

PAPERS IN ENGLISH AND LINGUISTICS (PEL)

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The Linguistics Association
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Ile-Ife, Nigeria

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Use of Instructional Strategy for Teaching Reading at the Nursery/Primary Classes in Abuja Municipal Area Council

Yekeen Bello

Department of English Studies, Nile University of Nigeria, Abuja

Abstract

This study identifies approaches used in teaching of reading in Early Childhood Education. The study adopted descriptive research design using survey method. The population for the study is all the nursery/primary class teachers in Abuja Municipal Council Area. Random stratified sampling technique was used to select fifty (50) nursery/primary class teachers for the study. A 10-item researcher-designed reading challenges questionnaire (RDRCQ) was given to two experts in English Studies Department, University of Abuja for content validity of the instrument upon whose corrections were used for the final draft of the instrument. The instrument was subjected to test re-test method using Pearson Product Moment Correlation Co-efficient statistics, thus producing reliability index of 0.51 at 0.05 alpha level of significance. Percentile statistical method was used to answer the research question. The findings from the analysis of the study, leads to the conclusion that high respondents ranging from 31 (62%) to 50 (100%) agreed that some serious challenges face the nursery/primary school teachers while only 16 respondents (32%) as well as 5 respondents (10%) negligibly spoke in contrary to the instrument of the study.

Keywords: Instructional strategy, teaching reading, realia, pictures, cards and Cuisenaire rods

Introduction

Language learning has the four communicative skills as fundamental ingredients. Reading, which is the focus of this study happens to be paramount to language learning because it leads to academic performance (Bello & Lawal 2015). Reading has also been identified by Wairumu et al (2016) as one of the most reliable indicator of whether a learner will attain the competence needed to achieve academic success. It is also seen as a vital skill as constant

access to most information is through reading skill which is the third and next to writing skill. This makes it imperative for teachers in early childhood classes (nursery classes) to put in their best by using strategies, techniques and necessary instructional materials that will facilitate easy grasp of skill that helps develop proficiency in reading.

Chall (1989) is of the opinion that learners below nine years in preparatory or pre-school to primary three, are in very early stage of reading. After nine years when the child is placed in primary four, the learners are expected at this stage to offer most of the subjects in the curriculum and also be able to read fairly well independently due to the grand exposure to the rubrics of reading. Chall argues further that information about the stages of learning to read indicate that learners starting at this level should be basically reading to learn, where they read as a tool for acquiring new knowledge. Similarly, Kange'the (1988) submits that reading in early years of children among other things, aims at reading for pleasure through learners' exposure to a variety of materials, to help learners develop a word band of vocabulary and expose them to new ideas and sentence structures that are used later to communicate both verbally and in the written form.

Similarly, Snow, Burns and Griffin (2006) contend that reading is a very important skill as it is recognised as a necessary part of obtaining a better job and success in literature and knowledge. However, reading in a foreign language such as English might pose some problems to some people. Snow et al claim further that there are three potential stumbling blocks in reading, which are the difficulties in understanding and using the alphabetic principle; the failure to transfer comprehensive skill of spoken language to reading; and lack of appreciation, incentives and motivation on the part of instructors. Snow et al further add that children who face early reading problem lack prior knowledge and relevant skills such as the ability to distinguish sounds, the ability to master the mechanics of reading and the ability to identify letters. In lending his voice to the above, Runo (2010) also explains that reading is an activity which involves the comprehension and interpretation of ideas symbolised by written or printed language. Also, Adam (1990) opines that there are a number of factors that

affect reading pedagogy in early childhood setting especially in English language. This is because inconsistency and irregular spelling of English words prevent one-to-one relationship between the letters seen and the sounds heard as opposed to other languages. This inconsistency in irregular spelling is necessitated by the fact that many words are borrowed from Greek, Latin, French and even Germany. Such irregular spellings and pronunciations are as exemplified such as /i:/ which is phonologically a front, close, and spread vowel can be realised in a number of ways such as:

- (i) ee as in bee
- (ii) ea as in bead
- (iii) e as in complete
- (iv) ey as in key
- (v) i as in police
- (vi) ie as in field
- (vii) ei as in receive
- (viii) eo as in people
- (ix) uay as in quay, etc.

Adam further argues that the rules for letter-sound correspondence do not always provide the means to accurate decoding. The use of phonics is therefore aimed at reducing confusion and memory load on children by elimination option of guessing hence creating confident readers. Adam goes further that a good phonetics programme builds a strong foundation for most learners. It is therefore imperative to note that there are approximately forty-four (44) speech sounds in English, twenty (20) of them being pure vowels otherwise known as monophthongs, eight (8) being diphthongs, while twenty-four (24) are consonants, apart from other five (5) sounds that are referred to as triphthongs. The learners are taught these sounds and their respective pronunciation and articulation as they learn to talk (speak) which is the second stage of the four communicative skills. Alongside speaking, they also learn to associate sounds with letters as they learn to read and write.

Jeremy (2007) affirms that when one walks into some classrooms around the world, one would see fixed data projectors, interactive whiteboards (IWBs), and built-in-speakers for audio material that is delivered directly from a computer hard disk (rather from a tape recorder) and computers with round-the-clock internet access. This helps learners to find out information by a search engine-like Google and the results can be placed for the whole class on the IWB. In other classes, even in many successful private language schools around the world, there is a whiteboard in the classroom, an overhead projector (OHP) and a tape recorder. Other schools only have a whiteboard, or perhaps a blackboard that are most often not in good condition. Studies according to Jeremy (2007) show that there are some classroom conditions where neither teacher nor students have anything at all in terms of educational technology or other instructional aids, and which they find difficult to improvise. Jeremy used Jill and Charles Hardfield to represent to represent different realities in a 'reversed pyramid' of resources:

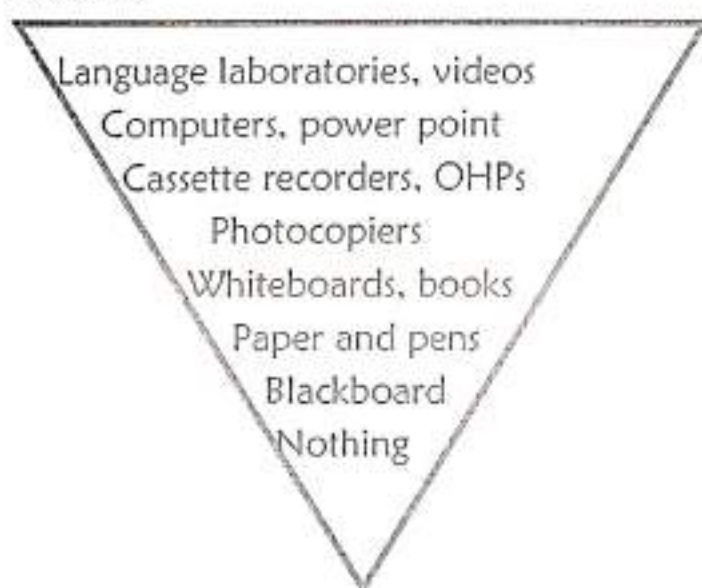


Fig. 1: Reversed resources pyramid

Jeremy (2007) asserts that in a world in which the pace of technical change is breathtakingly fast (so that between the writing and the publishing of his study new technology will have been produced), it seems that being at the bottom of the pyramid is

Hadfield and Hadfield (2003: 34) argue that the recourses that are available are truly amazing. It could be seen that they offer amazing varieties of routes for learning and self-recovery. Hadfield and Hadfield contend further that we should not see the content of the pyramid as methodologies for learning, but rather, as tools to help in whatever approaches and techniques that has been chosen to be used. Hadfield and Hadfield argue further that evidence abound that many classrooms both in the developing and developed world do not have access to all modern technology, yet, this does not prevent students, and has never prevented them from learning English successfully.

Jeremy (2001:176) is of the opinion that thus far, the most useful resources in the classroom are the teachers themselves. He argues further that through their thoughts and experiences they bring the outside world into the classroom, and this is seen as a very powerful resource. Via this, learners could be asked to write or talk about things they like or the things they have experienced in life. They could be asked what they would like to do in certain conditions, or get them to act out scenes from their lives, just as in multilingual classes, or one can get them to act or share information about their different backgrounds and villages, town or countries as the case may be. Similarly, students can also be very good resources for explaining and practising meanings. For example, in young learners' classes, the learners can be used as "living clocks" by demonstrating the time with their arms, (using a pointing finger for the minute hand, and a fist for the hour hand), while other learners say what the time is. They can also be arranged in alphabetical order by vividly using their initials to form the alphabet from A-Z, thus making the experience becoming more indelible in their memory; learners can elect or pick one of their members to be a robot while others direct him or her on what to do. Other learners can mime and act out words and phrases such as "hurry up, watch out, halt, etc."

Aside using learners themselves or other human resources, other things such as objects, pictures, cards, among several others can be used for presenting and manipulating language. For the purpose of this study, four different material resources shall be viewed and discussed:

1. Realia

This discusses, for instance, how simple pebbles can be used as a stimulus for a creative activity. Realia which is ordinary but, but real object used in pedagogy makes the lesson more vivid and concrete. However, this is only possible use for real objects (realia). With beginners, and particularly children, using realia is highly helpful for teaching the meanings of words or for stimulating learners' activities just as most teachers come to class with fruits, clock frames, telephones, etc, to facilitate teaching/learning processes. Jill and Charles suggest that objects that are intrinsically interesting can provide a good starting point for a variety of work and communication activities. They added further that bringing in "evocative objects" that have a story to tell does interest and motivate learners. These might be a hair ribbon, a coin of button, a ring, a paper clip, an elastic band, an old picture frame, a key and a pad lock. Students are then put into groups; each group picks an object from the bag without looking at their selections. Each student in the group then writes on one sentence about the object picked by that group. Members of that group share their sentences to make the object's autobiography. They then read the autobiography of the object picked in each group to the rest members of the class (Jeremy, 2007:177).

2. Pictures

Teachers have always used pictures or graphics whether drawn, taken from books or calendars or newspapers, or magazines or photographed to facilitate learning. Pictures can be in the form of flashcards, large wall pictures, large enough for every learner to see its details, cue cards (small cards which students use in pair or in group work), photographs illustrations (typically in a textbook).some teachers also use projected slides, images from an overhead projector, or projected computer images. In another instance, teachers, in the absence of many of these aids, do draw on the board to help with explanation and language work. Strategically, Jeremy (2007:178) states that pictures of all kinds can be used in a multiplicity of ways such as:

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Papers in En

(i) **Drills:** with lower-level students or classes, an appropriate use of pictures, especially flashcards in cue-response drills as suggested by most textbooks. Teachers hold up flashcards (the cues) before nominating a student to produce an answer or to respond to, then the teacher holds up another one, nominating another student, and so on. Flashcards are particularly useful for drilling grammar items for cueing different sentences and practising vocabulary. Sometimes, teachers use large wall pictures, where pointing to a detail of a picture will elicit a response such as "there is some milk in the fridge".

(ii) **Communication games:** pictures are extremely useful for a variety of communication activities, especially, they have a game-like feel, such as "describe and draw" activities, where one student describes a picture (which we have given them) and a partner has to draw the same picture without looking at the original. Jeremy (2007:178) goes further that class can also be divided into four groups A, B, C, and D and give each group a different picture that shows a separate stage in a story. Once the members of the group have studied their picture, it should be withdrawn from them. Jeremy then suggests further that new groups could be formed with four members each, one from group A, one from group B, one from group C and one from group D, respectively. By sharing the information they saw in the pictures, they have to work out what the story of the pictures put together are telling. Jeremy states further that teachers sometimes use pictures for creative writing. They may instruct students to invent a story using at least three of the images in front of them. Teachers can as well tell students to have a conversation about a specific topic and at various stages during the conversation, to pick a card and bring whatever that card shows in the conversation.

(iii) **Understanding:** one of the appropriate uses of pictures is for presenting and checking of meaning. The easy way of explaining the meaning of a word, say *aeroplane*, is to have a picture of one. In the same way it is easy to check students' understanding of a piece of writing or listening by asking them to select the picture

(out of say, four) which best corresponds to the reading text or the listening passage.

(iv) Ornamentation: Pictures of various kinds are often used to make work more appealing. Jeremy (2007:178) opines that in many modern course books, for example, a reading test will be adorned by a photograph which is not strictly necessary in the same way as does happen in newspapers and magazines. The rationale for this is clearly that pictures enhance the text, giving readers especially students an extra visual dimension to what they are reading. However, Jeremy argues that some teachers and material designers object to the use of this illustration because they considered it gratuitous. But it should be remembered that if the pictures are interesting, they will appear strong to at least some members of the class. They have the power (at least for the more visually oriented) to engage students.

(v) Predictions: Pictures are useful for getting students to predict what is coming next in a class. Thus, students look at a picture and try to guess what it shows. (Are the people in it brother and sister, husband and wife, and what are they talking, or arguing about?). They can then listen to audio track or read a text to see if it matches what they predicted on the basis of the picture. This use of picture is very powerful and has the advantage of engaging students in the task to follow.

(vi) Discussion: Pictures can stimulate questions such as *what is it showing? How does it make you feel? What was the artist's or photographer's purpose in designing it that way? Would you like to have this picture in your home? Why? Why not? How much would you pay for such pictures? Etc.*

Based on this, Jeremy affirms that one idea is to make students to become judges of a photographic competition. After being presented with categories of photographs they are going to judge (e.g. men in action, reportage, abstract pictures, etc), then the students are made to decide on some characteristics their photographs should have.

Jeremy asserts further that pictures can also be used for creative language use, whether they (pictures) are in a book or on me we cards, flashcards or wall pictures. Students might be asked to write a description of a picture to invent the conversation taking place between two people in a picture or, in one particular role-play activity, ask them to answer questions as if they were the characters in a famous painting. Further academic pursuit by Teacher of N/P classes will enhance their capability for them (Bello, 2016).

3. Cards

Apart from flashcards with pictures on them, Jeremy (2007:180) points out that cards of all shapes and sizes can be used in a variety of ways. Cards, according to him, can range from carefully prepared pieces of thick paper which have been laminated to make them into a reusable resource to small strips of paper which the teacher brings in for one lesson only. Of the many uses for cards, Jeremy states that three are especially worth mentioning:

(i) **Matching and ordering:** Cards are especially good for matching questions and answers or two halves of a sentence. Students can either match them on the desk in front of them (perhaps in pairs or groups), or they can move around in classroom looking for their pairs. This matching can be on the basis of topic, lexis or grammatical construction card can also be used to order words into sentences or to put lines in a poem in order using cards in this way is especially good for kinesthetic learners, of course. But it is good for everyone else, too, especially if we can get students walking around the classroom for at least a brief period.

(ii) **Selecting:** Cards work really well if we want learners to speak on the spot or use particular words or phrases in a conversation or in sentences. Jeremy (2007:180) contends that word could be written on separate cards and then, after shuffling them, place them in a pile face down. When a learner picks up the next card in the pack, he or she is asked to use such picked word in a sentence. Jeremy contends further that alternatively, learners can choose three or four cards and then try to incorporate what is on the cards

into stories. In a similar instance, Harmer (2007:180) suggests that learners can pick up a card and try to describe what the word on it feels tastes or smells like, while other learners guess what such thing is.

(iii) **Card games:** Harmer (2007:180) posits that there are as many card game possibilities in language learning as there are in real life. We can turn the card selection into a game by introducing a competitive element, having students in pairs to play against each other or against other pairs. In the light of the above, Fodeke (2011) is of the view that a simple vocabulary game can be played in which learners have cards with pictures on one side and words on the other. She argues that if learners pick the picture side, they (learners) will have to draw it and then compare it with the original picture in support of the above. Harmer states that the old game of snap can be adopted so that two players have a set of cards with the same objects, etc., but whereas one player has only one picture, while the other has only words. The cards are shuffled and then the players put down the cards one at a time. If a paper and a word card match, the player who shouts *snap!* first wins all the cards on the table the object of the game is for player to end up with all the cards.

4. Cuisenaire rods:

Harmer (2007:180) states that use of Cuisenaire rods was originally invented by the Belgian educator Caleb Gattegno. These small blocks or plastics of different lengths were originally designed for Mathematics teaching. Each length is a different colour. The rods are featureless, and are only differentiated by their length and colour. Simple they may be but they are useful for a wide range of activities. For instance, it could be said that particular rod is a pen or a telephone, or a dog or a key so that by holding them up or putting them together a story can be told through the use of little imagination. It is very easy to be improvised by the teachers.

Harmer (2007:181) and Bello (2016) contend that these rods can be used to demonstrate word stress, too: if one is bigger than the others (in a sequence representing syllables in a word or words in a sentence), it shows where the stress should be. Harmer

(2007:181) contends that British and American English speakers often differ in where they place the stress in words. Thus **ballet** in English is stressed on the first syllable (**bal**) whereas in American English the stress usually falls on the second syllable (**let**). In a similar vein, Harmer contends that in a one-syllable word like **dance**, we know which syllable is stressed since there is only one. A word with more than one syllable is more complex. We might stress the word **expert** on the second syllable (**exPORT**) as it is used as a verb. But, if, on the contrary, we stress the first syllable (**EXport**), the word is now a noun.

In another development, Bello (2015) and Bello (2016) posits that in multi-syllable words there is often more than one stressed syllable such as **singularly**, **information**, **claustrophobia**. In such cases we call the strongest force the **primary stress** and the weaker force the **secondary stress** e.g. **singularly**, **informa'tion**, **claus'trophobia**. The **primary stress** has a superscript mark whereas **secondary stress** is marked below the line).

The use of the Cuisenaire rods, according to Harmer (2007:43), shows that words are often not pronounced as one might expect from their spelling. The word **secretary** would appear on paper, to have four syllables, but when it is spoken, there is sometimes only three and the first one is stressed **/sekrətri/** or even, in rapid speech, only two e.g. **/sektri/**. As well, Harmer notices that when a word changes shape morphologically, the stressed syllable may shift. In English we stress, for example **Japan** on the second syllable (**jaPAN**), but when it changes to adjective, the stress moves to the new syllable (**japanESE**). However, this is not always the case e.g. (**amERICA**, **amERICAN**), etc.

We can also assign a word or phrase to each of say five rods and the students then have to put them in the right order (e.g. **I usually get up at six o'clock**). By moving the **usually** rod around and showing where it can and cannot occur in the sentence, the students get a clear visual display of something they are attempting to fix in their minds.

Rods can be used to teach prepositions. Teachers can model with the rods sentences like: the red one is **/on top/ beside/ under/ over/ behind/**, among several other prepositions. Teachers can also show rods in different relations positions and ask students to

describe them. Students can then position the rods for other students to describe in even more complex arrangements. Harmer contends further that Cuisenaire rods are also useful for demonstrating colours, comparatives, and a whole range of other semantic and syntactic areas particularly with people who respond well to visual or kinesthetic activities. These are further enhanced when teachers are encouraged and allowed to attend language workshops, seminars or refresher courses, which in the contrary, because of its financial involvement, many private schools especially nursery/primary schools do neglect.

Statement of the Problem

Reading is basic and fundamental to acquisition of language and learning in general that leads to high academic performance. Reading has been seen as a basic reliable pointer to students' academic success. Since nursery/primary education serves as the base, or the foundation of future academic success, concerted efforts must be put in place to employ instructional strategy in teaching reading at this level.

Research Question

1. What are the challenges faced by teachers of Nursery/Primary classes in teaching reading?

Methodology

The study is a quantitative descriptive survey design type. The population for the study is all the nursery/primary class teachers in Abuja Municipal Council Area. Random stratified sampling technique was used to select fifty (50) nursery/primary class teachers for the study. A 10-item researcher-designed reading challenges questionnaire (RDRCQ) was given to two experts in English Studies department of University of Abuja for content validity of the instrument upon whose corrections were used for the final draft of the instrument. The instrument was subjected to test re-test method using Pearson Product Moment Correlation Co-efficient statistics, thus producing reliability index of 0.51 at 0.05 alpha level of significance. Percentile statistical method was used to answer the research question.

Data Analysis

1. What are the challenges faced by teachers of Nursery/Primary classes in teaching reading?

Table 1: Frequency Counts and Percentage Distribution of the challenges faced by teachers of Nursery/Primary classes in teaching reading

S/N	Indicator	Frequency	%
1.	instructional materials are not easy to come by	5	10
2.	It is the duty of the teachers to improvise instructional materials	5	10
3.	Nursery/primary class pupils generally have low rate of absorption/comprehension	48	96
4.	Most reading materials do not suggest instructional materials to be used for certain concepts	31	62
5.	Most nursery/primary teachers are not qualified to handle such classes especially in the area of oral English	47	94
6.	Some teachers rely on the personal experiences of the learners as major resources	25	50

7. Teachers often find it difficult to tune learners off mother tongue interference	16	32
8. Nursery/Primary class teachers seldom attend seminars, workshops or refresher courses.	46	92
9. Lack of incentives for nursery/primary teachers often affect their input	49	98
10. Most nursery/primary teachers cannot ICT gadgets to ease their pedagogical processes	50	100

Discussion

Result of analysis in Table 1 shows that 50 respondents representing 100% contend that most nursery/primary teachers cannot use ICT gadgets to ease their pedagogical processes. This agrees with Jeremy (2007) who asserts that in a world in which the pace of technical change is breathtakingly fast (so that between the writing and the publishing of his study new technology will have been produced), it seems that being at the bottom of the pyramid is likely to be a bar to language learning. Close to the above in rank is 49 respondents, who represent 98%, are of the view that lack of incentives for nursery/primary teachers often affects their impact. This result is in line with Snow et al (2006) who posit that reading in a foreign language such as English might pose some problem to some people. Snow et al claim further that there are three potential stumbling blocks in reading, which are the difficulties in understanding and using the alphabetic principle; the failure to transfer comprehensive skill of spoken language to reading; and lack of appreciation, incentives and motivation on the part of instructors. Next to the above is 48 respondents who represent 96% agree that nursery/primary class pupils generally have low rate of absorption/comprehension. This inadvertently concurs with the finding of Wairumu et al (2016) who see comprehension ability as one of the most reliable indicator of whether a learner will attain the competence needed to achieve academic success. It is

also seen as a vital skill as constant access to most information is through reading skill which is the third and next to writing skill. This makes it imperative for teachers in early childhood classes (nursery classes) to put in their best by using strategies, techniques and necessary instructional materials that will facilitate easy grasp of skill that helps develop proficiency in reading. Next to the above in rank order is 47 respondents who stand for 94% accepted that most nursery/primary teachers are not qualified to handle such classes especially in the area of oral English. This finding is in consonance with the finding of Adam (1990) who opines that there are a number of factors that affect reading pedagogy in early childhood setting especially in English language. This is because inconsistency and irregular spelling of English words prevent one-to-one relationship between the letters seen and the sounds heard as opposed to other languages. This inconsistency in irregular spelling is necessitated by the fact that many words are borrowed from Greek, Latin, French and even Germany. Such irregular spellings and pronunciations are as exemplified such as /i:/ which is phonologically a front, close, and spread vowel can be realised in a number of ways such as:

- (i) ee as in bee
- (ii) ea as in bead
- (iii) e as in complete
- (iv) ey as in key
- (v) i as in police
- (vi) ie as in field
- (vii) ei as in receive
- (viii) eo as in people
- (ix) uay as in quay, etc.

Adam further argues that the rules for letter-sound correspondence do not always provide the means to accurate decoding. The use of phonics is therefore aimed at reducing confusion and memory load on children by elimination option of guessing hence creating confident readers. Adam goes further that a good phonetics

programme builds a strong foundation for most learners, it is therefore imperative to note that there are approximately forty-four (44) speech sounds in English, twenty (20) of them being pure vowels otherwise known as monophthongs, eight (8) being diphthongs, while twenty-four (24) are consonants, apart from other five (5) sounds that are referred to as triphthongs. The learners are taught these sounds and their respective pronunciation and articulation as they learn to talk (speak) which is the second stage of the four communicative skills. Alongside speaking, they also learn to associate sounds with letters as they learn to read and write. Similarly, 46 respondents representing 92% are in agreement that nursery/Primary class teachers seldom attend seminars, workshops or refresher courses. This finding is in agreement with the finding of Harmer (2007) who contends that rods can be used to teach prepositions. Teachers can model with the rods sentences like: the red one is /on top/ beside/ under/ over/ behind/, among several other prepositions. Teachers can also show rods in different relations positions and ask students to describe them.

Students can then position the rods for other students to describe in even more complex arrangements. Harmer contends further that Cuisenaire rods are also useful for demonstrating colours, comparatives, and a whole range of other semantic and syntactic areas particularly with people who respond well to visual or kinaesthetic activities. These are further enhanced when teachers are encouraged and allowed to attend language workshops, seminars or refresher courses, which in the contrary, because of its financial involvement, many private schools especially nursery/primary schools do neglect. However, an average of 25 respondents representing 50% agreed that some teachers rely on the personal experiences of the learners as major resources. This finding agrees with the finding of Jeremy (2001:176) who is of the opinion that thus far, the most useful resources in the classroom are the learners themselves. He argues further that through their thoughts and experiences they bring the outside world into the classroom, and this is seen as a very powerful resource. Via this, learners could be asked to write or talk about things they like or the things they have experienced in life. They could be asked what

they would like to do in certain conditions, or get them to act out scenes from their lives, just as in multilingual classes, or one can get them to act or share information about their different backgrounds and villages, town or countries as the case may be.

Similarly, students can also be very good resources for explaining and practising meanings. For example, in young learners' classes, the learners can be used as "living clocks" by demonstrating the time with their arms, (using a pointing finger for the minute hand, and a fist for the hour hand), while other learners say what the time is. They can also be arranged in alphabetical order by vividly using their initials to form the alphabet from A-Z, thus making the experience becoming more indelible in their memory: learners can elect or pick one of their members to be a robot while others direct him or her on what to do. Other learners can mime and act out words and phrases such as "hurry up, watch out, halt, etc., while 31 respondents who stand for 62% were on agreement that most reading materials do not suggest instructional materials to be used for certain concepts. This result is contrary to the finding of Jeremy (2007:178) who states that strategically, pictures of all kinds can be used in a multiplicity of ways such as drills with lower-level students or classes, an appropriate use of pictures, especially flashcards in cue-response drills as suggested by most textbooks.

Teachers hold up flashcards (the cues) before nominating a student to produce an answer or to respond to, then the teacher holds up another one, nominating another student, and so on. Flashcards are particularly useful for drilling grammar items for cueing different sentences and practising vocabulary. Sometimes, teachers use large wall pictures, where pointing to a detail of a picture will elicit a response such as "there is some milk in the fridge". 16 respondents representing 32% agree on the point that teachers often find it difficult to tune learners off mother tongue interference. This result connotes the finding of Snow, Burns and Griffin (2006) who contends that reading is a very important skill as it is recognised as a necessary part of obtaining a better job and success to literature and knowledge. However, reading in a foreign language such as English might pose some problem to some people. Snow et al claim further that there are three potential

stumbling blocks in reading, which are the difficulties in understanding and using the alphabetic principle; the failure to transfer comprehensive skill of spoken language to reading and lack of appreciation, incentives and motivation on the part of instructors, while as low as 5 respondents each for indicators 1 and 2 representing 10% respectively consent that instructional materials are not easy to come by, and which connotes the finding of Jeremy (2007) who affirms that when one walks into some classrooms around the world, one would see fixed data projectors, interactive whiteboards (IWBs), and built-in-speakers for audio material that is delivered directly from a computer hard disk (rather from a tape recorder) and computers with round-the-clock internet access.

This helps learners to find out information by a search engine like Google and the results can be placed for the whole class on the IWB. In other classes, even in many successful private language schools around the world, there is a whiteboard in the classroom, an overhead projector (OHP) and a tape recorder. Other schools only have a whiteboard, or perhaps a blackboard that are most often not in good condition. Studies according to Jeremy (2007) show that there are some classroom conditions where neither teacher nor students have anything at all in terms of educational technology or other instructional aids (this is largely due to the cost of those instructional items). Another finding says that it is the duty of the teachers to improvise instructional materials negates the studies of Jeremy (2007) show that there are some classroom conditions where neither teacher nor students have anything at all in terms of educational technology or other instructional aids, and which they find difficult to improvise.

Conclusion

Considering the finding of the study, it was concluded that high respondents ranging from 31 (62%) to 50 (100%) agreed that some serious challenges face the nursery/primary school teachers while only 16 respondents (32%) as well as 5 respondents (10%) negligibly spoke in contrary to the instrument of the study.

the difficulties in principle; the failure to age to reading and lack on the part of for indicators 1 and instructional materials the finding of Jeremy into some classrooms projectors, interactive audio material that is (rather from a tape internet access. information by a search for the whole class many successful private as a whiteboard in the and a tape recorder. perhaps a blackboard. Studies according to classroom conditions nothing at all in terms of al aids (this is largely to. Another finding says improvise instructional (27) show that there are teacher nor students have technology or other to improvise.

was concluded that high 50 (100%) agreed that primary school teachers as 5 respondents (10%) of the study.

Recommendation

In reference to the findings and the conclusion of the study, it is hereby recommend as follows:

1. Ministry of Education and other stakeholders should ensure that reading materials are adequately supplied to schools right from the nursery/primary level.
2. Ministry of Education should make it compulsory for all private nursery/primary and higher institutions to provide enough reading materials in their schools to be supervised by efficient monitoring group.
3. Awareness should be created to sensitise parents on the need to work hand in hand with school authorities and the teachers especially during the early years of learning when the children are just coming from home to the academic environment where the foundation laid at home will be built upon.
4. Teachers at this level (nursery/primary classes) whole are to play in *loco parentis* role must try to influence the children positively.
5. Teachers at this level should be creative and innovative in using various instructional strategies to enhance reading pedagogy.
6. Trainers of teacher in Early Childhood Education Colleges should make concerted efforts to ensure that the trainees are acquainted with the approved and appropriate age for various instructional strategies.
7. Proprietors of private schools should endeavour to employ qualified teachers to handle different subjects, especially English language.
8. In-service training, workshops and seminars should be encouraged among teachers of these classes.
9. Use of ICT gadgets should be integrated in early childhood education to enhance teaching/learning processes.
10. Proprietors of private institutions are advised to motivate their teachers by remunerating them accordingly to make their "take home pay really take them home".

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