



3

AL-HIKMAH JOURNAL OF EDUCATION

VOLUME 6 NO. 1 JUNE, 2019



AL-HIKMAH JOURNAL OF EDUCATION

VOL. 6, NO. 1, JUNE, 2019

ISSN 2384-7662

Printed by
Asekun'Owo Binds & Prints, Ilorin.



eer-
) by
iors
nent
and
ork
eas:
ices
nan
ther

ireh

oles
ine
uld
itle
ied,
the
on.

e-

be

Editorial Board

Dr. O. P. Akinnubi
(Editor-in-Chief)

Professor D. Olufemi Durosaro
Prof. A. O. Abolade
Dr. O. W. Raji
Dr. A. Y. Bello
Dr. A. O. Sule
Dr. (Mrs) P. A. O. Etejere
(Editors)

Dr. K. O. Muraina
(Managing Editor)

Dr. S. A. Yusuf
(Secretary, Editorial Committee)

Prof. G. A. Badmus - Al-Hikmah University, Ilorin.
Prof. R. A. Lawal - University of Ilorin, Ilorin.
Prof. S. O. Adedeji - University of Ibadan,
Prof. A. A. Salawu - Usmanu Danfodio University Sokoto.
Prof. M. B. Kamal - International Islamic University, Malaysia
(Consulting Editors)

website: www.alhikmah.edu.ng/ajhir/index.php/aje_path/index

TABLE OF CONTENTS

Analysis of scāmpers creativity technique and workplace happiness on innovative be of secondary school teachers in Oyo State, Nigeria - <i>Muraina K. O. (Ph.D) & Saleh Musa</i>	
Comparison of psychometric properties of multiple-choice test using confidence and right scoring among senior secondary school students in Ibadan metropolis - <i>Fehintola, J.O. Ph.D & Akingbade O.</i>	
Lecturers' Mentorship Strategies: Implications for University goal achievement in I State, Nigeria - <i>Dr. Ottan, J. O. & Masud, J. S.</i>	
Determinants of structure of service system through a generalised queue system appr - <i>Mustapha, A. M., Ishaq, A. A (Ph.D) & Lawal, A. T. (Ph.D)</i>	
Assessment of the implementation of business studies curricula in senior secondary schools in kwali area council, Abuja - <i>Otemuyiwa, B. I. & Attah, J. O.</i>	
Assessment of male and female achievement in SSCE further Mathematics in Kwai Nigeria: Implication for educational policymakers - <i>Olarewaju, A. O. & Yusuf, Suleiman</i>	
Impact of tertiary education trust fund's interventions on staff training and develop institutions in North-West, Nigeria - <i>Dr. Abubakar, M. J., Musa, M. I., & Muhammad, G. S.</i>	
Effectiveness of Chemistry Learning-App for Nigerian Undergraduates in a I Learning Environment - <i>Professor Onasanya, S. A., Nuhu, K. M., Oladipupo, M. O., Dr. Samuel N., & Ishola, A. O.</i>	
Social factors as predictors of pornographic viewing among in school adolescents State, Nigeria. - <i>Adewuyi, H. O & Yusuf, A. O.</i>	
Workplace spirituality, job involvement, organizational justice and career success teaching staff of Hassan Usman Katsina Polytechnic, Katsina State - <i>Talatu, I. U, Ph.D</i>	11
Perceived relational support as determinant of entrepreneurial readiness of t education students in colleges of education South-West, Nigeria - <i>Salami, S. S., Dr. Lawrence, F. A., Dr. Ngozi B. N., & Professor G. T. Oladunjoye</i>	1

TABLE OF CONTENTS

Impact of unwanted pregnancy on emotional and social wellbeing among senior secondary school students in Ibadan, Oyo State, Nigeria - <i>A. O. Busari, Ph.D & Hammed, B. A</i>	125-139
Social behaviour and academic performance of students - <i>Dr. G. M. Adeyeye</i>	140-150
Effects of guided discovery teaching strategy on academic performance of financial accounting students in Oyo State, Nigeria - <i>Sunday Adeagbo., Okereke, E. C. (PhD)., Ademiluyi, L.F. (PhD)., & Umoru, T.A (PROF.)</i>	151-161
Effects of assignment teaching method on academic achievement of students in business studies in Oyo State, Nigeria - <i>P. A. Oluwafemi., T. A. Umoru (PROF.)., J. F. Oyedele (Ph.D) & E. C. Okereke (Ph.D)</i>	162-172
Word Recognition and Pronunciation: A Basis for Reading Comprehension among Nomadic Pupils in Lanbata, Abuja, Nigeria - <i>Dr. Bello, Yekeen</i>	173-182
Roles of Universal Basic Education on the Development of Qur'anic School: A Study of Sokoto State, Nigeria - <i>Dahiru Adamu & Balarabe Aliyu Adiya</i>	183-189
Influence of work life balance on job performance among the teachers in Ibadan north local government area of Oyo State - <i>Asiyanbi, Mutiat Sola & Kazeem, Ajibola Rasheed</i>	190-201
Effect of cognitive control therapy and gender on academic self-handicapping behaviour of distance learners in Southwestern Nigeria - <i>Dr. Ibraheem Adedayo Adediran</i>	202-214
Effect of study skill training and multiple intelligence intervention on reading habit of junior secondary school students in Oyo State - <i>Akinbode, Akanbi Lateef & Awoyemi, A. Emmanuel</i>	215-226
Teacher factors influencing effective teaching of business studies in junior secondary schools in Oyo State, Nigeria - <i>Adeleke Aminat Folakemi</i>	227-233
Availability and utilization of new office technology for effective job performance of confidential secretary in Oyo State tertiary institutions - <i>Olore Rasidat Iyabo & Adepoju Adeola Idiat</i>	234-245

TABLE OF CONTENTS

A linguistic study of classroom discourse - Olalere Waheed Raji, (Ph.D) & Umaru Shuaib. (Ph.D).....	246
Promoting peaceful co-existence in nigerian public primary school through social ac and counseling programme - Ogunlade, Oludeleolagoke (Ph.D).....	256
Boko Haram insurgence in the lake chad axis: the role of foreign languages (Fren English) in curbing the crises - Ajani Akinwumi Lateef (Ph.D)	266
The mirage of leadership administrative responsibilities in Nigerian school system - Tijani, Abdulganiyu Adebayo, (Ph.D)	276
Science education for educational leadership and innovations: implication for in teaching model in Nigerian primary schools - I. A. Msheliza, (Ph.D) & Musa Adamu Mshelia, (Ph.D)	296
Correlation between students' academic achievement in educational technology entrepreneurship in vocational and technical education - Yahya, Saheed Olalekan (Ph. D.); Garuba, Ismaila Ayinde; Ibrahim, Taye (Ph. D.) & Idris, Baba	304
A comparative analysis of leaders' management strategies and parental support in specia conventional public primary schools in Lagos State, Nigeria - Dr. Fashiku Christopher Oluwatoyin; Ezegwu Chidimma Gloria & DR. (Mrs) Opadokun, Olufunke Adeitan	314
New realities of insurgency in Africa: the case of women and children as victims - Olumuyiwa Adebayo Adetunji, PhD & Adebisola Omotolaokedele, PhD	329-3
Expunging corrupt practices among pre -service and practicing teachers through so studies education - Jimoh, A.S. PhD & Ibhafidon, H. E	347-3
Socio-cultural variables as correlate of sports participation among female students in Kw State College of Education - Dr. (Mrs.) M. T. Ajadi; Dr. S. B. Adebayo & Falaye Elijah Kayode	369-37
<i>Influence of innovative leadership techniques on students' academic performance</i> - sagaya, Abiodun A. (Ph.D.)	379-389

WORD RECOGNITION AND PRONUNCIATION: A BASIS FOR READING COMPREHENSION AMONG NOMADIC PUPILS IN LAMBATA, ABUJA, NIGERIA

Dr. BELLO, Yekeren: Department of Arts and Social Sciences Education, Faculty of Education,
Al-Hikmah University, Ilorin, Nigeria; E-Mail Address: belight1010@gmail.com

Abstract

This study examined word recognition and pronunciation as a fundamental spec for reading comprehension among nomadic pupils in Lambata, Kwali Local Government Area of Abuja. The study is quantitative descriptive in nature. A passage from where words for recognition, pronunciation and comprehension reading was given to two experts in the English Studies department of Nil University of Nigeria, Abuja, Nigeria for content validity. Test re-test method was used after three weeks of the first administration of the instrument. Two scores were analysed using Pearson r, yielding 0.64 reliability index at 0.05 alpha level of significance. The population for the study is all the primary 3 pupils of nomadic primary schools in Lambata, Kwali Local Government Area, Abuja. Stratified random sampling technique was used to pick 10 pupils from each of the three nomadic primary schools. Pupils' word recognition, pronunciation, reading speed and reading comprehension were computed. The finding of the analyses indicates that for (word recognition and pronunciation) WRP, 21 participants had 56 correct WRP representing 46.67% at instruction level, 6 participants had 81 correct WRP representing 67.5% at independent level while 3 participants had 38 correct WRP representing 31.67 were considered at frustration level. Also, for (reading speed) RS, 19 participants had 19 word per minute representing 51.67% which as regarded as average, 3 participants had 39 Wpm representing 32.5% which is regarded as slow while only 8 participants had 9 Wpm representing 7.5% which is regarded as the slowest. The study therefore recommended among others that constant campaign should be carried out among the Fulani about the needs and impotence of Western Education.

Keywords: Word recognition, Oral pronunciation, Reading comprehension, Nomadic pupils

Introduction

In Nigeria, the National Policy on Education (2004) states that the medium of instruction in the primary schools shall; be language of the environment or mother tongue for the first three years, during which English shall be taught as a subject and four fourth year, English shall progressively be used as a medium of instruction even to the tertiary level of education. It has been observed that despite the non-compliance to this policy statement by primary school teachers (public and private),

the level of proficiency in the use of English language both in written and spoken forms among learners are still poor. Primary pupils and most secondary school students find it difficult in articulating what it takes to read comprehensively.

In line with the above, Anderson (2000) asserts that all readings begin with recognition of words. In the early years of the child's growth, he learns to produce new words through letter- sound recognition and letter blending. As he matures and begins to spell longer and more complex words, he applies to his spelling ability the concept of root words and affixes. When a child is first taught to read, the emphasis is usually on decoding skills. This is the process whereby the written letters and words are translated into language. He is taught phonics and the learning of the sounds of individual letters; he progresses to put the sounds (letters) together to form words after knowing the entire English alphabet. He progresses from two letter words such as "a, t" = "at", "i, s" = "is", and so on.

Early stage reading books usually contain a lot of repetition of these first simple words to encourage practice and gradual building of word recognition and building of reading vocabulary. At this stage, the child is, in effect, learning the "code" behind the written words this implies that decoding skills are the foundation of reading comprehension (Fodeke, 2011). The teacher of a second or foreign language (L2) to young learners needs to remember what it is like to learn a new language. Reading involves making visual contact with letters or group of letters of the alphabet and relating them to sounds of the language which they represent. Words as unit of print do correspond to meaningful speech hence the source of "see-a-word", "say-a-word" otherwise known as "look and say" (Fodeke, 2011). This is because the graphic symbols placed on paper called prints are abstract representations of objects or ideas, the majority of young children who are at the concrete operation stage in primary one will find it difficult to learn to read without seeing (through the use of pictures and real objects) the relationship between people.

The teacher/instructor as the name implies, will at this stage guide the pupils to learn the word as a unit, otherwise referred to as look and say or look and pronounce method, having being taught to identify alphabet, words and their corresponding pronunciation. Lawal (1994) suggests that words of this nature are often referred to as sight vocabulary (usually low lexical items), and are learned and practised over and over again so that when a pupil sees a particular picture, he remembers a particular unit of words associated with it. The instructional materials often used in this case are flashcards containing pictures and corresponding words or unit of words. In another development, Margaret and Maxcolt (2008) postulate that word recognition and oral pronunciation for any child as an initial reader requires concerted effort by the teacher as this forms the basis for effective comprehension reading. The ability to read the small group words may have been acquired through teaching. Many teachers do

record poor success in their reading comprehension class due to the fact that many pupils lack the abilities to recognise and pronounce some unit of words. However, Fodeke (2011) observes that look and say method of teaching initial readers should not be seen as a good method of teaching initial readers because it does not equip the learners with the skills for identifying unfamiliar words unaided.

Contrary to the assertion of Downing (1990) views the look and say (word recognition and pronunciation) method as a means of introducing pupils to print, and that giving pupils test of look and say has been found to be a letter predictor of success in beginning reading. This is so because the pupils are able to pick up literacy in this medium twice as fast as in any other method. The assumption underlying this method is that once pupils are familiar with the form and name of the letters of the alphabet, they will be able to recognise and pronounce the words. Such letter names are constantly repeated in the class such as "bee-a-tee" "bat," "dee-o-gee", "dog", etc. Gradually, the learners will know the form of the word as they name the individual letters, thus becoming accustomed to seeing certain words together in strings thus forming the beginning of reading comprehension. Similarly, at the phonics level, pupils are taught to connect sounds with letters or group of letters such as the sound /k/ which could be represented by "c", "k", "ch", "ck" or "que" as in cup/k/, king/k/, character/k/, check /k/, cheque /k/, etc. respectively and teaching them to blend the sounds of the letters together to produce approximate pronunciations of unknown words.

Reading on the other hand is an information gathering process that can be viewed as a dialogue between the author and the reader through the medium of print. It involves mental ability such as retention and recall. Lawal (1998), Alabi and Babatunde (2002) and Adeosun (2005) define reading as wide horizons where readers explore new areas in world of things, places and events. Reading is one of the highest functions of the human brain. It is seen as a complex process demanding the application of several separate skills. Learning to read, therefore, is not an easy task for (especially) children. Before children are able to read, they must have been able to establish and train their auditory senses. In other words, they must be able to hear and distinguish between phonemes. They must also be able to build simple vocabulary and sentences. This means that among the four language skills of listening, speaking, reading and writing, reading is a higher order skill which hierarchically and in order of acquisition falls below only written. This clearly states the importance of reading readiness otherwise known as pre-reading activities before a child is introduced to the act of reading

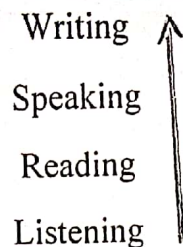


Fig. 1: The hierarchy of the four language skills

In support of the above, Alabi and Babatunde (2002) are of the view that reading has its roots in “the alphabetic”, “the phonics” and “the look and say” methods. The alphabetic method seems to be the oldest method of teaching reading. In this, the teacher makes the pupils to learn first all the twenty-six letters of the English alphabet, and associate them with particular words and pictures such as “A” for Ape; “B” for Ball, “C” for Cup, etc. The look and say method otherwise referred to as word recognition and pronunciation or unit of language used in teaching reading involves making pupils to acquire some words by associating them with pictures. This is in line with the National Policy on Education (2004) which says that teachers should employ practical exploratory and experimental methods, in that reading plays vital roles in the academic system since the success of learners depends solely on their abilities to read and comprehend what is read.

Alonzo (2005) observes that it is very important to know the reading performance of the pupils since this is the skill that is considered the key for gaining knowledge, to attain knowledge that is useful in constructing new knowledge, and the window through which we peep into the outside world. Alonzo goes further that reading comprehension is creation and re-creation of meanings from the printed materials. These days, there is much progress about the concept of reading comprehension. It is not only through semantic (word meaning), syntactic (word order), phonetic/gramophonic cues (sound-word relationships) but it takes place through the good interaction with the text, context or situation and the prior knowledge and experiences of the reader.

Studies on reading by scholars have categorised students into four levels namely:

- i. The non-reader students;
- ii. Students that read at independent level;
- iii. Students that read at instructional level; and
- iv. Students that read at frustration level.

The non-readers do not attempt to read at all, they are the type that are forced to the four-walls of educational institutions; the independent reader's level is the highest level of reading at which the pupil reads fluently and with personal satisfaction

without help; the instructional reader's level is the teaching level when the child is exposed to some challenging materials sufficiently easy that he can do independent seat work with only the usual readiness of help from the teacher; while the frustration readiness level is the level of reading at which obvious difficulties cause confusion and tension in the reading situation (Bello & Lawal, 2012). In support of the above, Flojo (2007) posits that efforts must be made to determine the strengths and weaknesses of students' reading performance. Flojo's study was carried out to analyse the learners' difficulties in reading and identifying the source of their difficulties in reading comprehension. The finding of her study recommends that learners should be guided to be more aware of their level of achievements as well as specific strengths and weaknesses in reading, and that with increased learners' awareness, the teaching/instruction then becomes more effective. Similarly, the study of Monter (2011) shows that the reading comprehension level of Grade Six pupils of Morning Star Montessori, Inc. through the use of the Scholastic Reading Inventory Programme (SRIP), indicators such as pupils demographic profile, reading attitude, and environmental factors such as teacher-related factor, school-tone-related factors, family background factors, among others were used to find out the significant relationship with the reading performance of pupils.

Statement of the Problem

Lawal (1990) observes that the role of English language as an international language is no longer in doubt. English language is so pervasive that pupils are allowed to be trained in indigenous languages in the country only in their first few years in the primary school but largely use the English language throughout their future academic endeavour. Thus the primary school is the foundation at where most learners first encounter the English language, which implies that the base of English for the Nigerian child is at the primary school. Just as the National Policy on Education (1981 and 2004) state that the medium of instruction in the primary schools shall be the language of the environment or mother tongue for the first three years, during which English shall be taught as a subject, and from fourth year, English shall progressively be used as a medium of instruction even to the tertiary level of education. But it has been observed that despite the non-compliance to this educational policy statement by primary school teachers (both public and private), the level of proficiency in the use of English language both in written and spoken forms of learners are still very poor. Based on the above, many reasons have been advanced for the failure and these include ineffective teaching method, deficiency in composition writing, lack of parental support, negative attitude towards studying, teachers negative attitude towards their pupils, pupils demographic profile, inadequate facilities, low reading culture, among several others.

Research Questions

1. What is the level of the pupils' word recognition and pronunciation (WRP)?

2. What is the level of the pupils' reading speed (RS)?
3. What is the level of the pupils' reading comprehension (RC)?

Methodology

This research was carried out with quantitative approach using descriptive survey. Three research questions were raised for the study. Percentile statistic was used to answer the three research questions. A passage from where words for recognition, pronunciation and comprehension reading were drawn from was given to two experts in the English Studies department of Nile University of Nigeria, Abuja, Nigeria for content validity. Test re-test method was used after three weeks of the first administration of the instrument. The two scores were analysed using Pearson r, thus producing 0.64 reliability index at 0.05 alpha level of significance. Words recognition was measured by the correct pronunciation and speed in reading. Pronunciation deals with the correct letter-sound recognition and blending while reading speed is the time spent in orally reading the basic sight words or vocabularies. The reading comprehension was measured by getting the scores gained by the learners in answering questions from the four levels of reading comprehension of literal level of comprehension, inferential level of comprehension, critical level of comprehension and creative level of comprehension. These methods seek the real facts in relation to a current situation. The population for this study is all the primary 3 pupils of the nomadic primary schools in Lambata of Kwali Local Government Area of Abuja. A stratified random technique was used to pick 10 pupils (both male and female) from each of the three nomadic primary schools in this area of Abuja, making 30 pupils of primary three classes of these schools for lack of huge population that usually characterises the nomadic education.

Results and Discussion

Table 1: Number of participants of the study in the three nomadic primary schools in word recognition and reading comprehension

School	Participants in Word Recognition and Pronunciation	Comprehension Reading
Nomadic I	10	10
Nomadic II	10	10
Nomadic III	10	10
Total 30		

The total number of participants in word recognition, pronunciation and reading comprehension are 30 for both this is due to poor patronage of education among the nomadic people in this area. In computing the word recognition, pronunciation reading speed and reading comprehension, the following methods were used:

- i. Words recognition and pronunciation (WRP)

$$\text{WRP} = \frac{\text{Number of mispronounced words} \times 100}{\text{Total number of words}}$$

- ii. Reading speed (RS)

RS= Reading time (minutes) x 100

Total number of words

iii. Reading comprehension (RC)

RC= Total Correct answers x 100

Total number of questions

What is the level of the pupils' word recognition and pronunciation (WRP)?

Table 2: Analysis of the pupils' level of WRP

Participants	WRP	%	WRP LEVEL
21	56	46.67	Instructional
3	38	31.67	Frustration
6	81	67.5	Independent
Total 30			

WRP= Word recognition and pronunciation.

Table 2 above shows that 21 participants had 56 correct WRP representing 46.67% at instruction level, 6 participants had 81 correct WRP representing 67.5% at independent level while 3 participants had 38 correct WRP representing 31.67% were considered at frustration level. The finding of the study is in support of Flojo's (2007) position that efforts must be made to determine the strengths and weaknesses of students' reading performance. Flojo's study was carried out to analyse the learners' difficulties in reading and identifying the source of their difficulties in reading comprehension. The findings of her study recommend that learners should be guided to be more aware of their level of achievements as well as specific strengths and weaknesses in reading, and that with increased learners' awareness, the teaching/instruction then becomes more effective. Similarly, the study of Monter (2011) shows that the reading comprehension level of Grade Six pupils of Morning, Star Montessori, Inc. through the use of the Scholastic Reading Inventory programme (SRIP), indicators such as pupils demographic profile, reading attitude, and environmental factors such as teacher-related factor, school-tone-related factors, family background factors, among others were used to find out the significant relationship with the reading performance of pupils.

What is the level of the pupils' reading speed (RS)?

Table 3: Analysis of the pupils' RS

Participants	RS (Wpm)	%	RS Level
19	62	51.67	Average
3	39	32.5	Slow
8	9	7.5	Slowest
Total 30			

RS (Wpm) = Reading speed (words per minute)

Table 3 above shows that 19 participants had 19 Wpm representing 51.67% which is

regarded as average, 3 participants had 39Wpm representing 32.5% which is regarded as slow while only 8 participants had 9 Wpm representing 7.5% which is regarded as the slowest. No one is considered as the fastest reader. The finding of the analysis agrees with Flojo's (2007) position that efforts must be made to determine the strengths and weaknesses of students' reading performance.

What is the level of the pupils' reading comprehension (RC)?

Table 4: Analysis of pupils' RC level

Participants	RC	%	RC level
7	12	60%	Independent
10	7	35%	Instruction
5	5	25%	Frustration
4	4	20%	Frustration
2	2	10%	Frustration
2	1	5%	Frustration
Total 30			

RC: Reading Comprehension

Table 4 indicated that 7 participants out of 30 pupils had RC scores of 12 out of 20 questions representing 60%, and considered to have had RC at independent level; 10 participants had RC scores 7 out of 20 questions represent 35%, considered to have had RC at instruction level, while 5, 4, 2 and 2 participants had RC scores of 5, 4, 2 and 1 representing 25%, 20%, 10% and 5% respectively were considered to have read at frustration level. The finding of the study therefore affirms Bello and Lawal (2012) who state that studies on reading by scholars have categorised students into four levels namely:

- i. The non-reader students;
- ii. Students that read at independent level;
- iii. Students that read at instructional level; and
- iv. Students that read at frustration level.

The non-readers do not attempt to read at all, they are the type that are forced to the four-walls of educational institutions; the independent reader's level is the highest level of reading at which the pupil reads fluently and with personal satisfaction without help; the instructional reader's level is the teaching level when the child is exposed to some challenging materials sufficiently easy that he can do independent seat work with only the usual readiness of help from the teacher; while the frustration readiness level is the level of reading at which obvious difficulties cause confusion and tension in the reading situation

Conclusion

Considering the findings in tables 2, 3, and 4, one can surmise that only a few number of the pupils could recognise, pronounce and have the ability of reading comprehension at independent level; reasonable number of them could recognise,

pronounce and also have the ability of reading comprehension only at instructional level while very low number of them did recognise, pronounce and had reading comprehension at frustration level.

Recommendations

Considering the locale and the participants of the study (Nomadic Fulani), it is recommended that:

1. Constant campaign should be carried out among the Fulani for needs and impotence of Western Education, not only in their milieu, but in the country as a whole to make them fit properly in the scheme of national development.
2. The few Nomadic school attendees must be exposed more to instructional materials in reading to make the school lessons more concrete and interesting so as to encourage non-school goers to develop interest.
3. Instructors in nomadic schools must adopt different teaching methods and strategies to enhance the learners' performance in reading and also to learn at independent level.

References

- Alabi, A.O., & Babatunde, M.A. (2002). *The Teaching of Reading Skill in Primary School*. Ibadan: King Dave Press.
- Alonzo, R.T. (2005). Philippines Journal for language power. *The RAP Journal*. Manila: Reading Association of the Philippines.
- Anderson, R.C. (2000). *On Becoming a Nation of Readers*. Washington DC Nation Institute of Education.
- Bello, Y., & Lawal, A. (2012). An analysis of reading and comprehension performance of Junior secondary school students in Offa, Kwara State, Nigeria. *Aspects of language Variation, Acquisition and Use*. Festschrift for Prof. N.E Kwofie, University of Cape, Cape: Coast Press, Ghana.
- Federal Republic of Nigeria. (1981). *National Policy on Education*. Lagos: NERDC Press.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Lagos: NERDC Press

- Flojo, O. (2007). The Phil-IRI assessing the reading levels of pupils in the public school Mimeograph
- Fodeke, M.A. (2011). *Primary school teachers' perception on values and limitations of 'look-say' method in teaching initial reading in Offa/Oyin, Nigeria*. Unpublished M.Ed. Project. University of Ilorin, Ilorin, Nigeria.
- Lawal, A. (1994). A sequential three method approach to the teaching of initial reading in English as a second language. *Journal of Curriculum and Instruction*. (4) 1 and 2. 45-73.
- Lawal, A (1998). Patters of intra-family literacy activities among three socio-economic types of home. *Literacy and Reading in Nigeria*. 8. 94-102
- Magaret, H., & Moxcolt, H (2008). *Introduction to Modern Psychology*. India. Split Publisher
- Monter, J.G. (2011). *The relationship between the lexis scores and the reading comprehension level of the grade six pupils of Morning Star*. Montessori school.
- Robert, K.C. (1975). *An Integration of Psychology and Education Practice*. Merril Publication Co.