

Comparative Effectiveness of Instructional Graphics and Classroom Labelling Strategies on Reading Skills of Primary School Pupils

Victoria I. Iroegbu¹ Ph.D & Igweike Okiotor Margaret²

Abstract

This study investigated the effectiveness of instructional graphics and classroom labeling strategy in improving the reading skills of lower primary school pupils in a Nigerian State. Seventy – seven primary two pupils were purposively drawn from three equivalent mixed gender schools to participate in English language training program that lasted six weeks. One specialist language teacher assisted by one research assistant was retrained to teach with one of the strategies: instructional graphics, classroom labeling and traditional language instruction techniques. The teaching strategies were randomized among the three primary schools that were distantly separated from one another. The study started with a pretest, and after six weeks of the study, the post test was administered. The Instrument used was a Reading Skills Assessment Test of reliability .72. Two null hypotheses were tested in this study. The data from the tests were analyzed using Analysis of Covariance. The results show that Instructional graphics was significantly better than conventional strategy [$F_{(1, 41)} = 145.727, p < .05$]. The results also reveal that classroom labeling was not significantly better than the conventional strategy [$F_{(1, 57)} = 4.054; p = .05$]. These results were fully discussed and it was recommended that instructional graphics be adopted in teaching reading in primary school English language.

Keywords: Instructional graphics, classroom labeling, teaching strategy, Primary school, Reading skills

Background to the problem

A fundamental purpose of school education is to produce literate citizens: People who are able to read and write, and successfully utilize the medium of written and spoken words to reason, interact and carry out essential social, economic and other human transactions. Reading skills had been viewed by some scholars as the most crucial skill to the cognitive development of the learner and the most essential skill in English language proficiency (Muodumogu, 2005). The scholar opined that every learner is required to acquire reading skill because of its centrality to academic success and acquisition of general literacy. Reading skill is important for knowledge acquisition because often times it is captured in written form. For this reason and the findings from research literature, the author concluded that proficiency in reading correlates highly with scholastic excellence and growth in professional career.

The central position of reading in the educational pursuit of a child has been widely acknowledged by scholars and researchers (Iroegbu, 2012). It is the author's belief that reading skills are not limited to learning but are indispensable tools for the acquisition of knowledge in school subjects generally, and also in determining success in further education and in life out of school. The scholar's position is based on the finding that a strong relationship exists between reading and academic achievement. Reading and writing are inseparable components in modern educational pursuit, and they constitute the best predictors of whether a child will function competently in school and contribute effectively in the society. Moats, (1999) believed that the level to which the child progresses in reading and writing determines to a large extent the child's potential for success in future social and academic attainment. The author therefore opined that reading is a basic skill and one of the most important skills taught in schools today.

¹ Obafemi Awolowo University, Ile-Ife, Email: victoriairoegbu39@gmail.com

² Adeyemi College of Education, Ondo, Email: Kiotormargaret2000@yahoo.com

Reeves, (2004) stated that reading is a mental and intellectual activity which opens the imagination, stimulates and simultaneously soothe the mind. The scholar further opined that reading is much more than just being able to translate the letters on the printed pages into words. The scholar emphasized that reading is about understanding the thoughts and ideas of another person, entering different imaginary and real worlds created by the author. In the view of Acheampong and Acquaah (2015), reading is a varied process involving word recognition, comprehension, fluency and motivation. It is recognized as an activity which involves the use of the mind to translate written symbols into meaning. Stanovich and Cunningham (2001) emphasized the cognitive implications of reading that extend beyond the lifting of meaning and vocabulary from the content of a passage read. It can therefore be inferred from the foregoing discuss that reading regularly will help to improve the cognitive abilities of the readers, in addition to the acquisition of vocabulary and knowledge development. It follows therefore that one who reads regularly will possess greater factual knowledge, comprehension and elaborative skills as well as reading fluency than ones mate who does not.

This position was supported by Stanovich and Cunningham (2001) who opined that reading is a complex cognitive process of decoding symbols with the intention of constructing or deriving meaning. The scholar emphasized that reading is the ability needed to interpret and decode an array of words through a cognitive process. The scholar therefore described reading as a tool that enables individuals to acquire knowledge, language, communicate; and share information and ideas. Further, Ilogho (2015) observed that reading creates avenues for personal advancement in social, civic and economic development, thus suggesting that children should be immersed in a print-rich environment where they listen to books being read and are encouraged to discuss the stories. The scholar believed that by being partakers in such occasions, the children will develop insight, generate ideas and elaborate meaningfully on issues. According to the scholar, children should have an improved reading home, school, and community environment, so that reading is not only school centered. It can therefore be seen that encouraging reading and the development of reading skills in children is of prime importance for the improvement of general education and learning achievement among children. It is therefore necessary that the Nigerian society should promote reading as a strategy for improving learning achievement of Nigerian school children.

Lyon (2016) has emphasized the importance of some essential skills in promoting reading success among beginning readers. These include phonemic awareness, phonics, and reading fluency, knowledge of vocabulary and comprehension skills. Possession of these skills to a high degree had been found to promote reading success. The scholar had asserted that reading is not a natural process but a process that must be learned and sustained to full potential. The author opined that effective reading instruction must be interesting, systematic and thoughtfully organized. Isakson, Marchand-Martella and Martella (2011) had opined that phonemic awareness refers to the ability to notice, think about and work with each sound in spoken words. The scholars explained that the learner/reader must develop an understanding that spoken language consists of a system of phonemes. These scholars emphasized that the level of phonemic awareness that a child possesses at the beginning of reading instruction, is a reliable predictor of the child's reading achievement in up to two years thence. As a result of this observation, especially in the Nigerian situation, teachers of young children in both nursery and primary schools must therefore ensure that their pupils acquire familiarity with phonemics as well as improved vocabulary development strategies. Awah, (2016) had emphasized the importance of vocabulary development by beginning readers in order for them to make meaning and understand textual material, since English language is a second language to most Nigerians. .

It is a fact that Nigerian pupils are confronted with the problem of under achievement in reading and education. Ayedun (2004) had blamed the malaise of poor achievement level on reading culture of Nigerian learners. This position was earlier canvassed by Umolu (1998) who observed that the Nigeria educational system had failed to develop reading and writing skills especially in public school system. Therefore reading and writing are identified as being problematic to pupils, since many of them fail to learn to read and are therefore unable to read to learn. This could be the reason why many pupils graduate from public primary schools in Nigeria without being able to read and write effectively in any language in the curriculum (Udosen, 2010). The author confirms that one of the goals of primary education in Nigeria which is to inculcate permanent literacy and numeracy in learners (Federal Republic of Nigeria, 2013) is not being met. Therefore newer strategies for meeting the literacy objectives of Nigerian curriculum ought to be investigated in research studies such as this one. Furthermore, research findings have revealed that there exist serious problems pertaining to poor reading culture at all levels of education in Nigeria (Oyetunde, 2002). These researches show that a large number of primary school pupils lack literacy skills, especially reading, which is required in the formal and informal learning situations and experiences. Research studies indicate that many primary and secondary school leavers are unable to read or write meaningfully (Oyetunde, 2002).

Such pupils, who are unable to read and write, cannot cope with the reading demands of the current schools' curriculum. Because reading achievement has progressively deteriorated over the years, the national effort at promoting higher literacy level in Nigeria is tending toward failure. It is believed that reading skill is the spring board to all-round learning; and that when children do not learn to read their general knowledge, spelling and writing suffers. Reading skills need to be systematically developed for learners to thrive socially and in academics because once a child reaches the fourth grade, most of the information needed in school work is given in textual format and the focus changes from learning to read to reading to learning (Higgins, Boone & Lovit, 2002). This implies that pupils who cannot read will find it difficult to interact with content in the classroom since research has further shown that there is a strong connection between reading, speaking and writing (Avalos, Plasencia, Chavez and Rascon, 2008) as such it is difficult for children who cannot read to write efficiently. Nigerian researchers must therefore seek valid ways of promoting the reading skills of Nigerian children so that they will develop capacity of reading to learn.

Iroegbu (2012) opined that high achievement in reading also does not seem to depend entirely on intelligence but rather on such factors as the learning medium and appropriateness of teaching materials and techniques employed. She pointed out that successful reading achievement could therefore be attained by using teaching strategies that employ concrete objects, which are familiar to the learners' background experience, learner participation, and committed guided reading activity. In support of the above, the Nigeria Educational Research and Development Council (NERDC), Educational Resource Centre (ERC) and Curriculum Planners advocate the use of concrete materials while teaching since they help to make teaching and learning more meaningful to the pupils. This study hopes to incorporate some of these ideas.

It is therefore believed that instructional graphics and classroom labeling could be considered in the teaching of reading skills as they involve picture presentation of concepts being taught and labeling of items in the classroom which serve the purpose of eliciting desired behaviour in the learner (Cheta, 2002). Classroom labeling is an instructional strategy that involves labeling of items in the classroom for effective learning. It involves the practical strategy of systematically labeling the classroom within the context of daily classroom learning activities which helps to provide children with various opportunities to use words throughout the day. A label consists of one or few words on a card placed on or below an object in a spot in the classroom. This helps to create an understanding about the functions of prints and how print conveys meaning (Pinnell & Fountas, 2010). Classroom labeling is a teaching strategy that could be very effective and useful in teaching reading skills to young learners who are learning to read. Labels are strategically placed so that children are allowed to touch the labels, remove the labels, work with the labels or add to the labels as they negotiate language with their peers and their teachers. Teachers aid learners to notice that print is all around their classroom and that it symbolizes language (Schickedanz and Collins, 2013).

Furthermore, classroom labeling helps to create and expose pupils to a print rich classroom environment. It is believed that a print rich classroom can enhance literacy development of pupils by providing visual models of print that contribute to the development of sound-symbol awareness, grammar, comprehension and vocabulary knowledge in English language (Castro, Paez, Frede and Dickinson, 2011). Sim and Shearer (2009) corroborated this view by asserting that pupils learn by what is around them and that print-rich classroom inspires and teaches. Thus, a stimulating environment is therefore a key element in the successful development of reading skills. It reinforces direct instruction and increases phonological awareness which helps young learners to develop reading skills faster. Stimulating environment increases vocabulary of learners, enhances pupil's memory, encourage acquisition of information and knowledge.

Instructional graphics are powerful teaching aids which use visual images or designs meant to inform, illustrate or entertain. Markham, (2012) had emphasized that instructional graphics include pictorial representation of data, as in computer-aided design. The author stated that forms of graphics include: drawings, symbols, photographs, map, line art, graphs, diagram, typography, numbers and geometric designs. Others include: Graphic art or design often combined with text, illustration and colours to convey a message. Instructional graphics can be defined therefore as a pictorial expression of content that is designed to promote learning and improve performance. The scholar further stressed that learning value of any visual depends on three interactive factors which are: the feature of the visual, the content and goal of the lesson; and characteristics of the learner. Instructional graphics is mostly used in the form of picture presentation of instruction that helps in immediate understanding of concept which is not easily achievable by words alone (Ofoegbu, 2006). Also, it increases learner's retention of the subject matter, as it has many functions among which are: descriptive to show what an object looks like;

Expressive to make an impact on the learner and constructive – to show how the parts fits together into a whole (Bixler, 2006). Edikpa, (2010) asserted that picture representation (instructional Graphics) that relates to topics in any lesson, makes the lesson more interesting, vivid, attractive and elicits the desired behaviour in the learner. It's makes pupils creative in their verbal communication. The teacher could show any type of pictures to his/ her learners and have pupils take turn saying descriptive things about what they have seen; or, produce a conversation that may replace the characters that are shown in the pictures or perform what is represented in pictures in particular role play activity. These are some of the benefits that make instructional graphics important for this study. Pictures are valuable aids that bring images of reality into the language classroom and can also function as a fun element in the class. It meets with a wide range of use in many other aspects of language teaching. This is in agreement with Jaklova, (2009) observation that pictures are motivating, draw learner's attention, provide a sense of context of the language and give a specific reference point or stimulus. This and other researches cited before gave support for the use of pictures and graphics in promoting reading skills among school children.

Statement of the Problem

Many primary school pupils in Nigerian are highly deficient in reading skills and only a very small percentage of the pupils are just struggling to read. Corroborating this assertion, Premium Times (2018) reported in a World Bank release that only 20% of Nigerian primary school leavers can read after going through the primary school. The direct consequence of these poor reading skills is that of massive failures in public examinations such as those conducted by West Africa Examination Council (WAEC) and Nation Examination council (NECO). Therefore, considering the importance of reading in education and human development, it is essential to seek effective strategies of imparting reading skills that can reverse the situation. This study was therefore designed to investigate the comparative effectiveness of instructional graphics and classroom labeling strategies on acquisition of reading skills by primary school pupils in Ondo State of Nigeria.

Purpose of the Study

The aim of this study was to determine the effects of instructional graphics and classroom labeling strategies on the reading skills of lower primary school pupils. The specific objectives of the study are to:

- i. Ascertain the effects of instructional graphics strategy on reading skills of lower primary school pupils in Ondo State;
- ii. Determine the effects of classroom labeling strategy on reading skills of lower primary school pupils

Null Hypotheses: Two null hypotheses were stated and tested in this study. They are as follows:

- i. There is no significant effect of instructional graphics strategy on reading skills of lower primary school pupils.
- ii. There is no significant effect of Classroom labeling strategy on reading skills of lower primary school pupils.

Method of study

This study is a quasi experiment with pretest, post test control group design. The independent variable (Strategy of teaching), was stratified into three levels, moderator variable (gender), which was stratified into two (Male and female); and one dependent variable which is achievement in reading skills.

Research Design

This study adopted non-equivalent group, quasi experimental factorial research design. The design enables the researcher to manipulate two or more variables simultaneously in order to study either of their independent effect of each variable on the dependent variable or examine the effect caused by interactions among the several variables.

Population and Sample

A purposive sample of size 77 Primary two pupils was drawn from one Local Government Area (LGA) of a Nigerian State. Three equivalent primary schools that were distant from one another were purposively selected from the LGA. This was done to prevent experimental contamination and preclude the different groups exchanging research information. One intact class of primary two pupils was selected from each of the three schools to participate in the study. There were two experimental groups and one control group. Two intact classes were randomly allocated into Instructional Graphics Strategy (IGS) and Classroom Labelling Strategy (CLS) respectively, while the third intact class was used as a control group taught using conventional teaching strategy.

Research Instrument

The instrument used for data collection was a Reading Skills Assessment Test (RSAT). The test consisted of four sections as follows; Section “A” sought demographic information of the pupils, while sections B through D comprised 30 objective items. Each item had four options, one of which is correct and the others are incorrect but plausible options, drawn from three aspects of reading skills. Sections “B, C, and D” had 10 items each that focused on comprehension, vocabulary development and writing respectively.

Validity and Reliability of the Instrument

In order to ensure the validity of the instrument, the draft items of the test were vetted by three experts in early childhood education, Languages, and Test and Measurement. All their observations and suggestions were effected. A test-retest approach was used to determine the reliability of items on RSAT. 20 Primary two pupils (outside the study area) were tested twice in a period of two weeks. The reliability coefficient obtained from the tests was .72. The research instrument was therefore considered reliable for this study.

Procedure for Data Collections

The three stages involved in the study were (a) Pre-intervention (b) Intervention and (c) Post intervention. At pre-intervention stage, an approval was sought and obtained from the authorities of the selected schools. The researchers were introduced to the class teachers and the pupils of the target classes. Training of teachers and research assistants was done in order to ensure that the teachers adopt stipulated strategies as well as procedures during all lessons. Furthermore, a pre-test was administered on the pupils on the first day of study. The intervention stage commenced after the administration of pre-test. Pupils in experimental Group A were exposed to instructional graphics strategy while pupils in experimental group B were exposed to classroom labelling strategy. Pupils in control group were taught using the conventional teaching strategy of teacher dominated reading instruction. Each class session lasted 40 minutes throughout the treatment period of six weeks. At the end of six weeks, the post test was administered, scored and analyzed.

Method of data Analysis

The data collected from the administration of pre- and post-test in this study were analyzed using percentages and Analysis of Covariance (ANCOVA). Specifically, frequency and percentages were used for socio-demographic information of the pupils while Analysis of Covariance was used to test the two stated null hypotheses.

Results:

Null Hypothesis (H_{01}) was stated as follows: There is no significant effect of instructional graphics strategy on reading skills of lower primary school pupils.

In order to test this hypothesis, post-test scores of pupils in Reading Skills Assessment Test (RSAT) were subjected to Analysis of Covariance (ANCOVA) using pre-test scores as covariate. The results are presented in Tables 1 and 2

Table 1: Test of Between-Subjects Effects of Instructional Graphics Strategy on Reading Skills of Lower Primary School Pupils.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	650.117	2	325.059	79.265	.000	.807	
Intercept	553.770	1	553.770	135.036	.000	.780	
Pre-test score	81.918	1	81.918	19.976	.000	.345	
Group	597.610	1	597.610	145.727	.000	.793	
Error	155.834	38	4.101				
Total	12084.000	41					
Corrected Total	805.951	40					

Table 1 shows the result of a one-way, between-group analysis of covariance conducted to determine the effect of instructional graphics strategy on reading skills of lower primary school pupils. The analysis shows that there was a significant difference in the post-test mean scores of experimental and control groups on Reading Skills

Assessment Test, [$F_{(1, 38)} = 145.727, p = .000, p < .05, \text{partial eta squared} = .793$]. Experimental treatment was able to account for 79.7% of the observed variance noticed in the dependent variable.

This effect size according to Cohen (1988) is large. Since p value is less than .05, the stated null hypothesis is rejected. Therefore, this result reveals that there was a significant effect of instructional graphics strategy on reading skills of lower primary school pupils in this study. The estimated marginal means for post test scores on Reading Skills Assessment Test for pupils in each group is presented in shown in Table 2

Table 2: Post-test Estimated Marginal Means on Reading Skills Assessment Test

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graphic Instructional Strategy	20.508	.453	19.590	21.426
Control Group	12.849	.443	11.953	13.745

Table 2 shows the estimated marginal means of post-test of reading skills test. It is shown that pupils taught using graphic instructional strategy has an estimated marginal mean of 20.51 with standard error of 0.45 while pupils in control group had estimated marginal mean of 12.85 with standard error of 0.44. Since there were only two groups, it implies that the group with a higher mean score is significantly better than the one with a lower mean score. Hence Instructional Graphics strategy is significantly better than the conventional teaching strategy (Control group). **Ho₂**. There is no significant effect of classroom labelling strategy on reading skills of lower primary school pupils. In order to test this hypothesis, post-test scores of pupils in Reading Skills Assessment Test (RSAT) were subjected to Analysis of Covariance (ANCOVA) using treatment types (classroom labelling strategy and Control) as factor and pre-test scores as covariate. The results are presented in Tables 3 and 4

Table 3: Test of Between-Subjects Effects of Classroom Labelling Strategy on Reading Skills of Lower Primary School Pupils.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	316.051 ^a	2	158.025	17.453	.000	.393
Intercept	510.751	1	510.751	56.410	.000	.511
Pre-test	316.021	1	316.021	34.903	.000	.393
Group	36.509	1	36.509	4.032	.050	.069
Error	488.932	54	9.054			
Total	10412.000	57				
Corrected Total	804.982	56				

Table 3 shows the result of a one-way between-group analysis of covariance conducted to determine the effect of classroom labelling strategy on reading skills of lower primary school pupils. Pre-test scores on Reading Skills Assessment Test (RSAT) administered before intervention were used as the covariate of the post test in this analysis. The result shows that there was no significant difference between the post-test scores of experimental and control groups on Reading Skills Assessment Test, [$F_{(1, 54)} = 4.032, p = .050, p = .05, \text{partial eta squared} = .06$]. Experimental treatment was able to account for 6.9% of the observed variance noticed in the dependent variable. This effect size according to Cohen (1988) is medium. Since p value is equal to .05, we do not therefore reject the stated null hypothesis. Therefore, this result concludes that there was no significant effect of classroom labelling strategy on reading skills of lower primary school pupils. The estimated marginal means for post test scores on Reading Skills Assessment Test for pupils in both experimental and control groups is presented in shown in Table 4

Table 4 Post-test Estimated Marginal Means on Reading Skills Assessment Test

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Classroom Labelling Strategy	13.630	.513	12.602	14.658
Control Group	11.872	.682	10.506	13.239

Table 4 shows the estimated marginal means of post-test of reading skills test. It is shown that pupils taught using classroom labelling strategy has an estimated marginal mean of 13.63 with standard error of 0.51 while pupils in control group had estimated marginal mean of 11.87 with standard error of 0.68. Though pupils taught with classroom labelling strategy obtained a higher mean score than their counterparts in control group, the difference in the two mean scores was not statistically significant at 0.05 level of significance.

4.3 Discussion of Findings

One of the findings of this study was a significant effect of instructional graphics strategy on reading skills of lower primary school pupils in Ondo State, Nigeria. Pupils taught using graphic instructional strategy obtained a higher and significant mean score than their counterparts in control group. This finding corroborates the findings of Ofoegbu (2006), Bualleg (2016), Aghadiuno (2017), and Alabere (2017). These researchers found that students taught with instructional graphics performed significantly better than those taught with the conventional method of instruction. Pupils learn at the optimal level when the method adopted suits their developmental learning needs. When pictures are used, they become useful aid for increasing pupils' motivation towards learning and the outcome tends to be better than when the teacher sticks only to the use of the conventional method. Another finding of this study is that there was no significant effect of classroom labelling strategy on reading skills of lower primary school pupils. Although pupils taught with classroom labelling strategy had a higher mean score than those taught with conventional teaching method, the difference in the mean scores of the two groups could not reach significant level. It was found that classroom labelling strategy still enhances pupils' reading skills above the conventional teaching method. It has been observed that simply having a print-rich environment is not sufficient and does not necessarily create a successful environment. For such environment to have a positive impact on the learners, researchers such as Spencer and Guillaume (2006), opined that pupils and teachers must learn to interact meaningfully with the environment that is created in their classrooms.

Conclusion

The results of this study form the basis for the following conclusions: Instructional graphics strategy was found to exert a more significant effect on reading skills of lower primary school pupils than the conventional teaching strategy. However, classroom labelling strategy did not exert a significant effect on reading skills of the pupils, nevertheless, pupils taught with this strategy performed better in Reading Skills Assessment Test than those in control group. It was therefore concluded that instructional graphics strategy proved to be a more effective strategy in enhancing reading skills of the lower primary school pupils than both classroom labelling and the conventional teaching strategies.

Recommendations

Based on the findings of this study:

1. Teachers should adopt instructional graphic strategies in teaching English language at the primary school level.
2. Teacher training institutions should include instructional graphics in their training programs for teachers in order to enable the teachers apply the strategy in teaching after graduation.
3. The detailed protocol for implementation of this strategy should be publicized in the journal of the Nigerian Union of Teachers to enable most primary school teachers to apply instructional graphics to their English language classes.
4. Periodic workshops should be organized for primary school language teachers to familiarize them with the techniques of instructional graphics.
5. More researches should be undertaken with instructional graphics in other classes and other Nigerian states and Local Government Areas of the country.

References

- Acheampong, P., & Acquah, E. (2015). Talking Books technique: A strategy to improve pupils' reading and comprehension skills. *European Journal of Research and Reflection in Education Sciences*, 3(2): Retrieve from <http://www.idpublications.org/wp-content/uploads/2015/02/Talking-Books-Technique-A-Strategy-To-Improve-Pupils%99-Reading-And-Comprehension-Skills.Pdf>

- Aghadiuno, I. J. (2017). Impact of instructional graphics on secondary school students' interest and performance in Christian religious studies in Onitsha, Nigeria: Retrieve From: File:///G:/Impact%20of%20instructional%20graphics%20on%20secondary%20school%20students%25u2019%20interest%20and%20performance%20in%20christian%20religious.Pdf
- Alabere, R. A. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention* ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org | | Volume 6 Issue 9 | | September. 2017 | | PP.36-44
- Avalos, M. A., Plasencia, A., Chavez, C., & Rascon, J. (2008). Modified guided reading: gateway to English as a second language and literacy learning: *The Reading Teacher*, 61(4), 318 – 329. Retrieved on 19/9/2019 from: Doi: 10.1598/RT.61.4.4
- Awah J. A. (2016). Effect of Differentiated Instruction on the Fluency and Decoding Skills of Children with English Language Reading Problems: A Case Study of Primary Four Pupils of Government School Bukwai. Cameroon International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 3, Issue 8, August 2016, PP 28-49 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) <http://dx.doi.org/10.20431/2349-0381.0307001> www.arcjournals.org
- Ayedun, T. J. (2014). Home and school factors as determinants of achievement in reading comprehension among secondary school students in Ogun State, Nigeria: Retrieved from file: //G:/Jullius – unpublished (PhD) 2014. Pdf
- Bixler, B. (2006). Using media in computer-based training. *Cambridge: Cambridge University Press*.
- Boualleg, R. (2016). The Use of Pictures in Teaching Vocabulary in EFL Middle School Classes: Retrieve from file:///G:/a133.pdf
- Castro, D. C., Paez, M., Dickinson, D. K., & Frede, E. (2011). Promoting language and literacy in young dual language learners. Research, practice, and policy. *Child Development Perspectives*, 5(1), 15-21
- Cheta, W. (2002). Instructional materials improvisation and adoption in the study of business studies. *The Nigerian academic forum: A Multidisciplinary journal* 3(1), 188-193.
- Edikpa, E. C. (2010). Improving Christian Religious knowledge (CRK): Teaching through the use of compact assisted picture presentation. *Journal of Educational Leadership*, Anambra State Chapter; pp. 186 – 190.
- Federal Republic of Nigeria (FGN), (2013). *National Policy on Education, Abuja*. Retrieved from: www.nerdc.org.
- Higgins, K., Boone, R. & Lovitt, T. C (2002). ‘Adapting challenging textbooks to improve content area learning’; In *Interventions for Academic and Behavior problems II: Preventive and remedial approaches*, Eds. Shinn, M. R., Walker, H. M. & Stoner, G., Bethesda, M. D. National Association of School Psychologists, pp. 755 – 790.
- Ilogho, J. E. (2015). The Role of Picture Books in Promoting Reading Culture among Nigerian Children: *Implication for Libraries and Development of Leadership Qualities*: Vol. 3(2), pp. 65-71, February 2015 DOI: 10.14662/IJALIS2015.010 Copy © right 2015. <http://www.academicresearchjournals.org/IJALIS/Index.htm>
- Iroegbu, V.I (2012). *Exploring serial picture and Directs world reading strategies on comprehension Abilities of primary school Children in English Language* pp 232-243 In gross disciplinary perspectives in Literacy and language studies Owerri, Afika –link Books Nigerian.
- Isakson, L., Marchand-Martella, N., & Martella, R. (2011). Assessing the effect of the effect of the McGraw Hill phonemic awareness program with preschool children with developmental delays: A case study. *Education and Treatment of children*, 34(3), 373 – 388. Doi:10.1353/etc.2011.0022
- Jaklova, K. (2009). *Using Pictures in Teaching Vocabulary*. Brno: Masaryk University.
- Lyon G. R. (2016) “Developing Reading Skills in Your Children”, Great School Staff. Retrieved from: <<http://www.getreadytoread.org/early-learning-childhood-basics./early-literacy>> [12.07.2017]
- Markham, R. (2012). History of instructional design: Retrieved on April 11, 2012 from http://home.utah.edu/rgmi5a60/paper/html/index_files/pagel108.htm.
- Moats, L. C. (1999). Teaching reading is rocket science. Washinton, DC: American Federation of Teachers.
- Muodumogu, C. A. (2005). A comparison of the effect of individual and cooperative learning methods on students' close performance. *The Journal of World Council for Curriculum and Instruction, Nigerian Chapter*, 5(2), 25 - 35.
- Ofoegbu, T. O. (2006). *The effect of different modes of picture presentation on student's achievement in Biology*. In curriculum and media technology research. A Journal of CUDIMAC & faculty of education University of Nigeria, Nsukka.
- Oyetunde T.O (2002). “Second language reading: Insight from Nigerian primary school,” *The Reading Teacher*, Vol. 55, No. 8, Pp. 748-755, available online at: <http://www.org/pss/20205134>

- Pinnell, G. S., & Fountas, I. C. (2010). *The continuum of literacy learning, Grade pre-k -2: A guide to teaching* (2 Ed.). Portsmouth, NH: Heinemann.
- Premium Times, (2018) only 20% of Nigeria Children can read after primary school. *World Bank Press*
- Reeves, A. R. (2004). Adolescents talk about reading. Exporting resistance to and engagement with text: International Reading Association: *ERIC Document, Number ED488969*, Pp. 296.
- Schickedanz, J. A., & Collins, M. F. (2013). Much more than the ABC's: *The early stages of reading and writing*. Washington, DC: National Association for the Education of Young Children.
- Sim, L. F., & Shearer, F. (2009). Promoting the development of literacy through active learning and play: Retrieved from [http://www.LVIC.Org.Uk/h/p active. htm](http://www.LVIC.Org.Uk/h/p%20active.htm)
- Spencer, B., & Guillaume, A. (2006). Integrating curriculum through the learning cycle: Content-based reading and vocabulary instruction; *The Reading Teacher*, 60, 206219
- Stanovich, K. E. & Cunningham, A. E. (2001). What reading does to the mind: *Journal of direct Instruction, Vol.1, No. 2*, pp. 137 – 149.
- Udosen, A. (2010). English language in Nigeria in the 21st Century: Problems and projection in Ekiti, E., Udofot, I., & Udosen, A. (eds.). *Education in Nigeria in the 21st Century: Focus and Imperatives*. Uyo: Adaam Publishing Company
- Umolu, J. J. (1998). Whole Language literacy instruction in primary schools: An Innovative response to wide-spread reading failure, in: *Journal of Education and Improvement; Vol. 1*, pp. 20 – 31.