

**EFFECTS OF TWO MODES OF CREATIVE DRAMA ON PRIMARY SCHOOL
PUPILS' ACHIEVEMENT IN AND ATTITUDE TO YORUBA READING
COMPREHENSION**

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**A THESIS IN THE DEPARTMENT OF TEACHER EDUCATION SUBMITTED
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ABSTRACT

Research findings reveal that pupils' achievement in Yoruba language is dwindling with attending negative attitude to the subject. This problem has been traced to teacher - centred method which made pupils to be passive in the learning process. Creative Drama has been identified as a strategy that encourages pupils to be involved in the lesson. Previous studies have also revealed the efficacy of Creative Drama in improving achievement in language skills but hardly can one find any in any of the Nigerian languages. This study therefore determined the effect of two modes of Creative Drama (Story Dramatization and Readers Theatre) on primary school pupils' achievement in and attitude to Yoruba reading comprehension. It also determined the moderating effects of school type and gender on the dependent variables.

The pretest- posttest, control group, quasi experimental design with a 3x2x2 factorial matrix was adopted. Two hundred and fifty one Primary five pupils randomly selected from three public and three private schools in Ibadan South-East Local Government area of Oyo state were participants. The first and the second experimental groups were treated with Story Dramatisation and Readers Theatre respectively while control group was exposed to conventional instruction for eleven weeks. Instruments used were Yoruba Reading Comprehension Achievement Test ($r = 0.80$) and Pupils' Attitude to Reading in Yoruba Questionnaire ($r = 0.81$). Seven hypotheses were tested at 0.05 level of significance. Data were analysed using Analysis of covariance and Scheffe post-hoc test.

Treatment had significant effects on pupils' achievement in Yoruba reading comprehension ($F_{(2,120)} = 3.27$; $p < .05$) and attitude ($F_{(2,120)} = 10.72$; $p < .05$). Pupils in Readers Theatre group obtained higher achievement score ($\bar{x} = 11.59$) followed by those in Story Dramatisation ($\bar{x} = 11.41$) while the control group had the lowest ($\bar{x} = 10.93$). On Pupils' attitude to Reading in Yoruba, Pupils exposed to Readers Theatre had higher score ($\bar{x} = 24.39$), followed by Story Dramatisation ($\bar{x} = 22.79$) and lastly the control group ($\bar{x} = 21.36$). School type and Gender had no significant effect on pupils' achievement in and attitude to Yoruba reading comprehension. The 2-way interaction effect of school type and gender on pupils' achievement in Yoruba reading comprehension is significant ($F_{(1,120)} = 6.17$; $p < .05$). Also the 3-way interaction effect of treatment, school type and gender on pupils achievement in Yoruba reading comprehension is significant ($F_{(1,120)} = 3.43$; $p < .05$).

Readers Theatre and Story Dramatisation were effective at improving pupils' achievement and in enhancing their attitude to Yoruba reading comprehension. This study has therefore provided an alternative method of teaching the subject. The two instructional strategies should be employed by teachers in teaching Yoruba reading comprehension.

Keys words: Creative Drama, Story Dramatisation, Readers Theatre, Achievement in Yoruba reading comprehension, Attitude to Yoruba reading comprehension.

Word counts: 492

CERTIFICATION

I certify that this study was carried out by Olayode Hakeem OGUNTADE of the Department of Teacher Education, Faculty of Education, University of Ibadan.

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DEDICATION

This research work is dedicated to:

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- My unforgettable father Olaniyi Alamu Oguntade
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pagi- da – mo-si – so-gi – de-e-ya)
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TABLE OF CONTENTS

	Pages
Title page	i
Abstract	ii
Certification	iii
Acknowledgement	iv
Dedication	vi
Table of contents	vi
List of Tables	ix
Chapter One: Introduction	1
1.1 Background to the Problem	1
1.2 Statement of the Problem	20
1.3 Hypotheses	21
1.4 Significance of the study	21
1.5 Scope of the study	22
1.6 Definition of terms	22
Chapter Two: Review of Related Literature	24
2.1 Theoretical Framework	24
2.1.1 Social constructivism	24
2.1.2 Schema Theory	28
2.2 Reading Comprehension	31
2.2.1 Definitions of reading comprehension	31
2.2.2 Factors affecting achievement in reading comprehension	32
2.2.3 Ways to improve achievement in reading comprehension	34

2.2.4	Attitude to reading comprehension	38
2.2.5	Gender difference in reading comprehension achievement	40
2.2.6	School types and reading comparison achievement	42
2.3	Drama in Education	45
2.3.1	Benefits of CD	46
2.3.2	Empirical studies on CD and language arts	48
2.4	Appraisal of the reviewed literature	56
Chapter Three: Methodology		57
3.1	Research Design	57
3.2	Variables in the study	58
3.3	Selection of the participants	59
3.4	Instruments	59
3.4.1	Yoruba Reading Comprehension Achievement Test(YRCAT)	60
3.4.2	Pupils' Attitude to Reading in Yoruba Questionnaire (PARYQ)	61
3.4.3	Operational Guide for using story-Dramatisation as an instructional strategy	62
3.4.4	Operational Guide for Using Readers Theatre as an instructional strategy	62
3.4.5	Operational Guide for Instruction on Lecture method	63
3.5	Research Procedure	64
3.5.1	Training of Participating Teachers	64
3.5.2	Procedure for data collection	64
3.6	Data analysis	66
Chapter Four: Results		67
4.1	Presentation of results	67
4.2	Discussion of Findings	76
4.2.1	Main effect of treatment on pupils' achievement in and attitude to Yoruba reading comprehension	76
4.2.2	Main effect of school type on pupils' achievement in and attitude to Yoruba reading comprehension	77
4.2.3	Main effect of Gender on pupils' achievement in and attitude to Yoruba reading comprehension	77
4.2.4	Interaction effect of treatment and school type on pupils' achievement in	

and attitude to Yoruba reading comprehension	78
4.2.5 Interaction effect of treatment and gender on pupils' achievement in and attitude to Yoruba reading comprehension	78
4.2.6 Interaction effect of school type and gender on pupils' achievement in and attitude to Yoruba reading comprehension	79
4.2.7 Interaction effect of treatment, school type and gender on pupils' achievement in and attitude to Yoruba reading comprehension	79
Chapter Five: Summary and Conclusions	81
5.1 Summary of Findings	81
5.2 Conclusion	82
5.3 Recommendations	82
5.4 Contribution to knowledge	84
5.5 Limitation of the study	84
5.6 Suggestion for further studies	84
References	86
Appendixes	101

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LIST OF TABLES

	Page
Table	
1.1 Three years performance of primary five pupils in Yoruba language at the end of sessions' examination in selected primary schools in Oyo zone, Oyo State	17
1.2 Students Performance in WAEC May/June SSSCE Yoruba language (2001-2003)	192
3.1 3 x 2 x 2 Factorial Matrix of the Design	57
3.2 Table of specification for YRCAT	60
4.1 Summary of ANCOVA of post-test achievement scores by treatment, School type and gender	67
4.2 Multiple classification analysis of posttest achievement scores according to treatment, school type and gender	68
4.3 Scheffe post-hoc Test of pupils' post test achievement scores by treatment	69
4.4 Summary of ANCOVA of posttest attitude scores by treatment, school type and gender	70
4.5 Multiple classification analysis of posttest attitude scores by treatment, school type and gender	71
4.6 Scheffe post-hoc test of attitude scores by treatment	72

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Yoruba language is one of the three major Nigerian languages (Federal Republic of Nigeria (FGN 2004)). It is the indigenous language of Yoruba people of South- West geo – political zone comprising of Lagos, Ogun, Osun, Oyo, Ondo, and Ekiti states. The language is also spoken in part of Kwara, Kogi and Edo states and in South- Western part of Republic of Benin. The language has a strong influence on the languages and culture of Togo, Cote-D’ivoire, and Sierra-Leone in West –Africa, Cuba, Brazil, Venezuela in South – America and Trinidad and Tobago in the Caribbean Island (Okunade, 2008; Adeyinka, 2005). The language consists of many dialects spoken in various localities of the ethnic groups which are aggregated into standard Yoruba (SY). SY is the medium of communication outside individual dialectal groups. It is also the medium for all spoken and written of official transactions. It is the form of Yoruba that is taught in school, used on the radio, television, in the text books, Yoruba news - papers, magazines and so on. As such dialects are geographically delimited while SY is more or less socially define. (Bangbose, 1986; Oyetade,1998; Aremo2009). The historical phases of curriculum developments and teaching of the language as a language of education and language in education according to Awoniyi (1978) can be briefly divided into three periods: The missionary era (1880-1882), The colonial era (1882-1960) and the independence era (1960- till present).

The Missionary era was characterised by the efforts of the missionaries to develop and standardise Yoruba orthography. Mrs Hanah Kilham, John Raban, J.F Bowen, F Schon and S. A. Crowther were among the notable clergies that played prominent roles in this effort. The primary motive of the missionaries was to use the language to preach the gospel to the native speakers. “The studies of the language at this period however remained rudimentary and did not reach scholarly dimension”. (Ogunsheye ,2001).

The colonial period was marked by the colonial government intervention in the hitherto missionary dominated education arena in Lagos and its environs. The 6th may1882 Education ordinance passed by the colonial government did not make provision for the

teaching of Yoruba or any indigenous language. In 1914, when the Northern and Southern protectorates were amalgamated to become the present day Nigeria, the colonial government soft-pedalled a bit by implementing a policy which Awoniyi (1978) regarded as “benevolent – tolerance” in which native’s Mother- Tongue (MT) was neither banned nor developed. It was encouraged to be used in the first two or three years of primary education. The 1920-21 Phelps –Stokes Commission to West- Africa was against this policy. As a result of this, the educational ordinance of 1926 encouraged the teaching of Yoruba and other indigenous languages in the Southern Part of Nigeria. Consequently, the Imperial Educational conference held in London in 1927 approved the teaching of Yoruba and other indigenous languages in Tropical Africa. (Taiwo 1980). The post Independence era is a period that witnessed boom in teaching, research and curriculum developments of Yoruba. In 1962, the University of Ibadan established the Department of Linguistics and Nigerian languages to offer courses in Hausa, Igbo and Yoruba. All public owned conventional Universities and Colleges of Education in the south- west Nigeria now have a department teaching the subject. The subject is being taught as first language (NL1) at most of the primary and secondary schools in the area where it is regarded as indigenous language while, according to NPE (2004) it is expected to be taught as a second Nigerian-language (NL2) in other part of Nigeria. Some methods had been suggested by scholars like Oguntade (1995); Ayelaagbe, (1996); Adeagbo, (2005); Adeyinka, (2005); Alimi (2011) and so on to tackle the problems emerging from teaching and learning of the language at all levels. A method that proved efficient in teaching and learning of reading comprehension in the language at the primary education level is Creative Drama (CD) which is an aspect of Arts Integration.

Arts integration is the latest trend in Liberal Arts. It is an approach to teaching and learning that uses the fine and performing arts as the primary pathway to learning. This trend, as explained by Booth (2006) is driven by beliefs that two separate but equal learning domains (Arts and another subject area) can be brought together in ways that synergistically advance the learning of both subjects more just only one subject can achieve alone. Arts integration thus occurs when there is a seamless blending of the content and skills of an art form like dance, music, theatre and visual art with those of co-curricular subjects. The goal of Arts integration is to increase knowledge of a general

subject area while concurrently promoting a better understanding and appreciation of the fine and performing arts. Heining (2006) confirmed the effectiveness of this integration in language arts cum drama teaching situation by stating that the value of drama in teaching language arts comes from the fact that “Learning language arts becomes more meaningful when it stimulates everyday life experiences as drama does”.

Pupils’ involvement in CD which, according to Dikici, Yavuzer and Gundongdu (2008), America Alliance of Theatre and Education (AATE, (1977)) defined as “an improvisational, non - exhibitional, process oriented form of drama, where participants are guided by a leader to imagine, enact and reflect on experience real or imagined” provided them with the opportunity to use language to express feelings, emotion, make decision, solve problems and so on.

CD aids the acquisition of relevant skills embedded in Language arts. CD provides pupils with the opportunity to listen attentively and purposefully in a variety of setting. It enables them to speak clearly and appropriately to different audiences for different purposes and occasions and they are challenged to read widely for different purposes in variety of sources. It enhances their writing skills by providing them with the opportunities to write for different types of audiences and purposes and in various forms. Sibel (2002) stressed that CD can aid the pupils’ development of oral communication, reading and writing skills. Through CD, pupils may discover different styles and registers which are very different from their everyday speech. Wagner (1998) observed that CD provides pupils with experiences that “enhance their ability to judge the appropriateness of verbal and non – verbal communication strategies for a wide variety of imagined experiences”. McCaslin (2005) noticed that most teachers find CD to be a strong motivation for both reading and vocabulary development. Wagner (1998) and Heathcote (2005) opined that the oral language skills developed through CD facilitates pupil’s writing skills.

Though all skills in Language arts complement each other in the child’s language achievement, reading seems pivotal in overall academic success as it is a skill not limited to language learning alone but also an indispensable tool for acquisition of knowledge generally in all school subjects (Fakeye 2008). Learning to read opens the gate-way to reading to learn. In the present information and Technological age, no man can acquire

the required information and skills needed to function effectively without a good grasp of reading skills.

Reading comprehension, though highly pronounced in language arts, is relevant in all subject areas in the school curriculum. As such, it is an issue that continues to confront the child through his/her school life. Reading and comprehension are a continuum. The possession of one is supposed to lead to the other. The ability to read a Yoruba text is supposed to be complemented by understanding of the same text. Kingston (2000) defined reading as inclusive of comprehension by viewing “reading as the ability to take in, attend to, and perhaps evaluate that which is communicated through writing”. As such reading is a task involved in comprehending. Ylvsaker, Hibbard and Feeney (2006) explained that reading comprehension includes all of the processes that are related to deriving meaning from written language and constructing meaning from it. “Deriving meaning” in this context is an indication that there is meaning in texts and that meaning needs to be understood. “Constructing meaning” is also an indication that readers often go beyond the explicit meaning contained in a text and add to that explicit meaning based on their personal experience and their skills to infer additional or deeper meaning. These indicate that comprehension should extend beyond simply understanding explicit message that is being conveyed by the author. To truly comprehend a text is to make connection between the information in the text and the information in the reader’s mind, to be able to draw inferences about the author’s meaning, to evaluate the quality in the message, and possibly even to connect the aspects of the text with other work of literature (Sebastian, 2003). Mere identification of Yoruba words on a page is therefore not an identification of a reader that comprehends it and it is much more than ability to read individual Yoruba words and know what those words mean. When these understood words become thoughts and ideas, it is then one may be considered to be reading a Yoruba text with comprehension.

In the light of the above, comprehension is the capacity for understanding those thoughts and ideas expressed in the text. Sebastian (2003) stressed further that reading comprehension has multiple facets or constructs: It is possible for a reader to understand all the words in a passage of a given text but fail to comprehend the text as a whole. In the same vein, it is possible for a reader to understand the explicit information contained

in a text of passage but fail to grasp the implicit message contained “between the lines”. Similarly, it is possible for a reader to appreciate the implicit message contained in a text of passage but fail to elaborate on that message and fail to connect it to other text or background knowledge.

As enunciated above, a reader is supposed to be proficient in reading before he can comprehend the text read as the ultimate goal of reading is comprehension. Without comprehension, letters are just lifeless symbols. Proficient reading comprehension therefore depends on ability to recognize word and attach meaning quickly and efficiently to the word recognized. If this is difficult, the comprehending tasks become difficult hence readers engage much of their ability to process word individually which resultantly hinder the comprehension of the sentence. Proficient reading as Pressley (2000) explained consists of the following hierarchy of skills that start from processing of individual letters and their associated sounds to word recognition and text processing competencies. He explained further that the skills involved the mastery of the following processes which commence from: articulation of sounds and recognition of individual word to the understanding of each sentence that resulted from the combination of the words which ultimately lead to paragraphs which are parts of a longer text. A competent reader employs decoding skills to translate printed text into the sound of a language, use morpheme, syntax semantic, and other context clues to identify the meaning of an unknown word and activate prior knowledge to demonstrate reading fluency and comprehension. A skilful reader is thus the one whose reading skill has mastered the following three levels of comprehension in hierarchical order:

Literal: These are facts and details as they are actually stated. It involves rote learning and memorisation. The understanding of the text at this stage is at the surface level.

Interpretive: This level is concerned with what is implied or meant rather than what is actually stated in the passage. The skills involve:

- Drawing inferences
 - Tapping into prior knowledge / experience
 - Attaching new learning to old information.
 - Making logical leaps or educated guesses.
 - Reading between the lines to determine what is meant by what is stated.

Applied: This is a complex and in- depth reading. This level connotes taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. The skills at this level involved Analysing, Synthesizing and Applying. The reader is analysing or synthesizing the information and applying it to other information.

Finding of studies conducted by scholars like Lasisi (1999) and Ganye (2004) revealed that the possession of these skills is lacking in most of our pupils at Primary school's level not only in Yoruba but also in other languages being taught in our primary schools. One of the reasons adduced for this is negative attitude displaced by the pupils towards reading in the language.(Tallatu,2004). This becomes a source of concern for the stakeholders in education as the inability to read and comprehend is an indicator of academic failure of not only the pupils but also the education sector as a whole. The academic success or failure of a learner hinges on his ability to read. Falayajo,Makoju, Okebukola, Onugha and Olubodun (1997) noted that most Nigerian pupils are struggling readers and this is directly reflected in their poor performance not only in English, which is the nation's medium of education, administration, politics and so on but in other school subjects too. A study conducted by Foorman (2000) revealed that 88% of students who were poor readers in the first grade were also poor in the fourth grade. When such students reach fourth grade, most of the learning tasks appears in textual form. The focus thus changes from learning to read to reading to learn. As such those poor readers encounter difficulty in interacting with the learning materials (Haggins, Bone and Lovit (2002). This further confirms reading as a prime factor in academic achievement. Learning to read is an important aspect of basic education globally. As nations of the world are making efforts to make their citizens literate, it seems school attendance is no more an indication of literacy. Education today (2002) estimated over 1 million children as illiterate in the United States of America (U.S.A) alone. Lyon (2004) reported that 60% of American children are experiencing difficulty in reading.

In Nigeria, efforts like those provided by the defunct Universal Primary Education (UPE) and present Universal Basic Education (UBE) were made towards boosting literacy level. The report of a three-day summit on the implementation of Universal Basic

Education (UBE) held in Abuja on 29th November-1st December 1999, estimated about 50 million Nigerians (including adult) as unable to read.

The Reading Association of Nigeria ((RAN) 1989)) and Omojuwa (1989) regarded UPE as a failure. Their separate studies discovered that by 1982 when nearly 100% transition from primary six to form one was expected, their survey revealed that most of the pupils could not read nor write at the end of their primary education. Adeniran (2000) described higher percentage (56.3%) of children in Nigerian primary schools as supposed illiterate since they cannot read and comprehend a simple passage even in their mother tongue. Tallatu (2004) confirmed this by asserting that the products of primary education for the past decade or two are in the situation where they can no longer read or spell their names. This, according to him is due to the fact that reading and comprehension achievement has progressively deteriorated not only in English language but in Nigerian languages as well.

Oguntade (1995) observed that the behaviour of a person towards a given task is governed by certain needs and interest which determines how he performs the task. This at times may not be directly observed but rather inferred from his performance. This is regarded as his attitude towards that particular task. The attitude of a learner towards the learning task determines his success or otherwise in the learning tasks. Attitude, as Sallabas (2008) described it is an individual response to tendency against any phenomenon or certain thing around him, which can be either positive or negative. This corroborates with Araromi's (1987) definition of attitude as the more or less stable way in which a person reacts to people, things, situation and problems. Jacobson and Johnson (2001) defined attitude in relation to reading comprehension as a relatively stable tendency to respond in a favourable or unfavourable fashion to specific reading task. Pupils' attitudes towards reading range from excitement to avoidance. The former is positive while the latter is negative. Southgate, Arnold and Johnson (2001) noted that "a child's attitude to reading represents a significant factor influencing not only his motivation to read but also the manner in which he learns, the progress he makes and also his eventual ability to read". Pupils' attitudes to reading at times serve as a guide to their behaviours and these affect their educational goals and the degree of their involvement in

educational activities. Briggs (2002) opined that the child's positive attitude is the foundation upon which his reading growth and development is built.

The pupils' reading failures may be attributed to their past experiences in reading which may have led to the development of their attitudes towards reading. These past experiences as Ostrove (2004) observed may be due to their development of reading automaticity (fluency). Automaticity as defined by him is the ability of a reader to decode with enough speed and accuracy. This action is considered as automatic. It is an effortless word recognition skill. Laberge and Samuels (2008) theorised that since decoding is automatic for pupils, more cognitive attention may be allotted for comprehension. Development of automaticity may lead to problem as some beginning readers struggle with accuracy and rate; they develop problems with comprehending what they read. As such they begin to have less motivation to read and thus lose interest in reading as well as related activities. According to Stanovich (2000) this lack of motivation can result in a downward spiral as pupils "begin to read less and less for pleasure and fall further and further behind their peers in reading ability" thereby enhancing negative reading attitude.

Oguntade (2000) also traced the development of attitude in language learning situation to the disposition of learners toward the culture of the Target Language (TL) speakers. Attitude in his explanation can be viewed as the set of beliefs held by the learners towards the speakers of the TL. Dada and Makinde (2002) confirmed this by stating that attitude towards a language cannot be divorced from attitude towards the speakers of such language in question. If the reader perceived the culture of the TL speakers as positive, the tendency to develop positive reading attitude towards reading in that language is high while the direct opposite is the case if the culture is perceived as negative.

Positive attitude is a readiness factor or what can be termed as a prerequisite for effective reading. The task of ameliorating the spate of reading failures in our primary schools could be easily achieved if the pupils have positive attitude to reading. The headache of teachers teaching reading, Gorman (2001) observed is at times not the issue of whether pupils can read but whether they do and will read. Positive attitude to reading tasks is a motivating factor and pillar for reading success. Pupils who find reading enjoyable are more likely to read extensively more than others who do not derive

enjoyment from reading. As such, such pupils read widely. Guthrie and Wigfield (2004), noted that they become “engaged readers, they provide themselves with self – generated learning opportunities that are equivalent to several years of education”. In this wise, a strong correlation exists between pupils’ attitude to reading and academic achievements. Thus Kolawole, Ladoja and Kuyinu (2008) enjoined that due to centrality of reading and literacy to overall academic achievements of pupils, concerted efforts need to be made to promote reading among primary and secondary school students in order to help them to develop positive attitude to reading.

An indigenous language in a multilingual and multicultural setting like Nigeria is the channel through which the speaker views the entirety of the world. His mother tongue appeals to his conscience, emotion and his whole being. Apart from serving as a mark of his cultural identity, it is through it that his cultural heritages and the past achievement of his forebears are preserved (Dada and Makinde 2000). As such, teaching an indigenous language is more than just a mere language learning exercise. National Policy on Education (FGN,2004) recognised this by stating that as a means of promoting social interaction and national cohesion; and preservation of cultures, a Nigerian child should learn the language of immediate environment. Furthermore, in order to foster “national unity it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba.” Despite these enumerated importance of Nigerian Languages, the attitude of Nigerian populace towards teaching and learning of the languages is far from being described as positive.

Oyetade (2001) observed that some parents ban their children from speaking Yoruba at home even though both parents converse in the language and in many schools Yoruba speaking is prohibited and any child found speaking it is either punished or fined. He stressed further that the society and the pupils had lukewarm attitude toward the teaching and learning of the subject. They seem to view the subject as inferior when compared with other school subjects. To buttress this further Adeniyi (2000) observed that parents, especially the literate one have negative attitude towards the language. They prefer their children being taught in English as they believe that if the mode of instruction is Yoruba their children will not acquire enough competence in English to function effectively in

their academic pursuits. This negatively affects students' performance not only in the reading comprehension aspect but also in the subject as a whole.

Lawal (1989) noticed that learner's attitude towards the learning of a Nigerian language can be described as ambivalent. He defined an ambivalent attitude as an attitude that is in formative stage which may stabilise positively or negatively. The fact that this ambivalent attitude may have likely stabilised negatively was confirmed by Banjo (1989) when he observed that many students are not motivated to learn a Nigerian language because they felt "there are little, if any, disadvantages in not being able to use any indigenous Nigerian language". Adeagbo (2005) cited Bamgbose as regarding the attitude of Nigerian elites to MT as being plague by "Linguistic imperialism". This attitude is described as the one that recognised as normal the dominance and continued usage of European languages in all sectors of our national life without any consideration for the indigenous languages. Okunade (2008) coded Yoruba language as belonging to low variety of language since it is not prestigious as it lacks the linguistic features or integrative forces to be coded high like English language.

School type is also a factor to consider in pupils' reading achievements. In America, Ogle, Sen, Pahlke, Jocylene Kastberg and Roey (2003) discovered that pupils attending private schools tend to outperform those in public schools in reading comprehension. Snow, Burns and Griftings (2003) noted that differences in reading performance tend to be far greater across than within American schools. In Nigeria, Kolawole (2005) noted that most public elementary/secondary school students cannot read basic texts hence they have negative attitudes to reading which subsequently leads to their dismal performance in the school subjects and public examinations. This lack-lustre reading result is not limited to public schools alone. Although the rate of the reading failure in the private schools may not be as high as that of the public schools, yet the private school pupils' reading ability is below the expectation of the curriculum. Ganye (2004) cited a study conducted by Umolu and Mallam which discovered that at the end of primary six, most private school pupils were reading at primary four level, that is two years below their class level. Ganye (2004) also cited another study conducted by Umolu and Oyetunde in which 360 primary six pupils of private basic schools located in Jos were tested on

reading and comprehension. The result revealed that only 9% of the pupils could read a passage drawn from a primary four-text book above frustration level.

The aforementioned studies were conducted in reading comprehension in English, the nation's official Language. The present study moves further in this direction by determining whether this relatively better performance of private schools over the public schools in reading comprehension extends to Yoruba, which is an indigenous language.

Gender differences in pupils' reading achievements have been the focus of some researchers but the findings has not been definite. Some favour boys while others found girls to be higher achiever in reading tasks and there are others who found no difference between the achievement of boys and girls in reading.

The problem of gender imbalance in Education seems to be reflected in reading comprehension achievements. Globally, hitherto the underachievement of girls was the major concern of the stake – holders. But recently, this trend seems to have changed. Fergusson and Horwood (2002) reported that “The traditional educational disadvantages shown by females have largely disappeared and have been replaced by emerging male disadvantages”. Wagemaker, Taube, Munck, Kontogiannopoulou – Polydorides and Martins (2001) asserted that girls used to outperform boys in many reading tasks. The number of boys is overwhelming among those diagnosed as reading disabled (Muter 2003, Stein 1994)). This observed underachievement of boys is being referred to as “the major issue of the century” (Routledge, 2000). Hydes and Linn (2008) discovered from their study that boys performed better in some specific reading tasks. Gungor (2005) discovered no difference between the reading achievement of boys and girls.

One can infer from the above that primary education in Nigeria is not living up to expectation in fulfilling the obligation bestowed on it as it fails to produce proficient readers who can comprehend the passage read. Reading skill is the foundation for all school based learning. Even outside the school, the knowledge of reading is highly essential for occupational success. This becomes more important when we realize that primary education is likely to be terminal for a large number of Nigerian children as stated in FRN (2004) thus:

At any stage of the educational process after primary education, an individual will be able to choose between

continuing his full time study, combining work with study, or embarking on full time employment without excluding the prospect of resuming studies later on. (p4)

The implication of the above is that those who may wish to terminate their education at primary education level, which may likely form the bulk of the Nigerian populace at the end of the day, would be unable to read. Ahmed (2011) cited Bamgbose as lamenting that many children drop out of school before the end of primary education and about 50% of those who remained until the end complete without being proficient in either English or Yoruba and therefore finish schooling without permanent literacy in both English and Yoruba. It therefore becomes a task to increase the reading comprehension skills of Nigeria primary school pupils.

The prevailing reading – comprehension deficiency in our primary schools may be traced to teacher – centred, formal instruction approach being used in our schools. Adegbile, (1999); Fayose, (1999); Mabekoje, (2006) and Oyinloye (2008) observed that the teaching method being employed in most of our schools can aptly be described as ‘Talk and Chalk’ where the teacher parades himself not only as the main central figure but as the sole reservoir of knowledge. The pupils under this approach, as Katz (2006) noted, are seen as dependent on adults’ instruction in academic knowledge and skills necessary for good academic attainment. The pupils are passive and thus discouraged. This is what Steward (2003) termed as “banking” education where the teacher stands up in the front of the class and just “stuffs” the information to the pupils’ brain without checking for comprehension. Oluikpe, (1981); Jegede, (1982); Ayodele, (1988) and Adeagbo (2005) traced the origin of Nigerian pupils’ poor performance in reading comprehension to this method. They observed that the method made the teacher the dominant figure in the lesson and restricts the pupils to language text book only. With particular reference to Yoruba, Ibiowotisi, (1996); Sodipe, (1998); and Alimi (2011) identified this teacher centred method as one of the principal factors hindering effective learning outcome in the subject. They observed that the method is characterised by monologue (Teacher doing the teaching alone while the pupils just sit passively). This method is in direct contrast with the child – initiated approach which views the child as active constructor of knowledge who is not entirely dependent on didactic instructional

cues from the teacher. The child here is doing the teaching and learning. A method that can be employed under this child- centred approach is CD.

Several terms like creative dramatics, educational drama, theatre games, Socio-dramatic- play, process drama, role drama, role playing and CD have been used to refer to improvisational drama used in the classroom. CD seems to be the most popular term for this teaching - learning focused improvised drama. San quoted by Guli (2004) described CD as “Spontaneous actions formed by participants with their own freedom without an organised or a ready text. CD begins with an imaginary situation; the play and characters are planned by the group and their leader and the performance is with spontaneous actions and dialogue”. Simon and Ewig (2001) defined CD as a method of teaching and learning where both the pupils and the teacher are working in and out of roles. CD is instructional tool to use when a problem, situation, theme or series of related ideas or related themes are to be explored through the artistic medium of unscripted drama. CD, according to Davis and Evans (2006) is an improvisational form of drama in which the participants are guided by a leader (teacher) to imagine, enact and reflect upon human experiences. The leader guides the group to explore, develop, express and communicate ideas, concepts, and feelings through dramatic enactment. In CD, the group improvises action and dialogue that are appropriate to the theme or the content of the subject matter being explored, using element of drama to give forms and meaning to the experience. The student and teacher in CD work together to create an imaginary dramatic world within which issues are considered and problems can be solved. CD is a spontaneous form of theatre in which there is no script and the process of acting out is more important than the end result. There are some features which differentiate CD from formal theatre.

CD has a part in the natural “let – pretend” play of children and formal theatre. But it has some distinct features which differentiates it from formal theatre. CD is not performed in the front of an audience rather the pupils and the teacher simultaneously play the role of the playwright, directors, actors, critics and participating audience. CD uses no set but few costumes and props if available, it does not necessarily result in polished production. As playwright the participants collectively decide which story to tell. As director they decide what drama strategies to use and which actor plays which

role. As actors they play the characters in the drama. As members of the participating audience, they observe the acting of others. As critics, they evaluate the dramatic experience and suggest further improvements for future presentations (Kelner and Flynn, 2006). Neither the pupils nor the teacher need to be specially trained in drama presentation before employing CD. Though pupils may be motivated to participate in formal theatre through CD, the goal of CD is not to train actor or actress. The purpose of CD is to enhance learning; as such the experience of the learner is the main focus. It is process oriented, which means the process of acting out in which learning occurred is important not the end of the play as in formal theatre; the experience of the participants is the main goal not the experience of the audience (Blatner, 2007).

In other words, the purpose of CD is not to produce a theatre play for an audience to watch but to contribute to students' personality growth and facilitate their learning by having them respond to situations, dilemmas or conflicts by assuming the role of a character (Sibel, 2002). Any form of formal theatre like Pantomime, Character – interview, Tableau, Role – play, Story – Dramatisation (SD), Readers – Theatre (RT) and so on can be adopted in the classroom situation in forms of CD (Kelner and Flynn, 2006). This study will employ SD and RT as forms of CD that can be used to teach reading comprehension in Yoruba at primary education level.

Courtney and Jossart (2007) defined SD as pupils' interactive dramatic response to the stories, poems, and context areas they hear or read. The written text acts as a spark for pupils' improvisation and further expansion, embellishment, and exploration of the text. These enable the learners to gain a deeper understanding of many elements of the literature like settings, mode, mood, and plot as the pupils become character within the text. The learners see the richness of the text as they visualise it in drama form.

In SD, a story with clear sequence and characters is developed or adopted from pupil's regular reading comprehension text book and acted out. The focus is to appeal to readers' sense so that they can see and hear the events of the story or the view point the author is trying to stress. SD is a better way of holding reader's attention than offering him explanation or appealing to him. In a story that is dramatised, the reader witnesses the actions and dialogue of the character himself. (Mackean,2009) Just reading or listening to a story is an individual activity, even if such story is read or told to a group of

students, Dramatisation of a story on the other side, is a collective activity. Dramatisation of a story indicates that we are “inside” of the events in the story as it unfolds not “outside” as often in mere story reading activity. Pupils are encouraged to act as if they are someone else which enable them to take pivotal role on the emergent dramatic exploration (Tonye and Prendville, 2000). SD can be adopted as a unique approach to unite teachers and pupils in jointly forming and reforming ideas in the context of a fictional story that is unfolding in form of a creative process of exposition, rising action and complication, climax and denouement (Warren, 2003). SD helps in pupils’ language development, collaborative problem solving skill’s development, decision making and perspective taking.

In RT, pupils “performed” by reading scripts which may be adopted from a story or their regular reading comprehension text- book. The “actors” do not memorise their lines but rather they either go through their blockings, holding scripts and reading off their lines or sit or stand together in an improvised stage and read through their individual scripts. RT as defined by McCaslin (2005) is the oral interpretation of literature presented by readers who bring forth its full expression through their oral reading. No costume, set or props is required to perform RT. Only the script is needed from which the cast read aloud, making use of their voice, facial expression and bodies to interpret the emotions, beliefs, attitude and motive of the characters in the passage (Carrick, 2004). A cast serves as the narrator who conveys the story settings and commentary necessary for transaction between the scenes. RT enables the pupils to bring a text to life and together create a powerful interpretation. It provides opportunity for less confident readers to enjoy support from peers and provide a better social purpose and attentive reading. (Susan, 2007). The readers also “develop more social skills through cooperative reading efforts of reading together and sharing literacy experience and enjoyment” (Segun, 2006).

What are the potentials of CD over the prevailing teacher – centred approach?

- The child is involved in the learning process and as such active.
- Learning is contextualised and concretised through CD.
- It enables pupils of varying levels of academic achievement to work together to achieve a common learning goal.

- The child is doing the teaching and learning together under the guide of a teacher who stands as the facilitator.
- It promotes positive interdependence among pupils.
- It facilitates face to face interaction which enhances cross – breeding of ideas that promotes learning.
- It encourages appropriate use of collaborative skills.

A survey conducted on the teaching methods being employed to teach Yoruba in both public and private primary schools by this researcher in 2007 revealed that teacher – centred method is generally being used in all the schools. The performance of primary five pupils over three years (2008-2010) in the Joint end of session examinations organised and conducted by Conference of Head Teachers of Primary Schools in Nigeria (COHPSIN) in Oyo zone of Oyo State are shown in the table1 below.

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Table1.1: Three Years Performance of Primary Five Pupils in Yoruba Language at the End of Sessions' Examination in Selected Primary Schools in Oyo Zone, Oyo State.

LGA	SCHOOLS	2007/2008		2008/2009		2009/2010	
		% of Passes	% of Failures	% of Passes	% of Failures	% of Passes	% of Failures
Afijio	St. Patrick Catholic Primary School 1, Fiditi.	52	48	50	50	49	51
	L.A Primary School Alawusa, Ilora	53	47	52	48	55	45
Atiba	L.A Primary School, Laguna, Oyo	50	50	48	52	51	49
	St Marys Ang. Sch. III, Oyo	46	54	49	51	50	50
Oyo East	L.A Primary School, Gudugbe Orile,	45	55	46	54	48	52
	Baptist Primary School, Agboye	52	48	48	52	45	55
Oyo West	L.A Primary School, Ago Oyo	55	45	50	50	48	52
	Paakoyi Community Primary Schl. Enu oran oba	44	56	50	50	47	53

Source: Adapted from Joint End of Session Examination Results Organised and Conducted by Conference of Head Teachers of Primary Schools in Nigeria (COHPSIN) Oyo Zone of Oyo State.

The table 1 above showed in percentage the performance of the entire primary five pupils in Yoruba in the end of session examination between 2007/2008-2009-2010 in the schools selected. Two schools were chosen from each of the four local governments that comprised the zone. Four, Three and Five schools have a failure rate above 50% in 2007/2008, 2008/2009 and 2009/2010 session respectively. None of the schools scored up to 60% in each of the three ends of session examinations.

The result of this method on primary schools pupils' acquisition of reading skills, especially in Nigerian languages is further revealed in studies conducted by scholars in this area. Onyelonu (2003) tested the reading and comprehension ability of 100 Primary four pupils in Igbo and English in four primary schools located in Enugu. She discovered that the pupils could neither read in English nor in Igbo in the four Schools. Bondman (2001) tested the sight word recognition of 60 primary three pupils in Kaduna State in Hausa and English. Her investigation revealed that out of 100 words introduced in both Hausa and English primary one text books, the mean word recognition score was 25 words in English and 22 words for Hausa. Lasisi (1999) conducted her research in Ile-ife on the ability of the pupils to read a culturally relevant passage in Yoruba. She discovered that the pupils were "reading" without comprehension. She concluded that the pupils seemed to be seriously lacking in fundamental reading skills so that no matter what they were given to read, the failure rate will be usually high.

This Problem seems not to have abated at primary education level as this dismal performance is further reflected in the performance of Secondary school students as revealed in the table 1.2 below.

Table1.2: Students' Performance in WAEC May / June SSCE Yoruba language (2001 – 2008)

Year	Total Entry	Total No of Candidates	Total Credits and Distinctions	Passes (P7& P8)	Failures (f9)
2001	160,256	160,256 (100%)	92,815 (58.0%)	52,089 (20.0%)	35,352 (22.0%)
2002	182,098	182,098 (100%)	114,089 (62.7%)	34,214 (18.8%)	33,795 (18.6%)
2003	210,591	195,698 (92.92%)	100,488 (51.34%)	42,809 (21.8%)	52401 (26.77%)
2004	550,040	528,347	163,050 (30.86%)	178,053 33.72%)	187,141 (35.42%)
2005	287,714	239,509 (91.87%)	58,607 (21.75%)	140,447 (59.93%)	40,455 (18.03%)
2006	301,511	277,026 (91.87%)	76,314 (27.54%)	135,112 (48.77%)	65,600 (23.68%)
2007	352,009	345,304 (94.05%)	69,343 (23.4%)	44691 (18.58%)	231,270 (61.15%)
2008	370,401	339,597 (92.28%)	72,954 (21.34%)	61,021 (17.85%)	205,622 (60.15%)

Source: WAEC Annual Reports 2001 – 2008.

It should be noted that reading comprehension is just an integral part of Yoruba as a subject since it is not taught as a separate subject in the school time- table. As such the above are index of the performance in the reading comprehension aspect of the subject.

One can deduce from the aforementioned observations that the teaching method adopted to teach reading comprehension in Yoruba in particular and Languages in general in Nigeria is one of the main sources of the pupils' poor performance in the

subject. This necessitates the need to search for a better child - centred method that will enhance performance in Yoruba reading comprehension.

Ayelaagbe (1996) conducted a study on the effects of Direct and Bilingual method of teaching on learners' achievement in Yoruba Language skills. The study discovered that learners thought through bilingual method performed better than the control group. Adeagbo (2005) investigated the effect of communicative language teaching method on student learning outcome in Yoruba reading comprehension. The study discovered that there is a significant main effect of treatment on students' achievement. Despite these, the performance of the pupils in reading comprehension still seems unsatisfactory as revealed in table 1 above. Despite the fact that Yoruba is the Mother – Tongue of these pupils, which according to Adeagbo (2005) should be between 95 – 99%. The present study continue the search for a better method that will improve performance in this subject area by determining the effects of CD on primary school pupils' achievement in and attitude to Yoruba reading comprehension.

1.2 Statement of the problem

The child's ability and enthusiasm to engage in initial reading exercise is often perceived as a ground-breaking achievement and fulfilment by the parents and the child. His enthusiasm and skill to read proficiently in his mother-tongue is not only beneficial to him but also to the illiterate members of his immediate community. The findings of many studies conducted on reading comprehension performances have revealed the continuous deterioration in reading comprehension achievement of our Primary school pupils and the development of their lukewarm attitude to reading. The teacher – centred teaching method mostly employed to teach reading in our lower basic schools is one of the factors identified as responsible for this lack-lustre performance. This study determined the effects of a child- centred method in form of two modes of CD (Story-Dramatisation and Readers Theatre) on Primary school pupils' achievement in and attitude to reading comprehension in Yoruba. It also examines the extent to which pupils' gender and school type influence their achievement in and attitude to reading comprehension in Yoruba language

1.3 Hypotheses

The following seven null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant main effect of treatment on pupils’;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho2: There is no significant main effect of school type on pupils’;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho3: There is no significant main effect of gender on pupils’;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho4: There is no significant interaction effect of treatment and school type on pupils;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho5: There is no significant interaction effect of treatment and gender on pupils;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho6: There is no significant interaction effect of school type and gender on pupils’;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

Ho7: There is no significant interaction effect of treatment, school type and gender on pupils’;

- (a) Achievement in Yoruba reading comprehension;
- (b) Attitude to Yoruba reading comprehension.

1.4 Significance of the Study

Reading is fundamental to learning in all fields of educational endeavours. In Nigeria where the mother- tongue is expected to be the medium of instruction at lower level of primary education as stated in FGN (2004), the findings of this study may indirectly improve performance in all other subject areas at this level. Play is natural to children and it makes learning to become a fun rather than a mundane stressful task. The

finding of this study is of immense benefit to the homes and the society at large in employing this natural tendency in the child in form of a creative drama to improve his reading achievement and enhance his positive attitude to reading in Yoruba. The finding of this study provides an alternative method of teaching Yoruba comprehension to Yoruba language teachers rather than the current teacher- centred method. The finding is also a source of information for curriculum planners in their efforts to promote experimental learning which encourages the process of making meaning directly from the learning experience unlike the academic learning. This study would provides empirical evidence on the use of CD in teaching – learning situations to Yoruba language teachers.

1.5 Scope of the study

The study covered primary five pupils in six selected Primary schools in Ibadan South East Local government area of Oyo State. The local Government was chosen as it is most likely populated by the Yoruba speaking people and all the public Primary schools in the local government area were teaching Yoruba as a school subject. Three of the schools selected were public while the other three were private schools. Readers Theatre and Story Dramatisation were the Creative Drama modes used as instructional strategies to teach Yoruba reading comprehension.

1.6 Definition of Terms

The following terms which featured prominently in the study were operationally defined thus:

- Creative – Drama: An improvised, process oriented form of drama that was adopted to teach Yoruba reading comprehension in the classroom.
- Story Dramatisation: A form of Creative drama where pupils act out a story from a Yoruba reading comprehension passage.
- Readers Theatre: A form of creative drama where pupils do not need to memorise their lines, use costume, prop etc but read Yoruba text directly from the passage and use voice, facial expression, body movement, gesticulation and so on to depict the meaning of the statements read.
- Attitude: Feelings or disposition of pupils towards Reading in Yoruba.

- Achievement: This is the performance of pupils in Yoruba reading comprehension test as indicated by the scores they obtained in the test.
- School Type: This refers to the ownership of schools in terms of main source of finance. Public schools are the ones financed directly or indirectly by federal, State or local government or their parastatals while the private schools are those financed mainly by private individuals or organisations.
- Reading Comprehension: This is the pupils' ability to read and understand a Yoruba comprehension passage.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literatures related to this study were reviewed under the following headings:

Theoretical framework:

- Social Constructivism.
- Schema Theory.

Reading Comprehension:

- Definition of reading comprehension
- Factors affecting achievement in reading comprehension
- Ways of improving achievement in reading comprehension
- Attitude to reading comprehension
- Gender difference in reading comprehension
- School type and reading achievement

Drama in Education:

- Benefits of Creative Drama
- Empirical studies on Creative Drama and Language Arts.

2.1 Theoretical Framework

Two theories served as the framework for this study. They are Social Constructivism and Schema theories.

2.1.1 Social Constructivism

Social constructivism (SC) advocated by Lev Vygotsky is a variety of cognitive constructivism postulated by Jean Piaget. Constructivism posits that the humans generate knowledge and meaning from their experiences. SC views learning as an active process where learners should learn to discover principles, concept and fact for themselves hence the importance of encouraging guess work, and intuitive thinking in learners (Kim 2001). SC emphasized the critical importance of culture and the importance of social context for cognitive development. Dewey (2002) explained further that SC emphasised the importance of culture and context in understanding what occurs in the society and constructing knowledge based on this understanding.

Reality, in SC's view is not something that we can discover because it does not pre-exist prior to our social invention of it. Kukla (2000) stressed further that reality is constructed by our own activities and that people, together as members of a given society invent the property of the world. Ernest (2006) agreed with this and explained further that individuals make meaning through their interaction with each other and with the environment they live in. Knowledge, from this point of view, is a product of human and is socially and culturally constructed (Prawat and Folden, 2004). McMahoan (2007) agrees that learning is a social process and it is not a process that only takes place in our individual mind nor is a passive development of behaviour that is shaped by external forces rather meaningful learning occurs when individuals engaged in social activities. As such SC focuses on knowledge construction, not knowledge product. SC sees each learner as a unique individual with unique background and needs.

The learner is also viewed as complex and multidimensional. The uniqueness and complexity of the learners is not only recognized but actually encouraged, utilized and rewarded as an integral part of the learning process. (Wertsch,2006). SC emphasized the importance of learner's background culture and embedded world view. As noticed by Wertsch (2006), historical developments and symbol system such as language, logic and mathematics system are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. This emphasises the importance the social constructivist attaches to the nature of social interaction with knowledgeable member of the society. Without the learner socially interacting with other more knowledgeable people, it is impossible to acquire social meaning of important symbol system and learn how to employ them. Young children develop their thinking abilities by interacting with other children, adults and physical world. This is reflected in Vygotsky's concept of Zone of Proximal Development (ZPD) which states that learners can, with the help of adults or children who are more advanced, master concepts and ideas that they cannot understand on their own or as Kukla (2000) put it, it is an instructional nexus where expert (teacher) enters into dialogue with the novice (learner) to focus on emerging skills and abilities.

SC contends that responsibility for learning should reside increasingly with the learners. Glasserfied (2005) reiterated the fact that the involvement of the learners in the

learning process is encouraged unlike other educational viewpoints where the responsibility for learning solely resides with the instructor and the learners only played passive receptive role. He stressed further that learners construct their own understanding as they do not simply mirror and reflect what they read.

SC made an instructor a facilitator rather than a teacher (Poersen 2004). The difference between these two roles is that a teacher gives didactic lecture which covers the syllabus based subject matter while a facilitator helps the learners to get to his or her own understanding of the content. As such in the former situation, the learner plays a passive role while in the latter, he is actively engaged.

The instructor and the learners, Holt and Willard-Holt (2000) stressed, are equally learning from each other as well. The emphasis thus turns away from the instructor and the subject content towards the learners. This dramatic change of role indicates that a facilitator needs to display a totally different set of skills than a teacher. Teacher tells, a facilitator asks, a teacher lectures from the back, a facilitator supports from the back, a teacher gives answer according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners.

One can deduce from our discussion that the context in which learning occurs and the social context that learners bring to their learning environments are both crucial to social constructivists. Gredler (2007) identified four general perspectives that inform how we could facilitate the learning within a framework of social constructivism as:

- (i) Cognitive tool perspective: This perspective focuses on the learning of cognitive skills and strategies. The social learning here involves hands – on- project based methods and utilization of discipline based cognitive tools (Gredler 2007, Prawat & Folden 2004) Group members produced product and they imposed meaning on it through the social learning process (Kim 2001).
- (ii) Ideas – based Social constructivism: This view set education’s priority on important concept in the various disciplines (e.g part whole relation in Mathematics, photosynthesis in science, and point of view in literature (Prawat and Folden 2004). These ‘big ideas’ expand learners’ vision and become

- important foundations for learners' thinking on the construction of social meaning (Gredler 2007).
- (iii) Pragmatic or Emergent approach: This school of social constructivists advocates that the implementation of social constructivism in class should emerge as the need arises. They held that knowledge, meaning and understanding of the world can be addressed in the classroom from both the views of the individual learners and the collective view of the class members as a whole (Cob 2005, Gredler 2007).
- (iv) Transactional or Situated cognitive perspectives: The relationship between the people and their environment is the focus of this perspective. Its proponents opine that human are a part of the constructed environment (including social relationship); the environment is in turn one of the characteristics that constitute the individual (Bredo 2004). When a mind operates, its owner is interacting with the environment. Therefore, if the environment and social relationship among group members change, the tasks of each individual also change. As such, learning should not take place in isolation from the environment (Gredler2007).

SC favours instructional model that appreciates teamwork in a way that individual learning is essentially related to the success of group learning. The essence of collaboration among learners and with the practitioners in the society is stressed. Lave and Wenger (2003) asserted that a society practical knowledge is situated in relation among practitioners, their practice, and the social organization and political economy of their specific communities of practice. For this reason, learning should involve such knowledge and practice. SC instructional approaches, as listed by Shunk (2001) can include reciprocal teaching, peer collaboration, cognitive apprenticeships, problem based instruction, anchored instruction and other methods that involve cooperative learning.

The main themes of SC were briefly outlined by Slaving (2000) and Woolfolk (2001) thus:

- Emphasis learning not teaching. Learning is a social process which occurred when people are engaged in social activities.
- Encourages and accept learners' autonomy and initiative.
- Sees learners as creatures of will and purpose.

- Encourages learner's inquiry.
- Acknowledge the critical role of experience in learning as it recognised the skills of more knowledgeable others in enhancing learning.
- Nurtures learners' natural curiosity.
- Takes the learners mental model into account.
- Emphasises performance and understanding when assessing learning.
- Bases itself on the principle of cognitive theory.
- Makes extensive use of cognitive terminology such as *predict, create* and *analyse*.
- Considers how the student learns.
- Encourages learners to engage in dialogue with other students and the facilitator (teacher).
- Supports co – operative learning.
- Involve learners in real world situations.

Reading without comprehension is a wasted effort. SC postulates that the human generate meaning and knowledge from their experiences. Their interaction with each other and their environment create meaning for their learning. Thus for comprehension to occur, the reader's interaction and collaboration through culture related activities like CD seems relevant. Furthermore, SC ZPD emphasized the role of adult or more advanced children in imparting knowledge and new skill in a novice. As such, the role of a teacher who is now a CD facilitator in a reading class is apropos. These make the theory relevant to this study.

2.1.2 Schema Theory

Barlet, according to Nuan (2006) was recognized as the originator of the schema theory. A schema (plural schemata) as viewed by Ajideh (2003) is a hypothetical mental structure stored in the memory. It is a kind of framework, or plan, or script. Schemata are created through experience with people, objects and events we relate with in the world. He buttressed this further by illustrating that when we continuously encountered something, let say Restaurant, we begin to generalise across our restaurant experiences in order to develop an abstracted, generic set of expectations about what we will encountered in a restaurant. This is valuable, because if someone tell us a story about

eating in a restaurant, they do not need to provide all of the details about being seated, giving their order to server, leaving a tip at the end and so on. The theory as explained by Nuan (2006) suggests that the knowledge we carry around in our head is organized into interrelated patterns. These are constructed from our experience of the experimental world and act as our guide as we make sense of new experiences. They also assist us in making prediction concerning what we might likely experience in a given context. Schema theory attempts to account for the way in which human beings store and organise acquired information in a network of related notion (Adelabu 1998).

As such, the theory proposes that when an individual obtains knowledge, this is stored into some structure in the memory that helps him to make use of that knowledge. It also suggests that individual breaks down information into generalised chunks which are then categorically stored in the brain for later recall (Ajideh 2003). Schema theory is thus an active coding strategy which is necessary for facilitating the recall of knowledge. As a new knowledge is perceived, it is coded into either pre-existing scheme or organized into a new script. In essence schemata are organized mental structures that aid the learner's ability to understand and associate with what is being presented to him. Brown (2004) explains that text does not by itself carry meaning. The reader brings information, knowledge, emotion and culture which can be regarded as his schemata to the printed word.

Schemata can thus be viewed as the organised background knowledge which leads us to expect or make a prediction of aspects in our interpretation of discourse (Ajideh, 2003). Barlet quoted by Ajideh (2003) opined that our memory of discourse was not based on straight reproduction but was constructive. This constructive process uses information from the encountered discourse together with knowledge from our past experience that is related to the discourse at hand to build a mental representation. This past experiences, Barlet argued, cannot be an accumulation of successive individuated events and experiences, rather it must be organised and made manageable –“the past operates as an organised mass rather than as group of elements each of which retains its specific characters”

Clark and Silberstian quoted in Brown (2004) indicated that research has shown that the act of reading is only incidentally visual. More information is contributed by the

reader than by the print on the page. This would all point to the fact that our understanding of a text depends on how much related schema the reader possesses while reading. As such the key to the concept of coherence in reading is not something that exists in the language but is something which exists in the people. It is the people who make sense of what they read and hear. They try to arrive at an interpretation which is in line with their experience of the way the world is. Indeed our ability to make sense of what we read is probably only a small part of the general ability we have to make sense of what we perceive or experience in the world (Brown, 2004) Consequently, a reader - whether native or non - native, failure or confusion to make sense of a text is caused by their lack of appropriate schemata that can easily fit with the context of the text. Yu-hui, Li-rong and Yue (2010) classified this kind of schemata into three folds namely: Language schema, Content schema and Form schema.

Language ability, Carell (2006) observed, is one part of readers' background knowledge. Language schema thus refers to readers skill in the decoding features needed to recognise words and how they fit together in a sentence. Without this schema, it is impossible to utilise the content and form schema.

Brown (2004) defined content schema as what we know about people, the world, culture, and the universe. It is the familiarity of the subject matter of the text. This involves an understanding of the topic of the text and the cultural - specific elements that the reader needed to interpret the text (Al-Issa 2006). Formal schema consists of our knowledge about discourse level and structural make of the genre of the text. Different text employed different form of schemata. A reader can predict a later development in a text according to the knowledge of the formal schema he possessed. (Yu-hui, Li -rong and Yue (2010))

Widdowson (2006) interpreted schema theory from an applied linguistic perspective. He postulated two levels of language: a systemic level and a schematic level. The systemic level includes the phonological, morphological and syntactic elements of the language while the schematic level relates to our background knowledge. In his explanation this background knowledge exercises an executive function over the systemic level of a language. He elaborated further that we use what sociologists call interpretive procedures for achieving a match between our schematic knowledge and the language

which is encoded systematically. This notion was related to the work on schema theory. He opined that there are two types of schema operating through language. The first of these is concerned with propositional meaning while the second relates to the functional level of language, either of which can provide textual connectivity. Connectivity of text cannot always be explained exclusively in terms of the language in the text. It also depends on our interpretive ability to make connections which do not exist in the text, but which is provided by use of our schematic knowledge of the subject in hand or the functional purpose which the different text elements are fulfilling.

In relation to reading comprehension, schema theory described the process by which readers combine their own background knowledge with the information in a text to comprehend that text (Scot 2001). Appropriate schema of a topic activated through CD help the learner to have a better understanding of the text. This aptly makes this theory germane to this study.

2.2 Reading Comprehension

As reading comprehension ability is crucial not only to academic success in schools but also other socio – economic successes outside the school environment, researchers on reading had attempted to investigate the variables that affect reading performances as well as reading behaviours which distinguish proficient from less-proficient readers.

2.2.1 Definitions of Reading Comprehension

Reading comprehension can be simply viewed as the readers' ability to perceive and understand ideas communicated by written word (Phinney 2004). This active process involves two cognitive elements which are decoding and comprehension. Decoding refers to the readers' ability to recognize and process written information while comprehension generally refers to one's ability to understand speech. Neither of these skills is more or less essential than the other. Arieta (2006) quoting Mariam defines reading comprehension as a holistic process of constructing meaning from written text through the interaction of:

- (i) the knowledge the reader brings to the text i.e. word recognition ability, world knowledge, and knowledge of linguistic conventions;
- (ii) the reader's interpretation of the language that the writer used in constructing the text; and
- (iii) The situation in which the text is read.

Adegbile (1999) citing Rose defines reading comprehension as:

.....Processing written language to get ideas, relating the ideas to experiences, and utilizing the ideas. The reader must have some basic intellectual equipment in order to comprehend. He must have intelligence, language and experience. Only a small portion of instruction needed to comprehend comes from the printed page while the larger part of the information is stored in the brain.

The above definition seems to conform to the one given by Yu-hui, Li-rong, and Yue (2010) as:

... A complicated, actively thinking mental activity, thinking process to experience, predict, verify, and acknowledge information according to reader's previous information, knowledge and Experiences, and also an interactive language communication

These definitions indicate that the ultimate goal of reading is to comprehend the text read. The major focus of reading instruction is therefore targeted at fostering the development of skills to understand text on the learners. There are factors that affect this process.

2.2.2. Factors Affecting Achievement in Reading Comprehension

Knowledge of the language in which the text is printed has bearing on the level of understanding of the text read. If the reader's knowledge of the language is poor, then his reading will also be poor and consequently his achievement in reading comprehension. (Pressley 2009)

Reading comprehension is also affected if the foundational skills of reading have not been automated. The attention of a beginner reader, who has not yet become automatic in a particular language, is divided between the content of the message read and the language itself. Butler (2007) explained that if the skill on the primary task is automated, it will not be disrupted by concurrent processing on the secondary task because automatic processing may not necessarily take up attentional resources. But if on the other hand, the skill is not automated, it will be disrupted by concurrent processing of a second skill due to the fact that two skills are then competing for limited attentional resources. In reading, the person in whom the foundational skills of reading have not yet become automatic will read haltingly and with great difficulty as he is forced to apply all his concentration to word recognition and as such have little or no concentration left for decoding. Consequently, he will not be able to read with comprehension and thus perform below expectation in reading achievement task. (Butler 2007)

The act of decoding of the written word is an important aspect of Reading comprehension. As such, students who have trouble with decoding and word recognition usually have problem with comprehension. Lenz (2008) observed that readers who struggle with decoding rarely have a chance to interact with more difficult text and this may lead them to dislike reading. Consequently such students will not have ample opportunity to develop the language skills and strategies necessary for becoming proficient readers and as such perform poorly in reading comprehension assignments.

Lenz (2008) also recognized the quality of the reading material as a variable that affects performance in reading comprehension. Some writers are better at writing than others and some produce good quality but complex reading materials than others. He categorized text that is well organized and clear as “considerate text” and those that are poorly organized and difficult to understand as “inconsiderate text”. The more inconsiderate a text is, the more difficult it will be to comprehend. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will likely encounter more difficulty comprehending these types of texts.

Another factor affecting reading comprehension achievement is the type of instruction that a student receives. The onus is on the teacher to directly teach the

students the strategies for improving reading comprehension from elementary to secondary school level. (Anderson and Pearson, 2004)

Word knowledge possessed by the reader affects how the text is comprehended. Anderson and Pearson (2004) noticed that readers who possess rich prior knowledge about the topic of a reading test often understand the reading and perform better than those with low prior knowledge.

The above and other negative factors militating against proficient reading comprehension can be overcome if conscious efforts are made to improve reading comprehension and thus enhance better performance in our schools.

2.2.3 Ways to Improve Achievement in Reading Comprehension

There are reading instructions that can be utilized at various levels to improve reading comprehension.

Teaching students to decode well is a vital means of improving reading comprehension. Pressley (2009) explained that students cannot understand the texts if they cannot read the words. Before a word can be read, they have to be aware of the letter and the sound represented by the letters so as to facilitate sounding out and blending of sounds that will enable them to pronounce words. Once the word is pronounced, a good reader notices whether the word as recognized makes sense in the sentence and the text content being read. Explicit instruction in sounding out words, which assist students to recognise word, is a good start to develop good comprehenders. Fluent word-recognition skills, Tan and Nicholson (2000) observed, can make an important difference in students' understanding of what they read. Word-recognition skills must be developed to the point of fluency so as to maximise comprehension achievement.

Findings of Studies conducted by Anderson and Freebody, (2002) Naggy, Anderson & Herman (2008) support the widely held opinion that good comprehenders usually have good vocabularies. This makes sense when we consider the fact that a student would need to understand the meaning associated with an individual word before he can have a comprehensive understanding of a sentence or a passage containing those words. Vocabulary lesson improves reader's performance in reading task and as such an important ingredient for training a good comprehender.

A counterargument to the above submission was raised by Stanovich, (2009) and Sternberg (2003). They opined that children learn vocabulary incidentally, - that is, they learn the meanings of many words by experiencing those words in the actual world and in the text world, without receiving explicit instruction. Miller & Gildea (2002) cautioned that such incidental learning is filled with potential pitfalls, for the meaning derived from it may range from richly contextualized to incomplete. Pressley (2009) stressed that as children do develop knowledge of vocabulary through incidental contact with new words in the book they read is one of the many reasons to encourage students to cultivate the habit of extensive reading.

Prior knowledge of the reader about a topic being read can be activated to enhance comprehension of that topic (Anderson & Pearson 2004). But Mckoon & Ratchiff, (2002) noticed that readers do not always relate their prior knowledge to the content of a text, even when they possess knowledge relevant to the information it presents. They concluded that readers do not make inferences based on prior knowledge unless the inferences are absolutely demanded to make sense of the text. Pressley (2009) buttressed this further by explaining that when readers process text containing new factual information, they do not automatically relate the new information acquired to their prior knowledge, even when they have an avalanche of knowledge that could be related. These observations are not to diminish the importance of prior knowledge in aiding reading comprehension achievement but rather to indicate that more is needed to be done for prior knowledge to be beneficial to reading comprehension. A study conducted by Pressley, Wood, Woloshyn, Martin, King, and Menke (2004) was one of the many researches conducted to activate the benefit of prior knowledge in reading comprehension. The power of “why” questions or “elaborative interrogation” to encourage readers to orient to their prior knowledge as they read was tested. Readers were encouraged to ask themselves why the facts being presented in the text made sense. This encouragement consistently produced a huge effect on memory of the texts, with the most compelling explanation emerging from analysis that the interrogation oriented the readers to prior knowledge that could aid in explaining the facts being encountered. The lesson that emerged from this and other related researches is that in order to increase reading comprehension achievement, readers should be encouraged to relate what they

know to information-rich texts they are reading, with a potent mechanism for doing this being elaborative interrogation (Pressley 2009).

Relating the theme of what a reader reads to his own experience is a good way to improve comprehension of a text (Tricia 2008). A reader may read about a character whose behaviour is similar to someone he knows, an emotion similar to the one the reader has experienced or an occurrence that is similar to the one the reader has witnessed. A reader that relates what he reads to his real life experiences expands his ability to understand and remember what he read. The text becomes not just an association of words to him but something that is personally connected to him (Stanovich, 2009).

Comprehension of a text is further enhanced when the reader talk or write about what he reads. Tricia (2008) stressed that when reading is not a singular experience, the reader will get more out of it. A reader can discuss what he read with classmates, teachers, parents and friends in order to generate better comprehension of the text.

Employment of active comprehension strategies by the reader is also a means of improving achievement in reading comprehension. Reading is an active process. Pressley and Affleback (2005) opined that good readers are extremely active as they read. They stressed further that good readers are conscious of the reason why they are reading a text, gain an overview of the text before commencing reading, predict about incoming text, use their overview to selectively read, associate ideas found in text to what they already know, observe whether their predictions and expectations about the content of the text are being met, revise their prior knowledge when compelling new ideas conflicting with prior knowledge are encountered, figure out the meaning of unfamiliar vocabulary based on context clues, underline and reread and make notes and paraphrases to remember important points they noted as they conclude reading, and think about how ideas encountered in the text might be used in the future. In contrast, young and less skilled readers exhibit a lack of such activities. Reading researchers have developed many approaches to stimulate active reading by teaching readers to use various comprehension strategies. The following notable strategies suggested by Pearson & Fielding, (2001) often produce improved memory and text comprehension in children. They are generation of questions about ideas in text while reading, construction of mental images

representing ideas in text, summarizing and analyzing stories read into setting, characters, problems encountered by characters, attempt at solution, successful solution and ending.

The case is very strong for teaching students to make use of a repertoire of comprehension strategies to increase their comprehension of text and thus improve their performance in the task. Pressley (2009) thus advises that teacher should model and explain comprehension strategies, have their students practise using the strategies with teacher's support and let the students know they are expected to continue using the strategies when reading on their own. One of these is the use of Venn diagram. This diagram is usually used to compare and contrast what a reader read after reading but it can also be used before reading. A student can create a Venn diagram based on what he already knows about a topic. He can then paired up and share the Venn diagram to further build on background knowledge. Once the diagram is completed the student can read the topic. After reading, he can go back to check the diagram, make corrections and add new information. This diagram encourages students to think about the topic prior to reading and as such enhanced their reading comprehension (Waxler 2005). Another comprehension enhancement tactic suggested by Tricia (2008) is KWL chart which stands for Know – What – Learn chart. It is divided into three columns and provides a place to record what the student already know, what the student Want to know and what the student learned once they read. The reader are given few minute to write down what they know and what they intend to know before reading. This provides a tangible structure for enhancing their involvement in reading. The chart prompts readers to access prior knowledge, identify their own purposes for reading, reflect on and summarise the text.

Monitoring is another means of improving reading comprehension. Isakson and Milter (2002) explained that good readers know when they need to exert more effort to make sense of a text. For instance, they know when to expend more decoding effort - they are aware when they have sounded out a word but that word does not really make sense in the content of the sentence being read. When a good reader has this feeling, he tries to reread the word in question. Baker & Brown (2004) enjoined that it makes sense to teach young readers to monitor their reading of word in this way. Latest approaches to word – recognition instruction also include a monitoring approach. This taught the reader

to pay attention to whether the decoding makes sense and to try decoding again when the word as decoded is not in synchrony with other ideas in the text. A key component of transactional strategies instruction is monitoring. Good readers, Baker & Brown (2004) observed, are aware of the occasion when they are confused, when text does not make sense. Clarifications strategy enables the reader to seek clarification, often through rereading. Pressley (2009) advises that it is of a great benefit to teach children to monitor as they read, to ask themselves consistently “is what I am reading making sense?” They are also to be taught that they can do something about it when text seems not to make sense. This will greatly improve their reading comprehension achievement.

2.2.4. Attitude to Reading Comprehension

Attitude to language, as defined by Adelabu (1998) is something an individual has which defines or promotes certain behaviours. A person who has a positive attitude to a language may wish to learn such language. With specific reference to reading comprehension, attitude was defined by Milton and Joseph (2000) as a relatively stable tendency to respond either positively or negatively to a specific reading theme. As such it includes a predisposition and affective factors. The construct is different from the term interest on the ground that interest merely connotes a conscious desire to hold a psychological object before the conscious mind; hence, the term does not imply any affective factor.

Some models of reading attitudes have been proposed in order to have a better understanding of the complex process of reading attitudes and its relationship with reading performance. Butler (2007) classified two of these models according to their proponents as:

1. Mathewson’s tripartite model: This model divides reading attitude into three components viz.: Prevailing feeling (an affective dimension), action readiness, and evaluative beliefs (a cognitive dimension). According to Mathewson, such attitudes towards reading will lead to an intention to read and this will ultimately influence one’s behaviour towards reading. Yamshita (2005) focused on affective and cognitive dimension as identified by Mathewson and discovered in his study that comfort (a positive affective dimension) and self perception (a cognitive dimension) revealed

positive correlations with extensive FL reading among college EFL students in Japan. He also discovered that the attitude prevalent in one's L1 transferred to FL attitudes, but that the attitudinal transfer in affective domains appears less likely to be affected by one's L1 proficiency.

2. McKenna's model: This model evolved as a result of the view that attitudes are mainly affective and that attitudes and beliefs are causally related. The Elementary Reading Attitude Survey (ERAS) was developed as an instrument to measure reading attitudes from this view. McKenna, Kears and Ellsworth (2004) administered ERAS to measure the affective aspects of children's reading attitudes in two dimensions thus: Their attitude towards recreational reading and their attitude towards school based academic reading. The instrument was administered to 1st to 6th grade students across US and the researcher discovered as follow: (1) Students' attitudes towards both recreational and educational reading in L1 became negative as they grow old.(2) Negative attitudes towards recreational reading were strongly related to students' reading levels and the attitudinal gap by reading level widened with age.(3) Girls showed more positive attitudes towards reading than boys and (4) Ethnicity and the degree of use of basal reading appear to be related to students' attitudes towards both type of reading.

Buttler (2007) investigated young FL learners reading attitudes in both their L1 and FL. He discovered that students had higher affective and cognitive attitudes towards L1 reading than FL reading. The study further found that affective attitudes were highly correlated between L1 and FL reading while cognitive attitudes showed only moderate correlation. The study further investigated the affective attitudes towards recreational reading and academic reading. It was found that the students showed more positive attitudes towards recreational reading in L1 than FL. Finally, the study discovered that there is a high correlation between L1 and FL in academic reading attitude than in recreational reading attitudes.

Ajayi (2000) investigated Teachers and Students' attitude towards the teaching and learning of Yoruba language in a College of Education in South-West Nigeria. 150 students were participants of the study. The study discovered that 90 (60%) showed positive attitude towards reading of Yoruba textbooks while 60(40%) showed negative attitude.

Banjo and Sotonwa (2005) conducted a survey on Teachers' perception of Yoruba as a subject in primary school curriculum. 100 Teachers comprising 31 males and 69 females participated in the study. The finding revealed that there is general apathy among the teachers towards the teaching of the subject.

Akinrinade (2001) conducted a study to investigate factors responsible for students' performance in Yoruba at Senior Secondary level. 90 students selected from three secondary schools were participants of the study. The results show that 70 (77.7%) had positive attitude to the subject while 20 (22.3%) had negative attitude to it.

Attitude often indicates preference. Oguntade (1995) investigated students' preference of a second Nigerian language and a second foreign language among Junior Secondary School students (JSS). A total of 352 JSS students randomly selected from 3 secondary schools in Yola metropolis were participants of the study. The result of data analysis showed that the students did not prefer any of the two languages but rather an influential one like English. But if they were confronted with the choice of which of the two languages to be made compulsory at their level, they would prefer a Nigerian language.

Adebija (2000) conducted a study to investigate language attitude in Kwara state. 600 parents were the participants of the study. They were asked if they would prefer Yoruba to replace English as medium of instruction in early part of primary school. 76.6% of the participants disagree, while only 23.4 agreed.

Omoike-Ojuigo (1990) investigated relationship between attitude to and achievement in English and Yoruba among Akoko Edo secondary schools students. 435 students chosen from ten secondary schools in the area were the participants of the study. The findings revealed that the students' attitude towards the use of English was positively high, followed by their attitude towards their Mother – tongue and lastly, by their attitude towards Yoruba.

2.2.5 Gender Difference in Reading Comprehension Achievement

Researchers on Gender differences in reading comprehension reached different conclusions. Some of the findings favour males while others are in favour of females. Let us briefly review some of these studies.

In a study investigating the gender gap in reading comprehension achievements, Marrimah (2007) discovered that the typical boys reading achievement scores fall 1½ years lower than that of the typical girls. Her findings include all boys irrespective of their socio-economic background or race as girls were outperforming boys in every ethnic and socio-economic group, not only in United States but also in New Zealand, England, Wales, Scotland, and Northern Ireland as well.

Hydes and Linn (2008) observed from their study that the score gap between males and females on the verbal section of the scholastic Aptitude Test (SAT) was largely due to the content of the reading material in the test. They explained further that the reading passage on verbal section of the SAT has more technical topics (e.g. physics or chemistry) thus disadvantage female in the performance of the test. As such male were more favoured and perform better in the reading material tasks.

Bugel and Bunnik (2008) investigated the effect of passage topic on gender difference in foreign language reading comprehension. 2980 high school students in Netherlands were participants in the study. The researchers selected a total of 11 different English reading passages including five texts with a “male” topic and six texts with “Female” topics. Male scored significantly better on multiple choice comprehension items for essay about lesser thermometer, volcanoes, cars and football players. Female achieved sufficiently higher on the comprehension tests for essays on test topic such as midwives, sad story and a housewife dilemma.

Dolittle and Welch (2002) discovered that notable gender differences exist for items that are associated with specific passages, reporting that females scored higher than male with humanities -oriented reading passages but lower than male with science oriented passages. In the same vein, Brantmeier (2003) indicated that reading performance, as measured by recall comprehension, was significantly influenced by passage content and reader’s gender whereas enjoyment and interest mattered little.

Butler (2007) discovered that young learners’ reading attitude depends on their gender and proficiency level in FL and L2 as girls in his study showed more positive affective attitude than boys. Girls also showed more positive attitude towards both recreational reading and academic reading.

O'Relly and McNamara (2007) explored whether there were any gender differences on measures of cognitive ability and science achievements among 1651 male and female high school students. They discovered that male students scored higher than females on measure of science knowledge, state science tests, and passage comprehension.

Al-Shumaimeri (2008) investigated difference in reading comprehension performance in relation to content familiarities of gender neutral text. Findings of the study revealed that in general, gender and content familiarity were found to have significantly affected the students' overall comprehension performance across passages. The male students seem to have performed significantly better than the female students in their comprehension performance of gender neutral texts. They tended to score higher on both familiar and unfamiliar texts.

In the course of investigating relationship between attitude to and achievement in English and Yoruba among secondary school students in Akoko – Edo, Omoike Ojuigo (1990) discovered that there was no significant difference in achievement in Yoruba for male and female participants.

Salami (2005) investigated socio-metric variables and gender as determinants of secondary school students' achievement in English and Yoruba language in Lagos state. The findings revealed that five of the selected socio - metric variables: self – esteem, Home Language, Academic self-concept, Socio - metric status, Peer relation and gender had significant direct effects on English Language while only three of the selected socio - metric variables: Locus of control, Academic self-concept, Socio – metric status and gender had significant direct effect on Yoruba Language.

2.2.6 School Types and Reading Comprehension Achievement

School types have bearing not only in the child's reading comprehension achievement but also in the entire academic performance. Boland (2009) identified two types of relatively new public schools in America. The first is charter school which began appearing in the early 90's. They are autonomous, "alternative" public school co-founded by parents, teachers, community organizations, and profit-making companies. The school received funds from governments but the sponsoring groups must also donate their

private monetary contributions. The school must implement the state curriculum but they are free from many of the regulations of the conventional public schools. The second type is magnet school. These are highly competitive and highly selective public schools well-known for their special programmes, superior facilities and high academic standard. Magnet schools may be a special school for arts or science.

Figilio and Stone (2003) assessed the effect of religious and non-religious private schools on educational outcome. They discovered that in general only the former increases individual output relative to public schools.

Lorenzo (2004) studied the relationship between the types of high school attended (general versus technical, private versus public) as indicator of subsequent academic performance. The result indicates that public high schools are found to increase the probability of transition to university and to improve academic performance once at university. On the other hand, private high schools appear to be associated with lower academic performance.

From a study of learning outcome in grade 4 and 5 of government, private aided and private unaided schools in Orissa, India, Goyal (2007) tested 6000 participants in 200 schools in 3 tests: 2 language tests (reading comprehension and word meaning) and 1 in mathematics. The result shows that overall learning levels were low absolutely and relatively in government schools. The average percentage correct scores in government schools ranged from 30 to 40 percentage points, half or a third below the average score in private unaided schools.

Goyal (2007) also conducted the same study using the same number of participants and schools as in Orissa in Rajshen, India. The result indicated that the overall learning level were also low absolutely and relatively in government schools. The average percentage correct score in government schools ranged from 40 to 80 percentage points, a quarter to a fifth below the average scores in private schools.

In Indonesia, Newhouse and Beegle (2006) evaluated the impact of school types on academic achievements of public junior secondary schools with their peers in private schools. Public school candidates scored 0.17 to 0.3 standard deviation higher on the national exit exam than their private school counterparts. The researchers concluded that

the result provides indirect evidence that higher quality inputs at public junior secondary schools promote higher test scores.

In Australia, Carpenter (2008) investigated whether the type of school: Government, Catholic, and other independent schools in one Australia state makes a difference to their academic achievements at the conclusion of high school when their occupational origins, curriculum types and peer influence are held constant. The study observed that contrary to some Australian research evidence, when these factors are taken into account, students in government schools are more likely to perform well than those in non- government schools. The study further suggested that factors working in favour of government schools in that particular state are the relatively strong holding power of government schools compared to more populous state and the corresponding weakness of the independent school sector.

In Hawaii, Takayama (2008) examined students' data across three school types thus: Conventional public schools, Western focused charters and Haiwan Language and Culture Based (HLCB) schools at grade 5, 7, and 10. The overall means scores for reading and mathematics are not significantly different in most cases between conventional public schools and HLCB schools, whereas in lower grades students mean scores were significantly higher in conventional public schools, in higher grade, there are no significant differences in mean scores and in some cases HLCB schools outperformed their peers in other two types of schools.

Agukwe (1999) discovered that pupils in some selected private schools in Adamawa state of Nigeria performed better in a reading comprehension test than pupils in some selected public Schools. Ige (1999) used medium of instruction used in schools to classify the schools into two types as English medium schools and Yoruba medium schools. The research investigated Language in Education practices and pupils' performance in selected primary school subjects in Abeokuta. The findings of the study show that generally students from English medium schools performed significantly better than their counterparts from mixed media schools in the English medium tests in Mathematics, Elementary Science and Social Studies. There was no significant difference, however, between pupils of the two types of schools in the Yoruba medium tests in the same school subjects.

2.3 Drama in Education

Although several terms have been used to refer to the use of drama in teaching - learning situation like Creative dramatic, Theatre games, Classroom drama, Socio dramatic play, process drama, Role drama and Role play, Sibel (2002) stated that the term “Creative Drama” and Drama-in-Education are umbrella concepts which embrace all the various types of improvised and informal drama used in the classroom.

Drama in education in Heathcote’s (2005) view referred to use of drama processes as a way to teach variety of subjects or to supplement school curriculum. CD emphasizes the experience and process of creating drama rather than producing performance. The goal of a CD facilitator is to provide a safe place for the learners to create shared meaning by exploring topics or subjects through pretence and imagination. In this manner, CD is different from Theatre-in-Education which refers to the use of pre-written and rehearsed materials by theatre companies for schools audiences to teach specific subject/ topic. (Guli, 2004). McCaslin (2002) explained this further by stating that at the heart of CD work is the belief in the process approach; the work is done for the participants rather than for an audience, in other words, the purpose of “playing for the players”. The primary purpose of CD is to foster personality growth and to facilitate learning of the participants rather than to train actors for the stage (Stewart, 2003). Sibel (2002) elaborated on this by classifying the goals and purposes of CD into two, thus:

1. It creates an experience through which students may come to understand human interaction, empathise with other people and internalise alternative point of views.
2. It leads to development of understanding and learning through drama rather than some finished product such as a well mounted play.

Improvisation is the essential element of CD. Despite this, it must be carefully planned around the following principles as stated by Bowel and Heap cited by Guli (2004).

- (i) There should be learning area or object of the learning
- (ii) Context or particular setting/circumstances created by the drama.
- (iii) Role or who the children and the leader will be in the drama.
- (iv) Frame, the point of view of the roles.
- (v) Sign, the artefacts, image, or items used to bring meaning into the drama and

- (vi) Strategies or various ways of guiding students into the drama.

With the aid of these guidelines for planning, CD can be employed by teachers, whether or not they have a significant drama experience, and adapt to being “in role” in their work with children and adolescents.

Almost all students irrespective of their artistic skill for acting can participate and benefit from CD as some of the techniques employed in CD, Simon and Ewig (2001) noted, like mime, movement, exercises’ invented dialogue and so on give every child an opportunity to be actively engaged in drama without necessarily having to act or speak.

2.3.1. Benefits of CD

CD is a tool to aid learning in many areas. Davis and Evans (2001) stressed that CD is grounded on the following facts: children have an innate predisposition to learn through dramatic play. Learning takes place most effectively when contextualized and learners who have a sense of ownership about their learning are more committed to it through dramatisation.

In addition, Macy, (2004) points out that CD is most needed in schools because it expands the horizons of the classroom into the life people live, had lived and might live. He stressed further that CD contextualized content and ideas that students might otherwise regard as arcane or removed from their world; through imagination and interaction with the teacher and other students. CD connects the curriculum with students’ own lives. Brunner (2002) stressed that CD extends an invitation to students to reflect about the human condition. Wilhelm (2002) added to this by stating that being able to explore the human condition with CD approach provide students the opportunity to think of “out the box” – their opinions and feelings with what they have learnt.

CD provides the opportunity to students to develop imagination, independent thinking and cooperation, build social awareness, take another’s perspective, promote a health released of emotion and improve habit of speech. It emphasizes imagination, concentration, organization, self expression, positive communications, creates an atmosphere of mutual trust and addresses the concepts of space and distance (McCaslin, 2000).

Buchanan (2008) sees CD as an important way of stimulating creativity in problem solving which can challenge students' perception about their world and about themselves. It provides a channel for expression of emotions, thoughts and dreams that they might not have other avenue to express. Macy (2004) explained that today's employers value workers who are able to apply knowledge from one situation to another. A student who had explored CD to learn can aptly fit in this working situation. Hyerle (2006) expatiated on this by stating that today's students will in future regularly move in and out of jobs that require the capacities for information processing, group problems solving and inter - personal skills which CD inculcates in the students. Guli (2004) buttressed this by opining that CD involves contact, communication and negotiation of meaning within a group context. O'Neil, Lambert and Stanley (2002) explained further that within the framework of make-belief, individuals can see their ideas and suggestions accepted and used by the group. They learn how to influence others, how to marshal effective arguments and appropriately present them and develop empathy by putting themselves in other peoples' shoes. It boosts cooperation and collaboration among learners, as Goodman (2003) noticed that working in groups with other peers allows students to collaboratively discuss, rehearse and combine creative ideas with peers at various levels.

CD boosts communication skills of the learners. Bachanan (2008) explained that it allows learners to communicate with and understand others in new ways. Students that have participated in drama generally are more likely to have confidence in speaking in public and be more persuasive in both their oral and written communication. As such CD provides communication training ground for potential effective and efficient communicators that are much in need in today's increasingly information - centred world.

A study conducted by Barry, Taylor and Kwall (2010) revealed that Students involvement in CD encourages students' involvement and consistent attendance in school. Students considered to be at the high risk of dropping out of high school cited drama and other arts classes as their motivator for staying in school. The study further revealed that students who participate in Drama are three times more likely to win award for school attendance than those who do not.

Sandra (2006) discovered from her study that Theatre arts, including performance classes and participation in drama club are sources of gaining proficiency in reading, in self concept, motivation and higher level of empathy and tolerance towards others among Youth of low- economic status.

The totality of the advantages derived from the use of CD as a learning tool seems to have been summarised in three benefits of CD outlined in Ontario Ministry of Education guideline (2005) as the following:

1. As a learning strategy in other subject areas, CD assists in understanding personal and human experiences, allowing students to enter into the reality of imaginary situations and characters. Learners are opportune to explore emotions, attitudes, opinions and relationships. Thus they accommodate these abstract concepts more readily by representing them in a dramatic and hence, more concrete form.
2. CD makes constant demands on a learner's imagination; it develops their ability to engage in more effective thinking. Pupils who are regularly involved in CD activities can be easily called upon to practise several thinking skills like inventing, generating, speculating, assimilating, clarifying, inducing, analysing, accommodating, selecting, refining, sequencing and judging.
3. CD fosters the skills of group interaction through dramatic activity which necessitates the need to work in groups, to discuss, to negotiate and to reach consensus.

2.3.2. Empirical Studies on CD and Language Arts

Duponts (2004) conducted a study on the effectiveness of CD as an instructional strategy to enhance the reading comprehension skills of fifth grade remedial readers. The research question was: Does a programme of CD integrated with children literature contribute to the growth of reading skills of fifth-grade reading students? The study found that when children have been involved in the process of integrating CD with reading, they are not only able to better comprehend what they have read and act out but they are also able to comprehend what they have read but do not act out. This study revealed that CD not only contributes to the immediate subject of a dramatic enactment but also associates with comprehension of stories unrelated to drama activity. This seems like transfer of skills in one area to skill useful more generally albeit a closely related transfer.

Rey (2003) investigated the effect of CD on the social and oral language skills of children with learning disabilities. The research question was: Can a CD programme with emphasis on specific social and oral language skill lead to increase in the social and oral language skills of children with learning disabilities?. The researcher used ANOVA for testing group differences on various post –test measures and pre – to – post test gain. The children who participated in the CD programme increased in social skills in all four clusters of social behaviours more than students in the control group. They also significantly improved in their oral expressive language skills when compared with the control group.

Pellegrini (2004) conducted a study on the effect of dramatic play on children’s generation of cohesive text. Two research questions were raised:

- (1) To what extent does the information status of a listener (whether familiar or not familiar with a story) affect students’ use of oral language to retell the story?
- (2) With what relative effectiveness can children use of oral language (retelling the story to non-familiar listeners) be facilitated through the use of alternative interactions namely: Discussion, Drawing and dramatic play? The finding of the study showed that children who use dramatic play to think about, review and otherwise process the story they had just heard were more likely to use explicit language when retelling their story than students either in the discussion or drawing group. That is they were better at producing a retell that would be coherent and make sense to listeners who did not already know the story.

Goodman (2003) conducted a study titled “A naturalistic study of the relationship between literacy development and dramatic play in five years old children”. The two research questions that guided the study were:

- (1) How is literacy used within dramatic play and why?
- (2) What factor influencing how literacy is used within drama is important?

The study focused primarily on literacy i.e. the use of reading skills, decoding written materials and drawing inferences and translating narrative and sequence into dramatic text. The study discovered that children’s favourite stories are a common form of activity that is used to organize children play and this often becomes the scripts for many plays. Children also employed literacy skills in composing their play script. Both students’-

teachers, teacher- student's interaction influence children about the use and importance of literacy within their play. The setting of literacy text appeared in varying degree in their dramatization. Through play the children exhibit important facets of their literacy like their ability to read text and materials related to their play. Their abilities to use written artefacts in their plays and their efforts at composing scenes and plays within the "risk - free" atmosphere of dramatic plays were also exposed. Children were also able to expand their use of literacy skills. The findings noticed a positive relationship between creating stories and translating stories into play text. Such translating stories into play text include establishing settings, character, character relationship and plots.

Ebbeck and Ebbeck (2005) investigated the role of SD in the enhancement of preschoolers' creativity. The study employed three creativity indicators thus: imagination, expression and role commitment. A group of five years old children were presented with an SD programme for 10 weeks. The following were the research questions that guided the study:

- (1) What development, if any, had occurred in the sample over a period of 10 weeks?
- (2) In what ways did SD contribute to their creativity?
- (3) What type of SD did the preschoolers prefer?

A pre and post implementation research method was used. The finding of the study revealed that dramatisation in young children's expression is spontaneous, improvised and a creative enactment.

Kassab (2000) carried out a study with the title " A poetic/Dramatic approach to facilitate oral communication " The research question was: what is the effect of a week poetry/drama workshop on the willingness of students to communicate orally, their oral communication skills, their feeling at time of oral presentation and their self-confidence and self-image?. The study found that the workshop on the oral presentation and dramatic presentation of personal poems improved oral skills, increase comfort with oral communication and enhance self – esteem and self – image.

Moore and Cadwell (2004) conducted a study on drama and drawing for narrative writing in primary grades. The research questions were:

- (1) What are the effects of thought – organizing activities involving drama on narrative writing in comparison to traditional pre-writing planning activities?

- (2) What are the effects of thought organizing activities involving drawing on narrative writing in comparison to traditional pre-writing planning activities?

The study discovered that when the curriculum is designed to develop specific writing skills and the teachers are trained in the implementation of the planned exercise, drama and drawing can significantly improve the quality of narrative writing for second and third grades students.

Parks and Dale (2002) conducted a research on the impact of Whirlwinds reading comprehension through drama programme on the 4th grade students' reading skills and standardized test scores. Two research questions were set to guide the study. They were:

1. What is the impact of a collaboratively developed reading comprehension /dramatized programme on reading skills and standardised test scores?
2. How does collaboration among teachers, principals, artists and researchers help to develop the curriculum, assessment tools, and the goal of a drama skills and reading programme play out?

The finding of the study revealed that participants' reading comprehension scores on Iowa test of Basic skills (ITBS) improved within three months more (in the standard grade level metric) than the control group with high statistical significance. ITBS score improved most with respect to student's ability to identify factual information from written text. On the formal performance assessment created by the collaborating team, the programme students' improved significantly more than the control group in reading comprehension, drama skills and non-verbal expression of information inferred from a written text. They also improved more than the control group in non-verbal ability to express factual material. Programme's students did not improve relatively to control group in reading ability measured through verbal expression in contrast to a written assessment

Pellegrini (2000) worked on a study titled "Symbolic functioning and children early writing: Relation between Kindergartners' play and isolated word writing fluency". The research question was: what is the relationship between kindergartners' use of symbol expression (mainly the use of spoken words) in free play and their ability to generate isolated written words? The result of the statistical analysis indicated that the analysis of variance showed that among the play styles observed, dramatic play had the strongest

effect on isolate word writing. The regression analyses showed that of the four factors examined (Gender, Sex, SES, and play styles) only difference in play styles, to be specific, play styles using more symbolic function had a significant main effect on isolated word writing fluency.

Whillhelm (2002) used a variety of story based drama activities as an intervention to help seventh grade class of reluctant readers experience the participatory strategies and pleasure of reading. Data were collected from the participants before, during and after the treatment through interview, observation, transcripts, and tapes of their written, verbal, and dramatic work. Domain and taxonomies analyses were conducted and students' responses were coded as various dimensions of evoking and participating in textual worlds. Responses data were collected and coded for 10 weeks before the use of drama, 8 weeks during the use of drama, and 6 weeks after the use of dramatic activity in the classroom. The result indicated that the various story based drama activities help these reluctant readers evoke textual world, explore and express story understanding in previously untried ways, and reconceived reading itself as a constructive activity. The effects continue throughout the post drama phase of the study.

The experimental group met with their Title 1 teacher and engaged in RT instead of their usual routine lessons. The researcher then tested and compared the experimental group with the control group, measuring the effect of RT on oral reading comprehension and attitude towards reading. Their result indicated that involvement in RT enhanced oral reading, word recognition, comprehension and boosted confidence and motivation towards reading.

Dupont (2002) conducted a study to determine the impact of the instructional strategy of CD on reading comprehension used with fifth grade students. Two classes of 25 fifth graders were participants of the study. Both groups were involved in normal reading instruction in the first two months of the school year. CD was introduced into experimental group in the following two months. Both groups were assessed with 4 sight test at the commencement of the study, after being involved in the instructional routine and again after 2 month of the typical reading instruction in conjunction with CD activities. Analyses of data revealed that when fifth graders were involved in a treatment

of CD in conjunction with their reading instruction, their reading comprehension scores, as measured by 4sight tests, increased.

Podlozny (2000) conducted a study entitled “Strengthening verbal skills through the use of classroom drama: A clear link”. The research question was: Does classroom drama help students develop verbal ability? The researcher created seven Meta – analyses that considered hypotheses related to amount of drama instruction. The result revealed the followings:

- (1) There is relationship between drama and oral story understanding / recall.
- (2) There is relationship between drama and story understanding as expressed in form of written.
- (3) There is relationship between drama instruction and reading achievement
- (4) There is relationship between drama instruction and oral language development
- (5) There is relationship between drama instruction and reading readiness
- (6) There is no relationship between drama instruction and vocabulary development
- (7) There is relationship between drama instruction and writing achievement.

Caluris (2006) investigated the effectiveness of RT in improving the fluency and reading comprehension skills of students. Survey, Observation and Students fluency assessment were the instruments used for data collection. The finding of the study revealed that RT improved the participants reading rate, word recognition accuracy and use of verbal expression while reading as well as their attitude towards reading.

Milling and Reinhart (2004) investigated the effect of participation in RT on oral reading ability and motivation of second grade Title 1 reading students. The experimental group met with their Title 1 teacher and engaged in RT instead of their usual routine lessons. The researcher then tested and compared the experimental group with the control group, measuring the effect of RT on oral reading comprehension and attitude towards reading. Their result indicated that involvement in RT enhanced oral reading word recognition, comprehension and boosted confidence and motivation towards reading.

Fink (2000) investigated the role of imaginative play in cognitive developments. Two research questions set for the study were (1) Does training in imaginative play influence the imaginativeness of subsequent unstructured free play among kindergartners? (2) What is the impact of adult – led training in imaginative play on

specific cognitive developments of kindergartners in contrast to two alternative conditions: (a) supervised but unguided free play and (b) routine attendance in a kindergarten class? The study involved 36 kindergarten children randomly assigned to one of the three groups of: (1) Adult structured group training in imaginative play process (2) Free – play activity in the non - directive presence of the experimenter and (3) a control group. Each child was observed before, during and after the experiment by each of the trained observers. The result of the study revealed that the pre and post test observations of play result provide evidence that higher level of imaginative play can be taught to young children through teacher initiated modelling. Moreover these behaviours are retained after the completion of the training. The study significantly reports that the children in imaginative play group demonstrated a significant improvement in play imaginativeness during the post training observation. The training in imaginative play also links to development gains associated with social roles, reading and writing language developments. While all the groups improved on conservation and perspective taking tasks overtime, the training group, coached in imaginative play, consistently improved on both measures more than the two comparisons groups.

Pellegrini and Galda (2000) investigated the effect of thematic fantasy play training on the development of children story comprehension. The research question was: What are the relative effects of three modes of story reconstruction training (fantasy play, teacher- led discussion and drawing) on the development of children story comprehension? The study discovered that kindergartners and first graders who participated in thematic fantasy play scored significantly higher in story comprehension than their peers in both the discussion and drawing groups. There were no significant differences in story comprehension across training conditions for second graders. Separate analyses explored total recall and recall of sequence of events. The thematic fantasy play group recalled a significantly higher number of the events from the stories that they heard than both the discussion and drawing groups. The thematic fantasy play group also scored significantly better on sequence recall than did either discussion or drawing group and were more successful in answering judgmental question. For kindergartners, the centrality of the role played in the thematic fantasy play events was positively linked to story recall.

Kirmizi (2007) conducted a study to determine the effect of CD technique in the process of reading comprehension achievement of Turkish elementary students and their opinion about the technique. Pre-test – post-test reading comprehension tests with a semi structure interview developed by the researcher were used as the research instrument. The finding of the study indicate that there were significant difference between experimental group (teaching with CD) and control group (teaching with Turkish lesson teaching programme). The experimental group had higher scores than the control group. Qualitative analyses showed that students reported positive opinion on empathy, self expression and team work.

Page (2001) conducted a study entitled “Children story comprehension as a result of storytelling and story dramatization: A study of the child as a spectator and as a participant”. The study tested for differential effects on story understanding brought thorough dramatizing stories versus listening to adults reading stories. The research question was “Does story dramatization enhance story comprehension among first graders?” The study finds out that children were more engaged during dramatization than when just listening. Another discovery is that several key ingredients of story understanding like main ideas, character identification and character’s motivation are better conveyed through drama. These are essential elements of comprehension. Both modes are effective in promoting recall of story, sequence of story, story details and story vocabulary.

Ebam (1985) investigated the use of dramatisation as a method of teaching literary study in Ikom Local government area of Cross river state. 14 Teachers and 159 students chosen from three secondary schools in the state were participants in the study. The result of the investigation shows that 71.43% of teachers regarded drama as aiding understanding, 64 regarded it as aiding cooperation between teachers and pupils and students / students interactions, 57 agreed that it aided communicative competence, 50% confirmed that it helps intensive and extensive reading. 93% of students’ participants in the study opined that it aided understanding, 88% said it encourages more reading, 86% agreed it helps in overcoming shyness, 81% admitted that it made lessons interesting while 75% agreed that it helps in cooperation with teachers.

2.4. Appraisal of the Reviewed Literature

The Literature reviewed showed the efficacy of CD in improving learners' achievement in language arts in general and reading comprehension in particular (Parks and Dale, (2002); Pellegrini, (2000); Goodman, (2003); Kassab, (2000); Kirmizi (2007). The review also revealed CD as a method that can be employed to enhance positive attitude to reading and as such improve reading achievement (Willhelm, 2002; Milling and Reinhart, (1999); Ray, (1999). The effectiveness of SD and RT as means of enhancing achievements in reading comprehension was also investigated by Milling and Reinhart (1999) and Caluris (2005) respectively.

All these studies were conducted in foreign languages. Hardly can one find such studies on any of the Nigerian languages.

This study therefore fills this gap by determining the effect of CD on Primary school pupils' achievement in and their attitude to Yoruba, a Nigerian language.

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CHAPTER THREE

METHODOLOGY

This chapter contains the research methodology which includes Research design, Variables in the study, Selection of the participants, Instruments, Research Procedure and Data analysis.

3.1 Research Design

This study adopted a pretest, posttest, control group quasi experimental design.

The schematised diagram for the design is shown below:

Experimental group 1 $O_1 X_1 O_2$

Experimental group 2 $O_3 X_2 O_4$

Control group $O_5 X_3 O_6$

Note that O_1, O_3, O_5 represent pretest scores for experimental group1, group2 and control group respectively while O_2, O_4 and O_6 are posttest scores for experimental group 1, group 2 and control group respectively.

X_1 = treatment for group 1 (Story dramatisation)

X_2 = Treatment for group 2 (Readers Theatre)

X_3 = Treatment for group 3 (Conventional strategy)

In all, the independent and moderator variables were crossed as shown below in a 3x2x2 factorial matrix.

Table 3.1: 3x2x2 Factorial Matrix of the Design.

Treatment	Gender	School Type	
		Public	Private
1. Story dramatisation	Male		
	Female		
2. Readers Theatre	Male		
	Female		
3. Conventional Strategy	Male		
	Female		

3.2 Variables in the Study

Three types of variables were involved in the study. They are:

- i. Independent variable: There is one independent variable which is the instructional strategy which varied at three levels thus:
 - Story Dramatisation (SD)
 - Readers Theatre (RT)
 - Conventional strategy (CS)
- ii. Moderator variable: Two moderator variables were involved. They are:
 - School type (Public and Private)
 - Gender (Male and Female)
- iii. Dependent variable: Two dependent variables were involved:
 - Pupils' achievement in Yoruba Reading comprehension
 - Pupils' attitude to Yoruba reading comprehension.

Diagrammatic Representation of the Variables

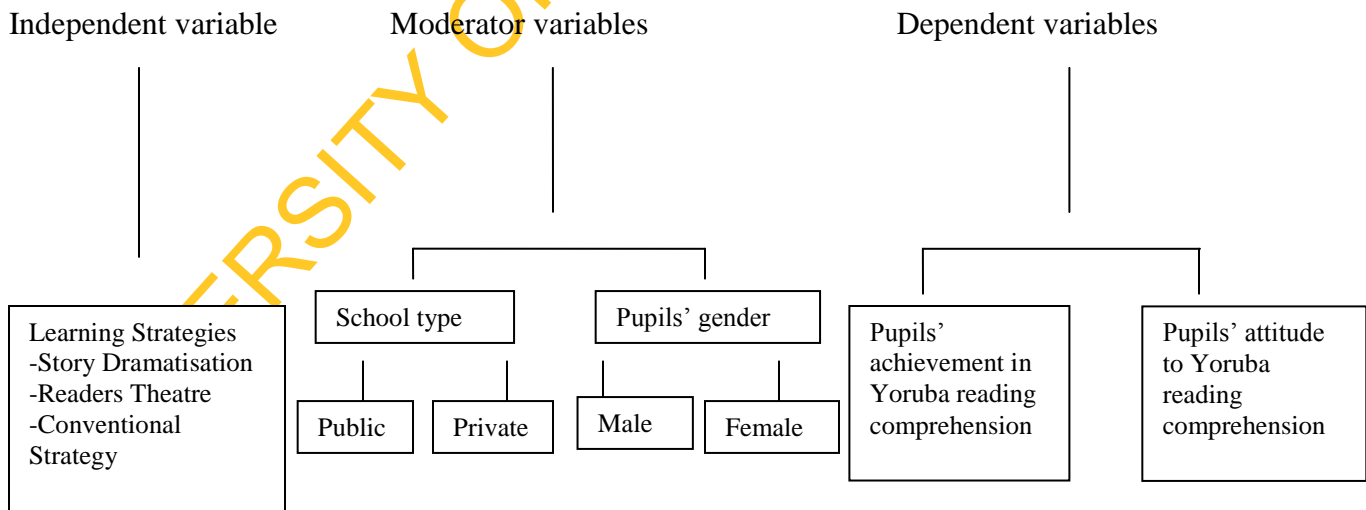


Fig 1.Variables in the study.

3.3 Selection of the Participants

The list of public Primary schools and registered private primary schools in Ibadan South East Local Government area was collected from the office of the Education Secretary of the local government. Three public and three private Primary schools were purposively selected from this list. The conditions that guided the selection are:

- The schools must be mixed schools.
- The school must have been teaching Yoruba from primary one.
- The teacher teaching basic five must at least be an NCE holder.
- The school location must be about four kilometres far from each other. This is to prevent interaction of the participants.

Pupils in an intact class in the Primary five arms of the six selected schools were the participants in this study. Pupils in Primary five are supposed to be averagely between 10 – 11 years old as inferred from NPE (FGN 2004). This age cohort falls within Piaget's concrete operational stage. Wortham (2005) stated that part of cognitive developments of children in this stage is that they are not yet ready to learn in abstract. They need real objects to focus their thinking or serve as reference points. They can use thinking skills to mentally manipulate concepts and ideas. They can reason logically about concrete events as logical thinking replaces intuitive thought as long as the concrete object or events are present. Drama is real and concrete; hence it is justified to choose primary five pupils as participants of the study.

Primary five pupils in two primary schools (1 private and 1 public) in Oluyole Local government area who were not part of the main study's participants were used for pilot – study.

3.4: Instruments

The following instruments were used in the study.

1. Yoruba Reading Comprehension Achievement Test (YRCAT)
2. Pupils' Attitude to Reading in Yoruba Questionnaire (PARYQ)
3. Operational Guide for Using Story Dramatisation as a Learning Strategy (OG Story drama)
4. Operational Guide for Using Readers Theatre as a Learning Strategy

(OG Readers theatre)

5. Operational Guide for Instruction on Lecture Method (OG Lecture method)

3.4.1. Yoruba Reading Comprehension Achievement Test (YRCAT)

The investigator visited some of the Primary schools to ascertain the books being used in Primary five to teach reading comprehension in Yoruba. Size of the reading passages, Content of the passages, Language appropriateness and end – of-passage questions were part of criteria used to select one out of those commonly used. Tunde ati awon ore re (2004) by Kola Akinlade was considered most appropriate and was thus selected. Two reading topics were selected from the book. The school diary and the scheme of work for the school using the book as part of their Yoruba text books for Primary five were consulted. These records showed that the topics were split into five reading passages (3 passages for topic 1 and two passages for topic 2) which covered five lesson periods. Four questions from a passage were adapted from the end-of-passages questions set by the author. These were adapted as YRCAT. YRCAT is thus a 20 item multiple choice objective test with three options (ABD). Face and content validity for YRCAT was assured by giving it to one Yoruba language expert from University of Ibadan, One Yoruba language lecturer from Osun State College of Education, Ila-Orangun and one Yoruba language lecturer from Federal College of Education, Okene and three primary school teachers whose years of experiences were more than five years. Table of specification which contains the five reading comprehension passages and the first three levels of Bloom Taxonomy of Educational Objectives thus: knowledge, comprehension and application which Akinbote (1999) stated are within the grasp of elementary school pupils was developed as shown in the table below.

Table 3:2 Table of Specification for YRCAT

Passages	Knowledge	Comprehension	Application
Akaye 1	2	1	1
Akaye 2	1	2	1
Akaye 3	1	2	1
Akaye 4	2	1	1
Akaye 5	2	1	1
<i>Total</i>	8	7	5

One mark was awarded for a correct response on YRCAT while a wrong response attracts zero. The total score on the instrument thus range from 0 - 20.

The instrument was also pretested on pupils of an intact primary five class of one private and one public school in Oluyole local government area that were not be part of the main study's participants. The reliability value of 0.80 was obtained using Kuder Richardson formula 21

3.4.2: Pupils' Attitude to Reading in Yoruba Questionnaire (PARYQ)

PARYQ is a 20 item questionnaire developed by the investigator to elicit pupils' opinion on Yoruba reading comprehension as an aspect of Yoruba language as a school subject. The instrument is divided into two parts: Part "A" requested information about the pupils' school's name and their gender. These are necessary as school type and gender are part of the variables of the study. Part "B" comprised of 20 items which measured pupils' attitude to Yoruba Reading Comprehension as indicated by their interest in reading in the language, its relevance and usability during and after school years, difficulties encountered in the subject and so on. The instrument was initially developed in English and later translated to Yoruba as the former is the language of this study while the latter is the mode of instruction. It thus has two versions. The Yoruba version was administered to the pupils. The pupils were expected to respond to each of the statements crafted in a question form on the questionnaire by ticking the option that agreed with their choice out of the alternative provided in form of a three point modified likert scale of "YES", "NO" and "I do not know". The three options were given weight of 2, 1, and 0 respectively for positive items while reverse were the case for items which indicated a negative attitude. The total score of a pupil on this instrument was taken to be directly proportional to the pupil's level of attitude. PARYQ was later pretested on pupils of an intact primary five class of one public and one private school in Oluyole local government area that were not be part of the main study's participants. The reliability coefficient of 0.81 using Cronbach Alpha formula was obtained.

A copy of the two versions of PARYQ was given to one Yoruba language expert from University of Ibadan, One Yoruba language lecturer from Osun state College of

Education, Ila Oragun, and one Yoruba Language lecturer from Federal College of Education, Okene and three primary school teachers whose years of experience were more than five years for face and content validity in terms of language presentation, clarity of ideas, relevance, suitability and determination of translation appropriateness. The initial draft of 24 items was reduced to 20 through this exercise.

3.4.3 Operational Guide for Using Story - Dramatisation as an Instructional Strategy (OG Story Drama)

This instrument consists of six logical and sequential arranged procedural steps suggested by Cooper and Collings (2002) and referred to as the six “P”s of SD:

- i) Pique: The facilitator aroused the curiosity of the pupils through songs, games, ritual, recitation etc as a pre text.
- ii) Present: The facilitator takes on the role of the narrator of the story to be dramatised.
- iii) Plan: The facilitator prepares the pupils to start playing and learn by doing through casting and assigning other relevant responsibilities to the pupils.
- iv) Play: The pupils act out the story.
- v) Ponder: After the play, the facilitator invites the pupils to reflect on the story acted. This allows the pupils to share each other’s experiences and start reflecting on what they learnt through the process.
- vi) Punctuate: The facilitator and the pupils brings the activity to a close through songs, recitations, games and so on.

3.4.4. Operational Guide for Using Readers Theatre as an Instructional Strategy (OG Readers Theatre)

OG Readers Theatre is extracted from Aaron Shepard (2003). The instrument is divided into two parts. Part “A” consists of guides for teachers while Part “B” is an outline of the instruction which the teacher passes to the pupils as a preparatory guide for using RT.

PART A

- (a) The teacher must make sure that all class members hold a copy of the text as he briefly narrates the story.

- (b) The teacher decides the characters and narrators that are needed and assigned a marker colour to each which means that each character and narrator can be identified with a specific colour.
- (c) The teacher highlights all dialogue with a specific marker of a character as earlier decided.
- (d) The teacher attaches name tag to each character to further identify them.
- (e) The text that is left is narration.

PART B

- (a) The pupil (reader) should hold his script at a steady height, but should make sure it does not hide his face.
- (b) The pupil should try to look up often while speaking not just at his script.
- (c) He should talk slowly, speak each syllable clearly.
- (d) He should talk loudly and with feeling.
- (e) The pupil should remain in the mood of the character, even when he is not speaking.
- (f) Narrator should give the characters enough time for their actions.
- (g) If the “audience” laughs, the character or the narrator should stop speaking until they can hear him again.
- (h) If someone talks in the “audience”, the character or the narrator should not pay attention.
- (i) If someone walks into the classroom, the character or the narrator should not look at him or her.
- (j) The performance takes place.
- (k) The facilitator and the pupil’s discuss the lesson learn, make observations, and ask questions and so on.

3.4.5 Operational Guide For Instruction on Lecture Method (OG Lecture-Method)

OG Lecture method consists of the mode of operation for employing lecture method. It has four main sequentially related steps as follows:

- Introduction: The teacher states the title and the page of the passage to read.

- Engagement: The teacher and the pupils are involved in round- robbing reading, explaining, clarifying concepts, asking questions etc.
- The teacher identifies pupils' area of weaknesses and proffer likely corrective measures.
- Closure: The teacher summarises the lesson through asking questions orally or on the chalk board which the pupils answer in their note books.

3.5. Research Procedure

3.5.1 Training of Participating Teachers

The class teachers of each of the intact classes of Primary five arms of each of the selected schools and those of the schools used for pilot study were trained. The teachers assembled in one public school in the local government area where the training took place for one week. The training was conducted by the investigator. The purposes and procedures of the research were explained to them. Those in the experimental groups were specifically trained in the respective mode of CD to be employed by them. The training of the participating teachers was to ensure that they mastered the use of the respective mode of CD assigned to them. The teachers in each experimental group acted as facilitators to lead other participating teachers to perform the mode of CD assigned to them. This is to observe their mastery of the contents and procedure of the instruments as explained by the investigator in the course of the training.

3.5.2. Procedure for Data Collection

The investigator visited the office of the Education Secretary of Ibadan South East Local Government. The list of all the public primary schools and registered private primary schools was obtained from the office. There are 52 public primary schools and 22 registered private primary schools in the local government area. The schools were divided into five zones. The investigator visited some of the schools in each of the zone to have discussion with the Head-teachers and primary five teachers. This enabled him to ascertain the schools that meet the conditions for purposive selection. 14 public and 10 private schools met these conditions. Simple random sampling technique was further used to select three public and three private schools from these schools. Those selected

were used for the study. Pupils of an intact class of Primary five arms of the schools were participants of the study.

The study lasted for 11 weeks. The teachers in each of the intact classes that were used for the study were trained in the first week. Pre-test was administered in the second week. The gender of the participants was detected through information provided in the PARYQ while their scores in both PARYQ and YRCAT served as covariate scores. This was followed by eight weeks of treatment for both experimental and control groups. PARYQ and YCAT were administered during the 11th week as post -test. Treatment for the two experimental and the control group were as follows:

Experimental group 1: (SD) The six “P”S of SD suggested by Cooper and Collings (2002) were adopted thus:

Step 1:

Pique: Pupils’ interest was aroused through songs, games, recitation, proverbs etc that may be related to the story to be acted. The title and the page of the story to be acted are announced by the teacher.

Step2:

Present: The teacher briefly narrates the story to be dramatised.

Step3:

Plan: The teacher does the casting.

Step4:

Play: The story is acted out.

Step5:

Ponder: The teacher and the pupils reflect on the story acted through deliberation, observations, questioning etc and draw the lessons learnt.

Step6:

Punctuate: The class and the teacher close the lesson through discussion, observation, questioning and so on.

Experimental group 2: (RT)

Step1:

The teacher announces the title and the page of the story. He briefly narrates the story.

Step2:

The characters required are decided. The colour of the marker for the speech of each of the characters is identified. Name tags were used to further identify each character.

Step3:

The narrator(s) were decided

Step4:

The performance takes place.

Step5:

The teacher and the class draw the lessons learnt from the performance through observation, discussion, questioning and so on.

The Control Group: The lecture method consists of the following features:

Step1: The teacher announces the title and the page of the passage to be read.

Step2: The teacher reads the passage aloud while pupils follow in their own text.

Step3: The class engages in round-robbing reading.

Step4: The teacher identifies difficult words, write them on the board and explain them.

Step5: The teacher identifies pupils' area of weaknesses by giving them opportunities to ask questions on aspects that may not be clear or well understood by them. The teacher answers the questions.

Step6: The teacher asks questions about the passage and asks pupils to write the answers in their note-book.

3.6: Data Analysis

Analysis of Covariance (ANCOVA) was used to test all the hypotheses formulated using pretest as covariate. Multiple Classification Analysis (MCA) aspect of ANCOVA was used to determine the magnitude of performance of each group. Scheffe post – hoc analysis was employed to trace the source of significant main effects of treatment. Graph was also used to explain significant interaction effects. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter makes the presentation of results based on the seven null hypotheses earlier formulated for the study. It also discussed the findings of the study.

4.1: Presentation of Results

Hypothesis 1a: There is no significant main effect of treatment on pupils' achievement in Yoruba reading comprehension.

To test the null hypothesis 1a, Table 4.1 on the Analysis of Covariance is presented.

Table 4.1: Summary of ANCOVA of Post-test Achievement Scores by Treatment, School Type and Gender

Source of Variance		Hierarchical Method				
		Sum of Squares	df	Mean Square	F	Sig.
Covariates	PREACHIEVEMENT	319.227	1	319.227	227.194	.000
Main Effects	(Combined)	9.862	4	2.465	1.755	.143
	TREATMENT	9.194	2	4.597	3.272	.042*
	SCHOOLTYPE	.623	1	.623	.443	.507
	GENDER	4.491E-02	1	4.491E-02	.032	.858
2-Way Interactions	(Combined)	12.619	5	2.524	1.796	.120
	TREATMENT					
	xSCHOOL TYPE	3.532	2	1.766	1.257	.289
	TREATMENT					
	xGENDER	.278	2	.139	.099	.906
3-Ways Interactions	SCHOOLTYPEx					
	GENDER	8.678	1	8.678	6.176	.014*
	TREATMENT					
	xSCHOOLTYPE	9.650	2	4.825	3.434	.036*
	xGENDER					
Model		351.358	12	29.280	20.838	.000
Residual		151.749	108	1.405		
Total		503.107	120	4.193		

*Significant at $p < .05$

Table 4.1 shows that treatment has a significant effect on pupils' achievement in Yoruba reading comprehension ($F_{(2, 120)} = 3.272$; $p < .05$). Hypothesis 1a is, therefore rejected. This means that there is significant difference in the post-test achievement scores of pupils taught via Story Dramatisation, Readers Theatre and those in the Control group.

Table 4.2 presents the descriptive statistics on the achievement scores of pupils across the treatment and control groups.

Table 4.2: Multiple Classification Analysis of Posttest Achievement Scores according to Treatment, School Type and Gender

Grand mean = 11.34

Variable +Category	N	Predicted Mean		Deviation		Eta	Beta
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates		
TREATMENT Story							
Dramatisation	39	11.38	11.41	4.577E-02	7.154E-02		
Readers Theatre	46	11.76	11.59	.42	.26		
Conventional	36	10.75	10.93	-.59	-.41	.203	.137
SCHTYPE Public	79	11.22	11.29	-.12	-5.27E-02		
Private	42	11.57	11.44	.23	9.905E-02	.083	.035
GENDER Male	73	11.36	11.35	1.732E-02	1.564E-02		
Female	48	11.31	11.32	-.63E-02	-2.38E-02	.010	.009
R =		.809					
R Squared =		.654					

From table 4.2, pupils exposed to the Readers Theatre instructional group obtained higher adjusted achievement mean score ($\bar{x} = 11.59$; Adjusted Dev. = .26) than those in Story Dramatisation ($\bar{x} = 11.41$; Adj. Dev. = 7.154E-02) while the control group had the lowest

adjusted mean score in achievement ($\bar{x} = 10.93$; Adj. Dev. = - .41). This implies that Readers Theatre instruction was more effective at improving pupils' achievement in Yoruba reading Comprehension than the Story Dramatisation and conventional instruction modes.

In order to trace the actual source(s) of significant effect of treatment on pupils' achievement in Yoruba reading comprehension, Table 4.3 on Scheffé pair-wise comparison is presented.

Table 4.3: Scheffé Post-hoc Test of Pupils' Posttest Achievement scores by Treatment

	Treatment	N	\bar{x}	Treatment		
				1. Story Dram.	2. Readers Tht	3. Conv. Str.
1.	Story Dramatisation	39	11.41			*
2.	Readers' Theatre	46	11.59			*
3.	Conventional Strategy	36	10.93	*	*	

*Pairs of groups significantly different at $p < .05$

From Table 4.3, there is significant difference between the mean scores of pupils exposed to Story Dramatisation ($\bar{x} = 11.41$) and those in control ($\bar{x} = 10.93$). Also, the Readers Theatre instructional group ($\bar{x} = 11.59$) differs significantly from the control group. These are the two pairs with significant differences. The difference between pupils' achievement scores in the two experimental groups is not significant.

Hypothesis 1b: There is no significant main effect of treatment on Pupils attitude to Yoruba reading comprehension.

Table 4.4: Summary of ANCOVA of Posttest Attitude Scores by Treatment, School Type and Gender

Source of Variance		Hierarchical Method				
		Sum of Squares	df	Mean Square	F	Sig.
Covariates	PREATITUDE	745.275	1	745.275	85.255	.000
Main Effects	(Combined)	219.770	4	54.942	6.285	.000
	TREATMENT	187.482	2	93.741	10.723	.000*
	SCHOOLTYPE	.236	1	.236	.027	.870
	GENDER	32.052	1	32.052	3.667	.058
2-Way Interactions	(Combined)	12.021	5	2.404	.275	.926
	TREATMENT					
	xSCHOOLTYPE	3.323	2	1.662	.190	.827
	TREATMENT					
	xGENDER	7.084	2	3.542	.405	.668
	SCHOOLTYPEx					
	GENDER	1.163	1	1.878	.133	.716
3-Ways Interactions	TREATMENT					
	xSCHOOLTYPE	3.755	2	81.735	.215	.807
	xGENDER					
Model		980.820	12	81.735	9.350	.000
Residual		944.105	108	8.735		
Total		1924.926	120	16.041		

*Significant at $p < .05$

From Table 4.4, there is a significant effect of treatment on pupils' attitude to Yoruba reading comprehension ($F_{(2, 120)} = 10.723$; $p < .05$). This means that the difference in posttest attitude scores of pupils in R.T, S.D and control group is significant. Hypothesis 1b is therefore rejected.

Table 4.5: Multiple Classification Analysis of Posttest Attitude Scores by Treatment, School Type and Gender
Grand Mean = 22.98.

Variable + Category	N	Predicted Mean		Deviation		Eta	Beta
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates		
TREATMENT Story							
Dramatisation	39	22.33	22.79	-.64	-.18		
Readers Theatre	46	24.52	24.39	1.55	1.41		
Conventional	36	21.69	21.36	-1.28	-1.62	.310	.312
SCHOOLTYPE Public	79	23.18	23.01	.20	2.997E-02		
Private	42	22.59	22.92	-.38	-5.64E-02	.069	.010
GENDER							
Male	73	23.55	23.39	.57	.42		
Female	48	22.10	22.34	-.87	-.64	.177	.130
R =	.708						
R Squared =	.501						

Table 4.5 shows that pupils exposed to Readers Theatre had higher adjusted attitude mean score ($\bar{x} = 24.39$; Adj. Dev. = 1.41) than those in the Story Dramatisation group ($\bar{x} = 22.79$; Adj. Dev. = -.18) and the control group ($\bar{x} = 21.36$; Adj Dev. = - 1.62) respectively. Thus, the Readers Theatre instruction was more effective compared to the Story Dramatisation and the Conventional teaching strategies.

Table 4.6: Scheffé Post-hoc Test of Attitude Scores by Treatment

	Treatment	N	\bar{x}	Treatment		
				1. S. D.	2. R. T.	3. Conv.
1.	Story Dramatisation	39	22.79		*	
2.	Readers Theatre	46	24.39	*		*
3.	Conventional	36	21.36		*	

*Significantly at $p < .05$

From Table 4.6, the Readers Theatre instructional group ($\bar{x} = 24.39$) differs significantly from each of Story Dramatisation group ($\bar{x} = 22.79$) and the control ($\bar{x} = 21.36$). This means that the wide gaps between the mean attitude scores of pupils in the Readers Theatre and Story Dramatisation as well as between Readers Theatre and Control were responsible for the observed significant effect of treatment on pupils' attitude to Yoruba reading comprehension. The Story Dramatisation instructional group and control do not differ significantly.

Hypothesis 2a: There is no significant main effect of school type on pupils' achievement in Yoruba reading comprehension.

Table 4.1 shows that school type has no significant effect on pupils' achievement in Yoruba reading comprehension ($F_{(1, 120)} = .443$; $p < .05$). Hypothesis 2a is hereby not rejected.

From table 4.2, results shows that there is a slight difference in the achievement score of pupils in public and private schools in favour of those from private schools ($\bar{x} = 11.44$; Adj. Dev. = $9.905E-02$). The adjusted posttest mean score of pupils in public schools is (11.29 with an adjusted deviation of $-5.27E-02$).

Hypothesis 2b: There is no significant main effect of school type on pupils' attitude to Yoruba reading comprehension.

Table 4.4 shows that the main effect of school type on pupils' attitude to Yoruba reading comprehension is not significant ($F_{(1, 120)} = .027$; $p < .05$). On this basis, hypothesis 2b is not rejected. In spite of this non-significant result, Table 4.5 reveals that the slight

variation in the groups' adjusted posttest mean scores in attitude is in favour of public school pupils ($\bar{x} = 23.01$; Adj. Dev. = $2.997E-02$) as against the private school pupils ($\bar{x} = 22.921$ Adj. Dev. = $-5.64E-02$).

Hypothesis 3a: There is no significant main effect of gender on pupils' achievement in Yoruba reading comprehension.

From Table 4.1, the effect of gender on pupils' achievement in Yoruba reading comprehension is not significant ($F_{(1, 120)} = .032$; $p < .05$). Hypothesis 3a is, therefore not rejected.

Further, Table 4.2 reveals a very little difference in the adjusted posttest mean scores of male pupils ($\bar{x} = 11.35$; Adj. Dev. = $1.564E-02$) and their female counterparts ($\bar{x} = 11.32$; Adj. Dev. = $-2.38E-02$).

Hypothesis 3b: There is no significant main effect of gender on pupils' attitude to Yoruba reading comprehension.

Table 4.4 shows that gender has no significant effect on pupils' attitude to Yoruba reading comprehension ($F_{(1, 120)} = 3.667$; $p < .05$). Based on this, hypothesis 3b is not rejected.

Table 4.5 further reveals that male pupils had slightly higher adjusted mean attitude score ($\bar{x} = 23.39$; Adj. Dev. = $.42$) than their female counterparts ($\bar{x} = 22.34$; Adj. Dev. = $-.64$).

Hypothesis 4a: There is no significant interaction effect of treatment and school type on Pupils' achievement in Yoruba reading comprehension.

From Table 4.1, There is no significant interaction effect of treatment and school type on Pupils' achievement in Yoruba reading comprehension ($F_{(1, 120)} = 1.257$; $p > .05$). Hypothesis 4a is therefore not rejected.

Hypothesis 4b: There is no significant interaction effect of treatment and school type on Pupils attitude to Yoruba reading comprehension.

Table 4.4 shows that the interaction effect of treatment and school type on pupils' attitude to Yoruba reading comprehension is not significant ($F_{(1, 120)} = .190$; $p > .05$). Therefore, hypothesis 4b is not rejected.

Hypothesis 5a: There is no significant interaction effect of treatment and gender on pupils' achievement in Yoruba reading comprehension.

From Table 4.1, the interaction effect of treatment and gender on pupils' achievement in reading comprehension is not significant ($F_{(1, 120)} = .099$; $p > .05$). Based on this finding, hypothesis 5a is not rejected.

Hypothesis 5b: There is no significant interaction effect of treatment and gender on pupils' attitude to Yoruba reading in comprehension.

Table 4.4 shows that there is no significant interaction effect of treatment and gender on pupils' attitude to Yoruba reading comprehension ($F_{(1, 120)} = .405$; $p > .05$). Hypothesis 5b is therefore, not rejected.

Hypothesis 6a: There is no significant interaction effect of school type and gender on pupils' achievement in Yoruba reading comprehension.

From Table 4.1, there is a significant interaction effect of school type and gender on pupils' achievement in Yoruba reading comprehension ($F_{(1, 120)} = 6.176$; $p < .05$). Based on this result, hypothesis 6a is rejected.

In order to explain this significant 2 – way interaction effect, figure 4.1 is presented.

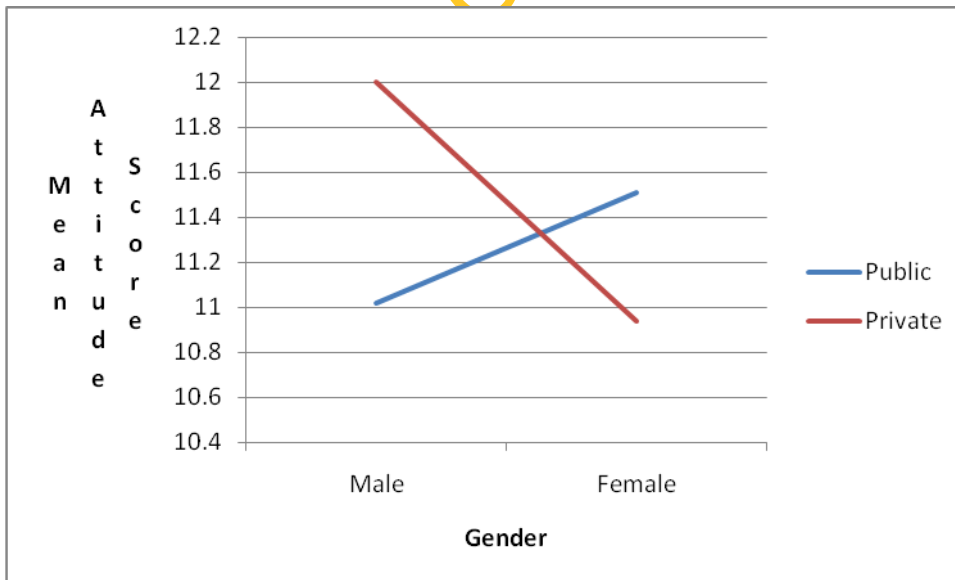


Figure 4.1: **Interaction Effects of School Type and Gender on Pupils' Achievement**

From figure 4.1, male pupils in private school settings performed better than their public schools counterparts. For females however, those in public schools performed better than their private schools counterparts. This is a disordinal interaction.

Hypothesis 6b: There is no significant interaction effect of school type and gender on pupils' attitude to Yoruba reading comprehension.

Table 4.4 shows that there is no significant interaction effect of school type and gender on pupils' attitude to Yoruba Reading Comprehension ($F_{(1, 120)} = .133$; $p > .05$). Hypothesis 6b is, therefore not rejected.

Hypothesis 7a: There is no significant interaction effect of treatment, school type and gender on pupils' achievement in Yoruba reading comprehension.

From Table 4.1, the 3-way interaction effect of treatment, school type and gender on pupils' achievement in Yoruba Reading Comprehension is significant ($F_{(1, 120)} = 3.434$; $p < .05$). Hypothesis 7a is, therefore rejected.

Hypothesis 7b: There is no significant interaction effect of treatment, school type and gender on pupils' attitude to Yoruba reading comprehension.

Table 4.4 reveals that the 3-way interaction of treatment, school type and gender on pupils' attitude to Yoruba Reading Comprehension is not significant ($F_{(1, 120)} = .215$; $p > .05$). Therefore, hypothesis 7b is not rejected.

4.2: Discussion of Findings

4.2.1. Main Effect of Treatment on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension.

The findings of the study revealed that treatment had significant effects on pupils' achievement in Yoruba reading comprehension. Pupils exposed to RT obtained higher adjusted achievement mean score ($\bar{x} = 11.59$; Adjusted Dev. = .26). This was followed by SD ($\bar{x} = 11.41$; Adj. Dev. = 7.154E-02) and the control with the lowest ($\bar{x} = 10.93$; Adj. Dev. = - .41) . The researcher observed that Readers Theatre is a new reading innovation being experienced by the pupils probably for the first time in Yoruba reading comprehension class. It gives them the opportunity to simultaneously interact with the text and their peers. It enhances their self confidence as proficient and less proficient readers read together in an improvised stage. This improves their reading rates, word recognition accuracy, fluency and use of expression. Studies conducted by Milling and Reinhart (1999) Wagner (1998) and Caluris (2005) further confirmed this finding. SD on its part enables the pupils to visualise the stories in the passages. The characters in the story were made real and the story settings become concrete. This provides an opportunity to vividly comprehend the story. Studies conducted by Page (2001) Park and Dale (2002) and Dupont (2004) agree with this finding. The findings also indicated that treatment had a significant effect on the attitude of pupils to Yoruba reading comprehension. In other word, the attitudes of Pupils to Yoruba reading comprehension were positively enhanced as a result of the treatment. The RT group had higher adjusted attitude mean score of ($\bar{x} = 24.39$; Adj. Dev. = 1.41) , followed by the SD group ($\bar{x} = 22.79$; Adj Dev. = -18) and the control which had the lowest adjusted attitude mean score ($\bar{x} = 21.36$; Adj Dev. = - 1.62). RT gave the pupils the opportunity to work cooperatively together. The proficient and non- proficient readers were able to jointly engage in repeated reading practices which is an important factor in inculcating fluency, self – confidence and enthusiasm. Pupils' involvement in SD enables them to become part of meaning – making team. The efforts to comprehend the passage thus become collective efforts. This removes individual reading-phobia and timidity and cultivates reading urges and desires. As such the hitherto reluctant readers were motivated to gain self – confidences in reading and become enthusiast readers. Findings of studies conducted by

Kassab (2000), Gourgey, Bosseau and Delgado (2002) Caluris (2005) and Kirmizi (2007) on reading attitude were in agreement with this finding. Pupils in control group were not given the same opportunity to be actively involved in the learning process as the teachers were the one dictating the tune of affairs in their classes. These explained the highest adjusted post- test scores of the RT group and SD group in attitude to Yoruba reading comprehension posttest scores over the conventional group low adjusted post-test scores.

4.2.2. Main Effect of School Type on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension

Finding of the study revealed that school type has no significant main effect on pupils' achievement in Yoruba reading comprehension. Yoruba is being taught at this level as a school subject. It is not one of the subjects being tested during entrance examination into secondary school. As such the subject is not regarded as a core-subject by both the public and private schools. Hence much premium may not be placed on it by the two types of the school. The findings also revealed that school type has no significant effect on the pupils' attitude to Yoruba reading comprehension. English language is the only language being tested for admissions into secondary schools. This probably necessitates the need to read English than any other languages at that level. This is incongruent with the findings of Kingdom (1996), Lorenzo (2004) Tooley and Dixon (2006) and Agukwe (1999) which revealed that significant difference exist between public and private school students in reading comprehension.

4.2.3. Main Effect of Gender on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension

The finding of the study revealed that gender has no significant main effect on pupils' achievement in Yoruba reading comprehension. In effect, the achievement of boys and girls in Yoruba reading comprehension is not different. Result of many studies on effect of gender on language performance has not been definite. Some like Gutheries and Wigfield (2000), Hydes and Linn (2008) and Al-shumaimeril (2008) favoured boys while others like Butler (2007), Wagemaker et al (2001) Marimah (2007) were in favour of girls. There are others which agreed with the finding of this study which did not find

any difference in the performance of both like Omoike-Ojuigo (1990) and Gungor (2005). The study also revealed that gender has no significant effect on pupils' attitude to Yoruba reading comprehension. The fact that the pupils are boys or girls has no effect on their attitude towards reading comprehension in Yoruba. This finding agreed with that of Omoike-Ojuigo (1990), Dollittle and Welch (2002), and O'Relly and Mc Namara (2007)

4.2.4. Interaction Effect of Treatment and School Type on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension

The results indicated that the interaction effect of treatment and school type on pupils' achievement in Yoruba reading comprehension is not significant. This implied that treatment combined with the school type has no bearing on participants' achievement in Yoruba reading comprehension. As such whether the school is owned by the Government or private individual or organisation, the treatment is better and would contribute greatly to pupils' achievement in Yoruba reading comprehension. The result also indicated that the effect of Treatment and school type on pupils' attitude to Yoruba reading comprehension is not significant. This indicated that the treatment will enhance pupils' attitude to Yoruba reading comprehension in both the government and private owned schools.

4.2.5. The Interaction Effect of Treatment and Gender on Pupils Achievement in and Attitude to Yoruba Reading Comprehension

The findings of the study revealed that the 2 way interaction effect of treatment and gender on pupils' achievement in Yoruba reading comprehension were low and therefore not significant. This points to the fact that treatment is equally better for boys and girls and would contribute to their achievement in Yoruba reading comprehension. The findings also show that the interaction effect of treatment and gender on pupils' attitude to Yoruba reading comprehension is also not significant. This implies that treatment will enhance the positive attitude of boys and girls to the subject. This is in conformity with Butler (2007) finding.

4.2.6. The interaction Effect of School Type and Gender on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension

The 2 - way interaction effect showed that boys from private school performed better than boys from public school while girls from public school performed better than their counterparts from private school. This indicates that there is significant interaction effect of school type and gender on pupils' achievement in Yoruba reading comprehension. It was observed in the course of treatment that boys from private schools were more involved in the discussion that followed each of the passages that were dramatised. They asked more questions and were able to demonstrate meaning of words. Girls from public schools appeared to see reading more as a meaning making process. They applied inferencing strategy like citing examples, stating the implication of a statement, stating the opposite of a word and so on during discussions that follow passages taught through RT or SD. This finding should predispose the teachers in public schools to pay more attention to boys while those in private schools should focus more attention on the girls while employing RT or SD as a learning strategy of Yoruba reading comprehension. But this interaction effect of school type and gender is not significant in pupils' attitude to Yoruba reading comprehension. The implication of this is that pupils' attitude to Yoruba reading comprehension does not depend on whether they are boys or girls attending either public or private school. The type of school they attend and whether they are boys or girls does not portray their attitude to Yoruba reading comprehension

4.2.7 Interaction Effect of Treatment, School Type and Gender on Pupils' Achievement in and Attitude to Yoruba Reading Comprehension

The findings of the study revealed that the 3-way interaction effect of Treatment, School Type and Gender on pupils' achievement in Yoruba reading comprehension is significant. This indicates that Treatment, School Type and Gender had effects on pupils' achievement in Yoruba reading comprehension. This revealed that treatment showed differences in Yoruba reading comprehension achievement of pupils from public and private schools and between boys and girls. This finding elucidates the fact that teacher should be conscious of the type of school and the gender of the pupils while making use of RT and SD as a learning tool for Yoruba reading comprehension. But the data analysis

revealed that this 3 – way interaction effect is low and therefore not significant when considering pupils attitude to Yoruba reading comprehension. This implied that the treatment does not affect the attitude of boys or girls, either from public or private primary school. The type of school they attended (public or private) and their gender (boys or girls) is not an indicator of their attitude to Yoruba reading comprehension as a result of the treatment.

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CHAPTER FIVE

SUMMARY AND CONCLUSIONS

The dwindling fortune of Primary schools pupils' achievement in Yoruba reading comprehension and their negative attitude to reading in the language were noticed by researchers and reflected in their examination results. This study therefore employed a pretest, posttest control group quasi-experimental research design to investigate the effects of Story dramatisation and Readers Theatre on their achievement in and attitude to reading comprehension in Yoruba. The summary of the research findings and its discussion are presented in this chapter.

5.1 Summary of Findings

Findings of the study are summarized as follows:

1. There is significant main effect of treatment on pupils' achievement in and attitude to Yoruba reading comprehension. The pupils who learned through RT had the highest achievement mean score followed by those exposed to SD and lastly the control group. There is also main effect of treatment on pupils' attitude to Yoruba reading comprehension. RT learning strategy was more effective. SD is the next and Conventional group is the least effective in enhancing pupils' positive attitude to Yoruba reading comprehension.
2. There is no significant main effect of school type on pupils' achievement in and attitude to Yoruba reading comprehension. Though there is a slight difference in their achievement means scores in favour of pupils from private school, this difference is not significant.
3. Gender has no significant main effect on pupils' achievement in and attitude to Yoruba reading comprehension. Though boys had higher adjusted mean attitude score than girls but it is not significant.
4. The interaction effect of treatment and school type on pupils' achievement in and attitude to Yoruba reading comprehension is not significant.
5. The interaction effect of treatment and gender on pupils' achievement in and attitude to Yoruba reading comprehension is not significant.

6. There is significant interaction effect of school type and gender on pupils' achievement in Yoruba reading comprehension but not in attitude to Yoruba reading comprehension.
7. There is significant interaction effect of treatment, school type and gender on pupils' achievement in Yoruba reading comprehension while the interaction effect of treatment, school type and gender on pupils' attitude to Yoruba reading comprehension is not significant.

5.2 Conclusion

Reading is vital to learning. Any attempt to avert deteriorating state of achievement in reading comprehension also translates to attempt to improve achievement in learning in other subject areas. The education of a child who is proficient in reading in his mother – Tongue is not only relevant but functional in his illiterate community. The findings of this study have revealed RT and SD as tools that can be employed to maximise pupils' reading achievement in Yoruba and enhance their positive attitude in the subject. The onus is on the teachers of the language and other stake holders involved to set up mechanism for the use of this method to achieve the desired purposes.

5.3 Recommendations

The following recommendations are made as a result of the findings of the study.

1. RT and SD are motivational strategies that not only promote pupils' achievement in Yoruba reading comprehension but enhance their attitude towards the subject. These strategies should be employed by teacher of Yoruba to achieve these goals in the subject.
2. The benefits derived from CD are not limited to reading comprehension alone. Primary school teachers can also employ this method while teaching other language skills.
3. Teachers need to be cognizance of the gender and the type of school ownership while teaching Yoruba reading comprehension via RT or SD.
4. There should be bi-weekly assessment of Yoruba reading fluency to help teachers to analyse pupils' current reading performance, diagnose current problems and plan for future instruction.

5. Yoruba news broadcasters can be invited into classroom as resource persons to display their reading skills for pupils. This can further motivate the pupils and enhance positive attitude to reading in Yoruba.
6. The NPE (FGN2004) recommendation that stipulated that mother – tongue should be the medium of instruction at the lower level of basic education should be implemented by the managements of both public and private primary schools. The Local Education Authority should strictly monitor the implementation of this recommendation.
7. The teachers should be encouraged to incorporate motivational reading activities like RT and SD into their reading programme by provision of relevant teaching aids to promote learning in this area of study.
8. Pretend play is a form of CD at rudimentary level. Parents often perceived children engagement in play activities as a waste of time and thus discourage it. An avenue like Parents Teacher' Association' meeting can be used to inform them of the benefits of play to child's developments.
9. RT and SD are examples of child- centred approach which enables the child to construct knowledge in the learning process. This approach is in vogue in developed countries. Planners of Yoruba curriculum should embrace this in their curriculum planning efforts rather than the present formal- instruction approach.
10. Yoruba language text book writers should produce Reading passages which can easily be adopted for RT and SD.
11. Text book writers in Yoruba should shift from using teacher – centred approach to child- centred learning initiatives in their works. CD and other child- initiated learning techniques should feature prominently in their publications
12. Book publishers should be encouraged to publish books that promote experimental learning. Books on Yoruba Riddles, Traditional games, moon-light stories and so on that can encourage the child to discover knowledge in the process should be given priority in their publishing list.

5.4. Contribution to Knowledge.

The study made the following useful contribution to knowledge:

- This study has provided an alternative method for teaching Yoruba Reading comprehension.
- The RT and SD are facilitative in teaching Yoruba Reading Comprehension.
- Play which is a natural tendency in the child can be maximally employed in form of CD to improve his Reading achievement in and promote his positive attitude to Yoruba.

5.5. Limitation of the Study.

There is limit to which the findings of this study can be generalised due to the following reasons:

1. Reading comprehension is just an integral part of Yoruba as a school subject. This study did not cover other aspects like composition, speaking, dictation and so on.
2. The study took place within 11 weeks. This period may be too short to generalise the findings.
3. The class number in some primary schools was so large that it was difficult for all class members to participate effectively in CD. So the class was divided into groups in order to facilitate active participation.
4. Some pupils consider CD more as a means of entertainment than process of learning. This posed a challenge to the teachers who made extra efforts in class organisation and of reminding them of the purpose of the drama. .
5. School Type and Gender were the moderating variables investigated. The finding may be different if variables like pupils' home background, academic-ability, School's locations and so on are investigated.

5.6. Suggestion for Further Studies

The limitations identified above suggest that there is still need for further studies in this area. These are suggested as follows:

1. Only RT and SD were the modes of CD used in this study. Further investigation can still be conducted on other forms of CD

2. Reading comprehension is just an integral part of Yoruba in Primary school level. Further studies can be conducted on effects of CD on other area of language skills like speaking, writing and listening.
3. Primary five pupils were the participants of this study. Further studies can be conducted using pupils of other level of Primary schools as participants
4. The study took place in one local government area in Ibadan, Oyo state. The study can be replicated in other local government's areas in South-West, Nigeria.
5. The study employed School Type and Gender as the moderating variables. More research efforts can investigate the influence of other variables like Parents level of education, Home language, Teachers qualifications and so on as moderating variables.
6. More research works can be done on the use of CD on other Nigerian Language

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ÀSO MÓ KÌNÍ

YORUBA READING COMPREHENSION ACHIEVEMENT TEST (YRCAT)

Àkàyé kinní

Túndé àti Bàbà Olóko (1)

Ní ojú Sátidé, Túndé àti Dàre lo ba Soṣoṣo. Soṣoṣo ní, 'È pé lè, è yin omo dé wònyí. Túndé Àrè mú, o-o-kú, o-o-kú, o-o-ku, S é o jí dáadáa?'

Dàre ní, 'O mà tilè jo ara re lójú o! Ìwo n kí Túndé ní o-o-kú? O ko mò pé e ni tí a bá jú lo ni à n kí ní o-o-kú?'

Túndé ní, 'Oótó, o dàgbà o. Soṣoṣo gbo n èyí tí o fi ju mi lo ko po. Ko lé ju o dún kan lo. Kò tile lé tó o dún kan.'

Soṣoṣo ni, 'Ó daṣa. Ki a gbà pé osù kan ni. Gé osù kan na à ni sinsi yi, ki o so o mo o jo ori re. Nje o lè s e é?'

Túndé ni, 'Soṣoṣo èmi ko ba o ja i ja àgbà o. Mo gbà pé i wo lo dàgbà jù. E ni ba dàgbà jù lo ko ko n ku.'

Soṣoṣo ni, 'Bi o ba ri bé è, i wo lo dàgbà jù. A bu ro re lèmi jé.'

Daṣe ni, 'A gbà i yà ni i wo Soṣoṣo yi i! O ti tu n so ara re di àbu ro Tu ndé ni ye n?'

Túndé ni, 'È wo o. È jé ki a lo pa e ja lo do. Ki a ko i wo bàbà Dàre lo.'

Daṣe ni, 'O s e é! O pé ti e ja tu tu ti n wu mi je. Bàba mi ko ni ba wa wi bi a ba lo fi i wo wo n de e ja.'

Wo n dé odo Igbo. Wo n wa i jè. Eko lo lo n jé i jé. Won fi i jè senu i wo. Soṣoṣo fi i wo tire si nu omi. Daṣe fi i wo tire na à si nu omi. Túndé na à fi i wo tire si nu omi.

Wo n da ké. Wo n n wo i wo. Wo n n reti pe e ja yo o gba i wo.

O pé. Wo n ko ri e ja kankan pa. Túndé ni, 'Ko si e ja ni ha i hi n. È jé ka su n si i sàlè di e. Odo ji n ni be da rada ra. Ni nu odo ji ji n ni àwo n e ja n gbe.'

Wo n su n si i sàlè. Le yi n na a, wo n tu n su n si i sàlè si -i. Wo n su n ti ti wo n fi de ibi oko ko ko kan.

I bère

1. Àwo n o mo melo ni o lo si ilé Soṣoṣo?

(a) me ta (b) meji (d) me fa

2. Iru èniya n wo ni mo le ki ni o-o-ku ?

(a) E ni ti o ba ju mi lo (b) E ni ti mo ba ju lo (d) E ni ti o ba ji da ada a

3. Taa ni o da gbà ju la a rin Tu ndé a ti S o la ?

(a) Tu ndé (b) S o la (d) Da re

4. Taa lo ni i wo ti awo n omode yii ko lo so do ?

(a) Baba S o la (b) Baba Dare (d) S o la, Da re a ti Tu ndé.

Àkàyé keji

Túndé àti Bàbá Olóko (2)

Bàba oloko gbo igbe S o la ni bi ti o ti n ka ko ko re lo hu n-u n. Ó sa ré wa. E nu yà a ni gbà ti o ri àwo n o mo de mé ta na à lo kèrè.

Ó ni, È yin wo ni ye n ? Ki le n wa ? O wo mi tẹ yi n lo ni i. E yin olè ti e wa n ji ko ko mi ka. Mo mu yi n lo ni i. Ko si bi e ti le be mi to ti n ko ni mu yi n fu n o lo pa.

Tu nde sa re lo ba ba ba na a. Ó ni, 'E jo wo ba ba, e ma binu si wa. Àwa ki i s e ole. E ja la wa pa. A ko ka ko ko. Íwo la wa de. E ja la n wa.

Ba ba oloko de ibe. Ó ri iwo n a ti e ja ti wo n pa.

Ó ni, 'Mo ri i pe e pa e ja nito o to. S u gbo n ole pe lu le pa e ja. N o mu yin fu n o lo pa a ni. E ko ti le mo pe oloko lo le ja inu odo ? E ko ji ko ko ka ni to o to. S u gbo n e ji e ja pa. E ko gba i yo nda lo wo mi ti e fi pa e ja ninu oko mi.'

Tu nde ni, 'E jo wo, ba ba. Ki i s e ihin la wa te le. Nigba ti a ko ri e ja pa lo ke lo hu n-u n la su n titi a fi de ihin. Die die la su n titi a fi de ihin. E jo wo, e foriji wa.

Ìbe e re

1. Iru is e wo ni ba ba Oloko n se lo wo ni gba ti o gbo igbe s o la ?

(a) Ó n ka ko ko (b) Ó n pa e ja (d) O n sa re wa

2. Ba ba oloko gba pe :

(a) Wo n ji ko ko ka (b) wo n ji e ja pa (d) wo n ji omi po n.

3. Kin ni Tu nde Sa la ye pe a wo n wa se ninu oko ba ba na a ?

(a) wo n wa de igbe (b) wo n wa de iwo (d) wo n wa ka ko ko

4. Èni ya n me lo ni o n be ba ba oloko ninu a wo n o mo de yi i ?

(a) Èniṣyaṣn meṣjiṣ (b) Èniṣyaṣn meṣṣta (d) Èṣnikan

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Túndé áti Bàbá Olóko (3)

Bàbá oloko ni, ‘Ó daṣa. Mo le firiṣi yi, sūgboṣi e ko ni lo lo fèé. N o na èyin ti e kéré ni e gba méta ki e to ma lo.... Oloṣi yi ti o ko yi wa yo o si gba e gba méjila. Ó ya, ta ni oloṣi yi? Ta lo dàgbà ju ni nu yi?’

Daṣe ni, ‘Raṣa o. Ki i s e e mi lo dàgbà ju. E ko ri pé mo ga ju woṣi lo. sūgboṣi gi ga ko l àgbà.’

Bàbá oloko ni, ‘Mo gba oṣi re. Gi ga ko l àgbà. Sūgboṣi duṣi na. Oju re gbo s a s a ju ti àwoṣi yo o ku lo. Mo ro pé i wo ni àgbà.’

S o la ni, ‘Ohun to s e mi lo jé ki oju mi ri béè. E ja n la yi i ji mi bi ina m àn à m a na. Tu ndé ni àgbà.’ Ó na o wo si Tu ndé.

Bàbá oloko ni, ‘O ko puro. Òun na à lo n s i p è fu mi la ti o ni. Òun ni àgbà. Òun ni yo o je e gba méjila.’

Ó yi ju si Tu ndé. Ó ni, ‘S é o mo pe i wo ni oloṣi woṣi? Iwo lo ko woṣi wa. Ni tori na, iwo ni yo o je e gba to po ju’.

Tu ndé ni, ‘Bi woṣi ba so pe e mi ni mo ko àwoṣi wa, ko si iro ni be. Mo faramo i y à ti e ba fé fi je mi.’

Bàbá oloko gbé oju so kè. Ó ni, ‘Ko buru. Mo bi iru yi lo mo. N ko mo ohun ti àwoṣi o mo t è mi na à l è s e ni nu oko e lo mi ran. Mo da ri ṣi yi. E ma lo. E ko e ja yi lo. Sūgboṣi e ma s e tuṣi wa de o de e ja ni hi n-i n mo’

Daṣe do ba le, woṣi du pe.

Àwoṣi o mo de mé ta na à ko e ru woṣi, woṣi si padà si ile lo jo na. Woṣi si je o b è e ja woṣi ni àje gba du.

Ìbèrè

1. E gba mélo ni bàbá oloko f e na àwoṣi ti woṣi kéré ni nu àwoṣi mé t e e ta?
(a) me fa (b) me ta (d) me ji la.
2. Taa ni o ga ju la a rin Tu ndé, s o la ati Da ṣe ?
(a) Tu ndé (b) S o la (d) Da ṣe.

3. Taa ni oju re gbo ju la a rin Tu ndé, S o la ati Da re ?
(a) Da re (b) Tu nde (d) S o la
4. Ni i gbè yi n, Bàba olo ko:
(a) gba e ja lo wo a wo n o mo na a (b) Na àwo n o mo na à ni e gba (d) Dari jin àwo n o mo na à.

Àkàyé Kerin

Bo ò lù Tundé (1)

Tu ndé ké si o ré rè. Ó ni, 'S o la, jé ki a lo gba bo o lu lo ri pa pa.'

S o la ni, 'ó da ra. Du ro dè mi di è. Jé ki n lo da gbére fu n è gbo n mi.'

S o la so fu n è gbo n rè. Ó ni, 'Èmi àti Tu ndé fé lo gba bo o lu lo ri pa pa o.'

Tu ndé ni, 'Àti Da re pè lu. Da re n bo bi o ba je un ta n.'

È gbo n S o la ni, 'Ko buru. E ma ja lo hu n-u n o.'

Bi wo n ti n lo S o la ni, 'Tu ndé, n jé o mo ibi ti a gbé ka mo n go ro di du n la na a n?'

Tu ndé ni, 'Mo n go ro di du n? S é o to bi? Ni bo le gbe ka a?'

S o la ni, 'Ni nu igbo. Ni e yi nku le Bàba e le ro.'

Tu nde ni, 'S é Bàba e le ro ti ilé re wà ni to si ga réèji?'

S o la da hu n, o ni, 'He n-e n. Bi Da re ba de, ki a lo si be. Mo fe ràn mo n go ro to to bi, to si du n.'

Ìbèèrè

1. Ki n ni Da re n s e lo wo ni gbà ti Tu ndé a ti S o la n lo so ri pa pa? (a) Ó n ja lo hu n (b) O n ka mo n go ro (d) O n Je un.
2. ----- Ko si ni bi ti wo n ti ka mo n go ro la na.
(a) S o la (b) Tunde (d) Dare
3. Ni bo ni ile bàba - e le ro wà?
(a) Ni nu igbo (b) Ni to si Ga réèji (d) Ni ori mo n go ro
4. Iru mo n go ro ti S o la fe ràn ni:

- (a) Èyi ti o tobi, ti o si du n (b) Èyi ti o po n ti o si du n (d) Èyi ti o wà ni nu igbo ni èyi nku lé bàba e lé ro

Àkayé Karu n-u n

Bo ò lù Tundé (2)

Tundé àti Sola gba bo o o lu di e lo ri pa pa. Le yi n na à Da re dé.

Tundé ni, 'Ó ya ki a lo si bi mo n go ro na à.'

Bi wo n ti n lo, Da re ni, 'Sé ilé Bàba e le ro ni?

Igbo mà wà ni be o! E gu n si po ni nu igbo na à.'

Sola ni, 'O ku n rin ki i sa fu n igbo. Ò le tile ni i wo Da re yi i. Ó ya ki a lo jà re, Tundé.'

Tundé ni, 'Èmi ko be ru igbo. N ko be ru e gu n. Ala gba ra ni mi.'

Dare ni 'alagbara ni emi naa'

Wo n de i di igi mo n go ro. Àwo n èso pi po n wà lo kè fi o-fi o. Wo n n ka mo n go ro.

Tundé àti àwo n o re re ká mángòrò púpò. Wo n jé, je, je. Ó sú wo n. Wo n di iyókù sínú filà Sola.

Ìbèrè

1. Àwo n o mo me lo ni o n gba bo o o lu lo ri pa pa ki Da re to de ?

- (a) Méta (b) méji (d) mérin.
2. Ki n ni o po ni nu igbo ilé bàba-ele ro
(a) mo n go ro (b) È gu n (d) È ro
3. So la pe Da re ni:
(a) Ò le (b) Ja re (d) È gu n
4. Ni bo ni àwo n èso mo n go ro ti o po n wà.
(a) Abé - Igi (b) Òké – fiofio (d) Ìdi - Igi

APPENDIX 2(a)

PUPILS' ATTITUDE TO READING IN YORUBA QUESTIONNAIRE (PARYQ)

This questionnaire is designed to obtain information from you about your attitude to Yoruba reading comprehension. It is not an examination, so no mark shall be awarded for your response. Your response shall be kept confidential.

Tick (✓) any of the given options that correspond with your opinion. The options are:

- Yes
- No
- I do not know

School name:.....

I am a boy.....

I am a girl:

Number	Questions	Yes	No	I do not know
1	Is reading in Yoruba a pleasure to you?			
2	Is reading in Yoruba useful to you since you can speak the language?			
3	Can You pass other school subjects without the knowledge of Yoruba reading			

	comprehension?			
4	Would you recommend that Yoruba reading comprehension be taught in school as a separate subject?			
5	Is the number of time you are taught Yoruba reading comprehension in school adequate?			
6	Do you prefer reading comprehension in Yoruba to other topics like composition, dictation, Speaking etc?			
7	Do you usually concentrate in Yoruba reading lesson?			
8	Do you like being absent from Yoruba reading class?			
9	Does it bother you if you read Yoruba and do not understand the passage?			
10	Does Fear of correct pronunciation discourage you from reading Yoruba?			
11	Can you perform well in Yoruba reading comprehension if an efficient teacher teaches you?			
12	Does Fear of tone marking discourages you from reading Yoruba?			
13	Would you agree to the suggestion that every pupil should, at least complete a Yoruba reading comprehension passage every day?			
14	Is it compulsory for a reader to understand all the words in a Yoruba reading comprehension passage?			
15	Would the knowledge of Yoruba Reading comprehension be useful to you when you leave school?			
16	Do you like reading Yoruba comprehension passages and answering questions on them on your own?			
17	Do you spend your leisure on reading Yoruba comprehension passages?			

18	Do you prefer looking at pictures in a Yoruba book than reading the passages there?			
19	Do you admire those who can read Yoruba proficiently?			
20	Would you ask elderly persons the meaning of difficult words in a Yoruba passage if they are not explained there?			

ÀSOMO KEJI (2b)

ÀTOJO ÌBÈÈRÈ IWADII LORI IHA TI ÀWỌN AKÉKO O KO SI AKÀYE YORUBA.

A s'e àtojo àwọn i'bèèrè i'wa'di'i yi'i la'ti mo' èro' re si' àkàye Yoru'ba. Ki'i s'é i'da'nwo' ni eléyi'i, ni'tori' na'à, a ko' ni' fun o' ni' ma'a'ki' kankan fu'n i'da'hùn re'. E'ni'kankan ko' si' ni' mo' i'da'hu'n ti' o mu'.

Mu o'kan ni'nu' a'wo'n i'da'hu'n si' àwọn i'bèèrè i'sàlè' yii ti' o' ba' èro' re' si' Àkà'yé Yoru'ba mu nipa fifa igi maaki (√). Awo'n i'da'hu'n na'á ni:

- Bé'é' ni
- Bé'è' ko'
- Èmi ko' mo'

Oru'ko' ilé Ìwé mi' ni _____

Oku'nrin ni mi _____

Òbi'nrin ni mi _____

Nonba	Ibeere	Bé'è' ni	Bé'è' ko'	Èmi ko' mo'
-------	--------	----------	-----------	-------------

1.	Se iḡbaḡduḡn ni àkàyé Yoruḡbaḡ jéḡ fuḡn oḡ ?			
2.	Ñ jéḡ àkàyé Yoruḡbaḡ wuḡloḡ fuḡn oḡ moḡ niḡgbà tiḡ o tile soḡ èdè Yoruḡbaḡ ?			
3.	Sḡé o le yege niḡnuḡ èḡkoḡḡ miḡiḡràn laḡiḡniḡ iḡmoḡḡ àkàyé Yoruḡbaḡ ?			
4.	Ñ jéḡ oḡ yeḡ kiḡ àwoḡn oluḡkoḡḡ maḡa da àwa akéḡkoḡḡoḡḡ koḡḡ niḡ àkàyé Yoruḡbaḡ géḡgeḡḡ biḡ odidi isḡéḡ kan ?			
5.	Ñ jéḡ àsiḡkoḡ tiḡ woḡḡn fi n koḡ eḡ ni àkàyé Yoruḡbaḡ toḡ ?			
6.	Sḡé o féḡràn àkàyé ju àwoḡn iḡsḡéḡ miḡiḡràn biḡi àpèkoḡ, àroḡsoḡ loḡ ?			
7.	Sḡé o maḡa nḡ fi oḡkàn baḡ èḡkoḡḡ àkàyé loḡ tiḡ woḡḡn baḡ nḡ koḡḡ eḡ loḡḡwoḡḡ niḡ kiḡlaḡaḡsiḡ ?			
8.	Ñ jeḡḡ o maḡa nḡ féḡ laḡti pa kiḡlaḡaḡsiḡ àkàyé Yoruḡbaḡ jeḡ biḡ ?			
9.	Sḡe o maḡa nḡ duḡn oḡḡ tiḡ o baḡ ka iḡwé tiḡ koḡ siḡ yé oḡ ?			
10.	Sḡé èḡruḡ àtipe oro daadaa maḡa nḡ baḡ oḡḡ tiḡ o baḡ nḡ ka èdè Yoruḡbaḡ.			
11.	Sḡé o le yege niḡnuḡ eḡkoḡ aḡkaḡyeḡ Yoruḡbaḡ ti oluḡkoḡ tiḡ oḡ moḡoḡyan koḡ daḡradaḡra ba koḡ oḡ ?			
12.	Sḡe ami ohuḡn oriḡ oḡḡroḡḡ kiḡi koḡ iḡrèḡwèḡsiḡ baḡ oḡ tiḡ o baḡ nḡ ka Yoruḡbaḡ ?			
13.	Ñ jéḡ o fara moḡḡ àbaḡ pé oḡ yeḡ kiḡ akéḡkoḡḡoḡḡ koḡḡoḡḡkan maḡa ka iḡwé Yoruḡbaḡ loḡjoojuḡmoḡḡ ?			

14.	Sé o ro pé o po n dandan ki o n kàwé mo i tu mo gbogbo o ro ti o wà ni nu àkàyé kan ?			
15.	Sé i mo àkàyé yo o wu lo fu n o ti o ba pari è ko re ?			
16.	Ñ jé o fé ra n la ti ma a ka àkàyé ki o si ma a da hu n àwo n i bé èrè ti o ba wà ni bé fu nra re ?			
17.	Sé àkàyé Yoru ba ni o ma a n ka ti o wo ré ba dilè ?			
18.	Sé o fé ra n la ti ma a wo àwo ra n inu i we ju ki o ka o ro inu rè lo ?			
19.	Sé o fé ràn àwo n ti wo n mo Yoru ba kà da rada ra ?			
20.	Ñ jé o ma a n se a wa ri i tumo o ro inu àkàyé kan ti ko ba ye o ti o n ko wé ko si sàlàyé rè si bè ni o wo awo n a gba ?			

APPENDIX 3

Operational Guide for Using SD as a Learning Strategy (OG Story Drama)

This instrument consists of six sequentially and logically set procedures as follows:

- a) Pique: The teacher used songs, games, recitation etc as the pre-text to arouse the curiosity of the pupils.
- b) Present: The facilitator takes on the role of the narrator of the story to be dramatised.
- c) Plan: The facilitator prepares the pupils to start playing and learn by doing through casting and assigning other relevant responsibilities to the pupils.
- d) Play: The pupils act out the story.
- e) Ponder: After the play, the facilitator invites the pupils to reflect on the story acted. This allows the pupils to share each other's experiences and start reflecting on what they learn through the process.
- f) Punctuate: The facilitator brings the activity to a closure through songs, recitation, ritual etc as in the beginning.

(Adapted from Cooper, P and Collins, R (2002))

APPENDIX 4

Operational Guide for using Readers Theatre as a Learning Strategy (OG Reader Theatre)

The Teacher

- (a) All class members must have a copy of the text.
- (b) Decide what characters and narrators are needed and assign a marker colour to each which mean each character and narrator can be identified with a specific colour.
- (c) Highlight all dialogue with a specific marker.
- (d) The text that is left is narration.

- (e) Use name tags to identify each character.

The Pupils

- (f) The pupil (reader) should hold his script at a steady height, but should make sure it does not hide his face.
- (g) The pupils should try to look up often while speaking not just at his script.
- (h) He should talk slowly, speak each syllable clearly.
- (i) He should talk loudly and with feeling.
- (j) The character should remain in the mood of the character, even when he is not speaking.
- (k) Narrator should give the characters enough time for their actions.
- (l) If the “audience” laugh, the character or the narrator should stop speaking until they can hear him again.
- (m) If someone talks in the “audience”, the character or the narrator should not pay attention.
- (n) If someone walks into the classroom, the character or the narrator should not look at him or her.
- (o) The performance takes place.

APPENDIX 5

Operational Guide for Instruction on Lecture Method (OG Lecture Method)

OG lecture method consists of the mode of operation for employing lecture method. It has four main sequentially related steps as follows:

- Introduction: The teacher states the title and the page of the passage to read.
- Engagement: The teacher and the pupils are involved in round robbing reading, explaining, clarifying concepts, asking questions etc.
- The teacher identified pupils' area of weaknesses and proffer likely corrective measures.
- Closure: The teacher summarise the lesson through asking questions orally or in the chalk board which the pupils answered in their note books.

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Appendix 6

Picture of experimental and conventional groups

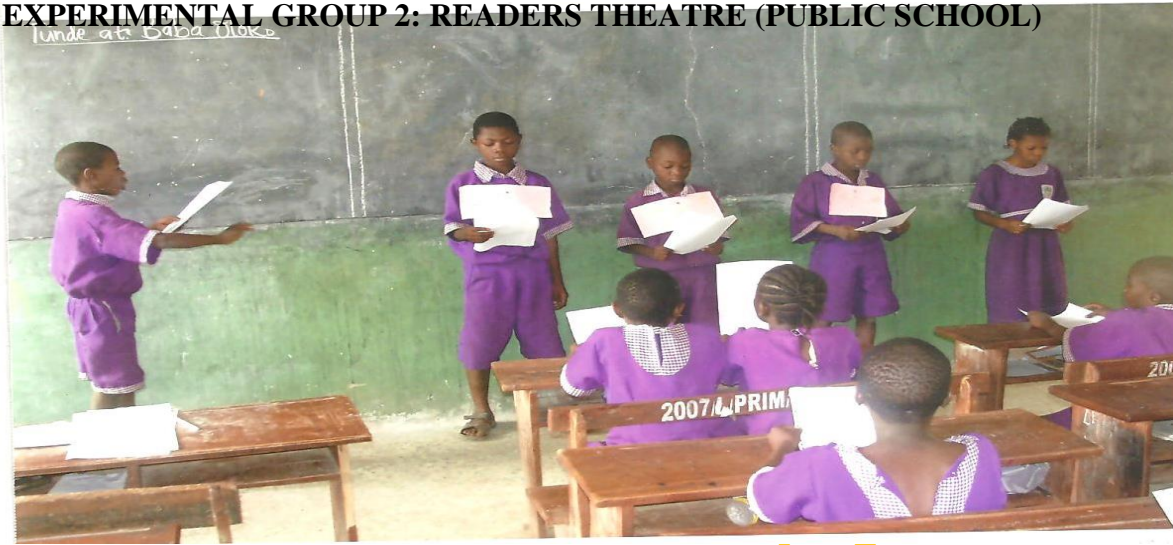
Experimental Group 1: Story Dramatization (Public School)



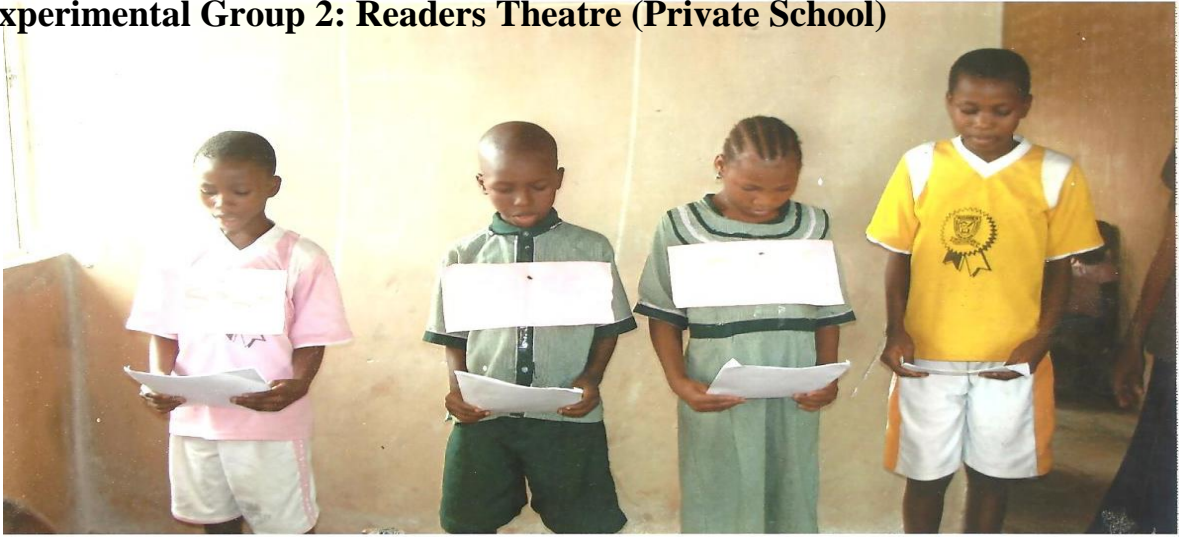
Experimental Group 1: Story dramatization (Private School)



EXPERIMENTAL GROUP 2: READERS THEATRE (PUBLIC SCHOOL)



Experimental Group 2: Readers Theatre (Private School)



DAI



Conventional Group (Public School)



DAN



U

Conventional Group (Private School)

