was also the problem of unqualified and indigenous teachers. There was also the problem of implementing a new approach which is contextual in approach. The contextual approach takes cognizance of the nomads' lifestyle in all the aspects of the teaching and learning. The curriculum, the textbooks, learning materials and evaluation method reflect the cultural life of the nomads.as mentioned in the previous sections, the problem of nomadic fulbe children was not only the textual materials there were lots problems that attributed to their inability to grip the western education. Reading not only forms a basic component of communicating with other people in their native language, but also naturally plays a crucial role in developing second/foreign language learning or acquisition (Rivers, 1981). Because of attitudinal

change and increased awareness about reading comprehension, some studies (Hudson, 1982; Nuttal, 1982; Omaggio, 1979; Paivio, 1991) suggested that the use of conventional textbooks reading comprehension based on schema theory and dual coding theory.

Hudson (1982) and Omaggio (1979) suggested that the proper schema required to comprehend the information contained in a multiple passage is constructed when a background context is organized before the passage, so making it much more effective for comprehension and remembering.

Further, the development of the media technology has influenced studies of the effect of different background in second/foreign language reading comprehension. In particular, the use of both contextual and conventional textbooks has been shown to motivate the learners, and also to improve second/foreign language reading comprehension (Gibbs, 2001). Such studies show that the effect of conventional textbooks background may be strongly dependent on a number of factors: the selection of visual cues including sufficient contextual clues, degree of difficulty of the text, learners' language proficiency and the period of exposure to different background to relate it to their own (Celce-Murcia and Olshtain, 2000). Dutta (1994) argues that conventionally background passages presented as advance organizers facilitate comprehension. Thus conventional materials/ illustrations are now widely recommended as teaching materials for improving second/foreign language reading comprehension as well as for developing learning in realms not directly related to language instruction. As understanding grows about the way background affects second/foreign language reading comprehension and information processing, more appropriate application of the instruction matters for language or information processing will result in improved language reading comprehension as well as improved synthetic language teaching and learning.

2.4 Characteristics of Nomadic Contextual Textbooks

One of the characteristics of nomadic contextual textbooks is that they are child-centered. In addition, the objective and the content are relevant to the needs and conditions of the nomads. (Muhammad, 1992). Irrelevant contents were removed and substituted with more relevant ones or modified to make them more appropriate (NCNE situational reports, 2012).

Irrelevant contents refer to materials, names, objects concepts, illustrations and environmental activities that are alien to the nomads and which they cannot relate to. Muhammad (1992). These are substituted with those they are familiar with and can relate. This is especially so in the first three levels of their education. For instance, in making sentences where names appear like Ojo is replaced with Musa or Dudu. Dog, rabbit and pigs which are not familiar to the nomads were substituted with goat/sheep farming and cattle herding, (Muhammad, 1992).

Textbook for nomads are made contextual to make the textbooks contextual, it is better to start from the known in the early levels of schooling to the unknown in the higher level of learning. Similarly, in dialogue and drama conversations, children are taught the various types of work in the nomads domestics areas such as milking, churning, removing ticks from livestock, herding and cooking before they are taught types of work done in the larger society. Muhammad,(1992).

This makes for easy transfer of learning from the known to the unknown.

The entire curriculum adaptation exercise is done using the nationally accepted core curricula in English, Mathematics, Science and Social Studies as working documents. Olaofe (2012), in the adaptation exercise, advised the resource personnel not to reduce the level of exposure of the learners in nomadic schools below the contents of the original

core curricula in order to ensure that they get similar and equal educational experiences in these subjects as their counterparts in the mainstream sedentary schools. These is likely to put the nomadic children at the same level with other children.

One area that receives considerable attention is the section dealing with teaching methods and classroom activities. Specifically, attempts are made to draw the teacher's attention to the use of indigenous practices and materials that can make the teaching of a given topic more appealing and relevant to the children. The teacher is also exposed to various approaches of teaching different topics for use or adaptation depending on the resources at his disposal, where possible, the teacher is encouraged to use illustrations and tasks that can help pupils apply the knowledge and skills derivable in their homes and every day experiences. (NCNE, curriculum adaptation exercise, 2012) Evaluation is also child – centered when measuring attainment of the teaching objectives.

The procedure for using the textbooks was followed by series of workshops. The first workshop was an induction during which the resource persons worked out specific guidelines for the writing of the instructional materials and assigned themselves the task of adapting/developing the instructional modules which served as working documents for the second. During the second workshop, the already adapted developed modules were critiqued by experts drawn from universities and colleges of education. (NCNE, curriculum adaptation exercise, 2012) The critiqued materials were submitted by the Nomadic Education Center Usman Danfodiyo University Sokoto to the National Commission for Nomadic Education. At this level, the materials were subjected to further critiquing by experts based on the approved Curriculum for nomadic primary schools. To date the National Commission for Nomadic Education (NCNE) has recorded series of

developed instructional materials. The characteristics of nomadic contextual textbooks therefore, are:

1. It is child-centered
2. The content reflects the needs and condition of nomads.
3. The content is structured from known to unknown.
4. There is use of indigenous practices and materials that are more appealing and relevant to nomads' children. (NCNE)

Notwithstanding that the nomads are the type of people that are more attach to their culture but one can also reason with the present digital age of civilizations at our door step.

As understanding grows about the way the contextual textbooks affect the nomadic fulbe pupil's learning reading comprehension and information processing, more appropriate application of conventional textbooks background based approach is to be employed for language and information processing to be more meaningful and will result in improved language reading comprehension as well as improved synthetic language teaching and learning.

2.5 Reading Comprehension and the Nomadic Children

Reading comprehension has a lot of definitions, depending on the level. At one level, it can be described as the process of translating grapheme strings into spoken words i.e. the ability to extract the meaning both explicit and implicit from written text. At the highest level, it is the ability to successfully read a passage and understand it as it was intended by the author and in terms of impact on the reader, (Smith and Johnson, 1980).Reading comprehension is a completely individual activity which takes place in many different ways from reading newspapers, magazines, written texts, telephone

directories, labels on medicine bottles, etc. The ability to read is a natural part of human beings. However, there are still different points of views on what reading comprehension is.

Reading comprehension has been defined by Lenz (1991) as "the process of constructing meaning from the text" this means, the reader puts both the written materials, his knowledge and experience to arrive at the meaning of what is put dawn for his comprehension. Similarly, Webseter's Collegiate Dictionary in Wilhelm, (1996) defines reading comprehension as "the capacity to perceive and understand the meaning communicated by the texts" (Olaofe and Masembe, 2006: 1) describe reading comprehension as "A graphic summary representation of different perspectives i.e. sensory process, perceptual/cognitive process, language process and interactive process. Reading is about meaning and comprehension of meaning". They also observed that comprehension is the goal and purpose of reading. However, this could be achieved only if the learner or reader is familiar with the content of what he reads or the content is within the experience of the reader.

Fulbe, like many other ethnic groups, have a lot of oral literature which is used for teaching purposes, not only for oral reading, but also for reading comprehension. Reading has been inexistence among the nomadic Fulbe right from the early nomadic school established in 1950s and 1960s. The book that was used that time was called "Jangu a Wawa," (Read to master) written by Mr. W. S. Ole G Rankin in 1953. The book was particularly used in the old Adamawa Province, which today comprises all the local government of Gongola State. It was extensively used in the elementary schools particularly among the predominantly Fulbe districts (Tahir, 1992).

Teachers of nomadic school instruct their pupils in all of the phonic correspondences at one time or another. They do so by using games, skill sheets, alliteration exercises (Peter Piper Picked a Pack…..) and a variety of other activities designed to teach and reinforce the major letter-sound correspondences. But sometimes the teachers would deviate from the conventional way to use a Fulbe oral literature with the other reading activities. These methods of teaching reading comprehension remains in nomadic schools until when a cry was made that the pupils should be taught using their culture and norms across all the subjects being taught."In 1969, National Curriculum Conference which canvassed that, educational provision ought to be relevant to the needs, goals and aspirations of the society. Researchers were assembled at the University of Jos, Plateau State with the support of UNDP and UNESCO to conduct in-depth studies on lifestyle of the nomads in Plateau State, Bauchi and the defund Gongola State from 1976-1984, 1986- 1989. This project extensively addressed general and specific issues related to the educational, social/cultural, economic, language, demographic, human and animal health aspects of the nomadic Fulbe pastoralists.

The commission through the Usman Danfudio University Centre embarked and adapted and developed materials in eight subject areas namely: English, Mathematics, Primary Science social Studies, Health Education, Islamic Religion Knowledge, and Fulfulde.

The fact that the nomads cannot be fruited now with the simplest of therapeutic procedure because of their lack of technical skills makes their acquisition of reading and writing ability necessary and urgent… to avoid here-says and rumor such that functional literacy should enable the nomadic children to read with understanding national newspaper… it should enable them to perform civil duties as reading simple instruction on

ballot boxes in order to make their independent choices of those who govern the nation. The above explanation therefore positioned reading comprehension as paramount in the nomadic education as a whole. Therefore, teaching, reading in nomadic school is one of the skills in the National nomadic Curriculum /National Commission for Nomadic education.

2.6 Teaching Reading Comprehension to Male and Female Nomadic Pupils Using Conventional and Contextual Textbooks

Text comprehension is a complex cognitive skill in which the reader should construct meaning by using all the available resources from both the text and previous knowledge. These resources assist readers in utilizing lexis and syntax, retrieving their meanings from one's mental lexicon, making inferences, and employing schemata The correct implementation of these resources can help readers in the successful comprehension of the text (Donin et al, 2004; Fukkink et al, 2005).

Readers' level of mastery in text comprehension can be assessed by different measures. Test conditions are also essential in affecting the way readers interact with the text. Phakiti (2003) states that "in a high-stakes test situation" (p.656), learners may use strategies different from normal reading conditions. He further claims that "some strategies are specifically used in test-taking contexts" (p.656). A bulk of research findings show that males and females use different strategies in language learning particularly in reading comprehension (Abu- Rabia, 2004; Chavez, 2001; Sheorey, 1999; Kaylani, 1996; Oxford et al, 1996; Oxford et al, 1993; Bacon, 1992; Green, 1991; Ehrman& Oxford, 1989; Forent&Walter, 1989; Oxford &Nyikos, 1989; Burke, 1989; Boyle, 1987; Ludwig, 1983; Markham, 1988; Hyde & Linn, 1988; Alper, 1985).

Oxford (1994) states that males tend to be more analytic while females tend to be more global in their approach to language learning. Males adhere more to rules while females adhere more to cultural differences. Furthermore, males and females may use the same number of strategies in language learning but females are more skillful at applying these strategies qualitatively. Additionally, some researchers assert that males and females differ in their knowledge, interest, and experiences, hence, their performance on different reading topics can also differ (Brantmeier, 2003; Brantmeier, 2002; Schueller, 1999; Young& Oxford, 1997.Thus in teaching reading comprehension to Nomadic male and female pupils, the following issues should be taken into consideration.

2.6.1. Techniques of Teaching Reading Comprehension in Conventional and Contextual Textbooks

There are various techniques suggested by various authors for the teaching of reading comprehension. However, whether in conventional or contextual situation, the techniques are the same. What differs is the content of the books.www.speak-englishtoday.com a website in Google Search identifies the following techniques:

1. Three step method

   Preview — Reading — Review

2. Scanning
3. Outlining — Underlining — Note taking
4. Phrasing
5. Getting the main idea
6. Reading the question first
7. Predicting questions
8. Questioning the author

9. SQ3R: Survey ─ Question ─ Read ─ Recite ─Review

These techniques are all encompassing than other techniques.

In addition, Azikwe (1998) cites techniques for reading comprehension as it is the responsibility of the teacher to know and understand the reading skills required of the child, then, he maps out lessons, approaches and methods, through which the learner will acquire the skills. Besides, activities for reading skills must obviously involve a lot of reading which should be done both aloud and silently. Materials to be read: stories, pictures, passages etc, must come from around the child that is things that are situational and familiar with.

The procedure to adopt involves the following:

a. Before the actual reading, the teacher should discuss the passage; give a brief gist of the material using simple vocabulary that the leaner has not come across in previous lesson.
b. Write out new words in the passage, i.e. that the leaner has not come across n previous lessons.
c. The passage is read aloud as well as possible by the teacher.
d. Students do their own reading silently.
e. The teacher asks questions to be answered orally. The questions to be asked are to determine how far the text was understood, whether they understood the plain meaning of what was read.
f. Answers should be brief and to the point, they could be one word answers or short sentences.
g. The students after answering the teachers ‘question are allowed to ask each other questions.

h. After oral answers, written answers which should be marked by students may follow.

Also, there are other types of reading comprehension approaches as identified by Olaofe and Masembe (2007). They include bottom-up approach and top-dawn models. According to them, Bottom-up approach is one of the important roles in reading comprehension because the reader must make use of the graphic symbols that the writer uses to encode the message in order to make prove and or disprove predictions about textual meaning. While top-dawn models is that readers use their knowledge and experience to make question about the meaning of the text. The Bottom-up, top-down and interactive approaches above are more relevant to the students and the author of the print materials than the teacher.

2.6.2. Top – down models:

In this model, reading is seen as the process in which readers move from the top, the higher level of mental stages down to the text itself. This approach emphasizes the reconstruction of meaning rather than the decoding of form, the interaction between the reader and the text rather than the graphic forms of the printed pages. The reader proves his active role in the reading process by bringing to the interaction his/ her available knowledge of the subject, knowledge of expectations about how language works, motivation, interest and attitudes towards the content of the text.Due to limitations of both bottom – up and top – down models, a new and more insightful reading process has been proposed under the name of interactive model.

2.6.3 Interactive models:

Interactive theorists appreciate the role of prior knowledge and prediction, and at the same time emphasize the importance of rapid and accurate processing of the actual words of the text. According to Hayes (1991) in interactive models, different processes are thought to be responsible for providing information that is shared with other processes. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the printed pages. To sum up, the arrival and popularity of interactive models show that interactive models can maximize the strengths and minimizes the weaknesses of born bottom – up and top –down models in a second or foreign language.

2.6.4. Teaching Reading Skills in a Conventional and Contextual Way

Figure 2.1 shows the reading process of both the conventional and contextual approach of reading comprehension process.

FIGURE 2.1 Reading process



The encoder encodes the message and the decoder decodes it and understands it. Reading activity involves perception, recall, reasoning, evaluating, imagining, organizing, application and problem solving. Reading is mainly a decoding process wether a cultural based or a conventional text, the goal of all reading is the comprehension of meaning. Effective reading includes not only a literal comprehension of an author's word, but also an interpretation of his mood, tone, feeling and attitude (Dechant and Smith, 1977, P. 237). Gray (1967) feels that when people read something; they understand it at three

levels. First, the purely literal responding to the graphic signals only with little depth of understanding, the second level at which the reader recognizes the author's meaning, and the third level where the reader's own personal experiences and judgments influence his response to the text. These three levels can be summarized as "Reading the lines, Reading between the lines and Reading beyond the lines".

2.6.5. Skimming and Scanning

Skimming and Scanning are two important and useful advanced reading skills. Skimming is a reading skill which demands top most speeds. It is a method of quickly gathering information from the printed page (G. C. Ahuja and Pramila Ahuja, 1987, P. 69). Learning to skim is a valuable academic exercise. In scanning the reader runs his eyes down the page with the purpose of finding an answer to a specific question. (Dechant and Smith, 1977, P. 284). In skimming the reader does not try to find out the answer to any question. Skimming is a rapid reading technique and scanning is a technique to find the facts in a very fast manner. Therefore Effective reading involves experiencing learning and thinking. It is a physiological process, a psychological process, a social process, a cultural process and above all, a linguistic process (Ahuja and Pramila, 1987, P. 15). Comprehension is the construction of ideas out of the reader's pre-existing concepts in interaction with the ideas of the writer represented by the writing in the text. Five major areas are included in Reading comprehension (Ekwall and Shanker, 1985; Smith and Barrett, 1974).

a. Vocabulary Development: To understand the words used by the writer, vocabulary development is essential for the reader. Exposure to books, people

and places will provide meaningful experience in learning words from context and this will aid in vocabulary development

b. Literal Comprehension: Recognition and recall of explicitly stated information is literal comprehension. Skills involved in literal reading are ability to read for the central thought and main ideas, remembering significant details, sequence of event and to find answer to specific questions.

c. Inferential Comprehension: It requires the reader to make hypotheses based on stated information, intuition and personal experience. Grasping cause-effect relationships, anticipating the remainder of a story, and forming opinions are inferential comprehension skills

d. Evaluation: It deals with judgments based on the reader's experiences, knowledge or values. Evaluation focuses on qualities of accuracy, acceptability or probability of occurrence. It includes making value judgments and analyzing the intent of the author.

e. Appreciation: It is the reader's emotional and aesthetic sensitivity to the written selection. The reader identifies with characters and incidents. Therefore for a valid assessment of the skills of comprehension, all these five areas should be incorporated with measuring instruments

2.6.6. Factors Influencing Reading Comprehension in Nomadic Pupils

Many factors may influence the nomadic children's skills of reading. Some of the conditions needed by children to make maximum progress in learning to read are physical and mental health, abilities of visual and auditory recognition, intelligence, background of

experience, knowledge of the language, desire to read, purpose for reading, interest in reading, confidence and certain other environmental factors.

2.6.7. Physiological Factors

Various Physical deficiencies that causes reading disability. Visual, auditory, speech impairments and neurological status are some physical deficiencies, which cause reading disability. Correction of visual defects enables children to learn to read more easily. Kavale(1982), on the basis of a meta-analysis of 161 studies, concluded that visual perception is an important component of reading achievement. Both the ability to pronounce words correctly and the ability to understand what they mean are based on a child's language ability, which has been acquired through listening. Although children with severe and extreme hearing losses always have great difficulty in learning how to read, those with lesser impairments often do reasonably well if the hearing loss is identified early and appropriate medical and educational measures are taken (Guy L. Bond et al., 1989, P. 53). Also, faulty articulation may directly affect reading by causing confusion between the sounds the child hears others make and the sounds the child hears himself make when he is asked to associate print symbols with sounds in reading. Speech defects are not associated with silent reading achievement but only with oral reading disability. It can be said that good health is conducive to good reading and poor health is associated with reading deficiency. Physical inadequacies also contribute to reading problems. Physical inadequacy makes it difficult to become enthusiastic about learning.

2.6.8. Sociological Factors

Language background depends on the extent of experience. Though the school can do much in the matter of language background and general experiences with speech and vocabulary, reading ability is a concomitant of home conditions. There is a close relation between reading and social factors. Home background can include:

a. Economic condition.
b. Opportunities for play and for social experiences.
c. Nature and amount of speech and language patterns of children particularly as they are influenced by the talk of the parents.
d. Amount of reading done in the home and the availability of books.
e. Quality of family life in terms of inter-parental relationships.

A background full of meaning and experience provides clues to the nature of word patterns and enables pupils to make maximum use of content in word recognition. According to Olaofe (2008) there is more evidence of family conflict in the homes of poor readers than in those of children with no reading difficulties. Olaofe(2008) says, disturbed parent-child relations, marked sibling jealousy, and unfavorable school situations were characteristic of the poor readers. Home tension and pressures hinder reading progress. Likewise school environment also plays a significant role in the development of the skills of reading. The school library or media centre plays an important role in the reading programme. Through them the child's interests in reading are pursued and expanded. The varied book collections in the library offer students opportunities for reference reading, research and additional reading. Olaofe (2008) found that higher educational gains were made when there was a school library and students read

more and better books when there was a library. A number of educational factors may lead to difficulty in the reading programme. Some of them are:

a. Curriculum requirements taking the teacher's time and they are unable to individualize the programme satisfactorily.
b. Using materials and methods that seem dull and unimportant.
c. Procedures which do not tie class activities to the reading programme.
d. Inappropriate emphasis on the basic reading skills prevents effective reading.
e. Over emphasis on phonic analysis causes disability.

To progress satisfactorily in learning to read there should be a balance between the type of skills and abilities to be developed and the type of home and school environment available for the pupils.

2.6.9. The Psychological Factors

Reading is an interpretation of graphic symbols. It is the identification of the symbols and the association of appropriate meanings with them. Reading involves an interaction between the writer and the reader. The reader interprets what he reads, associates it with his past experience, and projects beyond it in terms of ideas, relations and categorization. Olaofe (2007) points out that the writer does not really convey ideas to stimulate him to construct them out of his own experiences. The one who takes the most to the printed page gains the most. Therefore the psychological factors such as:

a. Interest
b. Intelligence
c. Reading readiness
d. Attitude towards reading

e. Cognitive style etc. may influence the reading competence of the pupils.

Interest in Reading Aliyu (2006) says interests are learned responses which predispose the organism to certain lines of activity and which facilitate attention. Cummins and Shermila, (2006) suggests that interest is an emotional involvement of like or dislike which is associated with attention to some object. Interest is the tendency to give selective attention to something. Lack of interest is the cause of poor reading. Wheat (1955) points out that as a person learns to read, reading enters his mental make-up as a permanent mode of behavior. He now uses reading as a means of enjoyment, studying and thinking. He will arrange his work and play in order to provide time for reading. He will use reading to discover new interests. If the child should read, his interest must be captured. He must learn to read, his interest must be retained and he must continue to read. Appropriate reading materials must be introduced to the pupil that must motivate the student to action. The pupil must be lured to new interests through the ladder of suitable materials.

2.6.10. Intelligence

Intelligence is an important determinant of reading. Reading is a process of thinking. Intelligence is the ability to learn and to apply what is learned. According to Eames (1960) intelligence is the functional manifestation of the integrity of the central nervous system. The intelligence manifested by a person bears a relationship to the structural and functional state of his brain.

Buttery and Mason (1979), Cegelka and Cegelka (1970), and Kirk, Kliebhan, and Lerner (1978) point out, low intelligence is the cause of reading disability when appropriate educational adaptations are not made. Shermila ,(2006) found that individuals with high intelligence tend to comprehend better when reading rapidly than when reading

slowly; those with average or low intelligence comprehend better when reading slowly, than when reading, rapidly. Students with high IQs read books that are more difficult. Boys who score high on intelligence or aptitude tests (IQ 130 or more) read mystery stories, biographies, history, and westerns; girls of above-average intelligence read historical fiction, modern novels, biographies, mystery stories, teen-age books, sports, animal stories, science, history, and books treating social problems (Shermila, 2006).

2.6.11. Reading readiness

Olugbod (2006) emphasized that each stage of reading is a step towards readiness for further reading. Success in reading depends on the child's overall level of maturity. The child has to pass through different stages of mental maturity before he can receive reading instruction with profit. Shermila, (2006) suggest that readiness for learning results more from internal unfolding rather than from external stimulation, relevant learning experiences, practice, and integration of information. Olugbodi (2006) reports that children who read early tend to be girls, have siblings and parents who read to them, come from upper socio-economic homes, have parents who are interested in school affairs and educational progress, are interested in words, are conscientious and self-reliant, have good memories and know how to concentrate, can name most of the letters of the alphabet, and have fathers who engage in mental rather than manual work. Pupils in our Indian schools may have only poor Reading readiness due to the lack of language competence.

2.6.12 Attitude towards Reading

The child should develop a favourable attitude towards school, classmates, and reading. Positive attitudes faster progress in learning to read and negative attitudes result in reading difficulties. 18 Personal and social adjustment, home conditions peer relationship, teacher-pupil relations, and the instructional programme all influence attitude toward reading. Guy L.Bond et al. (1989) P. 77).Kantawala (1980) states that the higher the Socio-Economic Status, the better was the reading attitude, according to him students of small-size families had a more favourable reading attitude than those of large-size families. Due to the lack of independent reading, students may not have developed a positive attitude towards reading.

2.6.13 Cognitive Style

Cognition and reading are related in two important ways. First, specific cognitive abilities are essential for the acquisition of reading skills. Second, reading is a powerful means for knowledge acquisition, structuring and application. Recently research concerning the relationship of several aspects of cognitive style and reading has been conducted. Field dependence and field independence have been related to reading ability and achievement. Field independence was found to be related to reading achievement by Blaha (1982), based on his study of 324innercity fifth-grade children.

Researches by Paradise and Block (1984) who studied that student who closely match their teachers on field dependence - independence make greater gains in reading achievement than students who are dissimilar. Field-dependent children process information in a generally global fashion and appear to be easily influenced by their

environment. But, field – independent children process information in an analytical manner and tend to be individualistic.

Based on the analysis of the psychological factors associated with reading, it is clear that for any study aimed at studying the problems related to reading comprehension a complete picture would be available only when some of the suitable psychological factors are treated as dependent variables of the problem under investigation.

2.6.14 Teacher Related Factors

Reading is a complex process made of many interrelated skills and abilities. Success in teaching children to read depends on the teacher. The teacher, who is incompetent because of poor training, lack of experience or a slavish devotion to inflexible routine, is unable to adjust reading instruction to the varied needs of the students (Guy L. Bond et al., 1989, P. 86).

2.7. Teaching Reading Comprehension to Male and Female Nomadic Pupils Using Conventional and Contextual Textbooks

Textbooks play a pivotal role in language classrooms in all types of educational institutions ie, elementary schools, colleges, and any other institution of learning all over the world. Understanding the reader is one important aspect of the comprehension puzzle, but features of the text also influence the transaction where comprehension happens**.** The structure of the text, its genre, vocabulary, language and even the specific word choices work to make each text unique. Some would even argue that it is at the word or micro-structure level that meaning begins (Butcher &Kintsch, 2003). How well the text is written, whether it follows the conventions of its genre or structure, and the language or dialect it is written on is all factors of the text. The content of a specific text, the difficulty

or readability of it, and even the type font and size are factors of a text that can influence a reader's interaction. These features collectively are referred to as "surface features," and studies have shown that the quality of the text at the surface level is important for readers to be able to make meaning effectively (Tracey & Morrow, 2002).

According to Lamie (1999), despite the development of new technologies that allow for higher quality teacher-generated materials, demand for textbooks continues to grow, and the publishing industry responds with new series and textbooks every year. According to Azikwe, (2007), many pupils working with a textbook feel secure and have a sense of progress and achievement. Cuningsworth (1995) also argues that textbooks are an effective resource for self-directed learning, an effective resource for presenting materials by the teachers, a source of ideas and activities, a reference source for students, a syllabus that reflects pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

According to Daoud and Celce-Murcia (1979), information on textbook selection is useful since it is sometimes part of the ESL/EFL teacher's responsibility to select the textbook she/he will use in a given class. Such a decision should be made carefully and systematically, not arbitrarily. They add that even in countries where the choice of the textbook does not directly involve the teacher, teachers may be asked to submit reports on the usefulness of the textbooks they are already making use of. Several possible criteria and procedures for carrying out a sound selection of appropriate textbooks have been suggested. However, selecting an appropriate textbook is not a wholly objective process. While many guidelines are suggested, the individual subjective judgments of the teachers are central to it. Tomlinson (2001) contends that textbook evaluation, on the other hand, is an applied linguistic activity through which teachers, supervisors, administrators and

materials developers can make sound judgments about the efficiency of the materials for the people using them. Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

2.8 Advantages of Using Multiple Materials in Teaching Reading Comprehension

Researchers have found that teaching reading comprehension using multiple materials simultaneously may be particularly powerful (Trabasso& Bouchard, 2002; National Institute of Child Health and Human Development, 2000; Pressley, 2000).There is very strong empirical, scientific evidence that the use of more than one material in a natural context leads to the acquisition of wide vocabulary. Multiple materials facilitatethe interest of learners and even encourage further reading for pleasure. An advantage of taking conventional and contextual textbooks into classroom is that pupils can actually read widely. The more the learner reads, the better a reader he will become, not only improves his language level but also confidence. (Olaofe, 2014).

One of the aims of conventional and contextual textbook is to help the nomads pupils react in the same way L1 speakers react in their first language. Pupils who live in the target language environment, once outside the classroom will encounter a variety of situation in which different reading purposes/skills are required. Using the multiple books/materials would make the pupils to be exposed to real language and they feel that they are learning the real language. The main advantages of using conventional and contextual textbooks by the nomadic pupils therefore, include:

a) Having a positive effect on pupils motivation
b) Giving authentic cultural information
c) Exposing pupils to real language
d) Relating more closely and far to the pupils
e) Supporting a more creative approach to teaching.

These are what make it to be excited in using the multiple textbooks to nomad's pupils in classrooms, but while using it is inevitable that some problems may be encountered. The negative aspects of multiple uses of textbooks are that it can be too culturally biased, as well as too many structures being mixed, causing lower levels when decoding the texts (Martinez, 2002). Richards (2001) notes that conventional textbooks often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teachers too. This can have the opposite effect, rather than motivate the learner. Figure 2.3. shows the exposure to reading input of nomadic fulbe pupils reading comprehension learning approach in using the multiple textbooks

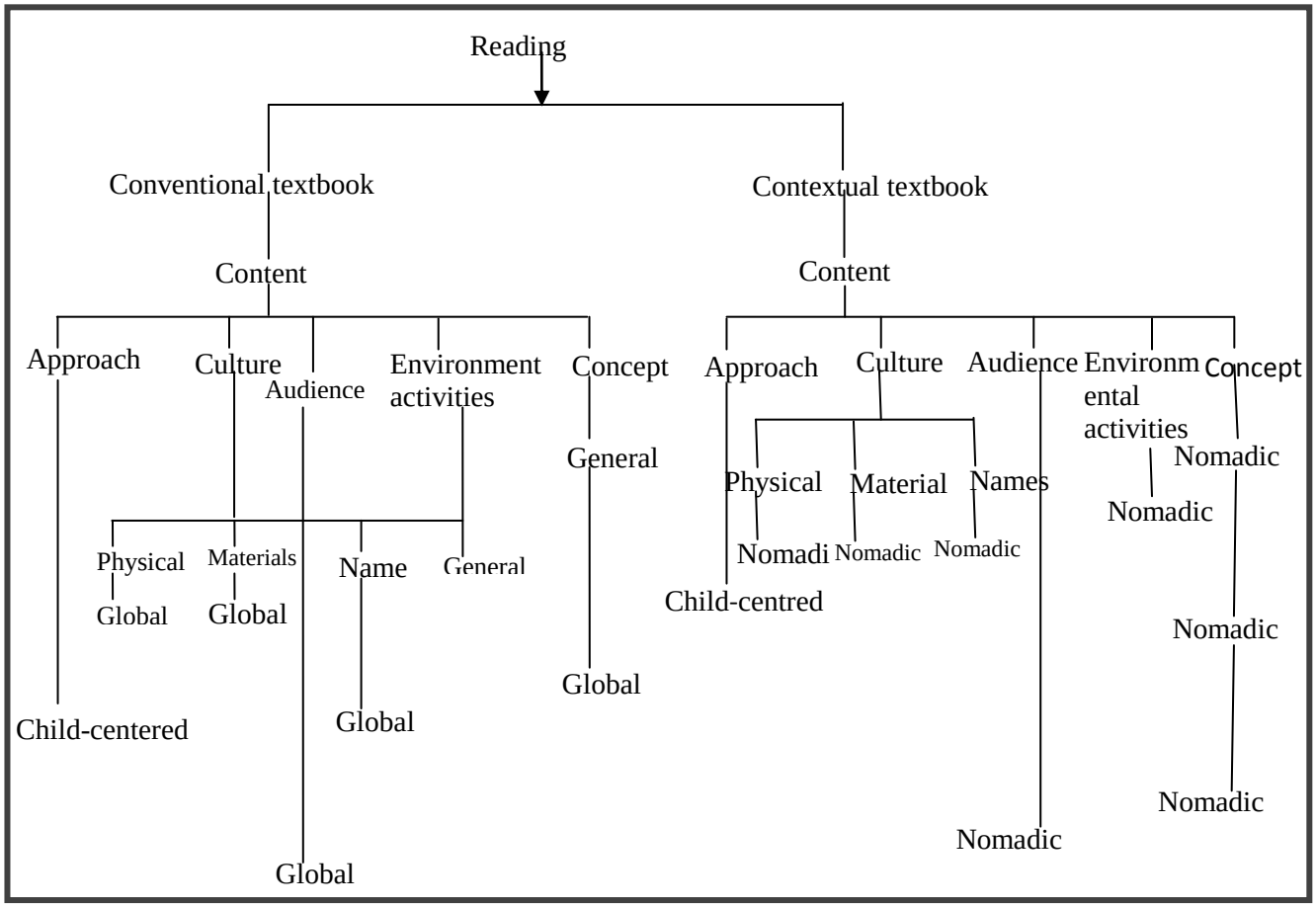


Figure 2.2 Conventional and Contextual Reading Comprehensions Input of Nomadic Fulbe Pupils Framework (CCRCI, 2015

Learners have to be exposed to reading comprehension through both approaches ;conventional and contextual on the other hand learning involves a whole field of experience which affects him physically, mentally and psychologically. Many writers believe that reading comprehension textbooks/Materials go in line with the learners' culture and background, although (Obahakhe, 1973) stated that interaction with other people's culture plays the most crucial role in enabling acquisition of verse vocabulary to take place.

The basic conditions of language learning are exposure to the language, interaction with people's Culture and the need to communicate. (Shermila , 2006) But unfortunately, in nomadic schools less or no attention is given to interaction with other people's culture and exposure to their outside environment, teachers rely too much on nomads culture and translation method. Reading is dynamic, its need to be done in a continuous and systematic practice in other to improve pupils reading rate more especially the nomads children in other to further education dearly for success and achievement.

Reading activities involves perception, recalling, reasoning, evaluating, imagining, organization, application and problem solving. (Dechant and Smith, (1977, p. 237). Although the goal of reading is the comprehension of meaning, but effective reading includes not only a literal comprehension of an author's word, but interpretation of mood, time, attitude and above all understanding what is known and unknown or not familiar in other to be familiar with. Needs for reading comprehension increasesas students attains higher grades. Students are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts.

2.9 Theoretical Framework

There are many theories about how learners learn to read. The theory that is directly related to this work is derived from the "Schema Theory" the theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. In this case Schema theory emphasizes that reading comprehension is an interactive process between the reader's previous background knowledge and the text. On the other hand, contextual textbooks places emphasis on the background of the learners while conventional textbooks sees learning as a combination of experiences both within and outside learners experiences emanating from their interactions and exposure. Lipson (1982) proved through his study that the reader may build inappropriate meanings based on inappropriate and incorrect inferences, making it more advantageous to acquire completely new information rather than to correct old information that is inaccurate. According to the theory, reading comprehension is not only due to how easy or difficult a text is for them but more depends on the level of readers' recall from their culturally familiar background knowledge and from the contextual clues about cultural origins (Carrell, 1984; Carrell, 1987; Floyd &Carrell, 1987). Generally, there are three major types of schemata, namely, formal schemata, content schemata and cultural schemata, which are closely related to reading comprehension. Carrell and Eisterhold (1983) have stated that content schema refers to the readers' familiarity with the subject matter of the text. Astudy carried out by Koh (1986) to show the impact of familiar context on student's reading comprehension supports the notion that one's comprehension of a text depends on how much relevant prior knowledge the reader has about the subject matter of that particular text. He has also suggested that students must be made conscious of what is involved in successful reading. Alvermann and Readence

(1985) have suggested that when prior knowledge which contradicts information in the text is activated, readers may let prior knowledge override the text.

Marie Clay (1991) defined reading, "as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced" (p.6). In 1993, Louise Rosenblatt's theory also described reading as an interactive process. "Reading is a thinking process, is part of everything that happens to you as a person and comprehending a text is intimately related to your life" (Fountas&Pinnell, 2006, p. 7). This definition reinforces Rosenblatt's theory that reading comprehension requires the reader to interact with the text i.e.whether the reader is familiar with the content or not.

The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts (Gardill&Jitendra, 1999). Based on that, its mandatory for learner to relate what he/she reads with his/her earlier knowledge in a situation whereby the text is not the background knowledge of the reader.

Reading experts agree that a systematic and research-based instructional model that directly and explicitly teaches students the skills and strategies to comprehend text are necessary if students are to comprehend what they read in respected of their culture based textbooks. (Almanza, 1997; Richeck, 1987).

2.11 Summary

This chapter reviewed the literature pertaining to conventional and contextual reading comprehension and to place this study in the perspective of past and current research practice. The chapter began with a review of the history of nomadic education in Nigeria and the different approaches that applied in teaching nomadic children reading, and showed the changes educators have made over the years as they have sought ways to help nomadic Fulanis children learn to read. Reading instruction has been moving forward and backward from conventional to contextual and contextual to conventional based, to both combined methods as educators have searched for the "best" way to teach nomadic fulanis children to read. With each change of strategy, some learned to read, others struggled, and some failed to learn to read. History has shown that no one method has proven successful for helping every pupils learn to read. The second topic that this chapter introduced is using multiple textbooks ie conventional and contextual, which is the measure that this research used to determine for the nomadic pupils.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter deals with the following basic research aspects: Research Design; Population of the Study; Sample and Sampling Technique; Instrumentation; validity of instrument; reliability of instruments; Administration of instruments; Data collection procedure; Method of Data analysis.

3.1. Research Design

The research used True experimental design of pre-test- post test involving experimental and control randomized groups. Both Experimental and control group would be pre-tested (**01**) prior to the administration of treatment. The treatment is teaching using conventional textbooks (**X1**) which was be administered to Experimental group (**EG**). The control group was taught using contextual textbook, thus no treatment (**Xo**). Post test (**O2**) was administered after administering the treatment to determine the students' achievement in the concepts taught. The research design is illustrated below:

EG → R → O1 → X1 → O2

CG → R → O1 → X0 → O2

Where: **EG**= Experimental group

CG=Control group

R = Randomized

X1= Teaching using conventional and Contextual textbooks (treatment)

X0=Teaching using contextual textbook only (no treatment).

O1= Pre-test

O2= Post-test

3.2. Population of the Study

The population of this research study covered all primary five nomadic primary schools in Sabon-Gari and Soba Local Education Authority. There are twelve (12) Public nomadic primary schools with population of (285) two hundred and eighty five pupils in Primary five, the study area.

Table 3.1 Population of the study

S/N	Primary Schools	Location	Boys	Girls	Total
1.	Anguwan Nafara	Sabon-Gari	18	19	37
2.	Anguwan Makera	Sabon-Gari	21	14	35
3.	Rafin Gwaza	Sabon-Gari	10	12	22
4.	Anguwan Sarkin Baka	Sabon-Gari	8	10	18
5.	N.P.S Jamalare	Soba	20	25	45
6.	N.P.S Ardo Isa	Soba	4	10	14
7.	“ “ Anguwan Tashi	Soba	12	11	23
8.	“ “ Fulanin Richifa	Soba	10	15	25
9.	“ “ Katsinawan Lungu	Soba	3	8	11
10.	“ “ Madakamarwa	Soba	8	6	14
11.	“ “ SaiduTela	Soba	12	13	25
12.	“ “ ArdoJamo Gamagira	Soba	11	5	16
	Total		**137**	**148**	285

Sources: (SUBEB, Kaduna State, 2014).

3.3. Sample and Sampling Technique

For the experimental sample, two schools were selected in each of the local government areas, 40 pupils each were selected for the experimental (conventional) and the control group (contextual) in line with Ferguson,(1970:p34) and Franked and Wallen, (2000:118). This sample size amounted to 28.1% of the total population of the selected schools. The sampled class was primary five Fulbe nomadic pupils drawn from four public Fulbe nomadic primary schools of Sabon-Gari and Soba local Education Authorities. Simple random sampling technique was used in the selection with the aid of random table numbers (Kerlinger, 1973). Sabon-Gari NPS Anguwan Sarkinbaka and Anguwan Makera was used for the experimental group while NPS Jamalare Fulanin Richifa Soba local government served as the control group

Table 3.2 Sample of the Study

LGA	Schools	Population	Sample size	Status
Sabon Gari	Anguwan SarkinBaka	18	12	Experimental
	Anguwan Makera	35	28	(Conventional)
Soba	N.P.S Jamalare	45	25	Control
	Fulanin Richifa	25	15	(Contextual)
Total		123	80	

3.4. Research Instrument

For the purpose of this study, the reading passage were selected from conventional English textbooks for primary five as well as primary five contextual textbooks for teaching Fulbe nomads. The passages were selected because they covered conventional and contextual related text. The contextual related texts are “THE STRANGE VILLAGE, and A MARRIAGE CEREMONY”, while the conventional related texts are “THE BERMUDA TRIANGLE, and AIRPORT SECURITY”.

3.4.1 Validity of Reading Achievement Test

To ensure validity of reading Achievement Test (ERAT) a copy of the developed items was submitted to three qualified experts with minimum qualification of PhD. and Senior Lecturers in the Department of TESL, Ahmadu Bello University, Zaria, for validations.

3.4.2 Pilot study

A pilot study was conducted with the instrument (RAT) in order to determine the feasibility of its application and the ease with which the pupils could be assessed with it. This was aimed at examining its effectiveness for the assessment of the two texts that were investigated in the study. Ten pupils from Anguwan Nafara Nomadic Primary school were selected for the pilot test. This school (Anguwan Nafara) was not included in the main study.

3.4. 3 Reliability of Reading Achievement Test (RAT)

Reliability of reading Achievement Test (RAT) was carried out using the test- re test method through pilot testing. The result of the two tests was correlated using Pearson Product Moment Correlation. The correlation coefficient was then adjusted to give the reliability index with the Cronbach Alpha procedure. The result obtained from the test indicated an index of 0.698 which implied that the instrument could be considered reliable in line with Kerlinger, (1973) as a test instrument. The output of the result conducted with the Statistical Package for the Social Sciences (SPSS) is attached as Appendix E.

3.5 Data Collection Procedure

The researcher used contextual reading comprehension passages for the control group that tested questions both on literary, inferential and critical reading which tested the comprehension ability of the student's comprehension, while the treatment group was given pre-test on contextual passages.

After the pre-test for the two groups, a treatment was given: that is (a) control group have been treated reading comprehension on contextual passages. On the other hand, (b) the treatment group was treated on reading via contextual and conventional passages. Post-test was later administered to the two groups. The results of the pre-test and post tests result of English reading Achievement Test (ERAT) was admitted by the researcher and the research assistant and scored. The result was compared and ascertains the impact of the conventional and contextual textbooks on reading performance of nomadic pupils.

Treatment Procedures:

The researcher visited the schools and sought permission of the appropriate authorities for the use of their schools. The study covered eight (8) weeks. The arrangement and other procedures for the treatment was taken place in the first week, the pupils were pre-tested purposely to establish the differences between the pre-test and post-test. And then the treatment commenced for six weeks while the last week was used for the post-test. Pupils were put into two groups each group received 60 minutes treatment per week (30 minutes double period. They were given on Wednesdays Period per week, formative assessment was given at the end of each period to determine the understanding of the pupils.

Steps follow in presenting the treatment:

A generalized scheme for conducting the reading comprehension lesson was followed, as suggested by (Williams, 1990). Below are the comprehension skills steps borrowed by the researcher in given them treatment:

1. **Pre-reading assistance:** the researcher gave background information as a basis for a brief discussion before reading the passages. Due to their timing whereby the schools operate from 8 am to 12 pm, in order not to distract the other activities of the school the researcher was given 2 lessons per week for the period of six weeks. In both the sampled schools.
2. **Reading the passage**: the pupils were provided with the conventional and contextual textbooks reading comprehension passages, five (5) minutes was always given by the researcher at the beginning of each lesson as a guide to the p pupils to read the passage silently, and after, the researcher and the pupils read in

chorus to give meaning that would otherwise be opaque to the pupils, moreover because of their level, emphasis was given on laud reading.

3. **Procedures for questioning:** (Azikwe, 1998) opines that, "question and answers exercises which combine the ability to listen, comprehend, and answer correctly the materials as well as the questions" with that authority, the researcher employed the comprehension skills provided for asking various types of questions more especially the ones guided the study as: Literal, inferential and critical and also general opening questions, unfamiliar words and expressions were also worked out with the pupils based on the passages of conventional and contextual English textbooks.

3.6. Data Analysis Procedure

The data analysis was conducted in accordance with the research questions and hypotheses.The research questions were answered using descriptive statistics in form of frequency and percentage while the hypothesis was answered employing independent t-test. T-test was used because two groups were compared

CHAPTER FOUR

DATA PRESENTATION ANALYSIS OF RESULTS AND DISCUSSIONS

4. 1. Introduction

This chapter presents the analysis of data collected and findings based on the research questions and hypotheses stated in chapter one. The students' scores were analyzed using independent t-test for the two groups i.e. experimental and control group. The mean score gains from the two groups were used as pre-test and post-test to determine the effect of the treatments. All the hypotheses were tested at0.05level of significance.

The study is on the impact of conventional and contextual English textbooks on the reading comprehension performance of Nomadic pupils of Soba and Sabon-Gari Local Government, Kaduna State are presented in this chapter. A total of forty pupils each were selected from the Nomadic school in Soba and Sabon-Gari, making a total of eighty pupils involved in the study, four passages were used for the treatment. Before the treatment, pre-test was administered to both the groups in other to measure their comprehension performances ability in both the conventional and contextual passages. Another test was administered after the treatment in order to determine the differences comprehension performances between the conventional passages and contextual passages both at literal, inferential and critical level. English assessment test was used for assessing the performances of the pupils. The results of the two assessments are presented according to the research questions asked.

The objective here is to determine the impact of conventional English textbooks usage on the reading comprehension performance of the Fulbe Nomadic pupils compared to the use of the contextual textbooks. The research question raised in connection to this objective is:

Research Question 1: What is the difference between the performances of nomadic pupils exposed to reading comprehension passages in the contextual and conventional passages at the literal level?

A comparative approach was used here in order to determine whether there is difference between the performance of pupils exposed to reading comprehension with the use of conventional and contextual textbook passages at the literal level. To provide the solution to the research question, the frequency count for the correct and wrong answer for those of conventional and the contextual scores were computed for each of the literal level questions. Table 4.4 shows the performances of the students in the two passages before and after the treatment.

Table 4.1: Frequency of correct scores on the comprehension of the contextual and conventional passages at the literal level before and after the experiment

Passages	Literal level of comprehension	Pre-test				Post			
		Correct answers		Wrong answers		Correct answers		Wrong answers	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Control (Contextual)	Why did Dikko have to go far before he found fresh grass?	21	52.5	19	47.5	24	60.0	16	40.0
	What event took place at Dikko's village	27	67.5	13	32.5	31	77.5	9	22.5
Experimental (Conventional)	Where is the Bermuda Triangle?	26	65.0	14	35	35	87.5	5	12.5
	What is a bomb sniffer?	32	80	8	20	34	85	6	15

The table revealed that 21 (52.5%) were able to understand why Dikko had to go far (in the strange village) before he could found fresh grass before the treatment. But after their exposure (Post treatment) the number increased from 21 to 24 (60.0%) of the students who were able to comprehend why Dikko had to go far before he could found fresh grass. The number of pupils who understood the event (a marriage ceremony passage) that took place in Dikko's village were 27 (67.5%) before the treatment. The level of comprehension increased from 27 (67.5%) to 31 (77.5%) after the treatment. Before the treatment,

For conventional passages, there was increase in the level of literal comprehension from 26 (65.0%) before the treatment to 35 (87.5%) after the treatment for pupils who were able to identify the location (The Bermuda Triangle passage). Pupils who were able to comprehend what a bomb sniffer (Airport security passage) are more,32 (80.0%) before the treatment, after the treatment the number of pupils increased from 32 (80.0%) to 34 (85.0%).

From these observations, comprehension of the conventional passages tended to be higher even before the treatment and after the treatment. Though scores by pupils in the contextual passages also had a linear trend but the improvement in conventional passages at the literal level tended to have an edge over the contextual passages in terms of performances of the pupils before and after the treatment. This implies that the conventional passages tended to enhances the pupils' comprehension more than the contextual passages used in the experiment.

Research Questions Two: What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level?

The frequencies of the correct answers given by the pupils were computed for the contextual and conventional passages here to determine if there are differences in the performances of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level. Table 4.5 shows the frequencies for the scores before and after the treatment.

Table 4.2: Frequency of correct and wrong scores on the comprehension of the contextual and conventional passages at the inferential level before and after the experiment

Passages	Inferential level of comprehension	Pre-test				Post-test			
		Correct answers		Wrong answers		Correct answers		Wrong answers	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Control (Contextual)	Why did you think that Dikko has no option than to stay in the village?	15	37.5	25	62.5	20	50.0	20	50
	Did the bridegroom share the Kolanuts himself?	29	72.5	11	27.5	29	72.5	11	27.5
Experimental (Conventional)	What happened to the five US bombers on 5 December 1945?	28	70.0	12	30	35	87.5	5	12.5
	Is the Itemizer dangerous to the body?	27	67.5	13	32.5	30	75.0	10	25.0

The table revealed a consistent improved comprehension of the pupils who were exposed to the conventional passages. The frequencies of the correct answer (Strange village passage) for the first item for example rose from 15 (37.5%) before the treatment to 20 (50.0%) after the treatment. The same number of pupils who were able to comprehend the correct answer on whether the bridegroom shared the Kolanuts himself

(marriage ceremony passage) or not did not change after the treatment. The pupils were 29 or (72.5%) before and 29 (72.5%) after the treatment.

The comprehension of the conventional passages improved more among the pupils after the treatment. On the passage (The Bermuda Triangle) 28 (70.0%) were able to comprehend what happened to the five US bombers on 5th December 1945 before the treatment, after the treatment, the number of pupils who comprehended the passage rose to 35 (87.5%) and on the passage on Airport security, the comprehension rose from 27 (67.5%) before the treatment to 30 or 75.0% after the treatment. This general improvement obtained at the inferential level of performances among the pupils was not really the same with what was obtained among those exposed to the contextual passages. The indication here is that the conventional passages tended to have more comprehensive impact on the pupils than was observed from the contextual passages. The significance of the variability observed in the performances is subject to statistical test in the related hypothesis.

Research Questions 3: What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level?

The examination determining possible differences in the performance of the pupils exposed to reading comprehension in the contextual and conventional passages at the critical level was conducted by computing the frequencies of correct answer before and after the treatment was administered. The frequencies and percentages of the correct answers on the passages before and after the exposure to the treatment are tabulated in Table 4.6.

Table 4.3: Frequency of correct and wrong scores on the comprehension of the contextual and conventional passages at the critical level before and after the experiment

Passages	Critical level of comprehension	Pre-test				Post-test			
		Correct answers		Wrong answers		Correct answers		Wrong answers	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Control (Contextual)	Were the boys happy when he asks them questions?	16	40	24	60	24	60	16	40
	Who was Alhaji Jibril?	21	52.5	19	47.5	28	70	12	30
Experimental (Conventional)	What is "the Cyclops" in this text?	25	62.5	15	37.5	28	70	12	30
	What is the name of its manufacturer?	26	65	14	35	39	97.5	1	2.5

The performances of pupils exposed to the conventional passages gradually improved their comprehension after the treatment. For example, from 16 (40.0%) of the pupils had the understanding of the disposition of the boys towards Dikko's question before the treatment, after the treatment, the number rose to 24 (60.0). There was an improvement on the number of pupils who were able to identify who Alhaji Jibril was in the passage (Naming ceremony) after exposure to the treatment. After the treatment, the number of students who were able to identify the person of Alhaji Jibril increased from 21 (52.5%) to 28 (70.0%). This means that the treatment improved the comprehensive ability of the pupils at the critical level in the conventional passages.

The comprehension of the pupils was generally higher after than before the treatment using the conventional passages. For example, 25 (62.5%) of the pupils were

able to associate “the Cyclops” as the name of the ship in “The Bermuda Triangle Passage” before the treatment. But after the treatment, the number of pupiusls who were able to associate “the Cyclops” with the name of the ship rose to 28 or 70.0%. From the 26 (65.0%) who were able to identify the name of the manufacturer of the airline security devices that detect tiny quantities of explosives or drug residues in the passage (Airport Security) before the treatment, the number rose to 39 (97.5%) after the treatment. From the observations, the contextual passages tended to have less comprehensive impact on the pupils when compared with the improvement made by the conventional passages at the critical level as obtained in the experiment.

4.2. Test of Hypotheses

The hypotheses formulated to test the impact of contextual English textbooks on the reading comprehension performance of Nomadic pupils of Soba and Sabon-Gari Local Government, Kaduna State are presented and tested in this section. The hypotheses were formulated along the objectives and research questions of the study.

Hypotheses I: There is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the literal level in Sabon-Gari and Soba local government area of Kaduna state.

The comprehension scores of the pupils recorded after the exposure to the contextual and conventional passages at the literal level were compared here for the test. The two sample t-test procedure was used to compare the number of pupils who had the correct answers for both the contextual and conventional passages. The result of the test is summarized in Table 4.7.

Table 4.4: Two sample t-tests on performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the literal level after experiment.

Passages	N	Mean	Std. Dev.	Std. Error	t-value	DF	P-value
Contextual	40	1.43	0.671	0.075	1.537	78	.128
Conventional	40	1.58	0.632	0.071			

(Critical value = 2.00)

The result revealed that pupils who were exposed to the conventional passages had their comprehension at the literal level more improved than was obtained among pupils who were exposed to the contextual passages in the experiment. This is indicated with the observed mean of 1.43 and 1.58 for the contextual and the conventional passages respectively in the table. But, from the observed t-value of 1.537 obtained at the 79 degree of freedom. The observed significant level for the test is 0.128 ($P > 0.05$). With these observations, there is sufficient no evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the literal level in Sabon-Gari and Soba local government area of Kaduna state is therefore retained. The implication here is that though the use of the conventional passage has more impacts on the comprehension at the literal level for the nomadic pupils but the difference in performance of the pupils was not found to be statistically significant from those exposed to the contextual passages.

Hypotheses II: There is no significant difference between the performances of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level in Sabon-Gari and Soba local government area of Kaduna state.

This hypothesis was tested with the correct scores of the pupils in the passages at the inferential level of comprehension. The procedure used in arriving at the data used as explained in the test of hypothesis I was followed here. The test was conducted with the two sample t-test procedure. The result is summarized in Table 4.8.

Table 4.5: Two sample t-test on performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level after the experiment.

Status	N	Mean	Std. Dev.	Std. Error	t-value	DF	P-value
Contextual	40	1.25	0.684	0.077	2.899	78	.005
Conventional	40	1.50	0.595	0.067			

(Critical value = 2.00)

The pupils who were exposed to the conventional passages had a higher comprehension rate at the inferential level than those exposed to the contextual passages. The difference in the level of comprehension is statistically significant as obtained in the test. This is deduced from the observed t-value of 2.889obtained at the 78 degree of freedom. The observed probability level of significance for the test is 0.005 ($P < 0.05$). With these observations, there is enough evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between the performances of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level in Sabon-Gari and Soba local government area of Kaduna state is therefore rejected. The observation here is that the use of the conventional passages have a perimeter over the contextual passages being used for the nomadic pupils at the inferential level.

Hypotheses III:.There is no significant difference between the performances of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level.

The pupils' comprehension performances at the critical level on the passages were compared here using the procedure explained for hypothesis I. The two sample t-test procedure was used for the test because of the two independent groups (contextual and conventional passages) involved in the hypothesis. The result of the test is summarized in Table 4.9.

Table 4.6: Two sample t-test on performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level before and after experiment.

Status	N	Mean	Std. Dev.	Std. Error	t-value	DF	P-value
Contextual	40	1.10	0.722	0.081	4.029	78	.000
Conventional	40	1.48	0.636	0.071			

(Critical value = 2.000)

The observed variability in comprehension of the pupils at the critical level was found to differ significantly in the contextual and conventional passages. This is deduced from the observed t-value of 4.029obtained at the 78 degree of freedom (DF) compared to its critical value of 2.000 and an observed significant level of 0.000 ($P < 0.05$). By this development, there is sufficient evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between the performances of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level is therefore rejected. The implication here is that the uses of conventional passages have significant edge over the contextual passages in the level of critical comprehension among the pupils.

4.3 Summary of Major Findings

The major findings from the data analysis and test of the hypotheses are summarized as follows:

1. The use of conventional passages is better than the contextual passages for improving the literal level of comprehension among nomadic pupils in the study area.
2. Use of conventional passages has a significant edge in enhancing the performances of nomadic pupils' inferential level of comprehension than the use of contextual passages.
3. The use conventional passages have significant improvement on the critical level of comprehension among nomadic pupils than the use of contextual passages.

4.4 Discussion of Results

This study examined the impact of contextual and conventional passages from English textbooks on the reading comprehension performance of Nomadic pupils of Soba and Sabon-Gari Local Government, Kaduna State through an experiment. Three null hypotheses were tested in line with the objectives and research questions. In the test of hypothesis I, the significance of the variability in the impacts of the contextual and the conventional passages in enhancing the comprehension of the pupils at the literal level was tested. The paired sample t-test was used for the test. The result of the test revealed that pupils who were exposed to the conventional passages had their comprehension improved more than those exposed to the contextual passages. The observed difference was not found to be statistically significant. The null hypothesis was, therefore, retained .This finding clearly revealed that the use of contextual passages may not be as effective

as using contextual passages together with the conventional passages in improving performances of nomadic pupils' comprehension at the literal level. In other words, the use of conventional together with contextual passages is found to be better in improving the comprehension of Nomadic pupils at the literal level. The finding here is consistent with Mohammed (2002) who pointed out that the nature of nomadic education is peculiar because of their constant migratory/movement, nature of their life in search of water and greener pasture which cannot allow them to follow the normal school curriculum needs of the sedentary pupils which therefore calls for a different approach. The finding agrees with Olaofe, (2014) where it was postulated that multiple materials facilitate the interest of learners and even encourage further reading for pleasure. And that the advantage of taking conventional and contextual textbooks into classroom is that pupils can actually read widely and that the more the learner reads, the better a reader he will become, not only improves his language level but also confidence.

In the test of hypothesis two of the study, the impact of the contextual and conventional passages in enhancing the comprehension of the pupils at the inferential level was compared. The two sample t-test was used for the test. The result revealed that the performances of the pupils who were exposed to the conventional passages were significantly better than that of the pupils who were exposed to the contextual passages after the experiment. The null hypothesis was therefore rejected. This would imply that the use of conventional passages have more enhancing impact on the comprehension of the Nomadic pupils at the inferential level than the use of contextual passages. The finding here are consistent with Olaofe (2007) who pointed out that the writers does not really convey ideas to stimulate him to construct them out of his own experiences and that the

one who takes the most to the printed page gains the most. This is reflected in the inferential level of comprehension by the pupils in this finding.

Hypothesis III tested for significant difference between performances of the pupils exposed to the contextual passages and conventional passages in their comprehension at the critical level. The results of the paired sample t-test procedure used for the test reveal significant difference between the impacts of the two passages from the English textbooks. The null hypothesis was therefore rejected. The finding here clearly showed that the conventional passages tended to enhance the Nomadic pupils' comprehension at the critical level than was obtained for contextual passages. In other word, there is an advantage in the use of conventional passages than contextual passages for the Nomadic pupils' comprehension at the critical level. This would mean that the comprehension of the Nomadic pupils at the critical level is significantly affected by the types of passages used in their teaching and learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of study, concludes and offers recommendations based on the outcome of the study, as well as providing suggestions for further studies in the area for further studies.

The study investigated the impact of contextual and conventional passages English textbooks on the reading comprehension performance of Nomadic pupils of Soba and Sabon-Gari Local Government, Kaduna State through an experimental approach. The study was carried out against the background that the use of both conventional and contextual learning may likely help the nomadic pupils to understand their local and global culture. However, conventional textbooks tended to be of general applications while the contextual passages are more associated with depicting the socio-cultural background of the Nomads in order to make learning more meaningful and easy to them and this has been the norms in nomadic educational .A total of eighty pupils were drawn out of the population of two hundred and eighty five pupils from four nomadic fulbe schools selected of Soba and Sabon-Gari Loal Government for the study.

In order to provide focus for the study, three research objectives and three research questions were developed i.e., the difference between the performance of nomadic pupils exposed to reading comprehension in the conventional and contextual passages at the literal level, examine the differences in the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level and examine the difference in the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level. Three

research questions were answered as what is the difference between the performances of nomadic pupils exposed to reading comprehension passages in the contextual and conventional passages at the literal level? What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level? What is the difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level? And the formulated hypothesis were, there is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the literal level, there is no significant difference between the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the inferential level and there is no significant difference in the performance of nomadic pupils exposed to reading comprehension in the contextual and conventional passages at the critical level.

In view of the related literature, different concepts of conventional and contextual approach, nomadic education in Nigeria, conventional and contextual textbooks characteristics, reading comprehension, strategies of teaching reading comprehension and the inputs of teaching reading comprehension to nomadic pupils were studied.

The research instruments used for the study were the conventional and contextual passages of primary five textbooks of conventional and nomadic schools. English assessment test was used for assessing the performances of the pupils. The results of the two assessments are presented according to the research questions asked. In the light of the findings of the study, conclusions were drawn and recommendations were made to improve the quality of the teaching reading comprehension using the two approaches in teaching reading comprehension to nomadic pupils.

5.1.1 Summary of Major Findings

From the analysis of the data in relation to the research questions and tests of the study's hypotheses, the major findings obtained are summarized as follows:

1. Conventional passages could had more impact in enhancing comprehension of nomadic pupils at the literal level than the use of contextual passages only.
2. The impact of conventional passages in enhancing the comprehension of Nomadic pupils at the inferential level is significantly higher than that obtained with the use of contextual passages only.
3. The impact of conventional passages significantly enhances the reading comprehension of Nomadic fulbe pupils than was obtained for the use of contextual passages at the critical level.

5.2 Conclusion

This study revealed that the use of conventional textbooks would have significant impact on the reading comprehension among Nomadic pupils in English Language at the literal, inferential and critical levels. The finding is, therefore, a major breakthrough in the process of enhancing reading comprehension in English language texts among Nomadic pupils in Nomadic schools within the study area. The use of the conventional texts could be an improved approach in the promoting of better reading comprehension among the Nomadic pupils. The teachers' confidence in their subject knowledge, their own language skills, and their focus on pupils' language learning are all likely to influence the pupils' learning. Although the conventional textbook has maintained some conventional EFL reading instruction methods, such as the frequent use of translation and intensive reading, this program has a number of innovative aspects for EFL reading instruction, such as the

exclusive use of graded readers and other children's literature, and the combination of whole class and small group work at learning stations. Additionally, the use of both conventional and contextual reading provides the pupils with a balance of reading experiences and instruction, as well as a high degree of differentiation that addresses the range in pupils' ability levels.

5.3 Recommendations

The more the learner reads, the better a reader he will become, not only is improving his language level but also confidence. If the text interests the learner it can also be related to his own experiences within and outside. One of the aims of conventional textbook is to help the pupils react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. Using a combination of different approaches is also possible, such as including the learning stations for some lessons, while still using the conventional textbooks as supplementary material. Ultimately, the teacher also plays an important role irrespective of the approach used; teachers' confidence in their subject knowledge, their own language skills, and their focus on pupils' language learning are all likely to influence the pupils' learning. Other aspects which proved positive when using conventional textbooks was that they are highly motivating, giving a sense of achievement when understood and encouraging further reading. They also reflect the changes in the use of language, there is a wide variety of text types, and they are also very versatile (they can be used in different ways to promote

different skills) and can be used more than once as well as are updated. Anything can be used as authentic material but for developing reading one of the most useful resources are conventional textbooks. One of the main reasons for using conventional textbook in nomadic fulbe classroom is because the learner will not encounter the artificial language of the classroom but the real world and language, and how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used. Having made a distinction between conventional and contextual textbooks and evaluated the use of them in the nomadic Fulbe classroom, it is worth taking into consideration Davies who wrote:

"It is not that a text is understood because it is authentic but that it is authentic because it is understood. Everything the learner understands is authentic for him." (Davies 1984:192)

Nomadic Fulani pupils are in need of conventional textbooks. Therefore, there is a need for the National Commission for Nomadic Education to collaborates with the Ministry of Education to supply the necessary conventional textbooks and other conventional teaching materials to nomadic schools and also the curriculum planners too should take that into cognizance, as well as the nomadic teachers in planning and deliverance of lessons in order to enhance reading Comprehension performance in nomadic schools.

5.4 Suggestions for Further Studies

1. Strategies to Improve Reading Comprehension and Retention on performance of nomadic pupils.
2. Teachers proficiency in teaching reading comprehension to nomadic pupils

3. Incorporating electronics devices in the teaching of reading comprehension to nomadic pupils.
4. An investigation into the skills of Reading comprehension in English developed by students of higher secondary classes belonging to different Nomadic communities.
5. A study of personal and environmental factors influencing the skills of reading
6. Comprehension in English of boys and girls at junior, secondary of nomadic schools.
7. Preparation and validation of Reading materials for developing the skills of Reading comprehension in English for pupils of different reading competence.
8. Evolving strategies for developing interest in reading English and fostering positive attitude towards reading in English in pupils of different classes.
9. Developing strategies for effective teaching of skills of Reading comprehension in English to the nomadic fulbe pupils at the beginning classes.
10. A critical study on teaching Reading in English to the beginners and the students in secondary classes.

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APPENDIX A

Lesson Plan on Reading Comprehension

Lesson Plan Title: Reading Comprehension on Conventional and Contextual Passages:

Goal of Lesson: To Primary Five (5) Pupils

Duration: 60 minutes

Objectives

Students would:

1. Develop skills needed to respond to inferential and critical questions when reading
2. Understand and make sentences with new words from the passages.
3. Utilize literal words as springboards to writing
4. Develop vocabulary in oral and written skills
5. Relate the activities from the passages to the real world outside, for example, by linking content of the passages in to their societies, listening to the radio or programmers on TV etc.
6. Summarize the passages read by the end of the lesson.

Previous knowledge: Pupils have been involved in reading comprehension lessons before.

Materials

1. Contextual textbook passages (attached)
2. Conventional textbook passages (attached)

PRESENTATION:

NB. Teacher would read the passage while pupils listen and the following activities will follow:

Step 1: Teacher use this activity at the beginning of the unit to assess how much already pupils know about the new words and to determine the correct pronunciation of words, the punctuations and word stress.

Step 2: Understanding the Different content of the Passages: Throughout the study, pupils would read to determine the content of the passages (e.g., person vs. person, environment and person vs. nature, etc) and how these are differs.

Step 3: Word Maps: plot word maps to help facilitate their understanding of new vocabulary encountered during the unit. Word maps contain definitions, synonyms, sentences using the word correctly, and illustrations.

Step 4: Analyzing the Content of the Passages: Relate the activities from the passages to the real world outside their own, for example, by linking content of the passages in to their societies through listening to the radio etc.

Step 5: Predictions: pupils discuss the name of the predictions about the passage. As they read, pupils continue to make predictions and confirm or reject those predictions.

Step 6: Analysis: After reading each passage, pupils give a brief summary of the passage and the literal, inferential and Critical questions below the passages

Step 7: Descriptive Writing: pupils brainstorm words that describe the underworld and then write a descriptive paragraph.

Step 8: Class Debates: After reading, pupils divide into two groups. One group supports the use of conventional passages. The other group supports the use of contextual passages only in teaching them reading. Pupils must use evidence and sound reasoning to support their positions.

Evaluation

Observations of pupils' preparedness, pupils work samples, and participation in group activities.

Skills:

Grammar and Punctuation, Vocabulary, word stress

- Duration: 8 Weeks

APPENDIX B

MARKING SCHEMEFOR THE READING COMPREHENSION TEST

There are questions in contextual passages with the total scores of 18 marks while conventional passages have questions with the total scores of 18 marks too. Multiple choice questions are question passage A of conventional 1 – 6 while conventional passage C and D then contextual passage B carried the short answers questions.

Passage A

A 1 – b. Because everywhere was dry *(1mrk)*

A 2 – a. Because the place was quit *(1mrk)*

A 3 – b. Because the place was bad *(1mrk)*

A 4 – a. Yes *(1mrk)*

A 5 – c. None of the above *(1mrk)*

A 6 – a. In the night *(1mrk)*

Passage B

Shore sentences answers

B – 1. Marriage ceremony *(3mrks)*

B – 2. Two days before the ceremony *(3mrks)*

B – 3. Yes, the bridegroom shared the kolanut himself.*(3mrks)*

B – 4. No, the Iman went to another village *(3mrks)*

B – 5. Alhassan's brother *(3mrks)*

B – 6. People went back to their homes. *(3mrks)*

C – 1. b In the Atlantic ocean *(3mrks)*

C – 2. c They disappeared *(3mrks)*

C – 3. c The name of a boat *(3mrks)*

D – 1. c Device detecting bombs*(3mrks)*

D – 2. a No *(3mrks)*

D – 3. a F. A. A. *(3mrks)*

APPENDIX C

READING COMPREHENSION TEST

NOMADIC CONTEXTUAL PASSAGES

PASSAGE A

Read passage below carefully and answer the questions that follow

One day Dikko took his herd out into the bush for grazing. It was during the dry season. Everywhere was so dry that he had to go very far to find fresh grasses. He started very early in the morning. He passed the boundary of his village and entered another village area. The village was called Tungar Mai Tsautsayi. It was a very bad place. It was so bad that a visitor dare not go there at night. Dikko did not know this.

He passed through the village area. But the area was so quiet he thought there was nobody in it. It was not until he reached the middle of the village area that he saw two young boys playing. “What is the name of this village area?”, he asked them. They said to him, “are you a stranger here?”. “Yes, I came from Rugar Mai Arziki”, he replied them. “Then we advise you to leave the area before our parents return”. “Why should I run away”? I want to stay here for sometimes with my cattle”, he replied. “But no visitor must stay in this Tunga otherwise something bad will happen to him”. Dikko was so confused he did not know what to do. “What can I do? I’m so far away from home and it is already getting dark”, he told them. “I think you should hurry to the next village area. It is not far away. Fulani people live there.

Dikko thanked them and went to gather cattle. He went towards the direction of the boys showed him. After a while it became dark. It was so dark he could not see where he was going. He had gone a little distance when he heard some people talking. He also heard some cows mooing. After about five minutes he reached the village. The people were happy to receive him. He left his herd with them and lay down to rest. He was so tired that he fell asleep at once.

Answer the following question by choosing from the options lettered A-C

1. Why did Dikko have to go far before he found fresh grass?
    a) Because he liked going into the bush.
    b) Because everywhere was dry.
    c) Because there were too many cows in his village.

2. Why did Dikko think there was nobody in the village?
    a) Because the place was quiet.
    b) Because there were only two boys.
    c) Because it did not look like his village.

3. Why did you think that Dikko has no option to stay in the village?
    a) Because people did not like traveling at night.
    b) Because the villagers will not welcome them.
    c) Because the place was bad.

4. Were the boys playing when Dikko arrive the village?
    a) Yes
    b) No
    c) They were milking

5. Were the boys happy when he asks them questions?
    a) Yes, they were happy.
    b) They were not.
    c) None of the above.

6. What time did he arrive the village?
    a) In the night.
    b) At midnight.

PASSAGE B: A MARRIAGE CEREMONY

Read the passage below carefully and answer the questions on it.

There was a marriage ceremony at Dikko's village. Many people were invited from other villages. Two days before the ceremony, the bridegroom Alhassan, had shared Kola nuts and invited people. He sent some to the Imam who would conduct the marriage. Alhassan had paid a bride price of five thousand naira to the bride's parents two weeks earlier.

Before noon, many people had arrived at the bride's house. Some boys had swept the surroundings. Many mats were brought and spread in the shade. The representative of the groom went to inform the Imam. When he came back, he told Alhassan's brother, AlhajiJibril, that the Imam had gone to another village but said that he would come back.

After thirty minutes, the Imam arrived. He asked whether the bridegroom had paid the 'sadaki' or bride price. He was told that it had been paid. Prayers were said by the Imam along with other people present. After the prayers, people went back to their homes.

Now answer the following questions by filling in the blanks with short answers

1) What event took place at Dikko's village?

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2) When were kolanuts distributed

---

3) Was the bridegroom share the kolanuts himself?

---

4) Was the Iman at home?

---

5) Who was Ibrahim? Who was Alhaji Jibril?

---

6) What did the people do after the prayers?

CONVENTIONAL PASSAGES:

PASSAGE C: THE BERMUDA TRIANGLE

Read the passage below carefully and answer the questions on it.

At 2 pm on 5 December 1945, five US bombers took off from Fort Laudelale in the USA for a training, flight in perfect weather. Short Afterwards, the pilots radioed that their flight instruments were all malfunctioning. Two hours after take-off, all contact with the planes was lost. A reconnaissance plane was immediately dispatched to search for the missing planes. Within 20 minutes, radio contact with it had also been lost. No trace of any of the planes was ever found. In all, six planes and 27 men had vanished into the air. The disappearance of the six planes was far from being the first mysterious incident in the area: for years, navigational problems and strange magnetic forces had been reported. The disappearance was not even the greatest disaster within the triangle. The Cyclops, a 19,000-ton US ship was sailing from Barbados to Norfolk, Virginia. In March 1918, when it vanished with its crew of 309 from the surface of the ocean without making a distress call and without the slightest wreckage ever being found .The losses of boats and planes in that area defy explanation. The disasters are the origin of a new phrase in the English language the Bermuda Triangle and this phrase has entered legend. The Bermuda Triangle has been called the devils ‘Triangle, the Triangle of Death, and the Graveyard of the Atlantic. It has swallowed up 140 ships and planes and more than 1,000 people. Today many airmen and sailors are still afraid of that area of the Atlantic Ocean.

Answer the following question by choosing from the options lettered A-C

1) Where is the Bermuda Triangle?

a) In Europe

b) In the Atlantic Ocean

c) In North America

2) What happened to the five US bombers on 5 December 1945?

a) They arrived in Europe

b) They couldn't take off because of the fog

c) They disappeared

B) What is "the Cyclops" in this text?

a) a mythological monster

b) The nickname of a sailor

c) The name of a ship

PASSAGE D: Airport Security:

Bomb sniffers that are not a Hoover they're running over your suitcase. It's the Itemizer, one of the two airline security devices that detect tiny quantities of explosives or drug residues. It is almost impossible for someone who has handled these illegal materials to completely remove all traces of them from clothing and baggage. The analysis takes less than three seconds .To check passengers rather than their bags, researchers at Sandia National Laboratories have designed a walk-through portal that uses the same technology as the Itemizer. The portal looks like a metal detector, but the passenger stands in it for 12 seconds while air is blown over his body and then sucked into an ion mobility spectrometer at the bottom of the machine. The device can detect explosives in concentrations as low as four parts per trillion. Ion Track Instruments of Washington, Massachusetts has a deal with the F.A.A. to manufacture 250 Itemizers .A few have already been installed in airports, including New York's LaGuardia and Chicago O'Hare. Field testing of the Sandia explosives-detection portal began a few months ago.

Now answer the following question by choosing from the options lettered A-C

1) What is a bomb sniffer?

a) Hoover

b) Policeman

c) Device detecting bombs

2) Is the Itemizer dangerous to the body?

a) No

b) Yes

c) None of the above

3) What is the name of its manufacturer?

a) F.A.A.

b) Itemizer

c) Ion Tr

APPENDIX D

Reliability test result

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded(a)	0	.0
	Total	10	100.0

a List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.698	2

Intra class Correlation Coefficient

	Intra class Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.536(b)	-.098	.860	3.310	9.0	9	.045
Average Measures	.698(c)	-.216	.925	3.310	9.0	9	.045

Two-way mixed effects model where people effects are random and measures effects are fixed.
a Type C intra class correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
b The estimator is the same, whether the interaction effect is present or not.
c This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

APPENDIX E

PICTURES OF THE SAMPLED PUPILS AND THE RESEARCHER AT FIELD

