2

Ilorin Journal Of Education

IJE

ISSN: 0189 - 6636

Volume 24, July 2004
Volume 25, August 2005

CONTENTS

		Page
1.	Causes of, and problems associated with left-handedness as perceived by medical and non-medical students at the University of Ilorin *E.A. Adeoye & M.F. Dada*...	1
2.	National Teachers' Institutes Nigerian Certificate in Education Programme Teaching Personnel effectiveness in Ogun State *Y. A. Oguntimehin*.....	15
3.	Counselling Strategies for managing pre-retirement anxiety among employees *Martins Femi Dada & A. I. Idowu*...	24
4.	The role of the Library in the National Open University of Nigeria (NOUN) *W. B. Adeoti - Adekeye*	37
5.	An Evaluation of David Kolb's Theory of learning styles *Ponle Gideon Adetunji*.....	43
6.	Problem based learning strategy and Quantitative ability in College of Education Students' learning of Integrated Science *S. M. Raimi & F. A. Adeoye*	53
7.	The Historical development of St. Andrew's College, Oyo: The first teacher training institution in Nigeria (1896 - 2001) *G. O. Akanbi (Ph.D.), T. A. Asiru & O. J. Olayanju*	65
8.	Effect of video and audio taped instruction on cognitive learning outcomes in economics **Adedapo, Y. A, Salawu, I. O & Afolabi A. O**.....	72
9.	School record keeping: A strategy for management of Nigerian secondary educational institutions *Fasasi, Yunus Adebunmi*.....	80
10.	Effects of tele-video individualized and group controlled instructions on the achievement and attitude of students In educational technology *Omoniyi, T. Tayo*	87

VELOPING READING COMPREHENSION SKILLS AMONG SECONDARY SCHOOL STUDENTS THROUGH TEACHER DESIGNED VOCABULARY CONTEXT AND THE USE OF DICTIONARY

F. A. Adeniyi (PhD)
School of Languages,
Kwara State College of Education, Ilorin

Abstract

Reading can be regarded as the proof of intellectual development because the acquisition of the reading skills is actually the first step towards literacy. The teaching of efficient reading should be the desired goal of every teacher and it must be ordered to ensure success. One of the major causes of reading problems could be traced to poor knowledge of English vocabulary. Since the main purpose of reading is to comprehend the writer's experiences represented in symbols, it is imperative for every student to posses the reading skill as an important tool for unlocking the gate to wisdom through the print. In order to acquire this skill, there is need for students to possess good command of English vocabulary. Therefore, more vocabulary comprehension learning and teaching strategies need to be put in place in order to improve the lexical knowledge of our ESL students. This paper focuses on how the ESL teachers can effectively teach lexical items with the use of dictionary so as to help students acquire enough appropriate vocabulary functional for reading comprehension.

Introduction

Reading, according to Gray (2000) is a highly complex activity including various important aspects such as recognizing symbols quickly and accurately comprehending clearly and with discrimination the meanings implied by the author. It also involves reacting to and using ideas secured through reading in harmony with the reading purposes and integrating them to definite thoughts and action patterns (Herns 2000). Comprehension, according to Lawal (1997), is a construct of varying hierarchical degrees of intensity. Students are confronted with problems of understanding what they have read and this makes it necessary for teachers to be sensitive to the issue of reading comprehension. Several researchers (Burmeister, 1978; Smith & Barret, 1976; Spiro, Bruce & Brewer 1980; Unoh, 1980) have identified eight skills of reading comprehension. These involve locating details, recognizing the main ideas, drawing conclusions, recognizing cause and effect relationship, understanding of words in context, making interpretations and making inferences.

In developing reading comprehension skill, therefore, ability to read well and

to meet the criterion of efficiency. Consequently, the idea of approaching language teaching and testing from the standpoints of theoretical frameworks of sociology and psychology of language offers the language pedagogy uncompromising opportunity of evolving an intensive but highly productive methodology.

This paper is not in any way a wholly encompassing exposition. What has been done was just to exploit the possibilities of adapting the various theories to better the lot of language teaching and testing processes. In the final analysis, the presentation therefore is a summary of the synthesis of the implications of linguistic, psychological, sociological and pedagogical theories to language teaching and testing.

References

Bailey, C. J. (1973). *Variation and linguistic theory*. Arlington: Centre for Applied Linguistics.

Berliner, D. C. (2004). Educational psychology. *In Microsoft Encarta Encyclopedia Standard*.

Bruner, J. (1966). *Towards a theory of instruction*. Cambridge: Harvard University Press.

Canale, M. (1984). Testing in a communicative approach In G. A. Jarvis, (Ed.), *Northeast conference report* (pp. 79 - 92). Middlebury: Northeast Conference.

Fajemidagba, M. O. (2004). Invigilation of examinations and computation of grades/results" In E. A. Ogunsakin, (Ed.), *Teaching in tertiary institutions* (pp. 100 - 108). Ilorin: Faculty of Education, University of Ilorin.

Finocchiaro, M. (1969). *Teaching English as a second language*. Forbes Duncan Harper and Row.

Finocchiaro, M. (1988). *Teaching English as a second language*. New York: Harper and Row Publishers.

Labov, W. (1969). *The study of non-standard English*. Washington DC: Centre for Applied Linguistics.

Morrow, K. E. (1979). Communicative language testing: Revolution or evolution In C. J. Brumfit, & K. Johnson, (Eds.), *The communicative approach to language teaching* (pp. 143 - 158). Oxford: Oxford University Press.

Olorundare, A. S., & Medahunsi, S. O. (2004). principles and practice of instruction in tertiary institutions. In E. A. Ogunsakin, (Ed.), *Teaching in tertiary institutions* (pp. 31 - 46). Ilorin: Faculty of Education, University of Ilorin.

Tinuoye, M. O. (1991). Communicative language testing. In Adegbija, E. E. (Ed.), *Effective communication skills in reading and learning: Basic principles*. Ilorin: University of Ilorin. GST Division.

Tinuoye, M. O. (2003). What is language. In O. Obafemi, & S. T. Babatunde, (Eds.), *Studies and discourse in english language* (pp. 1 - 27). Ilorin: Haytee Publishing Company.

Weir, C. (1988). *Cumulative language testing*. Britain: University of Exeter.

eaning Adjectives Describing Accommodation

el: SS 1

cher Activities

Put the students in pairs, and then give out the students the retrieval activity nd the exercise. While the students are working, the teacher should monitor the activities; the pronunciation may be a particular problem in one or two cases, and the teacher may find it useful to pre-teach this. Students can use the adjectives to describe:

Their classroom

Their own bedroom

Students' Activities

Use your dictionary to look up the words below, decide if they are positive or negative, and give an explanation.

Rosy, gloomy, damp, cramped, draughty luxurious

Positive Explanation	Negative Explanation
Gloomy	
Damp	
Cramped	
Draughty	
Luxurious	

Now, complete the following sentences with one of the following adjectives

1. The place where I stayed was so..... that I didn't have any room to store anything.
2. My new flat isn't big but I like it because it is so.....
3. The problem with basement flats is that they can be very.....
4. It's one of the most..... houses I've ever seen.
5. My new flat isn't beautiful or very comfortable but it's very.....
6. My flat is so ..... that it still feels cold when the central heating is on.

5. Lexical connectives level - JSS 1 - SS 3

Teachers' Activities:- Everything needed for this activity is contained in the student worksheet, so the teacher's main task is in ensuring that the students have clearly understood each section of the worksheet before going on to the next phase.

This activity is designed to teach although, 'though' and 'even though' and also to show the value of lexical connectives in deducing the meaning of unknown items

in a text.

Student Activities: Note that although, even though and though are all adverbs which link or connect two contrasting ideas. There is very little difference in meanings of 'although' 'even though' and 'though'. Although is a little more formal, and common in writing. With 'even though' 'even' added emphasis and surprise.

Exercise:- Which of the sentences below use 'although', 'even', and 'though' correctly?

a. We enjoyed our holiday, even though the weather was terrible.
b. We hated the boat though the sea wasn't calm.
c. Jos was lovely even though the weather was really nice.
d. Although I don't like ice cream, I can eat it if I have to.

In the sentences that are not correct, which connectives should you use.

Now that you understand these connectives, complete these sentences in your own words.

a. Even . though I didn't enjoy the film .....
b. I didn't like John, though .....
c. Although Shakespeare plays are difficult to read .....
d. He looked very ill though .....

Now use your knowledge of the connectives to guess the meaning of other words you don't know, remember that 'although', 'even though' and 'though' link contrasting ideas. The words underlined below are all colloquial.

What do you think mean? (d) is an idiom.

a. He failed his exam even though he smutted hard for it.
b. He flunked the test even though he was the cleverest in the class.
c. Richard managed to understand the maths lesson though he is a bit dim.
d. Although his teacher told him to Pull his socks he continue to be a lazy student.

Now use your dictionary to check if your answers were correct.

Note:- This method can also be used to teach other connectives/linkages like addition, comparison result, purpose etc.

6. 1. Words easily confused: Level-SSI - III Teachers activities

a. Begin by explaining what a false cognate is and illustrate the problem with one or two amusing examples that are relevant to your students.
b. Select the items which cause most difficulty for your students; this will help to highlight the problem and bring together items where students' error is potentially very high.

The student activity designed may be in form of the ones below. Students' Activities

Instruction: For each sentence, there are two different definitions of the words

erlined only one definition is correct, choose the correct answer:

He is a sympathetic person.

a. He's a nice person to be with.
b. He's very understanding e.g. you can tell him your problems.

2. She's very sensible.

a. She's practical and doesn't do silly things.
b. She's easily affected or upset by things people say to her.

3. He's a sensitive person.

a. He's practical and doesn't do silly things.
b. He's easily affected or upset by things people say to her.

4. She's a confident girl.

a. She can keep secrete if you tell her.
b. She's sure of herself.

Now use your dictionary to check whether your answers are correct.

2. Fill the gaps using the words underlined above

a. We saw a ..... film yesterday.
b. Don't mention her big ears; she's terribly ..... about them.
c. I wouldn't like to be ..... it must be boring to sign autographs and be nice to everyone all the time.
d. The doctor was not very ..... when I showed him the cut on my leg, in fact he said, I was wasting his time.
e. Yusuf won't pass his exam because he isn't ..... in himself.

Now use your dictionary to check whether your answers are correct. (Students must not be allowed to use dictionary without attempting the exercises first).

Conclusion

In this paper, attention has been focused on how students can build, increase and use their vocabulary through teacher designed contexts and the use of dictionary. Designing one's own vocabulary activities as a teacher has the advantage of exercising complete control over the input. The teachers' place in the entire scheme is so important because if the students are not properly guided while building their vocabulary, they may become bad reader and the ability to develop comprehension skills will be greatly hampered. Coleridge (1981) asserts that there are four kinds of readers, the first is like the house-glass and their reading being as the sand, it runs in and out, and leaves not a vestige behind. The second is like the sponge, which imbibes everything and returns it in nearly the same state, only a little dirtier. A third is like a jelly-bag, allowing all that is pure to press away and retaining only the refuse and dregs. And the fourth is like the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, retain only pure gold.