

**EFFECT OF SYNTHETIC PHONICS READING STRATEGY ON
INTEREST AND ACHIEVEMENT IN READING AMONG PUPILS IN
OSHIMILI SOUTH LOCAL GOVERNMENT AREA, DELTA STATE**

BY

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PG/Ph. D/ 15/ 79600

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
UNIVERSITY OF NIGERIA NSUKKA**

AUGUST, 2019

TITLE PAGE

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UNIVERSITY OF NIGERIA, NSUKKA, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY
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AUGUST, 2019

CERTIFICATION

AKPOJOTOR RITA UFUOMA, a postgraduate student in the Department of Educational Foundations, with Registration Number PG/Ph.D/15/79600 has satisfactorily completed the requirements for the award of the degree of Doctor of Philosophy in Childhood Education.

The work embodied in this thesis is original and has not been submitted in part or full for any other Degree or Diploma of this or any other University.

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DEDICATION

This work is dedicated to my husband Mr. Christian Akpojotor, for his encouragement and support throughout the course of this study.

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ABSTRACT

The study investigated the effect of synthetic phonics reading strategy on interest and achievement in reading among pupils. Six research questions and six hypotheses were answered and tested effectively to give direction to the study. The study is a quasi- experimental design. The population of the study was 1776 primary one pupils while the sample of the study was 120 primary one pupils drawn from four public primary schools in Oshimili South Local Government Area Two instruments: the Reading Achievement Test (RAT) and the Reading Interest Scale (RIS) were validated by experts and used for the study. Mean, Standard Deviation and Analysis of Covariance (ANCOVA) were used for analysis. Major findings in the study indicated that Synthetic Phonics reading strategy could be employed as a strategy for teaching reading among pupils in Oshimili South Local Government Area of Delta State. The pupils exposed to synthetic phonics reading strategy performed significantly better than those taught with look and say method. The interest of pupils taught using synthetic phonics reading strategy was significantly higher than that of those taught using look and say method. Gender had no significant effect on the mean scores of pupils taught using the synthetic phonics reading strategy. Based on the findings, it was concluded that synthetic phonics reading strategy should be integrated into the curriculum of English language study as one of the methods of teaching English for a balanced reading programme. This has implication on the teaching of word recognition at the basic level. It was recommended among others that the pupils in Oshimili South Local Government Area should be taught using synthetic phonics reading strategy thus seminars and workshops for retraining of teachers on the use of this strategy to enhance reading skills of pupils in the primary schools should be intensified.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is widely acknowledged as one of the most important instrument through which a child is inculcated with knowledge, skills, habits, values and attitudes in this world today. It is also the instrument that lays the foundation for a functional and sustainable society. This gives credence to the National Policy on Education (Federal Republic of Nigeria, 2004) defining education as an instrument par excellence for national development. Thus every Nigerian child has the right to education which is a driving force for the national development and economic growth of a nation.. National development of a nation strongly depends on the education received from pre primary, primary, secondary and tertiary levels of education. Thus the skills obtained from these levels of education plays a great role in developing a country. The Federal Government places a great importance on primary education and that is why the government recognizes it as the bedrock of the educational system. Primary education begins at the age of six to eleven plus for the majority of Nigerians. It is the education given to children in educational institution prior to their entry into the secondary school (FRN, 2004). Primary school in Nigeria comes under two stages, the lower basic (Primary 1-3) and the Middle Basic (Primary 4-6). Thus, children spend six years in the primary school and graduate with a First School Leaving Certificate (FSLC).

Based on the foregoing, primary education is the bedrock of the various educational programmes which is the greatest legacy any nation can bequeath on its citizenry. A primary school pupil is a young child or citizen of any nation. According to United Nations Economic Social and Cultural Organization (UNESCO) (2007) and the Convention on the Rights of the

Child (CRC, 2007), a child is a young human being below the age of eighteen years. In the formal educational system and according to the National Policy on Education, a primary school child is someone who is between the ages of six to eleven years plus. The child is physically active and is intellectually teachable, curious and eager to learn (Obiwuolozo, 2014). At this level, she says, they also learn how to learn and develop basic learning skills. In recognition of the role of primary education in acquiring these basic skills, the Federal Government of Nigeria (FRN, 2004: 14) stipulates that one of the objectives of primary education is to inculcate permanent literacy and numeracy and the ability to communicate effectively, it therefore shows that Nigeria appreciates the importance of language as a means of promoting social interaction and national unity as well as preserving cultures (FRN; 2004). Basically, there are four language skills that are universally recognized by linguists and language educators. They are listening, speaking, reading and writing. These skills are procedural and behavioural. While listening and reading are categorized as receptive skills because they help to receive and process information, speaking and writing are categorized as expressive skills – they are used to process information and apply knowledge. Significantly, these mutually inclusive skills are basic and indispensable in learning because they are skills, which as stated by Kolawole (2007), help learners seek for information which they need as they make progress in life and school. The skill acquired in reading can enhance the acquisition of other language skills.

Reading is one of the most critical skills in language development. It is developed right from the early years of an individual. Reading is an activity that every child engages in from the day the child commences the educational career at the pre-primary school level, through the long years of primary, secondary and tertiary levels of education. Rockets (2011), defines reading as a multifaceted process involving word recognition, comprehension, fluency and motivation. In the view of Alyousef (2006), reading is a process of obtaining information from a text which

involves interaction or negation between the reader and the text leading to fluency and automacity. Ogbonna (2014) defines reading as the ability to recognize and understand characters or speak words that may be written on paper and other formats of recording. Thus, the ability to read is one of the determiners of pupils' success or failure. Thus reading can be defined as a necessary skill for processing words and comprehending the author's message leading to automatic recognition of words in a text.

Reading is a major determinant in every formal learning situation that requires the effective use of books and other writing materials. The importance of reading in a Child's life cannot be overemphasized because it is not just an affair carried out in a school but a lifelong activity. It is an indispensable skill needed for the acquisition of knowledge in other subject areas. The importance of reading to educational attainment was highlighted by Obidike (2013) when she noted that 'generally, reading is considerably vital to the attainment of literacy in school'. Dorkchandra, (2010) opined that reading is an important language skill for those learning English as a second language, for academic success and professional development because reading is the basis for all other areas of learning. Unlike other language skills such as listening, speaking, and writing, UNICEF (2005) states that reading is a way of life and the inability to read or lack of fluency in reading leaves an individual sharply divided from the society. It is obvious that reading is an indispensable tool in human development and is therefore essentially needed for lifelong education and information technology. The goal of reading cannot be achieved without the necessary fundamental skills of word recognition at the primary one level. It appears that children at this level do not have the ability to recognize simple words which is the basis for reading independently by the middle basic level. If the foundation for reading is poor, it will affect academic achievement of pupils in every other subject. Evidently, academic achievement of any kind is therefore tied to children's reading ability. This was emphasized by

Kane (2005) that pupils need to acquire reading ability early for them to be successful in their educational career. It is in recognition of the fact that reading is critical to learning that the Federal Government recommends the mother tongue or language of the immediate community (L1) as the language of instruction at the lower basic level and English language as the language of instruction from the middle basic level. Consequently, at the middle basic level children are therefore required to listen, speak, read, write and study in the English language that they are not yet very familiar with. They learn in a bilingual situation and go through the rigors of using two languages, one of which is foreign to their natural speech habits, home background and culture.

The implication is that for the Nigerian primary school child, vocabulary knowledge and word recognition which is necessary for reading fluency and understanding what they read are problematic. Majority of the children can neither recognize written words nor know the meaning and hence are not able to pronounce the words and extract meaning from the text. This is in agreement with the view of Fakeye (2009) and Omo-ajogun (2009) who also observed that many pupils in government primary schools in Nigeria can neither pronounce a word in a given text nor write down correct spellings of words dictated to them by their class teachers and fail to attain the required level of reading by the fourth year. Akinbote, Kolawole and Kolawole (2007) found out that reading skills in English are not being taught well at the primary school level. They also found out that most primary school pupils had no materials to read, teachers are not working hard to promote reading while parents could not give adequate support to their children due to their level of poverty. Also, Kolawole and Kolawole (2007) remarked that most primary schools had no functional libraries, books and teachers who can promote reading at that level of education. Furthermore, the researcher also observed in the course of school visits that teachers still read for pupils in primaries 4 – 6 who are supposed to be fluent readers during examinations and this could be attributed to the poor foundation they had in their lower primary school. The

cumulative consequence of these problems is that most pupils leave primary school level inadequately prepared to cope with the challenges of reading at the secondary school. It has been noted that the problems that affect reading at the secondary school level are a carry-over from the lower level of education.

A number of factors have been identified as problems that affect reading at the lower level of education. These include lack of interest, gender, poor teaching and learning method (Obiwuolozo, 2014). Interest is a motivating factor in children's learning. Interest can be said to be central in any learning process and it can motivate or boost the pupils' achievement in a given academic task. Interest in the pedagogical context can be defined as student's willingness to engage in an academic task (Chidoh, 2007). More so, Hidi (2001) asserts that interest is central in determining how individuals select and persist in processing certain kinds of information in preference to others and the assumption is that individuals are more likely to attend to and learn from interesting materials. Furthermore, Eneasator (2014) stated that interest is a motivational and psychological construct that gives one pleasure or satisfaction needed. According to Ugwu and Onyekonwu (2015), interest is a feeling or emotion that causes one's attention to focus on an object or a process. Interest is defined by Obodo (2002), as the attraction which forces or compels a child to respond to a particular stimulus. This shows that a child develops interest if a particular stimulus is active and arousing or stimulating. Thus, a child is bound to develop high interest in school learning when there exists positive interaction between the pupil and the teacher. This implies that when one is interested in an activity, one can easily be more deeply involved in that activity and more likely to perform better in that task of interest. The author views interest as an engaging activity that motivates a person to be enjoying a particular task he is engaged in and one of such task is reading. A study such as Anaeke (2012) has established a relationship among pupils' interest, motivation and subsequent achievement in reading. Interest

in the learning process has been linked to pupils' achievement in reading. Researchers and educators like Akinbote and Komolafe (2010) reported that the inability to read and comprehend negatively affect achievement.

Achievement refers to something important that a person succeeds in doing by superior ability, special effort and great courage. It is an act of doing something successfully by effort, courage or skill practice, hard work and heroism. According to Yusuf (2011) achievement can also be referred to something accomplished successfully particularly through the means of exertion or perseverance. Also, Simpson and Weiner in Donald (2007) defined achievement as measurable behavior in a standardized series of test. Achievement test is usually constructed and standardized to measure proficiency in school subjects. It is seen as anything won by exertion, a feat, a distinguished and successful action. While academic achievement generally refers to a child's performance in academic areas such as reading and writing. Achievement in reading is defined as the level of attainment in all or any of the reading skills. It is usually estimated by how a person performs in a test. To the researcher, achievement in reading can be seen as the attainment of academic success in reading as a result of one's effort. It has also been observed by Kolawole, Adepoju and Adelore (2000) that inability to decode and comprehend affects pupils academic achievement in reading.

Furthermore, in trying to explore the dynamics in interest and achievement of pupils in reading, gender has been identified as a critical element which might be of a great effect. In studying the possible effect of synthetic phonics on the acquisition of reading skills, gender is a very strong factor that influences the acquisition of reading skills. Pupils' characteristics such as gender have also been linked to early measures of language and learning. Gender has been used to describe the behaviour expected of an individual on the basis of being born a male or female

(Mboto & Bassey, 2004). While some studies such as Toppins (2008) have line of difference in favour of the females, other studies such as Canadian Council of Learning (2008) shows that males achieve better in some aspects of reading. There is also a view of Clark and Ackerman (2006) that males predominantly have negative interest towards reading and believe that reading is boring and feminine activity. Since there is no universally acceptable view, this research may help to resolve this controversy in the issue of gender as it affects pupils' interest and achievement in reading. These inconsistencies show that there is need to employ learning strategies that will arouse the interest of both male and female pupils in reading and thereby possibly enhance their academic achievement in it also. Researchers such as Eshiet (2013) and Elui (2014), have identified teachers' choice of method as one of the main factors for poor achievement in reading.

The method of teaching appears to determine pupils' achievement in every subject. Ekpo, (2007) noted that the current method of teaching early reading in government primary schools in Nigeria is rote memorization method As noted by Ekpo, this method lacks any form of motivation for the pupils as the knowledge gained through rote memorization is not easily applicable when they see new words. Currently, teachers start by teaching the letters of the alphabet and build on this by teaching pupils to memorize two letter words, three letter words, followed by phrases and whole sentences. This is usually done through repeated drills where the teacher chants the words and the pupils repeat after the teacher in unison (Dixon, 2009).

The rote memorization methods include the look and say method whereby pupils are made to learn sight words by memorizing them through constant drills and practice. The Universal Basic Education Commission (2010) describes it as a method that introduces connected words and sentences to learners. Children are not taught to first recognize individual

letters, rather words and short sentences are presented as language units and the pupils are led to say what they mean. They are encouraged to memorize words as whole units. For instance the word “CAT” could be presented with the picture of that animal and children are told to pronounce the word. After successfully calling the name, they are led to practice writing the word by imitating what they see on the chalkboard. This is followed by whole sentences, for instance, they see the picture of a cat running and they are asked what they see the cat doing. Gradually they are led to read “THE CAT IS RUNNING” which is the caption below the picture. This method helps children to learn how to read “sight words” which are words which do not reflect the sounds of what they stand for. Example of sight words are “the”, “saw”, “find” and others. The strength of the look and say method is that it encourages children to begin to write early; secondly it gets them to be involved in connected prints rather than stick to letters for long, before connecting the letters to form words (Ngafif, 2016). Unfortunately, one of the obvious weaknesses of this method is that children are quite unable to decode unfamiliar words.

This implies that the primary school child is unable to decode unfamiliar words as a result of the traditional method of reading used in the classroom. When they are required to read and write some simple words, for example pen, hit and tall, not every one of them can write that effectively. Some cannot even articulate the words correctly. Many do not know how to convert letters and combine them into sounds together to form recognizable words. Fambro, (2011) states that one of the reasons is that; they do not have basic phonics skills to help them read. According to Hardy (2017) the phonics method encourages the pupils to begin reading through auditory training that is training their ears to recognize the sounds of letters, and associating these sounds and letters in written form. This is carried to the association of the letters and sounds with specific words which they learn in the process. The Federal Teachers Scheme (2010) describes the phonics method, as a method of introducing the sounds of the language to children through

words that can be related to such sounds. The phonics method teaches children to “sound out” new words. Moat (2000) stated that in most cases children first learn what a letter stands for, and then learn to associate the sounds and the letter to specific words. Yellin, Jones and Devries (2008) defined phonics as a structured relationship between phonemes (sounds) and graphemes (letters). There are three major types of phonics strategies- analytic, embedded and Synthetic phonics.

Teaching through phonics, synthetic or analytic has been a subject of debate for many years in the world, however in recent years educationists have noticed a growing interest in synthetic phonics strategy after a declaration of including synthetic phonics strategy in UK government policy (Zaidi, Naeem & Naheed; 2016). It is now easier for policy makers to choose leading synthetic phonics program providers for their bilingual students or get a blended progression for their English language learners. Many countries in Europe use a synthetic phonics strategy which enables children to learn very early how to blend letter sounds in order to decode unfamiliar words (Johnston, 2011). However in Nigeria, there is still not any clear instruction or evidence for teaching of English language through synthetic phonics strategy. The present study however focuses on the Synthetic phonics which is a more accelerated form of phonics. Children are taught letter sounds upon starting school, before they learn to read, and even before they are introduced to books. The synthetic phonics strategy used for this study is the Jolly Phonics package that uses the synthetic phonics strategy for teaching the sounds in a way that is funny and multi-sensory with actions for each of the 42 letter sounds. Sue and Sara (2009) explained that Jolly phonics is a scheme which is attached to the synthetic phonics strategy which is associated with storyline as well as pictures to be coloured and a corresponding action. By performing an action for each sound, children are using kinesthetic, auditory, visual and speech to help them remember and master what they were taught. Zaidi et al (2016) outlined

the principles of Synthetic Phonics Strategy as: Sounds which are synthesized / blended to make words, 42 sounds are taught instead of 26 letters, blending and segmenting skills are practiced regularly and tricky words / irregular words are introduced with clear instructions

With synthetic phonics the pupils are first taught the letter sounds through actions (i.e the sounds of the letters, not their names). They are then taught how to blend those sounds together to read words (so c-a-t makes cat). In this way the spoken word cat is made, or synthesised (hence known as synthetic' phonics). It enables children to read out new words for themselves. It also enhances their ability to write words by segmenting the word into its sounds, and then writing the letters for those sounds. Pupils are then taught “tricky words” that do not follow the sound system. The letter sounds are taught alongside culturally appropriate stories, songs, and actions that make learning the sounds both memorable and fun. Pupils in primary one are expected to “hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of a sequence of speech sounds” this is known as phonemic awareness (California Department of Education, 2007, p. 35).

At this stage of phonemic awareness pupils are auditory learners of phonics and print is not involved in instruction. Students in primary one are expected to learn the fundamentals that will later help connect sounds to written symbols as well as learning to read and recognize the alphabet writing system and their phonemes. As an instructor lessons should incorporate oral activities that focus on rhyming, matching words with the beginning sounds and blending sounds into the formation of words. Specific teaching strategies are recommended because they are effective in Specific teaching strategies are recommended because they are effective in teaching phonemic awareness to kindergarten and primary learners. These strategies will help pupils with their ability to associate letters and sounds. This will help pupils with decoding words and word

recognition, which in turn will help pupils with their reading through: Modeling phonemic awareness tasks and responses orally and following pupil's production of the task, making pupils' cognitive manipulations of sounds overt by using concrete representations, teaching skills explicitly and systematically, adding letter-sound correspondence instruction to phonological awareness intervention after pupils demonstrate early phonemic awareness, progressing from the easier phonemic awareness activities to the more difficult, focusing on segmentation or the combination of blending and segmenting, starting with larger linguistic units and proceeding to smaller linguistic units, focusing beginning instruction on the phonemic level of phonological units with short words focusing on the initial sound, then on the final sounds, and lastly on the medial sound in words and providing brief instruction sessions on sounds. (p. 36).

Primary one pupils need to be aware of the sounds of the letters because reading seem to occur when the learners are familiar with the isolated sounds of the letters. For the primary school child, word recognition is the foundation of the reading process, this explains why words are the building blocks of comprehension, but without the ability to recognize words in continuous text accurately this goal cannot be achieved (McKenna & Stahl, 2009). Moreover, it has been observed by the Universal Basic Education Commission (2010) that the area of phonics, which has close affinity to the ability to read efficiently and speak intelligibly, has not been properly addressed. However, in spite of the gains achieved in the use of this method in other localities, primary school teachers are still not conversant or are reluctant in using it especially in public primary schools and there is still the persistent problem of children's inability to read (Shoaga, Akintola ,& Okpor, 2017). Generally, primary school pupils in Delta state especially the ones from low income parents are caught in the web of inability to read efficiently. The children in these schools are characterized by parents who are mostly low income earners that cannot afford to send their children to private schools. By implication, these

parents cannot afford to buy books and expose their children early to reading as opposed to their counterparts in private schools. According to Elui (2014), children from homes where speech is plentiful, vivid and expressive gain advantage in oral expression and basic reading skills. Therefore, the researcher finds the synthetic phonics strategy an empirical issue to be explored. If this strategy worked in other parts of the country, it leaves a gap to be explored in Oshimili South Local Government Education Area of Delta State.

Statement of the Problem

At the early years of a child's development, the Nigerian child faces a series of learning problems one of which is the inability to develop effective reading skills. Manifestations of reading difficulty start with the inability of the reader to recognize words which is the key to proficiency in reading. Since Nigerian primary school children are second language readers, knowledge of vocabulary and word recognition are problematic issues. This decoding and recognition problem is attributed to poor interest in reading of pupils especially word recognition which is a problem that has been traced to the poor reading culture of Nigerians and the ineffective strategies used in teaching reading at the primary school. Researchers and educators believe that the inability to read and comprehend affect achievement negatively and it has been attributed to lack of interest in the teaching and learning process. Furthermore, the researcher also observed in the course of school visits that teachers still read for pupils in primaries 4 – 6 who are supposed to be fluent readers during examinations and this could be attributed to the poor foundation they had in their lower primary school. The cumulative consequence of these problems is that most pupils leave primary school level inadequately prepared to cope with the challenges of reading at the secondary school. More also, primary school pupils have no materials to read, teachers are not working hard enough to promote reading while parents do not

give adequate support to their children due to their level of poverty. It also appears that most primary schools do not have functional libraries, books and teachers who can promote reading at that level of education. Thus the problems that affect reading at the secondary school level are a carry-over from the lower level of primary school.

The method of teaching reading to pupils in public Primary Schools in Nigeria has been a routine where children undergo repeated drills, and the teacher chants the words and the pupils repeat after the teacher in unison. This obsolete strategy lacks any form of motivation for the pupils and does not guarantee mastery learning as the knowledge gained through rote learning is not easily applicable when new words are encountered. In a bid to solve this problem of poor interest and achievement in reading, researchers have investigated the factors that affect pupils' interest and achievement in reading comprehension and general word recognition. However, lesser attention has been given to some of the strategies that could tremendously improve the pupils' interest and achievement in reading. It is not also clear how synthetic phonics reading strategy interact with gender to affect pupils' interest and achievement in reading. Therefore, it is on this premise that the researcher decided to see if alternative or other strategies could help improve primary one pupils' interest and achievement in reading. To this effect, synthetic phonics strategy was used to find out if pupils' interest in reading would improve their achievement. Therefore, the problem of this study posed in question form is; what is the effect of synthetic phonics reading strategy on pupils' interest and achievement in reading?

Purpose of the Study

The major purpose of this study was to investigate the effect of synthetic phonics strategy on pupils' interest and achievement in reading in Oshimili South Local Government Area, Delta State. Specifically, the study sought to:

1. ascertain the difference in the post test mean scores in interest of pupils taught reading using synthetic phonics strategy and those taught using look and say method.
2. determine the difference in the post test mean interest scores of male and female pupils exposed to synthetic phonics strategy and those taught using look and say method.
3. ascertain the interaction effect of synthetic phonics strategy and gender on pupils' interest in reading.
4. ascertain the difference in the post test achievement mean scores in the of pupils taught reading using synthetic phonics strategy and those taught using look and say method.
5. determine the difference in the achievement mean scores of male and female pupils exposed to synthetic phonics reading strategy and those taught using look and ay method.
6. determine the interaction effect of synthetic phonics strategy and gender on pupils' achievement in reading

Significance of the Study

The findings of this study have both theoretical and practical significance. The significance of this study derived from its potential in contributing to theory building in the area of phonics research. Theoretically, the work was based on phonics theory of reading, Piaget constructivist theory of reading and Vygotsky's social cultural theory. The findings of this study will help to stimulate discussions if published in educational journals or presented in conferences or seminars, may stimulate discussions that may extend or modify these theories.

Practically, the findings when printed in electronic or academic journals will be beneficial to a number of persons including the Ministry of Education and State Universal Basic Education, teacher training institutions, curriculum planners, primary school teachers, primary school pupils and researchers. It may provide pedagogical information that would help to promote teaching and learning of reading to young children using synthetic phonics reading strategy so as to increase their interest in reading.

The results of the study will be beneficial to teacher training institutions such as Colleges of Education, National Teacher Institute, Institutes of Education and Faculties of Education. If they are sensitized on the findings through workshops and seminar, it may provide them with information on useful methods and strategies for training pre-service teachers and retraining of in-service teachers on the effective teaching of reading in primary schools which in turn will enhance pupils reading skills.

The findings of the study when published in academic journals or disseminated through conferences and workshops might also help in planning, based on empirical evidence, curriculum planners, will realize the new approach to teaching reading to children in the early years and make the curriculum more interactive. The findings of this study will help curriculum planners to integrate Synthetic phonics into the programmes and scheme of work of childhood education.

The findings of the study when published in academic journals or disseminated through conferences and workshops might also help primary school teachers. The result of this study will equip the teachers in Oshimili South Local Government Education Area with new knowledge and a new strategy that will enhance the teaching of reading skills. They will learn to apply this strategy in their reading lessons. The result of this study may also reveal the differences in the interest of pupils towards reading. Teachers will use the information to reinforce positive interest

that will motivate pupils to read. Furthermore, the findings of the study on reading interest of male and female pupils when published, teachers will be guided on the use of strategies that will motivate pupils to learn how to read.

Finally, the outcome of this research may serve as a source of inspiration to other researchers to carry out further research on reading at the emergent and other stages of reading development.

Scope of the Study

The study covered primary one pupil's in public schools in Oshimili South Local Government Area, Delta State, Nigeria. The primary one pupil's were the focus because this is the stage of initial reading or decoding of words. The independent variables of the study are instruction in synthetic phonics reading strategy. The dependent variables are reading interest and achievement in reading. The content scope of this study covers the word blending test, sentence reading test, dictation/writing test, oral vocabulary, picture matching and Phonemic awareness.

Research Questions

The study was guided by the following research questions:

1. What is the difference in the post test mean interest scores of pupils taught reading using the synthetic phonics strategy and those taught using look and say method?
2. What is the difference in the post test mean interest scores of male and female pupils exposed to synthetic phonics strategy and those taught using look and say method?
3. What is the interaction effect of synthetic phonics strategy and gender on mean interest ratings of pupils' in reading?
4. What is the difference in the achievement mean scores of pupils taught reading using synthetic phonics strategy and those taught using look and say method?

5. What is the difference in the mean achievement scores of male and female pupils in reading using synthetic phonics strategy and those taught using look and say method?
6. What is the interaction effect of synthetic phonics strategy on the mean achievement scores of pupils in reading?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

- H₀₁:** There is no significant difference in the mean interest scores of pupils taught reading using Synthetic Phonics Strategy and those taught using look and say method.
- H₀₂:** There is no significant gender difference in the mean interest scores of pupils in reading.
- H₀₃:** There is no significant interaction effect of synthetic phonics strategy and gender on pupils' interest scores in reading
- H₀₄:** There is no significant difference in the mean achievement scores of pupils taught reading using synthetic phonics strategy and those taught using look and say method.
- H₀₅:** There is no significant difference in the mean achievement scores of male and female pupils in reading.
- H₀₆:** There is no significant interaction effect of synthetic phonics strategy and gender on pupils' achievement in reading.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviewed literature under the following subheadings; namely conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

Conceptual Framework

Reading

Primary Education

Phonics

Synthetic Phonics

Interest

Achievement

Gender

Schematic Diagram Showing Relationships among Key Variables

Theoretical Framework

Phonics Theory of Reading by Rudolf Flesch (1955)

Piaget Constructivist Theory of Reading (1956)

Vygotsky's Socio Cultural Theory (1934)

Review of Empirical Studies

Studies Related to Synthetic Phonics

Studies Related to Interest and Achievement

Studies Related to Gender and Reading Achievement

Summary of Literature Review

Conceptual Framework

Concept of Reading

Reading is one of the communication skills and the third in the row among the four communication skills. Reading is a very imperative skill for effective education and communication, knowledge is acquired through reading. Kane (2005:17) defines reading as a meaning structure process in which the readers must actively construct meaning and work towards fitting new information into the knowledge they already know. For those learning English as a second language for academic success and for professional development, reading becomes the basis for all other areas of learning. (Dorkchandra: 2010). Reading in the view of Leipzig (2001) is a multi-faceted process involving word recognition, comprehension, fluency and motivation. It is the process of constructing meaning from written text, according to Leipzig, it requires that we identify the words in print, a process called word recognition, construct an understanding from them, a process called comprehension, coordinate, identifying words and making meaning so that reading is automatic and accurate.

The process of making reading to be automatic and accurate requires word recognition which must occur before comprehension. Therefore, Anderson (2009) is of the opinion that to read means to comprehend, decipher, interpret, understand and grasp the meaning of a text. This probably explains why the American Reading Panel Report (2006) referred to reading as a complete task that is in line with the view that words are to be decoded to extract meaning, Schindel cited in Cullinan (2003) added that words in a book are symbols that require skills in reading, to decode and perceive. Reading therefore is a process of constructing meaning from decoded text, it involves identifying words in print and making meaning from it.

The goal of reading at the primary school level is geared towards the ability of the child to communicate effectively. According to Omojuwa (2005), the goal of reading is that each child should be functionally literate; being able to communicate effectively, even if the child's academic pursuit terminates at the primary school level. For further attainment in academics, the reading process requires continuous practice, development and refinement. This is why Ranweiller (2004) referred to reading as a great skill in message setting; a problem solving activity which increases in power and flexibility the more it is practiced. Statkus, Rivalland & Rohl (2005) described reading as a communication skill that produces many other skills and is a key part of our capacity to increase our achievement.

Reading is not just a single skill but a combination of many skills and processes in which a reader interacts with print to derive both meaning and pleasure from the written words. According to International Reading Association and National Association for Education of Young Children (IRA/NAEYC, 2003) in reading, children must be able to see the symbols and interpret them, follow the logical and grammatical patterns of written words and relate them to direct experiences which give the words meaning. They are expected to make inferences from and evaluate the materials, remember what is learned in the past, include new ideas and facts, recognize the connection between symbols and sounds and deal with person's interest and attitude that affect the reading task.

The key elements in reading task are the ability of the reader to interpret all the processes involved. So for pupils to learn how to read and understand there should be provision for constant practice of interaction with text in and out of the classroom. In the view of Krashen (2004) the child learns to read by reading and not by doing exercise in reading. According to Brown (2005), school success in later years depends heavily on language and literacy abilities

whose foundations develop at the pre-school experiences. In addition, James (2010), state that reading is important for knowledge development, pronunciation and preparing for school. They explained that reading improves one's vocabulary, gives information, feeds the imagination and acts as a source of inspiration. Children who do not learn to read in the early grades risk failing further and performing poorly, as they cannot absorb printed information, follow written instructions, or communicate well in writing.

Reading is not only to recite letters of the alphabet or pronounce words in a text but it is also a meaning searching and meaning getting activity that involves a reader in active construction of information about language, content of text and knowledge of the world generally stored in the readers memory (Oyetunde & Muodumogu, 1999). Adeniyi and Omale (2010) also support the above definition of reading by viewing it as a process of transforming alphabetical symbols into a form of language from which the native speaker has already derived the meaning.

In order for reading to make meaning to the reader, various clues need to be involved in the process. Thus, reading involves extracting meaning from a text using graphonic clues, synthetic and semantic clues (Gass & Mckay, 2007). In the reading process, children pass through three stages as they learn to read and write (McKenna & Stahl, 2009). These stages are identified as emergent, beginning and fluent, what children do at each of these stages have been identified by Fountas and Pinnel (1996). These researchers explained that at the emergent stage, children develop interest in reading, acquire concepts about print, develop book handling, learn to identify letters of the alphabet, learn to read some familiar and high frequency words and make text to self-connection at the beginning of reading stage. Students learn phonic skills, recognize 20 to 100 high frequency words, make reasonable predictions, read orally, point to

words when reading, correct self while reading, retell what they read and make text to self and text to word connection. They further pointed out that at the fluent stage children can recognize most words automatically, read with expression, read more than 100 words per minute, use variety of strategies effectively, think inferentially, make text to self, text to world, and text to text connections, think more deeply about what they read, understand their reading better and can read independently. Based on the foregoing, reading can be defined as a necessary skill for processing words and comprehending the author's message leading to automatic recognition of words in a text.

For a child to read independently and comprehend what he reads, he needs to be skilled in a set of processes which involve two processes. Rose Report, (2006) presents a simple view of reading and sees skilled reading as the development of a set of processes by which words in print are recognized and understood as development of language comprehension processes by which test and spoken languages are understood and interpreted. The report identifies two components of reading namely, word recognition and language comprehension and re-instate that both of them are essential for developing fluent and effective readers and this requires specific kinds of teaching.

Reading strategies are methods used by the English as a second language teacher to teach reading skill during the reading lesson for example using word card teach vocabulary, silent reading and group work. Strategies used by the teacher can help the students to have better understanding of the text they read. Leask (2007) defined reading strategies as choice and range of methods used for a lesson. When teachers use strategies to teach reading skills to students, it will help the students in learning English in reading (Obidike, 2013). For this reason, teachers need to vary their teaching reading strategy so that it will benefit different levels of students.

According to Burden and Byrd (2003), students often complain that teachers teach in the same way for every student and if the teacher does not use appropriate teaching strategies to teach reading, they may not receive the instruction that meet their needs such as to maintain self-esteem and to do well on the task. For the purpose of this study, reading strategies can be defined as the use of appropriate methods in stirring the innate abilities of the pupils in a reading task.

Primary Education

The primary education according to the National Policy on Education, (FRN, 2004) begins at the age of six for the majority of Nigerians. Pupils spend six years in primary school and graduate with a school leaving certificate. The subjects taught at this level, primary, include Mathematics, English language Christian Religious Knowledge, Islamic knowledge studies, science and one of the three main indigenous languages and culture. These children are required to take a common Entrance Examination to qualify for admission into the federal and state government secondary schools, as well as private ones. The National Policy on Education recognised that the primary education is the key to a child's success or failure in the entire education system and for this reason, Mitra (2012), believes that the primary education should not be neglected. For the purpose of this study, primary education can be described as the teaching and learning process engage in by pupils between the ages of 6-11 years in an institution of learning. This level of education seems to be neglected by the Delta State government due to some of the problems widely reported in Nigerian's newspapers which include among others lack of educational facilities, abandonment of school projects, government unstable educational policies (source: the Starlight, June 11, 2012 and Punch, October 16, 2012).

Concept of Phonics

Phonics is one of the primary building blocks of reading. Without an understanding of the relationship between letters and sounds, reading cannot occur. Simply put, phonics is the connection between graphemes (letter symbols) and sounds (Hardy, 2017). The phonics method focuses on early teaching of sound-letter correspondences. It was introduced in the 19th century and continued to be the predominant method until the second half of the century when child oriented learning led to the dominance of the whole word method. (Watson in Obidike, 2013). In the past three to four decades however, researchers have conducted more research into the reading acquisition process. A major outcome of those studies is that phonological processing is the main determinant in the development of reading skills in the early stages of learning to read in an alphabetic orthography (Cunningham and Zilbulsky, 2009; Piasta, Purpura, Wagner 2010)

Developing phonemic awareness enables children to use sound-symbol correspondence to read and spell words. Phonemic awareness is not sounding out words for reading nor is it spelling words to write words, rather, it is the foundation for phonics (Tompkins 2003:95). This is further agreed upon by Goswami (2005) that phonics method of reading teaches children the sound value of letters and letter clusters, which must be done by matching pictures and objects with letters. For example, introducing the picture of an apple, elephant etc. to them, these key pictures carry a phonic clue which provides information about the beginning letter sounds and its name.

Phonics has a variety of ways in which it is taught. In the view of Tompkins (2003) there is no consensus among researchers about the best way to teach phonics, but most agree that teachers should use direct and indirect instruction. Children should be involved in real reading and writing activities as they learn phonics. This therefore, means that phonics instruction should

be tied to reading and writing. Teacher's emphasis should be that children can decode words fluently when reading and spell word conveniently when writing. Thus, the intensity of phonics instruction must be adjusted to the individual needs of the children by a well prepared teacher. When phonics instruction is linked to children genuine effort to read and write, they are motivated to learn (International Reading Association, 2003).

Although it is now widely accepted that the knowledge of letters and sounds is valuable in learning to read, there is no agreement about how to teach this knowledge to learners. Methods which acknowledge the importance of the knowledge of sounds to learning to read are all often referred to as the phonics method but the disagreement about how children attain the knowledge of sounds has resulted in different approaches to the phonics method. Some advocates the analogy method also known as onset and rime (Goswami and Bryant 1999); some synthetic phonics (Chall, 1999); Johnston and Watson (2005) and some analytic phonics, while some prefer eclectic methods. There could be some kind of relationship when defining phonics. Yellin, Jones and Devries (2008) defined phonics as a structured relationship between phonemes (sounds and graphemes letters). Yellin et al (2008) further suggested using an explicit phonics instruction that entails blending sounds together and according to Fambro (2011) and Hoffman (2014) all reading programs should contain a phonics component and students who learn phonics early do better in reading than those who do not. For the purpose of this study, phonics can be described as the ability of an of a child to sound out individual letter sounds thus leading to phonemic awareness.

Concept of Synthetic Phonics

Bottom-up approach explains the process in synthetic phonics strategy as both help readers to decode sounds and symbols and make effort to blend sounds and symbols together. As

early as (1999), Camborne explained the bottom-up approach as a series of decoding of written symbols into their aural equivalents. The following illustration (Figure 1), however explains how the process of the bottom-up approach.

Print → Every letter Phoneme and graph phones → Blending Matched
 → Pronunciation meaning matched

Figure 1: The Bottom-up approach for reading (Camborne, 1999)

According to this approach the reader processes each letter. Then each letter is matched with the phoneme which the reader is familiar with. Afterwards the Phonemes (i.e. the individual units of the sounds) are blended together in order to build words and pronounce them. Now, readers can get meaning. The bottom-up, in this way explains logically what happens when reading occurs, and when an interaction occurs between written and spoken symbols for beginner readers (i.e. reading produces from part to whole).

This strategy is further explained by (Lui, 2010) in figure 2 as follows

Meaning – (deep structure) – Words (lexical level) - Letter Sounds (Character level)

Figure 2: The Bottom-down approach for reading, figure 2 shows the processes of reading which starts for knowing every letter sounds, in the character level. The sounds are combined together forming words and then sentences through which readers can get the meaning of the sentences.

Moreover, Abeer and Dina (2017) introduced useful activities for raising learner's phonemic awareness. In such activities the name and the sound of the letter are presented. Then a strong connection between sound segment and letters is built. That is, built sounds are presented by combining of letters, for example, choose has six letters but only three phonemes /ch/, /oo/, and /z/. Abeer and Dina concluded that phonemic awareness has a great positive effect about

pupils reading skills in the first grade, as it can improve their word recognition skill while being interested in the learning process with having a lot of joys.

The synthetic phonics method adopts a direct, systematic and rapid teaching of letter sounds to pupils. This is immediately followed by teaching them how to blend the letter sounds to form words (Johnston and Watson, 2005). In synthetic phonics, pupils are taught the first group of letter sounds which make up a large number of three letter words; s,a,i,t,p,n. these sounds can be used to make seven three letter words e.g. pin, sat, sit, tip, tin, pin, pat. The whole programme is sometimes taught within a few months with a great deal of emphasis on word reading. Sight words are taught at key points and carefully selected decodable readers are used alongside (Olubusola; 2014). For the purpose of this study, synthetic phonics can be defined as a reading process which involves the blending together different sounds for decoding words and reading automaticity.

Concept of Interest

Interest is key in every learning task. Interest, according to Obodo (2002) can be regarded as the care or concern that someone has for something or someone. An interest can be a task that someone likes or do or watch, like a game or a hobby. Interest is an important variable in learning because when one is interested in an activity, one is likely to be more deeply involved in that activity. Interest is a subjective feeling of concentration or curiosity over something (Isukpe, 2014). It is the preference for a particular activity that is the tendency to seek out and participate in certain activities to the exclusion of others. Interest in the context of this study is the attention given to the study of reading in the primary school.

It has been demonstrated that interest has cognitive, affective (emotional) and psychomotor components. Okebukola (2005) explained cognitive interest as that which is

aroused in an individual through the stimulation of his interest. This implies one concerned with issues involving rational thinking or issue of academic discussion. Affective events involve ones inclination to expression of emotion like love, care, kindness and happiness, while psychomotor event is expressed by an individual through touching, use of signs among others to express love.

Interest can also be distinguished as being individual or situational (Hidi, 2001). Individual interest has been viewed as a relatively lasting predisposition to re-engage with particular objects or events. Increased knowledge value and positive effect have been connected with individual events some similar to and some incompatible with classroom learning which can influence their activities in academic achievements. On the other hand, situational interests are ones that are triggered temporarily by features of the immediate situation. Such features are unusual sights, sounds, or words which can stimulate situational interest. For the purpose of this study, interest is can be defined as an activity that motivates a child to enjoy a particular task he or she is engaged in and one of such task is reading.

Concept of Academic Achievement

Achievement as a variable can be measured through certain set of standards and norms. Morrison (2004) explains achievement in terms of the acquisition of different kinds of knowledge and cognitive skills. On the other hand, Ncharam (2005) defines achievement as the actualization of the educational standard and appropriate goals as the major objective function of skills in the society. Achievement reflects a willingness to strive to succeed at objectives that promote social harmony or that maximize the social welfare of the groups to which they belong (Shaffer, 2005). He also argues that there is no single overriding motive to achieve that applies to all achievement tasks. Instead they propose that children will show different striving in different skill areas depending on the extent to which they value doing well in each area to when they

expect to succeed and be recognized for their accomplishment. Achievement is the extent to which a student teacher or institution has achieved their short or long term educational goals. Cumulative GPA and completion of educational degree such as bachelor degree represents academic achievement (Annie, Howard and Mildred, in Olubusola, 2012). Achievement also refers to something important that a person succeeds in doing by superior ability, special effort, great courage etc. it is the act of doing something successfully by effort, courage or skill practice, hard work, ability, heroism. It can as well refer to something accomplished successfully particularly through means of exertion or perseverance. (www.com/questions/definitions_of_reading_achievement_2011).

Academic achievement generally refers to a child's performance in academic areas such as reading, writing etc.(Nichcy.orgschool/age/iep..../presentladg). Reading achievement is defined as the level of attainment in any or all reading skills, usually estimated by performance on a test (www.education.com, 2012). To the researcher, achievement refers to the grades obtained by learners in a given academic task to determine their level of attainment. Academic achievement is commonly measured through examination or continuous assessment but there is no general agreement on how it is best evaluated or which aspect is most important; procedures knowledge such as skills or declarative knowledge such as facts. Furthermore there are inconclusive results over which individual factors successfully predict academic performance, elements such as anxiety, environment, motivation, performance and emotions require consideration when developing models of achievement (Ziedner, in Elui, 2014). As applied in this study, achievement refers to the performance of pupils in reading as a result of the approach used in primary schools. For the purpose of this study achievement can be defined as the attainment of academic success in reading task based on one's effort.

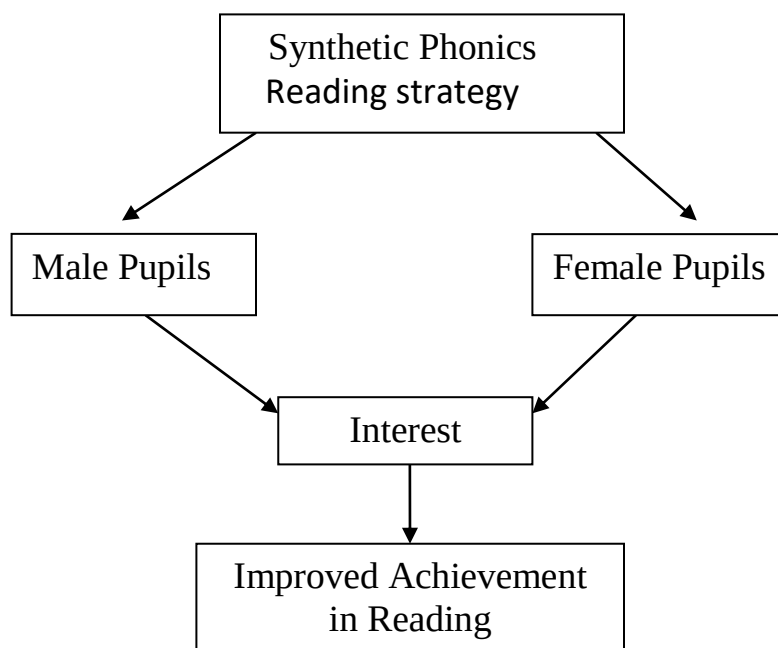
This calls for effective strategy for teaching reading which has become necessary now with the introduction of a nine year basic education curriculum for English studies in Nigeria. Teachers are now expected to make reading lessons practical, interesting and stimulating using appropriate techniques and materials (FME, 2007). This study is an answer to this clarion call. It will expose pupils to synthetic phonics reading approach to see if there will be a difference in their reading achievement.

Concept of Gender

The concept of gender has been viewed in different cultures. Opre (2003) defines gender as broad categories that reflect our impressions and beliefs about females and males. It refers to a set of categorical beliefs regarding the characteristics attributes of a person (man and woman) based on his or her belonging to one of the two sexes. According to Okeke (2000) gender is referred to as socially constituted roles and socially constructed roles and socially learned behavior and expectations associated with males and females. Maduewesi (2005) states that men and women are biologically different but all cultures interpret and elaborate their inherent biological differences into a set of social expectations about the behavior and activities as appropriate for them and what right resources and power they possess. For instance, women can give birth to and breastfeed children, men cannot because they are not endowed with the capacity to carry out such responsibility.

For the purpose of this study, gender can be described as the attributes expected of an individual on the basis of being born a male or a female which determines the reading process.

Conceptual Relationships among the Key Variables of the Study



Schematic Diagram Showing Relationship between Variables

Figure 3: Schematic diagram of method of teaching using synthetic phonics in relationship to pupil's interest and achievement.

The diagram Fig 3 above implies that synthetic phonics strategy enhances better recognition of words by the pupils in primary one. Therefore, synthetic phonics strategy of teaching reading could greatly affect the interest and achievement of primary one pupils in reading. Gender also stands as a moderating variable in the study because it could mediate or account for certain differences in reading ability of pupils.

Theoretical Framework

Phonics Theory of Reading by Rudolf Flesch (1955)

The phonics theory of reading was propounded in 1955 by Rudolf Flesch. This theory states that letters represent the sound of speech and that there are systematic and predictable relationship between written letters and spoken words which are specific to the alphabetical writing system. Phonics theory advocates that mastery of a set of symbols come first in learning to read. Children should be able to sound out (read) words based on how they are spelt. Children are therefore expected to first learn the letters and letter combination that convey the sound of the language then they can read whole words by decoding them from their component phonemes. This strategy entails deconstructing or decoding written words into the component sounds before readers reconstruct their way to complete the sound of the words. Proponents of this theory emphasized that once a child has learnt the phonics skills that such knowledge will serve throughout the life of the learner.

Therefore, phonics advocates emphasize that children should acquire phonemic awareness. Phonemic awareness is the knowledge that words are made of individual sounds where by children learn the spelling of the words related to how they sound when spoken and in the process, children learn how to analyze the sounds of the letters, letter combinations and syllables in a word. The effort is to decode the speech sounds represented by the letters and be able to gain meaning from the text. For children who already have large speaking vocabulary, sounding words becomes easy.

Phonics theorist attacks the whole word approach stating that the whole word encourages children to rote words that they cannot pronounce. Flesch criticized the whole language approach because it did not get children into reading stories that did not have graded vocabulary. Further, Flesch argued that the whole language approach also made children to memorize every word.

However, critics of this strategy stated that the problem of this theory is an analytical approach adding that English words do not always have a one to one speech sound to symbols. In their opinion, the learners lose out the meaning of the sentence because that is concerned with sounding out letters.

This theory is relevant to the present study because phonics theory advocates emphasized the importance of children having phonemic awareness to be able to read effectively. In this study, phonemic awareness is emphasized as a prerequisite skill relevant for real reading ability. Moreover, in learning to read through the use of synthetic phonics, children will still acquire some skills from the phonics strategy approach to widen their knowledge and reading ability when there is a read aloud text arrangement. In effect, each of these reading theories has a contribution to make on the workability of the other.

Piaget Constructivist Theory of Reading (1956)

The theory of constructivist was developed by Jean Piaget in 1956. Piaget constructivism theory of learning states that individuals learn through adapting what they learn or adapt to what is directly influenced by the children, materials and situations with which they come into contact. Children build on pre-existing knowledge, be it intellectual, social, and moral. One of the tenets of this theory is that “knowledge is subjective; that is everyone creates his own meaning of any particular experience, including what he hears or read”. Another basic tenet is that children learn by taking new ideas and integrating them into their existing knowledge base. The teachers’ role is to build the environment that is stimulating and conducive to the processes of constructing meaning and knowledge. Constructivism as a theory supports hands on learning. It is also a child centered-theory. This theory emphasizes the active role of children in developing their understanding and learning. Basic concept of constructivism include that children construct their

own knowledge. They play a role in the cognitive development and better understand when they construct for themselves, rather, than been told the answers to problems. Tenets of constructivism include that mental and physical activities are crucial for the construction of knowledge. Further knowledge is built step by step through active involvement – that is through explaining objects in their environment and through interacting with other children construct knowledge best in the context of experiences that are of interest and meaningful to their cognitive development in a continuous process which begins at birth and continues across lifespan.

The present study is centered in the primary one class which falls within the preoperational stage. According to Piaget, the characteristics of this stage of intellectual development depend on the use of concrete representation of concepts to construct meaning. Piaget believes that children base their learning on things they can see since they are not yet able to think using mental images. They are unable to conserve ideas about volume change. They believe that everything happens on purpose so verbal explanations or rote memorization of events does not make as much meaning to them as the multisensory activities and the use of symbols to understand the world. Piaget's theory on stages of cognitive development is relevant to the study with special focus on the pre operational segment which advocates that children should learn through meaningful experiences, concrete lessons, use of pictures and hands on activities which involves the senses which together will lead to greater understanding, deeper conceptualization of words learnt. This study partly hinges on Piaget theory for its relevance and meaningful classroom implication. Piaget's theory on children's learning characteristics show that synthetic phonics strategy provides appropriate learning experiences that enhance the pre-operational children's acquisition of interest in reading skills. This is because the synthetic phonics strategy involves five skills such as: learning the letter sounds, formation, segmenting,

sounding and tricky words which are introduced to children in a funny and multisensory way. This is the focus of the study.

Vygotsky Socio Cultural Theory (1934)

The theory was propounded by Lev Semyonovick in 1934. This theory explained that social interaction leads to continuous step by step changes in children's thought and behavior. Basically, Vygotsky theory suggests that development depends on interaction with people and the tools that the culture provides to help form peoples own view of the world. There are three ways a cultural tool can be passed from one individual to another. The first is by learning where the person tries to imitate from one individual to another. The second way is by instructed learning which involves remembering the instructions of the teacher and then using these instructions for self regulation. The final way that cultural tools are passes to others is through interactive learning which involves a group of peers.

Vygotsky theory combines social environment and cognition. Children will acquire the ways of thinking and behavior that makes up a culture by interacting with more knowledgeable persons. This theory believes that social interaction will lead to on-going learning which involves thought and behavior. The synthetic phonics strategy is in line with the socio cultural theory, this is because as a teacher rapidly introduces the pupils to the major ideas of sounds as the smallest units of spoken language and of blending the sounds together to read words. Once this is done the children are guided using games, imaginative reasoning, partner work and peer tutoring as they move from one level of learning to read to the next. The synthetic phonics method incorporates a significant amount of play which would support the learner through the stages of development. The teacher is thus seen as guiding the learner to discover meaning and helping the

learner move to the next level of knowledge. This is an effective way of teaching pupils to become independent readers.

Review of Empirical Studies

Studies Related to Synthetic Phonics Strategy

In the acquisition of reading skills, Ekpo, Udosen, Afangide, Ekukunam and Ikoh (2006), conducted a research to ascertain the effect of jolly phonics strategy on learning English as a second language (ESL). A quasi experimental design was adopted. The sample consisted of 168 primary one children drawn from five schools, purposively selected from the three senatorial district of Akwa Ibom State. Two intact classes in each school were selected to form the experimental and control groups respectively. One research question was formulated to guide the study and two null hypotheses tested at 0.05 level of significance. The data collected were analyzed using independent t-test, ANCOVA & Burt reading test which is a standardized reading test structured from two letter words and gradually to three or four and more words. The test analyzed showed a significant difference in achievement between the experimental group and the control group. The result revealed that jolly phonics reading strategy was more effective in enhancing the pupils reading skills achievement compared to the conventional method. This study is related to the present study in that both are concerned with acquiring language skills. However, while jolly phonics is used as a strategy in investigating its effect on learning English as a second language, the present study dwells on the effect of synthetic phonics strategy on interest and achievement in reading.

Similarly, Oriaku (2016) conducted a study on the Effect of educational films on preprimary school children's acquisition of pre reading skills. The study was conducted in Abia South Educational Zone of Abia State. A quasi experimental design was used. The sample

consisted of 200 pre-primary school children drawn from four intact classes of the 101 schools. The four schools were drawn randomly from the two local government areas that make up Abia South Educational Zone. Five research questions and five null hypotheses guided the study at 0.05 probability level. The data collected were analyzed using mean, standard deviation, ANCOVA and the findings of the study indicated that children who were exposed to educational films in learning the pre- reading skills achieved significantly higher than children who were not exposed to educational films. This study is related to the present study in that both adopted quasi experimental design, were carried in Nigeria using younger learners and are primarily concerned with the strategies that help in improving reading skills. However, this study differs from the present study because while this study focused on acquisition of reading skills the present study focused on the effect of synthetic phonics strategy on interest and achievement in reading.

Elui (2014) carried out a study on the effect of extensive reading approach on pupils' achievement in and attitude to reading comprehension in Onitsha South Local Government Authority. The study adopted a quasi experimental design. 120 primary four pupils were involved in the study. Two instruments (the Reading Comprehension Achievement and Reading Attitude Scales) were used for the study and six research questions and six research hypothesis were tested using mean, standard deviation and analysis of co-variance (ANCOVA) were used for analysis. The major findings of the study indicated that pupils exposed to extensive reading approach performs significantly better than those taught with the conventional method and the use of extensive reading approach of teaching reading promoted more positive attitude to reading. The reviewed study and the current study are related in the sense that both emphasized methods or strategies of teaching reading and its effect on achievement. However, the difference lies in the fact that while the current study investigated the effect of synthetic phonics on pupil's

achievement and interest in reading the reviewed study dwelt on pupils attitude in reading comprehension.

Thaen-nga and Leenam (2016) carried out a study on the use of phonics instruction to enhance students' reading ability Nam Yuen district, Ubon Ratchathani Province in Thailand. The design of the study was quasi experimental study. The respondents were grade 3 students. The purpose of this study is to investigate the effect of phonics instruction on the development of English reading ability of Grade 3 students at Nam Yu en school by using phonics instruction. The purpose of this research was also to study English reading ability after being taught through the phonics instruction. The target group was 30 Grade 3 students enrolled in English course in the second semester of academic year 2015 at Nam Yuen School, Nam Yuen District, Ubon Ratchathani Province of Thailand. The experimental instrument was 5 lesson plans using phonics instruction. The instruments were the tests used before starting and after finishing each lesson. The data obtained were analyzed using mean, percentage and standard deviation. The findings revealed a statistically significant main effect ($P < .001$) indicating that there was a significant difference between the mean scores of the pretest and the posttest which means that the students increased their oral reading ability after being taught through phonics. This study is related to the present study in that both adopted quasi experimental design using younger learners and are primarily concerned with the strategies that help in improving reading skills. However, this study differs from the present study because while this study was carried out in Thailand using grade 3 pupils, the present study was carried out in Nigeria using primary one pupils' as respondents.

Olubusola (2014) carried out a study on the effect of synthetic phonics method on the reading skills of beginning readers in primary schools in Nigeria. The design of the study was a case study action design. The result of the study shows that by the fourth year of school, pupils are not equipped with sufficient skills in reading the English language. This poor foundation in

the language of instruction has the tendency to affect the academic performance of students for much of their school years resulting in increasing rates of illiteracy in the country. The population of the study was 226 pupils, 9 teachers across the 9 schools which were included in the study in both the intervention and control groups. The teachers for the synthetic phonics group were trained. All pupils were pre-tested before teaching began in the classes. The synthetic phonics Classes were taught using the intervention method while the control classes were taught using the traditional method. The synthetic phonics class rooms were regularly observed. After the intervention, the groups were post-tested. Focus groups discussions were conducted with the teachers and interviews with pupils in the synthetic phonics groups. The study found that pupils were more eager to learn in the collaborative and engaging environment offered by the synthetic phonics programme. Also, teachers were more confident to teach English language and they found the synthetic phonics programme very useful and easy to use. Moreover, there was a significant difference in the improvement in the reading skills of the pupils in the synthetic phonics groups compared to the pupils in the control groups. The study concluded that synthetic phonics is a possible tool for improving the reading skills of Nigerian pupils.

This study is related to the present study in that both were carried out using Nigerian pupils as samples. The difference between the reviewed study and the present study is that the present study adopted quasi experiment design while the reviewed study was a case study.

A study was conducted by Zaidi, Naeem and Naheed (2016) to find effect of use Jolly Phonics as a fast track strategy for teaching English in Low cost schools of ITA in Lahore, Pakistan. Phonics Club Private limited and Research Society for Synthetic Phonics in Collaboration with Jolly Learning UK Phonics introduced Jolly Phonics Program in 9 schools of ITA. Selected teachers and school administrators were given 3 days training before initiation of the study. Experimental method between group research designs was used in this study. The sample

consisted of 209 students of ages between 5-10 years. Data was collected from 9 low cost schools under flagship of ITA foundation. Two groups (Control and experimental) were formed in each school. Experimental group was taught Jolly Phonics Course where as control group was taught regular English learning course. Burt Reading test was used for pre and post assessment of reading level of class KG students. Results were analyzed using SPSS (version 18). Results showed significant changes in test scores of students. Results indicated significant changes in Pre and post test results. Students who were taught through Jolly phonics course have attained higher reading age and complexity level than students who were taught regular course following whole word approach. In the light of success of this pilot organization should concentrate efforts to support teachers and community in improving English teaching and learning using synthetic phonics approach and Jolly phonics course material across Pakistan. This study is related to the present study in that both adopted quasi experimental design using younger learners and are primarily concerned with the strategies that help in improving reading skills. However, this study differs from the present study because while this study was carried out in Pakistan using pupils between 5-10 years, the present study was carried out in Nigeria using primary one pupils' as respondents.

Hardy (2017) examined the impact of synthetic phonics on teaching learners with English as an additional language (EAL) to read. The aim of the study is to evaluate how effective this strategy is in teaching these children to learn to read and whether it has application for other learners of English. This research design adopted qualitative case study. The case studies involved four EAL children aged between six and ten years old who attended a primary school in the south -east of England. The children were from the Czech and Slovak Roma community who resided in the area. The study also involved adult participants who worked as teachers or teaching assistants in the school. The research methods used included semi -structured interviews

with the adults, structured interviews with the children, miscue analyses to identify the children's reading strategies, and lesson observations. The results appeared to indicate that synthetic phonics was useful in teaching children to decode and provided them with a useful strategy when they already understood the meaning of the decoded word. However, the evidence also suggested that the children's limited lexical knowledge impeded their comprehension. Furthermore, it showed that recalling the correspondence between phonemes and graphemes could be challenging. The conclusion reached is that the needs of EAL children learning to read are complex and that the development of their lexical knowledge is paramount if they are to be enabled to become successful readers. However, if taught in conjunction with a language rich curriculum, this systematic strategy could be useful in developing reading skills for the growing number of young learners of English attending language schools around the world. This study is related to the present study in that both investigated the strategies adopted to improve reading ability of pupils. However, this study differs from the present study because while this study was carried out in England using pupils between 6-10 years, the present study was carried out in Nigeria using primary one pupils' as respondents.

Studies Related to Interest and Achievement

Ugwu (2014) carried out a study on effect of guided inquiry method on students' achievement and interest in Basic Science in Nsukka Education Zone in Enugu State. Six research questions and six null hypotheses guided the study. Quasi experimental design equivalent was adopted for the study, specifically, non-equivalent group design. The sample for the study comprised of 80 JSS2 students to form two intact classes in two secondary schools drawn using multi stage sampling technique. Two instruments were used for data collection, namely Basic Science Achievement Test (BSAT) and Basic Science Interest Inventory Scale

(BSIIS). Data collected were analyzed using mean, standard deviation and Analysis of Covariance (ANCOVA). The result revealed that guided inquiry method was superior to conventional instructional method in facilitating student's achievement and interest in basic science. There was no significant difference after the treatment, although, male students performed significantly better than their female counterparts. On the test of interaction it was revealed that the mode of instruction and gender has a significant ordinal interaction effect on student's achievement and interest in basic science. Inquiry method was more effective than the conventional method. This study and the current study are related in the sense that both emphasized student centered method of teaching and its effect on achievement and interest. However, the reviewed study did not consider the effect of synthetic phonics on student's interest in reading.

Similarly, Olunwa (2016) carried out a study on the effect of play way method on the interest and achievement of primary school pupils in Basic Science. Ten research questions guided the study and ten null hypotheses tested at 0.05 level of significance. The study adopted a quasi-experimental research design. It was carried out in Udenu Local Government Area of Enugu State, Nigeria. The population of the study comprised of 1034 primary one pupils made up of 491 males and 543 females in 34 primary schools. Multistage sampling technique was used to sample 120 primary one pupils in four intact classes from the four schools randomly selected. Two sets of instruments were used for data collection namely BSAT and BSIIS. The reliability of the BSAT was established using Kuder Richardson formula in which a coefficient of 0.75 was established while Cronbach Alpha was used to establish internal consistency of the BSIIS in which a coefficient of 0.81 was obtained. The data collected for the study was analyzed using mean, standard deviation and ANCOVA for testing the hypotheses at 0.05 level of significance. Based on the data collected, the study revealed that the pupils taught using play way method

developed more interest than those taught using the conventional method. There was significant ($P < 0.05$) difference in the mean score of pupils in basic science when taught with play way and conventional method. This study and the current study are related in the sense that both emphasized method of teaching and its effect on achievement and interest. However, the previous study used play way method while the present study used synthetic phonics reading strategy.

Farokhbakht and Nejadansari (2015) investigated the effect of using synthetic multisensory phonics in teaching literacy on EFL young learners' literacy learning. Specifically, the study sought to investigate the effect of adopting synthetic multisensory phonics (i.e. Jolly Phonics) for teaching early English literacy skills on literacy learning of Iranian EFL young learners. To this end, 100 zero-beginners of English between the ages of 10-12 participated in this study. The participants were randomly assigned to either experimental or control classes. While the students in the control group were taught Basic English literacy skills through the rote traditional phonics, the learners in the experimental group were taught English literacy via a synthetic multisensory phonics approach named Jolly Phonics. After a one-month English course, all the participants took a reading and a spelling test. A set of descriptive and inferential statistics were used to analyze students' scores obtained from these tests. The results demonstrated that the experimental (Jolly Phonics) group had a better performance on the reading and spelling tests. This study is related to the present study in that both investigated the strategies adopted to improve reading ability of pupils. However, this study differs from the present study because while this study was carried out in Iran using pupils between 6-10 years, the present study was carried out in Nigeria using primary one pupils' as respondents.

Ajai (2018) conducted a study on students achievement in mathematics through systematic and explicit, self instruction, peer tutoring and visual representation in Taraba State.

The study evaluated students' achievement in mathematics using four methods of instruction. The sample of the study was 130 junior secondary school students from four schools. Quasi experimental design was adopted for the study and six research questions were posed for the study. Data was generated using terminal mathematics achievement test whose reliability indices were computed using Kuder- Richardson (KR-20) formular. Mean and standard deviation were used to answer the research questions while one way analysis of variance (ANOVA) was used to explore the impact of instructional strategies at .05 level of significance. Findings revealed no significant difference in mean achievement scores of students exposed to the four instructional strategies. This study is related to the present study in that both investigated the strategies used in improving pupils' academic achievement but in different subject areas. However, this study differs from the present study because while this study was carried out in Taraba state using junior secondary school students, the present study was carried out in Nigeria using primary one pupils' as respondents

Studies Related to Gender and Reading Achievement

Abdu-Raheem (2012) examined gender differences and academic achievement and retention of student in social studies among junior secondary school in Ekiti State. Six research question and six hypotheses guided the study. The study adopted the quasi-experimental pre-text > post-test control group design. The instrument used for the study was Social Study Achievement Test (SSAT) designed by the researcher; the data were analyzed using ANOVA and ANCOVA statistical analysis. The findings indicated that there is no significant difference between the mean achievement score of male and female students in the experimental and control groups. There is no significant difference between retention mean scores of male and female students in the experimental and control group. It was concluded in the study that gender

does not play any significant role in students' achievement and retention in social studies. This study is related to the current study because both emphasize the tendencies of gender difference in the mean achievement of pupils. Also, this study is related to the present study in that both investigated academic achievement of pupils in Nigeria. However, this study differs from the present study because it was carried out with emphasis on gender difference in pupils' achievement, while the present study was carried with emphasis on strategies that enhance pupils' ability to read with gender as a moderating variable.

Akinbote and Komolafe (2010) investigated the impact of explicit grammar instruction on pupils' achievement in written English and attitude to composition writing. They also looked at the interaction effects of attitude verbal ability and gender on pupils' achievement. Two hundred and ninety five pupils, drawn from 12 public primary schools in Akinyele Local Government of Oyo State were used for the study. They used four validated instruments for data collection and tested seven hypotheses. Data was analyzed using ANCOVA and MCA. The result showed significant differences among the treatment and control groups. There was significant main effect of treatment on pupils' achievement in written English and gender on pupils' attitude. It was concluded that gender has significantly contributed to pupils post attitude score as revealed by male pupils obtaining higher post attitude scores than females. This study is related to the present study in that both investigated the strategies adopted to improve the pupils' language skills such as reading and writing. However, this study differs from the present study because while this study was carried out with emphasis on explicit grammar instruction, the present study was carried out on effect of synthetic phonics strategy.

Komolafe and Yara (2010) also examined gender parity in their study of the impact of sentence combining instructional strategy on primary school pupils' achievement in written English and attitude to writing using 290 pupils from 12 schools in Oyo State. They used two

validated instruments – achievement test in composition writing and operational guide for instruction. Three hypotheses were tested and data analyzed with descriptive inferential statistics: ANCOVA and MCA. Results of the study revealed a significant main effect on gender on pupils' attitude and a significant interaction of treatment and gender on pupils' achievement and attitude. Each of the study cited above, bears relevance to the present study as experimental studies using other approaches instead of the conventional approach. Their positive effects on pupils' achievement and attitude raises hope that this study which will use synthetic phonics strategy would also improve primary school pupils' performance and interest to reading. In an effort to improve performance and interest of learners in various subjects and to resolve the controversy over which sex achieves better and have better reading interest. This study is related to the present study in that both investigated the strategies adopted to improve the pupils' language skills such as reading and writing and gender as a moderating variable. However, this study differs from the present study because while this study was carried out with emphasis on explicit grammar instruction, the present study was carried out on effect of synthetic phonics strategy.

A study was conducted by Zaidi, Naeem and Naheed (2016) to find effect of use Jolly Phonics as a fast track strategy for teaching English in Low cost schools of ITA in Lahore, Pakistan. Phonics Club Private limited and Research Society for Synthetic Phonics in Collaboration with Jolly Learning UK Phonics introduced Jolly Phonics Program in 9 schools of ITA. Selected teachers and school administrators were given 3 days training before initiation of the study. Experimental method between group research designs was used in this study. Gender was adopted as moderating variable in this research. The sample consisted of 209 students of ages between 5-10 years. Data was collected from 9 low cost schools under flagship of ITA foundation. Two groups (Control and experimental) were formed in each school. Experimental

group was taught Jolly Phonics Course where as control group was taught regular English learning course. Burt Reading test was used for pre and post assessment of reading level of class KG students. Results were analyzed using SPSS (version 18). Results showed significant changes in test scores of students. Results indicated significant changes in Pre and post test results. Students who were taught through Jolly phonics course have attained higher reading age and complexity level than students who were taught regular course following whole word approach. It was also found that gender did no significantly affect students' achievement in reading. In the light of success of this pilot organization should concentrate efforts to support teachers and community in improving English teaching and learning using synthetic phonics approach and Jolly phonics course material across Pakistan. This study is related to the present study in that both adopted quasi experimental design using younger learners and are primarily concerned with the strategies that help in improving reading skills. Also both studies adopted gender as moderating variable. However, this study differs from the present study because while this study was carried out in Pakistan using pupils between 5-10 years, the present study was carried out in Nigeria using primary one pupils' as respondents.

Ankrah, Nyanta and Opoku (2017) carried out a study using phonic method to improve poor reading ability of pupils at Techiman senior high school in Ghana. The study was undertaken to unearth and implore the necessary strategies to blend five and six letters to form a meaningful word. The research instrument used was test items. The population was focused on Techiman Senior High School form One 'Art 2' Pupils. The number of the pupils used for the research was thirty-five (35). Out of these thirty -five (35) pupils, eleven are (15) boys and the rest twenty (20) were girls. The samples selection was done using the whole class of Techiman Senior High School form One 'Art 2' pupils. The instrument adopted was test. There were two tests; pre-test and post -test. The pre-test was used to gather data baselines while the post -test

was used to gather data after the intervention to make it possible for comparison between pre-test and post-test intervention performances. All the pupils in the class took the same test thus, pre-test. It was used to gather data baseline information before the research was carried out on them. Biographic data of their responses were analyzed, discussed and the findings brought to the face. The study revealed the areas in which the pupils falter when reading and the appropriate techniques and strategies were used to control its occurrence. Based on the findings, the researcher gave some recommendations. Teachers should have mastery over the subject matter and also use the appropriate methods in the teaching of the topic. Again, they should make their lessons child centered to avoid scaring the pupils off. The study further opens the door for more research into pupil's inability to blend five and six letters to form meaningful words. This study is related to the present study in that both adopted quasi experimental design using younger learners and are primarily concerned with the strategies that help in improving reading skills. Also both studies adopted gender as moderating variable. However, this study differs from the present study because while this study was carried out in Ghana using pupils in Art 2 senior high school, the present study was carried out in Nigeria using primary one pupils' as respondents

Summary of Literature Review

The review of the related literature was organized under conceptual framework, theoretical framework, and empirical studies. From the reviewed literature it was shown that reading is an interaction between the reader, the author and the text. Literature also revealed that a reader brings background experiences, feelings, purposes, cultural background into the interaction to be able to construct meaning from the text. The review revealed that children learn to read by interacting with the text and not only by doing exercises in reading. This means that children must have contact with books, in order to learn incidentally from context.

Secondly, the theoretical framework of this study is hinged on the phonics reading theory, Piaget constructivist theory and Vygotsky socio cultural theory. The phonics theory of reading emphasized that children should learn reading through decoding of words into their component sounds which when blended will help readers read even words that they are not familiar with. Further review was on Piaget theory of constructivist theory which stresses that new knowledge will be easily assimilated if the learner had already formed a schema upon which the new knowledge will be built. Finally, Vygotsky socio cultural theory as combines the social environment and cognition. Children acquire ways of thinking and behavior by interacting with more knowledgeable persons. It emphasizes the role of the teacher as a guide while the pupils are actively involved in the teaching and learning process.

The literature on pupils' achievement in reading revealed that achievement of pupils have continued to be low and many researchers have pinpointed teaching strategy, interest of the pupils, lack of adults as models, non-availability of books, absence of libraries, among others as reasons for the pupils' poor achievement. The review also showed that teachers have identified and used different approaches to teach reading in schools presently, but low achievement of pupils in English in National Examinations has persisted. Researchers stated clearly that the use of synthetic phonics reading strategy helped in improving pupils' achievement and interest towards reading. Synthetic phonics reading strategy is chosen in this study because there are research evidence that it enhances pupils' achievement and interest. Most of the literatures reviewed were studies carried out in some parts of the country like Cross River, Akwa Ibom and other states and some other foreign countries. It becomes necessary to carry out a similar study using pupils in a different environment to determine the efficacy of this strategy on pupils' achievement and interest.

From the literature reviewed it was observed that most of the researches on the effects of synthetic phonics strategy were done using a different class of respondents and some other studies were carried out outside the shores of Africa. Researches specifically investigating the effects of synthetic phonics reading strategy on pupils' interest and achievement in reading are sparse.

CHAPTER THREE

RESEARCH METHOD

In this chapter, the researcher presents the design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument and trial testing, reliability of the instrument, experimental procedures, control of extraneous variables and method of data analysis.

Design of the Study

This study adopted the quasi-experimental design to determine the effect of synthetic phonics reading strategy on pupils' interest and achievement in reading. Quasi experimental design is a design in which the investigator lacks the degree of control over the conditions that will be possible in a true experiment (Morrison, 2011). Specifically, the study adopted a non - randomized pre-test, post-test design. The use of intact classes prevented the disruption of normal classes. There was no randomization of participating children.

The design is illustrated below:

Experimental group	O_1	X	O_2
Control group	O_3	$\square X$	O_4

Figure 4: Diagrammatic Presentation of Quasi Experimental Design

Where O_1 and O_2 = scores on Reading Achievement Test at the pretest and posttest levels for the experimental group

O_3 and O_4 = scores of Reading Achievement Test at pretest and posttest levels for the control group

X = treatment given to experimental group

$\square X$ = conventional method of teaching used for the control group (no treatment)

----- = non randomization of the subjects

Area of the Study

The area of the study was Oshimili South Local Government Education Authority, Asaba, Delta State. Asaba is strategically located on a hill at the western edge of the Niger River overlooking its sister city Onitsha, across the Niger Bridge. It is the capital of Delta State, Nigeria. It is a fast developing urban area, with a population of 149,603 people as at the 2006 national census. Since becoming the administrative capital of Delta State, Asaba has grown in population to over half a million people. Today, it maintains a cosmopolitan population of predominantly non indigenous people which include Urhobo, Isoko, Ijaw, Ukwuani, Igbos from across the Niger, Hausa and Yoruba people. They are known as the “Anioma” people which means good land. Majority of the people living in this Education Authority are civil servants, traders and farmers. Most of the civil servants can afford to send their children to private schools while some of the traders, farmers and other low income earners send their children to public schools.

As a result of the background of the pupils in this locality, inability to read has been identified in the classrooms. Teachers still read examination questions for pupils in primary four to six who are supposed to be fluent readers. And the method of teaching children how to read has not really made any significant impact in the reading skills of pupils in this locality. Hence the researcher sought to empirically determine the effect of using synthetic phonic strategies on pupils’ interest and achievement in reading.

Population of the Study

The population of this study consisted of 1776 primary one pupils in the 24 public primary schools in Oshimili South Local Government Education Authority during the 2017/2018 academic session. This number was made up of 882 males and 894 females. (Source: Oshimili Local Education Authority) (see appendix 111A p 104). At this level of primary school, the children are taught using guided reading by their teachers. It is expected that by primary one they should have acquired decoding and automatic recognition of words in print.

Sample and Sampling Techniques

The sample of 120 primary one pupils was chosen from four intact classes which comprises of (58 males and 62 females) in the study area. The intact classes were chosen in order not to disrupt the school class structure or school time table. Out of the 120 pupils, two schools comprising of 51 and 69 pupils made up the experimental and the control group respectively.. The total number of pupils from each school were 28, 37, 32, and 23 respectively.. It comprised of 25 males and 26 females for the experimental group while the control group comprised of 33 males and 36 female pupils in Oshimili South Local Education Authority and this constituted the sample size (see appendix IIIB pg 105) .

Instruments for Data Collection

Two sets of instruments were used for data collection namely, Reading Achievement Test (RAT), and Reading Interest Scale (RIS). (See appendices I and II pg 97 & 102). The reading achievement test was used to elicit responses on basis of which the respondents were assigned scores to indicate their level of reading achievement skills. The instrument was used to measure the extent of primary one pupil's mastery and knowledge of reading skills. Section A of the instrument contains the pupils demographic data, section B contains 30 initial sound

identification of words, section c is made up of 20 word blending or identification of words, section D was made up of 5 sentence reading test which attracts full mark for perfect conception, half mark for partial conception and zero mark for no conception. Section E contains 20 dictation/writing test items that the pupils will not be allowed to see. Finally, section F contains 10 oral vocabulary test which comprises of pictures of objects and 10 picture matching /word test. Furthermore, phonemic awareness was tested based on the differences in sounds of the initial letters of such words to show awareness of such sounds. Acquisition of vocabulary was examined through skills in matching pictures of object with their corresponding words. To ensure a comprehensive coverage of the content of the scheme, a table of specification (appendix IV pg 106) was used to construct the instrument. A table of specification was developed based on the objective to be achieved by primary one pupils as a prerequisite for transition to primary two, the instruments consisted of thirty phonemic awareness word test, twenty word blending test, five sentence reading test, ten oral vocabulary test, ten picture /word matching, and twenty dictation/writing test, making a total of one hundred items. A marking scheme was provided to give uniform assessment and reliable outcome of the test.

The second instrument was the Reading Interest Scale which comprises of section S which deals with pupils demographic data and section B contained a twenty seven items. The instrument has a four point rating scale of always, often, sometimes and never that would enable pupils to express their feelings appropriately. The items were developed from information acquired through review of relevant literature.

Validation of the Instruments

The instruments for data collection were subjected to both face and content validation. Face validation was established for the reading achievement test and the reading interest scale. One

expert in childhood education, one measurement and evaluation expert and an educational psychologist validated the instruments. These specialists examined the instruments in terms of age of the respondents and the developmentally appropriateness of the questions. They also suggested that pictures should be in colour print, not black and white to enable the pupils see clearly. More also a stimuli sheet which contains the words boldly written should be used for pupils to see clearly words written for them to read. The content related validity of the reading achievement test was established by generating the items based on the table of specification (see appendix IV pg 106) and the extent to which the items are related to interest in reading. Their comments and suggestions were used to modify the instruments. (See appendix VI pg 112)

The instructional package was adopted by the researcher from Jolly Phonic Learning Materials and it consists of content of the lecture, strategy focus reflection activities and jolly phonics teachers reading book. (see appendix V pg 107). The English teacher helped in modifying the items in achievement test and interest rating scale.; childhood educational specialist assisted in modifying the lesson plans for instruction, educational psychologists checked for the words that suit the retentive capacity of the young learners as I relates to interest, and measurement and evaluation specialist who ensured that the test items generated from the words have the required psychometric properties. The instructional package and the lesson plan was the operational guide for training the teachers. Two lesson plans were developed to serve as guide for teaching in the experimental and control groups. The lesson plan for the control group was done in line with the scheme of work in their curriculum while the experimental group was structured in line with the synthetic phonic strategy to suit the behavioral objective of the instruction of pupils. (See appendix VII a and b pg 113-126)

Reliability of the Instrument

The face and content validated reading achievement test and reading interest scale instruments was subjected to trial testing by administering the instrument to twenty primary one pupils in two schools in Oshimili North Local Education Authority using test and retest method to confirm their appropriateness with children in primary one. These pupils were equivalent to the intended respondents. They were similar in class and age. This was done to determine the suitability of the instruments and to ascertain its usability for the study. Feedback from the trial testing informed the final testing of the lesson plans.

The prepared test was administered to twenty, primary one pupils with ten from each school in Oshimili North Local Government Area of Delta State away from the schools that were used for the experiment. The schools used were Mbala primary School and Mmabala primary School Okpanam. The reading achievement and the reading interest scale were administered to all the subjects and a continuous data was obtained from during the trial testing to determine the internal consistency. The data obtained from the RAT was analyzed using Kuder Richardson method (K-R21). (see appendix VIII pg 136) The K-R21 was used because the test was dichotomously scored and an internal consistency of 0.95 was obtained. A test of internal consistency was conducted for the Reading Interest Scale using Cronbach's Alpha. Cronbach Alpha is applied to instrument that are not scored dichotomously. An internal consistency of 0.86 and 0.79 were obtained for the Reading Interest Scale and Reading achievement test respectively (see appendix VIII pg 136)

Experimental procedure

The researcher discussed with the head teachers of the schools as well as the class teachers of the respective classes to be used for the study in terms of the purpose, objectives of the study, actual

teaching time, content to be covered, class schedules, possible adjustments and the benefit that could be derived if properly conducted. Four teachers from the experimental schools were exposed to one week of training to equip them with the necessary competent skills in the use of synthetic phonics in teaching (see appendix V overview of training package for teachers' pg 107).

The lesson plans were also validated by experts. Each teacher demonstrated actual teaching with the prepared lesson plans during the training. Prior to the experiment the base line Reading Achievement test and Reading Interest test were administered to pupils in both experimental and control groups. This was done to help to ascertain the extent the children possess relevant reading skills and also determine their degree of interest before the commencement of the test. It also helped to establish the variation in the post test after treatment was justified.

Two lesson plans: the conventional or look and say lesson plan was developed by the researcher from the primary school teachers lesson plan which was in conformity with English language curriculum for the term using the Macmillan New Primary English for eight weeks of teaching to ensure uniformity by both control schools. The experimental group had a total of eight different lesson plans for explicit instruction on synthetic phonics using the five basic literacy skills namely, learning the letter sounds, blending, formation, segmenting, tricky words. The 42 sounds were taught in the following order:

1. s a t i p n
2. c k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo OO
6. y x ch sh th **th**
7. qu ou oi ue er ar

In week 1, Teacher introduced the jolly phonics pupils' book 1 to pupils. The teachers taught the first group of letter sounds s a. t, p, i, n by identifying the sounds in words, forming two and three letter words and counting the sounds in each word. Teacher told the story associated with the sounds, did formation of words with sounds learnt, blend sounds in words, draw and name pictures and thereafter strike out that do not have the sounds learnt. By the end of the first week the pupils would be able to form very simple words from the first group of sounds.. For example words like sat, pan, pin, and tip could be formed from the first group of sounds taught.

In week, 2 Teacher revised the sounds taught in week one using flash cards and teachers taught the second group of letter sounds n, ck, e, h, r, m, by identifying the sounds in words, forming words from the sounds learnt and counting the sounds in each word .the teacher told the pupils stories related to the sound, gave the actions of the corresponding sounds which will enable the pupils to remember the sounds, pupils did formation or writing of the sounds with their magic pen on their desk, neighbors' back and floor and sing jolly songs.

In week, 3 Teachers revised the sounds taught in week two using flash cards and teachers taught the third group of letter sounds d, g, o, u, l, f by learning the sounds using story, action, flash card, formation, dictation, sounding, and singing jolly songs. Pupils also made simple words from sounds and teachers dictated words for them to write from the sounds learnt so far.

In week 4, Teachers revised the sounds taught in week three using flash cards and the teachers taught the fourth group of letter sounds ai j oa ie ee or with the objective of identifying the sounds in words and making words with the sounds learnt and engages in spelling what the teacher dictates. Pupils were taught the meaning of digraph and that when two vowels go walking; the first letter takes the letter name while the second letter remains silent. Pupils blend sounds together to form words and thereafter play game of counting sounds in each word.

In week 5, Teacher revised the sounds taught in week four using flash cards and teachers taught the fifth group of letter sounds z w ng v oo OO by identifying the sounds in words, making simple words from the sounds, making simple sentences and also write what the teachers dictates. The pupils carry out activities such as blending of sounds, crossing out pictures that do not have the sounds being taught and singing jolly songs associated with the learnt sounds.

In week 6, Teacher revised the sounds taught in week five using flash cards and the teachers taught the sixth group of letter sounds y x ch sh th **th** by identifying the sounds in words, making simple words from the sounds, making simple sentences and also pupils wrote what the teachers dictated.

In week 7, Teacher revised the sounds taught in week six using flash cards and the teachers taught the seventh group of letter sounds qu o u oi ue er ar by identifying the sounds in words, making simple words from the sounds, making simple sentences and also write what the teachers dictate.

In week 8, Teacher revised the sounds taught in week seven using flash cards and the teachers taught the pupils how to identify tricky words and make simple sentences. These were taught and revised using the flash cards, posters, games, songs, tape recorders and other instructional materials offered and provided by the jolly learning in separate periods of thirty minutes each. This strategy offers pupil's opportunities to move part of their bodies, see, hear and sing to remember and motivated them to learn (Sue and Sarah 2009). Thereafter, words that cannot be learnt by blending or segmenting were taught by practice; repeated drills and these words are called tricky words because they have irregular spellings

The researcher was not directly involved in the instruction which lasted for eight weeks. The lessons were taught three days a week. Pre test was done prior to the commencement of the

lessons by both groups. After the treatment, the end line assessment of Reading Achievement Test and Reading Interest test were administered to pupils in both experimental and control group. The researcher monitored the exercise to make sure the test was administered to pupils under the same condition. The researcher collected all Reading Achievement Test and Reading Interest scale for statistical analyses.

Control of Extraneous Variables

The researcher adopted the following strategies to ensure that extraneous variables which could affect the result of the study were controlled and to ensure that any change in behavior of the subjects were as a result of other instruments using synthetic phonics.

- Experimental bias: to avoid experimental bias, the pupils were taught by their regular primary one teacher, so the researcher was not personally involved in administering research conditions.
- Pre-testing which is administering research test to subjects before the commencement of a study will sensitize them to become aware or suspicious of the purpose of the posttest aspect of the experiment. Thus the researcher believes that the 8 weeks duration of the lessons would be enough to get rid of the possible effects or bias which may have been introduced by the pretest on the respondents.
- To further ensure uniformity and to give no room for doubt as to the effect of the teaching, instruction was carried out during the first two periods of each day from Monday to Wednesday.
- To ensure effectiveness of the lesson in the school, the teachers that handled the experimental classes were given extensive coaching in the use of this instrument. In addition, the

researcher went through the lesson notes with the teachers, corrected and made necessary adjustments.

- To remove the test effect that would affect children performance, the post test of the study was given alongside the monthly continuous assessment held in all the subjects.
- Subject Interaction: the researcher did not select treatment and control groups from the same school to ensure that the pupils in the treatment and control group do not mix up at all. This was done to reduce the errors that might arise from interaction and exchange of ideas among research subjects from the two groups.

Method of Data Collection

The researcher was not directly involved in the instruction which lasted for eight weeks. The lessons were taught three days a week. Pre test was done prior to the commencement of the lessons by both groups. After the treatment, the end line assessment of Reading Achievement Test and Reading Interest test were administered to pupils in both experimental and control group. The researcher monitored the exercise to make sure the test was administered to pupils under the same condition. The instrument was delivered by the teachers as pretest and posttest. The researcher made use of the services of eight (8) research assistants (four (4) for the experimental groups and four (4) for the control groups), who were teachers in the schools used for the study. The research assistants were instructed on the procedures of administering the instruments. They were equally guided on how to use the guide before the test, during the test and after the test to explain each of the items to the pupils especially when and where the pupils were confused. The primary reason for using the teachers as research assistants was to eliminate the effect of bias and also because the pupils are familiar with the teachers. Finally, the

researcher collected all Reading Achievement Test and Reading Interest scale for statistical analyses.

Method of Data Analysis

The data collected by administering the various research instruments were analyzed in line with each research question and hypotheses. Descriptive statistics such as mean and standard deviation were employed in answering all the research questions. Analyses of co-variance (ANCOVA) were used to test all the hypotheses at 0.05 level of significance. ANCOVA was used for the analyses of group mean score differences between treatment and control groups using pre – test scores as covariates. Analysis of covariance (ANCOVA) was used to test the main and interaction effects of categorical variables on a continuous dependent variable, controlling for the effects of selected other continuous variables, which co-vary with the dependent variable. More also, the rationale for the use of ANCOVA originates from the fact that the ANCOVA is the only analytical tool that can capture the effect of the pre test. It helps to highlight the covariance between the pre test and the post test.

CHAPTER FOUR

RESULTS

The results of this study are presented in this chapter according to the research questions and hypotheses.

Research Question One

What is the posttest mean scores in interest of pupils taught reading using the synthetic phonics strategy and those taught using look and say method?

Table 1: Mean and standard deviation scores of pupils' interest in reading using the synthetic phonics strategy and those taught using look and say method?

Groups	Pre-test			Post-test		Mean Scores	Gain	Mean Gain Difference
	N	Mean	SD	Mean	SD			
Experimental Group	51	22.69	6.24	53.71	7.35	31.02		9.28
Control Group	69	22.50	4.59	44.24	12.03	21.74		

Result in Table 1 shows that at pretest, pupils taught using synthetic phonics strategy had mean interest ratings of 22.69 with standard deviation of 6.24. However, pupils taught using look and say method had mean interest ratings of 22.50 with standard deviation of 4.50 at pretest. At posttest, pupils who were exposed to experimental group (synthetic phonics strategy) had mean interest ratings of 53.71 with standard deviation of 7.35 while their counterparts in the control group (talk and say method) recorded the mean interest ratings of 44.24 with standard deviation of 12.03. The mean gain difference of 9.28 was recorded for the two groups in favour of the pupils exposed to experimental group (synthetic phonics strategy). However, the obtained standard deviation from pupils in both experimental and control groups were relatively small; indicating that the respondents were homogenous in their responses. The result indicates that

teaching reading with the use of synthetic phonics strategy increases pupils' interest compared to the use of look and say method. This can be seen from the gain score difference of 9.28 in favour of synthetic phonics strategy.

Research Question Two

What is the posttest mean interest scores of male and female pupils exposed to synthetic phonics strategy and those taught using look and say method?

Table 2: Mean and standard deviation of male and female pupils' interest in reading using the synthetic phonics strategy and those taught using look and say method?

Gender	Pre-test			Post-test		Mean Gain Scores	Mean Gain Difference
	N	Mean	SD	Mean	SD		
Male	58	22.50	4.59	44.24	12.03	21.74	1.93
Female	62	21.74	5.65	41.55	11.02	19.81	

Result in Table 2 revealed that at the pre-test, male pupils had mean interest ratings of 22.50 with a standard deviation of 4.59 while their female counterpart had mean interest ratings of 21.74 with standard deviation of 5.65. At the post-test, male pupils had mean interest ratings of 44.24 with standard deviation of 12.03 while their female counterpart recorded mean interest ratings of 41.55 with standard deviation of 11.02. The mean gain score of the male pupils was 21.74 while the mean gain score of the female pupils was 19.81 with mean gain score difference of 1.93 in favour of the male pupils. However, the obtained standard deviation of male and female pupils was relatively small; indicating that the variation from the mean was small. The result therefore shows that gender may influence pupils' interest in reading.

Research Question Three

What is the interaction effect of synthetic phonics strategy and gender on mean interest ratings of pupils' in reading?

Table 3: Mean and standard deviation scores on interaction effect of teaching strategies and gender on pupils' interest in reading

Groups	Gender	N	Mean	Std. Dev.
Experimental Group	Male	26	55.08	7.81
	Female	25	52.28	6.69
Control Group	Male	32	35.44	6.18
	Female	37	34.30	6.46

Result of the analysis in Table 3 revealed that male pupils exposed to experimental group (synthetic phonics strategy) had higher mean interest ratings of 55.08 and a standard deviation of 7.81 as against their male counterparts in the control group (look and say method) that had a mean interest ratings of 35.44 with standard deviation of 6.18. On the other hand, female pupils exposed to experimental group (synthetic phonics strategy) had higher mean interest ratings of 52.28 and a standard deviation of 6.69 while their female counterparts in the control group (look and say method) had a mean interest ratings of 34.30 with standard deviation of 6.46. Nevertheless, the obtained standard deviation from pupils in both the experimental and control groups were relatively small. The results do not suggest ordinal interaction effect of teaching strategies and gender on pupils' interest ratings in reading. This was because at all the levels of gender, the mean interest ratings of male and female were higher for pupils in the experimental group than those in the conventional group (look and say method). The result of interaction effect was also discussed using screen plot as shown in figure 5.

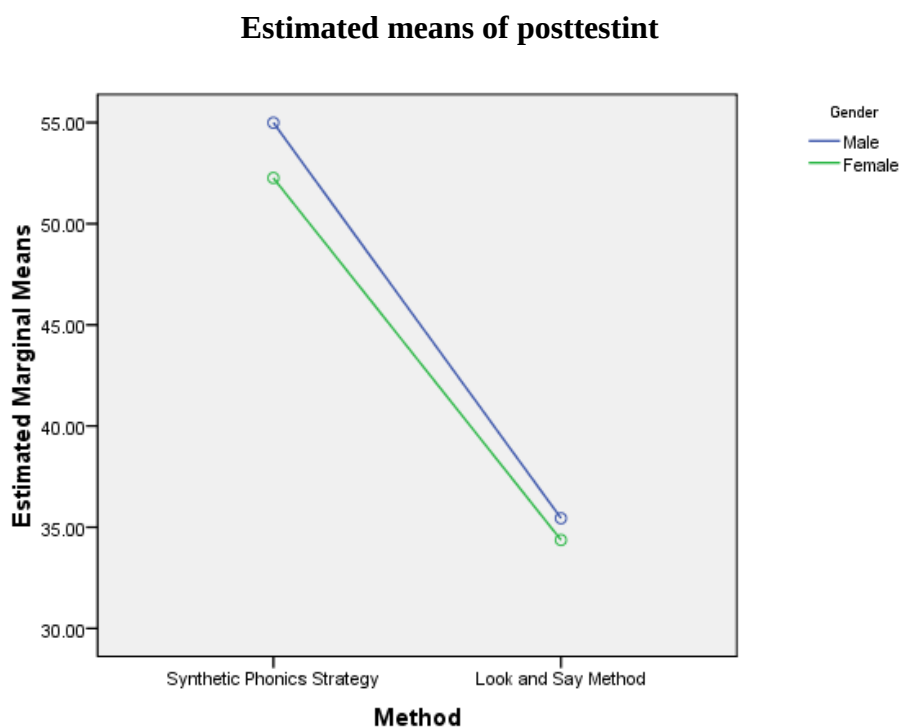


Figure 5: Interaction effects of teaching strategies and gender on pupils' mean interest ratings in reading

The plot shows that there is no interaction effect of teaching strategies and gender on pupils' mean interest ratings in reading since the connecting cell mean in the diagram is parallel.

Research Question Four

What is the post achievement mean scores of pupils taught reading using synthetic phonics strategy and those taught using look and say method?

Table 4: Mean and standard deviation scores of pupils' post achievement in reading using the synthetic phonics strategy and those taught using look and say method?

Groups	Pre-test			Post-test		Mean Gain Scores	Mean Gain Difference
	N	Mean	SD	Mean	SD		
Experimental Group	51	27.51	3.14	64.94	7.85	37.43	23.30
Control Group	69	27.36	4.95	41.49	6.98	14.13	

Result in Table 4 shows the mean achievement scores of pupils who were taught reading using synthetic phonics strategy (experimental group) and those taught using look and say method (control group). The experimental group who were exposed to synthetic phonics strategy had a mean achievement scores of 27.51 with standard deviation of 3.14 at the pre-test and mean achievement scores of 64.94 with standard deviation of 7.85 at post-test. On the other hand, pupils who were taught using look and say method had mean achievement scores of 27.36 with standard deviation of 4.95 at pre-test and mean achievement scores of 41.49 with standard deviation of 6.98 at post-test. There was a mean gain score difference of 23.30 recorded for the two groups in favour of the experimental group (synthetic phonics strategy). This implies that group exposed to synthetic phonics strategy performed better compared to those exposed to look and say method with a difference of 23.30. Moreover, the obtained standard deviation from pupils in both the experimental and control groups were relatively small; indicating that the respondents were homogenous in their responses. The result indicated that the use of synthetic phonics strategy enhanced pupils' achievement in reading using the synthetic phonics strategy and those taught using look and say method?

Research Question Five

What is post achievement mean scores of male and female pupils in reading using synthetic phonics strategy and those taught using look and say method?

Table 5: Mean and standard deviation scores of male and female pupils' post achievement in reading using the synthetic phonics strategy and those taught using look and say method?

Gender	Pre-test			Post-test		Mean Gain Scores	Mean Gain Difference
	N	Mean	SD	Mean	SD		
Male	58	27.57	4.32	52.64	13.96	25.07	2.01
Female	62	27.29	4.23	50.35	13.59	23.06	

Result in Table 5 revealed that at pre-test, male pupils had mean achievement scores of 27.57 with standard deviation of 4.32 while female pupils had mean achievement scores of 27.29 and standard deviation of 4.23. At post-test, male pupils had mean achievement scores of 52.64 and standard deviation of 13.96 while their female counterpart recorded mean achievement scores of 50.35 with standard deviation of 13.59. The results therefore, show that both male and female pupils had an increased post-test mean achievement scores in reading. However, male pupils had a slightly higher mean achievement score than their female counterparts. This can be seen from a slight mean gain difference of 2.01 in favour of male pupils. The Table also revealed that the obtained standard deviation of male and female pupils were relatively small; indicating that the respondents were homogenous in their responses.

Research Question Six

What is the interaction effect of the teaching strategies and gender on the mean achievement scores of pupils in reading?

Table 6: Mean and standard deviation scores on interaction effect of teaching strategies and gender on pupils' achievement in reading

Groups	Gender	N	Mean	Std. Dev.
Experimental Group	Male	26	65.62	6.91
	Female	25	64.24	8.81
Control Group	Male	32	42.09	7.97
	Female	37	40.97	6.07

Result of the analysis in Table 6 revealed that male pupils exposed to experimental group (synthetic phonics strategy) had higher mean achievement scores of 65.62 and standard deviation of 6.91 as against their male counterparts exposed to control group (look and say method) that had mean achievement scores of 42.09 with standard deviation of 7.97. On the other hand, female pupils exposed to synthetic phonics strategy had higher mean achievement scores of 64.24 and standard deviation of 8.81 while their female counterparts exposed to look and say method had mean achievement scores of 40.97 with standard deviation of 6.07. Meanwhile, the obtained standard deviation from pupils in both the experimental and control groups were relatively small; indicating that the variation from the mean was small. The results do not suggest ordinal interaction effect between teaching strategies and gender on pupils' achievement in reading. This was because at all the levels of gender, the mean achievement scores were higher for pupils exposed to synthetic phonics strategy. The result of interaction effect was also discussed using screen plot as shown in figure 6 below.

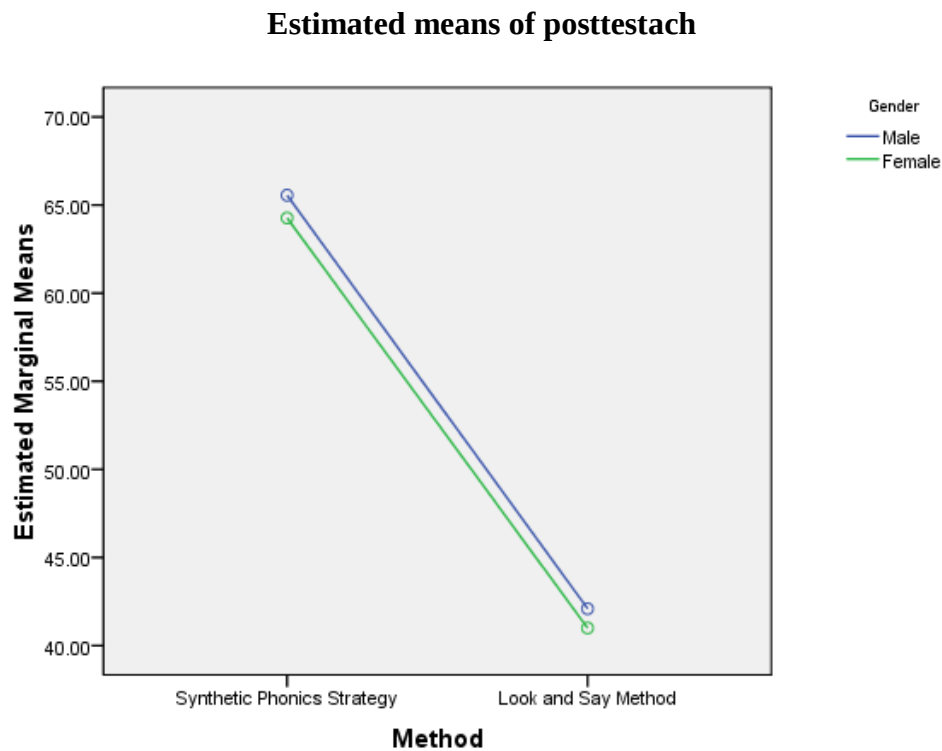


Figure 6: Interaction effect of teaching strategies and gender on pupils' mean achievement score in reading

The plot shows that there is no interaction effect of teaching strategies and gender on pupils' mean achievement in reading since the connecting cell mean in the diagram is parallel.

Hypothesis One

There is no significant difference in the mean interest ratings of pupils taught reading using synthetic phonics strategy and those taught using look and say method

Table 7: Summary of Analysis of covariance (ANCOVA) of interest of pupils taught reading using Synthetic Phonics Strategy and those taught using look and say method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10600.134 ^a	4	2650.033	57.881	.000
Intercept	10727.589	1	10727.589	234.308	.000
PretestInt	25.324	1	25.324	.553	.459
Method	10164.890	1	10164.890	222.018	.000
Gender	105.556	1	105.556	2.306	.132
Method * Gender	20.057	1	20.057	.438	.509
Error	5265.166	115	45.784		
Total	236200.000	120			
Corrected Total	15865.300	119			

The summary of result in Table 7 shows that teaching strategy is a significant factor on pupils' interest in reading; $F(1,115) = 222.018$, $P = .000$. Thus, the null hypothesis of no significant difference in the mean interest ratings of pupils is rejected. This is because the exact probability value (.000) is less than level of significance set at 0.05. Therefore, the researcher concludes that there is a significant difference in the mean interest ratings of pupils taught reading using Synthetic Phonics Strategy and those taught using look and say method.

Hypothesis Two

There is no significant difference in the mean interest ratings of male and female pupils in reading.

Result in Table 7 was also used to test hypothesis two. The result of the analysis from the Table shows that gender is not a significant factor on pupils' interest in reading ($F(1,115) = 2.306$, $P = .132$). Thus, the null hypothesis of no significant difference in the mean interest ratings of male and female pupils in reading is accepted. This is because; the probability value of .132 associated with gender is greater than the level of significance set at 0.05. Thus, the

researcher therefore, concludes that there is no significant difference in the mean interest ratings of male and female pupils in reading.

Hypothesis Three

There is no significant interaction effect of teaching strategies and gender on pupils' mean interest ratings in reading.

The result of the analysis in Table 7 was also used to test hypothesis three. The result in the Table shows that the probability value of .509 associated with teaching strategies and gender is greater than 0.05 level of significance; ($F(1, 115) = .438, P=.509$). Thus, the null hypothesis of no significant interaction effect of teaching strategies and gender on the mean interest ratings of pupils in reading is accepted. The researcher therefore, concludes that the interaction effect of teaching strategies and gender on the mean interest ratings of pupils in reading is not significant.

Hypothesis Four

There is no significant difference in the mean achievement scores of pupils taught reading using synthetic phonics strategy and those exposed taught using look and say method

Table 8: Summary of Analysis of covariance (ANCOVA) of pupils' mean achievement score in reading when exposed to synthetic phonics strategy and those not exposed

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16243.160 ^a	4	4060.790	74.354	.000
Intercept	6475.785	1	6475.785	118.573	.000
PretestAch	73.774	1	73.774	1.351	.248
Method	15970.894	1	15970.894	292.431	.000
Gender	41.612	1	41.612	.762	.385
Method * Gender	.284	1	.284	.005	.943
Error	6280.631	115	54.614		
Total	340279.000	120			
Corrected Total	22523.792	119			

Result of the analysis in Table 8 shows that teaching strategy is a significant factor on pupils' achievement in reading; $F(1, 115) = 292.431$, $P = .000$. Thus, the null hypothesis of no significant difference is rejected. This is because the exact probability value of .000 is less than level of significance set at 0.05. Therefore, the researcher concludes that, there is a significant difference in the mean achievement scores of pupils taught reading using synthetic phonics strategy and those exposed taught using look and say method in favour of pupils taught using synthetic phonics strategy.

Hypothesis Five

There is no significant difference in the mean achievement scores of male and female pupils in reading.

Result of the analysis in Table 8 was also used to test hypothesis five. The Table shows that gender is not a significant factor on pupils' achievement in reading; $F(1, 115) = .762$, $P = .385$. Therefore, the null hypothesis of no significant difference was accepted because the exact probability value of .385 was greater than level of significance set at 0.05. The researcher therefore, concludes that there is no significant difference in the mean achievement scores of male and female pupils in reading.

Hypothesis Six

There is no significant interaction effect of teaching strategies and gender on pupils' mean achievement scores in reading.

The result of the analysis in Table 8 was also used to test hypothesis three. The Table shows that the exact probability value of .943 associated with teaching strategies and gender is

greater than 0.05 level of significance; $F(1, 115) = .005, P=.943$). Thus, the null hypothesis of no significant interaction effect of teaching strategies and gender on pupils' mean achievement scores in reading is upheld. The researcher therefore, concludes that the interaction effect of teaching strategies and gender on the mean achievement scores of pupils in reading is not significant.

Summary of the Findings

Based on the analysis of data in the study, the following findings emerged based on the Research Questions::

1. The result indicates that teaching reading with the use of synthetic phonics strategy increases pupils' interest compared to the use of look and say method
2. The result also shows that gender may influence pupils' interest in reading.
3. The results do not suggest ordinal interaction effect of teaching strategies and gender on pupils' interest ratings in reading. This was because at all the levels of gender, the mean interest ratings of male and female were higher for pupils in the experimental group than those in the convention group.
4. The result indicated that the use of synthetic phonics strategy enhanced pupils' achievement in reading than those taught using look and say method?
5. The results also show that both male and female pupils had an increased post-test mean achievement scores in reading. However, male pupils had a slightly higher mean achievement score than their female counterparts
6. The results do not suggest ordinal interaction effect between teaching strategies and gender on pupils' achievement in reading. This was because at all the levels of

gender, the mean achievement scores were higher for pupils exposed to synthetic phonics strategy group (look and say method).

Findings based on Hypotheses:

1. Teaching strategy was a significant factor on pupils' interest in reading.
2. Gender did not significantly influence pupils' interest in reading.
3. Interaction effect of teaching strategies and gender on pupils' interest ratings in reading is not significant.
4. Synthetics phonics strategy significantly enhanced pupils' academic achievement in reading compared with look and say method.
5. Gender did not significantly influence pupils' academic achievement in reading.
6. The interaction effect of teaching strategies and gender on pupils' mean achievement score in reading was not significant

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION, RECOMMENDATIONS AND SUMMARY

This chapter discussed the major findings of the study, their educational implications, recommendation, conclusion, suggestions for further study and summary of the study.

Discussion of Results

The findings of this study were discussed in line with the main issues of the study.

Effect of synthetic phonics reading strategy on pupil's interest in reading

Effect of synthetic phonics on the interest of male and female pupils in reading

The Interaction Effect of Synthetic Phonics Teaching Strategy and gender on pupils interest ratings in reading

Effect of synthetic phonics on pupils' academic achievement in reading

Effect gender on academic achievement of pupils exposed to synthetics phonics reading strategy

Effect of synthetic phonics reading strategy on pupil's interest in reading

It was found out that synthetic phonics teaching strategy increases pupils' interest in reading compared to the use of look and say method and the teaching strategy was a significant factor on pupils' interest in reading. Thus, the use of synthetic phonics reading strategy improved pupils' interest in reading. This finding is in line with the research studies of Ugwu (2014) and Anaeke (2016) which revealed that the synthetic phonics reading strategy has a significant effect on pupils' interest and achievement. The findings of the study suggest that pupils who were exposed to synthetic phonics reading strategy were more interested in reading. This enhancement in pupils' interest in reading could be due to the captivating nature of the strategy of using

various parts of their bodies to learn the sounds. This finding is in line with the research studies of Elui (2014) who found out that pupils exposed to extensive reading approach performed significantly better than those taught with the conventional method and the use of extensive reading approach of teaching reading promoted more positive attitude to reading. This study is also in agreement with the study of Thaen-nga and Leenam (2016) who reported that a statistically significant main effect indicating that there was a significant difference between the mean scores of the pretest and the posttest which means that the students increased their oral reading ability after being taught through phonics. Similarly, a study conducted by Zaidi, Naeem and Naheed (2016) reported significant changes in Pre and post test results. Students who were taught through synthetic phonic reading strategy have attained higher reading age and complexity level than students who were taught regular course following whole word approach. The findings of this study suggest that synthetic phonics reading strategy increased the interest level of the pupils to learn to read as pupils were deeply involved in active learning they are able to associate the sounds and the corresponding words.

Effect of synthetic phonics on the interest of male and female pupils in reading

The result of the study showed that gender may influence pupils' interest in reading and based on the hypothesis, gender did not significantly influence pupils' interest in reading after the treatment. The findings corroborate that of Abdu- Raheem (2012) study which reported that gender does not play any significant role in students' achievement and retention. The findings of this study suggest that gender of pupils does not play any significant role in the achievement of pupils in reading rather the mode of instruction will determine the level of interest of pupils in the learning activity. This is also in agreement with the findings of Anaeke (2012)), Farokhbakht and Nejadansari (2015) who confirmed generally that gender does not have any significant

influence on pupils' interest. The studies also established that the mode of instruction and gender has no significant interaction effect on student's achievement and interest. Therefore, gender could not be a critical factor in students' interest in reading. The findings of the study suggest that pupils who were exposed to synthetic phonics reading strategy were more interested and had better achievement in reading but found gender not significant in pupils' interest in reading. From the findings, it appears that gender does not significantly influence pupils' interest in reading. This could be as a result of the strategy used, irrespective of gender, pupils' were carried along in the learning process and they were actively involved in learning the letter sounds.

The Interaction effect of teaching strategies and gender on pupils' interest ratings in reading

The findings of this study do not suggest ordinal interaction effect of teaching strategies and gender on pupils' interest ratings in reading. This was because at all the levels of gender, the mean interest ratings of male and female were higher for pupils in the experimental group than those in the convention group which therefore indicated that the Interaction effect of teaching strategies and gender on pupils' interest in reading is not significant. The results showed that both male and female pupils benefitted from synthetic phonics reading strategy and there was no significant gender difference in their interest scores. This study is in agreement with earlier research findings on the efficacy of teaching using synthetic phonics strategy with respect to reading by Abdu-Raheem (2012) who reported that there is no significant difference between the mean achievement score of male and female students in the experimental and control groups. It was concluded in the study that gender does not play any significant role in students' interest in reading. This finding contradicts the findings of Akinbote and Komolafe (2010) who reported that there was a significant main effect of treatment on pupils' achievement in written English and gender on pupils' attitude. Akinbote and Komolafe concluded that gender has significantly

contributed to pupils post attitude score as revealed by male pupils obtaining higher post attitude scores than females. This finding of the present study reveals that synthetic phonics reading strategy greatly enhances pupils' interest in reading irrespective of gender. This is because the synthetic phonics reading strategy employs funny and multisensory method of teaching which captivates and sustains the pupils' interest in reading.

Effect of Synthetic phonics strategy on pupils' academic achievement in reading

It was found out that Synthetic phonics strategy significantly enhanced pupils' academic achievement in reading compared with look and say method. This finding is in line with the studies conducted by Ekpo, Udosen, Afangide, Ekukunam and Ikoh (2006); Ekpo (2007), Surrendranath, Rhona, Malatesha, Thomas and Padakannaya (2013) Elui (2014), Zaidi, Naeem and Naheed (2016); Oriaku (2016) and Hardy (2017) on the various teaching strategies with respect to reading confirmed that instruction in synthetic phonics reading strategy has positive effect on pupils reading. The findings of study suggest that pupils' exposed to synthetic phonics reading strategy had the ability to identify words and read because pupils were involved in language inputs such as storytelling, use of flash cards, blending, formation and songs which motivates them and also helps them to remember sounds taught in relation to the words. Synthetic phonics encourages pupils to recognize words using visual and graphical aids which are a major source of comprehensible input that is needed for pupils with different language proficiency. It also involves oral practice and gives them opportunity to read words through various multisensory activities which tends to make reading a pleasurable activity for them.

Effect of Gender on the academic achievement of pupils exposed to synthetic phonics reading strategy

The result of the study indicated that the use of synthetic phonics strategy enhanced pupils' achievement in reading than those taught using look and say method. It therefore

revealed that gender did not significantly influence pupils' academic achievement in reading as measured by the reading achievement test. This contradicts the study carried out by the Canadian Council of learning (2008) which had evidence of females achieving better than males. The findings also contradicts the studies of Komolafe and Yara (2010); Akinbote and Komolafe (2010) who revealed a significant gender difference in the achievement of males and females as male pupils obtained higher scores. The result showed that both male and female pupils benefitted equally from the treatment and that none is significantly superior to the other in reading achievement test. Gender is therefore not a significant factor in the reading achievement test of primary one pupil's. From the findings of the study it is obvious that when pupils' are exposed to the same treatment conditions, using synthetic phonics reading strategy, the pupils irrespective of gender will acquire the word recognition skills needed for reading in English. This will provide adequate exposure to the sounds in words and increase their achievement in word recognition and other subjects. The implication is that synthetic phonics reading strategy encourages explicit instruction in reading (word recognition) and encompasses activities that encourage automatic use of phonemic skills in reading instruction. It makes reading an interactive and pleasurable activity. When learning activities are pleasurable, pupils' tend to be more involved in it and thus makes retention of what was taught possible.

Interaction effects of teaching strategies and gender on pupils' mean achievement in reading

The study suggests ordinal interaction effect between teaching strategies and gender on pupils' achievement in reading. This was because at all the levels of gender, the mean achievement scores were higher for pupils exposed to synthetic phonics strategy group (look and say method).

Thus that interaction effect of teaching strategy and gender on pupils' mean achievement score in reading was not significant in reading achievement test. The findings of the study contradict the findings of Akinbote and Komolafe (2010) which revealed a significant interaction effect of treatment and gender on pupils' achievement. However, the study conducted by Abdu-Raheem (2012) supports the findings that the interaction effect of gender does not play any significant role in students' achievement and retention in social studies. Results of the study showed that although the male pupils performed better than their female counterparts in the experimental group, the variation was not statistically significant. This indicates that there was no significant interaction effect of teaching strategies and gender on pupils mean achievement in reading. This could be as a result of the synthetic phonics reading strategy used which enhanced learners' achievement in reading. More also, the interactive and multisensory strategy employed in teaching the pupils the letter sounds irrespective of been male or female may have made the pupils to be actively involved in the learning process.

Conclusion

Synthetic phonics reading strategy was found to be more effective in enhancing pupils' interest and achievement in reading among pupils in Oshimili South Local Government Area, Delta State. From the findings of the study, one can conclude that pupils' interest and achievement in reading can be enhanced by incorporating synthetic phonics reading into the teaching and learning of reading. From the findings of this study therefore, the following conclusions were drawn.

1. The use of synthetic phonics reading strategy influenced pupils' interest in reading. Thus synthetic phonics significantly influenced the interest of pupils in reading. This conclusion was on the findings of this study which revealed a significant influence on

interest of pupils who were exposed to synthetic phonics reading than those exposed to the look and say method.

2. There was no significant gender influence on pupils interest after treatment. Conclusion could be made that gender of pupils does not play any significant role in the interest of pupils in reading; rather the mode of instruction will determine the level of interest of pupils in the learning activity.
3. It was also found out that the interaction effect of synthetic phonics strategy on pupils interest in reading is not significant. Conclusion could therefore be made that both male and female benefitted from synthetic phonics reading strategy and there was no significant gender difference
4. Use of synthetic phonics strategy significantly enhanced pupils' academic achievement in reading compared to the look and say method. This conclusion was based on the findings of this study which revealed a significant difference in academic achievement of pupils after being exposed to synthetic phonics.
5. The study revealed that gender did not significantly influence pupils academic achievement in reading as measured by the reading achievement test. Conclusion could be made therefore that gender of pupils does not play any significant role in the achievement of pupils in reading rather the instructional strategy will determine the level of achievement in the reading task.
6. The study revealed that interaction effect of teaching strategy and gender on pupils mean achievement scores in reading was not significant in reading achievement test. Conclusion could therefore be made that both male and female pupils benefitted from synthetic phonics reading strategy and there was no significant gender difference in the achievement scores in Oshimili South Local Government Area of Delta State.

.The integration of synthetic phonics reading strategy in teaching primary one pupils' reading enhanced pupils' interest in reading. The result also revealed no significant difference in the achievement of male and female pupils'. There was no significant interaction effect of treatment and gender on primary one pupils' achievement in reading words. Gender had no significant effect on the interest of male and female pupils as both recorded improved interest towards reading. Equally, the interaction effect of teaching reading with synthetic phonics reading strategy and gender was not significant in the achievement and interest of pupils.

Educational Implications

The results of the study have some educational implications for pupils, teachers, curriculum planners and authors of children's textbooks.

The study provided an empirical evidence of the effectiveness of synthetic phonics reading strategy in enhancing the interest and achievement of primary one pupil's in reading. It is therefore necessary to expose pupils to synthetic phonics reading strategy in order to promote reading. This implies that teachers need to be conversant with this strategy in order to make their reading lessons more interactive and ensure a balanced reading programme since the pupils are second language learners of English. The results of this study demand that curriculum planners may have to or modify revise the curriculum to integrate synthetic phonics reading strategy into the programmes and scheme of work of primary education. Similarly, textbook writers especially authors of children's books in Nigeria need to provide picture books that will integrate the learning strategy in such a way that would encourage teachers and pupils to use the strategy.

Recommendations

Based on the findings of the study and their educational implications, the following recommendations are suggested:

- Since the study has revealed the effectiveness of synthetic phonics on pupil's interest in reading, teachers should integrate synthetic phonics into their reading..
- Workshops should be organized for in-service teachers on the effective use of synthetic phonics reading strategy so that they can successfully incorporate it in their language lessons
- Teacher training institutions should incorporate this strategy into their minimum standard. This will ensure that teacher trainees have knowledge of the synthetic phonics reading strategy before graduating. By so doing, would be teachers of primary school pupils are adequately equipped to teach pupils how to effectively read without frustration.
- Federal and State governments through Universal Basic Education Commission (UBEC) and State Universal Basic Education (SUBEB) should sponsor trainings and research on synthetic phonics reading strategy and also produce textbooks in collaboration with National Education and Research Development Council (NERDC) for teaching using the strategy.
- State Universal Basic Education Board in collaboration with Local Government Education Authority (LGEA) should organize network meetings with teachers in the various LGEAS to effectively train teachers in primary schools on the effective use of synthetic phonics strategy and also monitor its effective use by teachers in teaching pupils reading at this level of education. This will go a long way in enhancing full implementation of the strategy.
- Primary school teachers should be well remunerated; this will encourage them to teach better at the primary education level. The saying that a hungry man is an angry man can only be averted in this sector if teachers are well paid, they will be motivated to fully

integrate the synthetic phonics strategy learnt in the classroom which is quite more tedious for them than the conventional look and say method.

- The synthetic phonics strategy should be infused into the time table of the primary school to enable teachers have adequate time to teach children how to read which will make teaching and learning of other subjects easier.
- Conferences, workshops and seminars should be periodically organized for in service teachers to keep them abreast on the effectiveness of using the synthetic phonics reading strategy.
- Enlightenment programmes could also be organized for teachers in service, curriculum experts and editors of books for children on the effectiveness of using synthetic phonics reading strategy.
- Professional bodies, government and non-governmental organizations should sponsor further researches on the effectiveness of the synthetic phonics reading strategy in the promotion of reading habits of primary school pupils.

Limitation of the Study

- The scope of the study is limited to only primary one pupil in Oshimili South Local Government Area of Delta State. The study did not cover all the schools in the Delta State. This could have limited the conclusion and generalization of the study.
- There may be elements of faking responses by the pupils in responding to the interest scale which the researcher may not easily have prevented the pupils from.

Suggestion for Further Research

The researcher suggests that further studies be carried out in the following areas:

1. Effect of synthetic phonics strategy on teaching spellings, writing and speaking skills.

2. Further researches should be carried out in other classes in the primary school.
3. This study could be replicated in other local government education areas in the state or other states of the federation.

Summary of the Study

This study investigated the effect of synthetic phonics reading strategy on primary one pupils' interest and achievement in reading. The study was motivated by the observation that a lot of children in public schools in Oshimili South Local Government Area still read at frustration level in primary four. This in turn affects their interest and achievement in reading when compared with their counterparts in private schools. .

Review of related literature carried out by the researcher showed that synthetic phonics reading strategy could be used to enhance the interest and achievement of pupils in reading. Most of the reviewed empirical studies were carried out in Nigeria. No study has been carried out on interest and achievement in reading as a result of the use of synthetic phonics reading strategy in this area of study, hence the need the study in this area. There are also no findings on the effect of synthetic phonics reading strategy on gender and interest. Hence, the need to investigate gender and interest of pupils in reading.

The research design used for the study was a quasi experimental design. A total of 120 primary one pupils randomly drawn from Oshimili South Local Government Area was used for the study. Four schools were used for the study; four intact classes were used in each school. Four class teachers from the experimental group were trained for the study using the adapted synthetic training package and lesson plans (see appendix V pg 98 & VIIa pg 103).

A reading achievement test (RAT) adopted from pupils book one in Primary English and a Reading Interest Scale (RIS) were validated by experts and used for the study. The data obtained

were analyzed using Kuder Richardson method (K-R21) and an internal consistency of 0.95 was obtained. A test of internal consistency was conducted for the Reading Interest Scale using Crombach Alpha. Crombach Alpha is applied to instrument that are not scored dichotomously. The internal consistency of 0.86 was obtained. Pearson correlation test of equivalent were used to find out the similarity of two forms of Reading Achievement Test to ensure similarity of base line and end line assessment and a temporal stability of 0.86 and 0.79 were achieved respectively. The instruments were administered with the training packages and lesson plans for the experimental and control groups using primary one pupil's in Oshimili South Local Government Area. Data obtained were organised and analysed using mean scores, standard deviation and analysis of co-variance (ANCOVA).

The following findings were revealed:

1. Synthetic phonics teaching strategy was a significant factor on pupils' interest in reading.
2. Gender did not significantly influence pupils' interest in reading.
3. Interaction effect of teaching strategies and gender on pupils' interest in reading is not significant.
4. Synthetics phonics strategy significantly enhanced pupils' academic achievement in reading compared with look and say method.
5. Gender did not significantly influence pupils' academic achievement in reading.
6. The interaction effect of teaching strategy and gender on pupils' achievement in reading was not significant

The findings of this study were discussed, together with the educational implications. Recommendations were made, limitation of the study and suggestions for further research were highlighted.

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APPENDICES

APPENDIX 1

PUPILS READING ACHIEVEMENT TEST

SECTION A: Pupils Demographic Data

1. School Name:
2. Pupils Name: Class.....
3. Pupils Gender: Male ☐ Female ☐

B: INITIAL SOUND IDENTIFICATION

Before the test: show the pupil stimuli sheet for the initial sound identification test. Tell the pupil to say the initial sound that each word makes. Use the example box to practice. Tell them that the initial sound for “**mat**” is “mmm”. Asks them what the initial sound for net makes, If they say the letter name, say “no” that is the letter name, the sound is /n/. Ask them if they understand.

During the test: point to the words one by one from left to right starting at “rat”. And ask the pupil to say what the initial sound each word makes. On the sheet, circle the initial sounds of words they get correctly. If the child says the name of the letter and not the sound, tell them that, that is the name and not the sound, then tell them the sound. Only do this once, if they continue to say the initial letter names then simply do not circle them as correct. Let them continue until all the words have been attempted.

After the test: count all the number of initial sounds circled and write this number in the score box.

- | | | | | |
|----------|-----------|-----------|---------|----------|
| 1. Rat | 2. say | 3. up | 4. go | 5. Can |
| 6.Fish | 7. map | 8. pig | 9. run | 10.Look |
| 11. Dog | 12. zip | 13. hen | 14 cat | 15. book |
| 16. Ten | 17. was | 18. has | 19. Ant | 20.for |
| 21. In | 22. queen | 23. zebra | 24. pot | 25. kit |
| 26. Jug` | 27. goat | 28. egg | 29.van | 30.the |

30 marks

C: Word Blending Test/Identification of Words

Show the pupils stimuli sheet for the blending reading test. Ask the pupils to read the words. Give the pupils 1 mark if the word is read correctly, they need to blend sounds correctly to get 1 mark. Ask them to read the words below.

- | | | | | |
|------------|-----------|----------|------------|-----------|
| 1. Jump | 2. Fork | 3. Corn | 4. Soak | 5. Leg |
| 6. Jug | 7. Mat | 8. Zip | 9. Tree | 10. Spoon |
| 11. Carpet | 12. Radio | 13. Jam | 14. Kettle | 15. Need |
| 16. Nose | 17. Shark | 18. Swim | 19. Ship | 20. Match |

Score: 20

D: Sentence Reading Test

During the test: show the pupils the stimuli sheet for the sentence reading test. Ask the pupil to

read the sentences. Give the pupils' two marks for sound or perfect conception, 1 mark for partial conception and 0 mark for no conception. Cross out any words read incorrectly.

Sentences

1. The nurse gave birth to a girl
2. She sat on a long bench
3. Your dog has mud on its tail
4. My teachers umbrella is blue in color
5. I travel by bus to school everyday

E: Dictation/ Writing Test

During the test: Read out the following words and ask the pupils to write them in the box at the end of this sheet. Read from the separate sheet that you have to enable this. Do not show pupils the words.

After the Test: For each word written correctly, give the pupil one mark. Write the total score in the box.

- | | | | |
|-----------|-----------|------------|-----------|
| 1. House | 2. Church | 3. Candle | 4. Dress |
| 5. Bread | 6. Pant | 7. Tail | 8. Dance |
| 1. Table | 10. Bat | 11. Bottle | 12. Clap |
| 13. Play | 14. Black | 15. Garden | 16. Party |
| 17. Boxes | 18. Bench | 19. Glass | 20. Bell |

Score: 20

F: Oral Vocabulary Test/ Picture Matching

Before the test: You will read out the words from the top of the score sheet and ask the child to point the picture that represents the word or point to pictures and ask the child to tell you what this is. Before this, start with the example picture of the pot in the box. Tell the child that if you said the word “pot” then they would point to the picture in the box. Demonstrate this to the child. Ask if they understand, then explain that you will also ask them to match the picture to the words. If they do understand, start the test.

During the test: Read the first group of words one after the other from the score sheet and get the child to point to the corresponding picture on the picture sheets. Only say this in English. Do not use the local language name for the object. Give them one chance to do this but allow self-corrections, if they realize they are wrong. Put a tick (correct) or cross (incorrect) in the relevant box on the words row. For the next 10 words, point to the picture representing them and ask the child “what is this”? For the next 10 pictures pupils are to match pictures to words. Mark as for the previous 10.

After the test: Add up the total that they got correct and write it in the score box.

Score: 20

Oral Vocabulary /identification of words

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



1. Desk

2. Crab

3. Jar

4. Football

5. Boat

6. Rabbit



7.



8. Bus



9. Cake

10. Bag



11. Beads

**Score Summary**

Section B	Section C	Section D	Section E	Section F	Total
Initial sound identification	Word Blending Test	Sentence Reading Test	Dictation and Writing Test	Oral Vocabulary/ Picture Matching	
30/	10/	20/	20/	20/	100

APPENDIX II

PUPILS READING INTEREST SCALE

SECTION A: Pupils Demographic Data

INSTRUCTION: Fill or Tick as appropriate each of the items 1-7 below

1. School Name:
2. Pupils Name: CLASS:
3. Pupils Gender: Male ☐ Female ☐

SECTION B:

Pupils Interest Reading Scale

S/N	Item Statement	Always	Often	Some times	Never
1	I like to read at home				
2	I like reading to my parents				
3	I do not like going to school when reading is taught				
4	I like reading to my friends				
5	Discussing reading stories in English language makes me unhappy				
6	I like to go out of the class whenever my teacher is teaching reading				
7	I like reading in English language more than other subject				
8	I prefer playing to reading my English reader.				
9	I feel scared whenever it is time for reading.				
10	I compete with other pupils for higher scores in dictation.				
11	I do not like to get myself to read the English reader				

	where there are more interesting things to do.				
12	I like to ask questions to get information from the English reader.				
13	I enjoy finishing my homework on time if it is reading				
14	I feel uncomfortable when I have to do reading				
15	I am eager to learn new words from my English reader				
16	I usually urge my parents to buy me story books.				
17	Reading class is boring				
18	Learning new words is interesting to me.				
19	I concentrate when my English language teacher is teaching reading				
20	I do not like answering questions in the reading class.				
21	I feel annoyed when doing any reading task.				
22	I keep away from participating in the reading school activities.				
23	I feel that the time of reading classes is very long				
24	I allocate my time for free reading				
25	I prefer reading classes to other classes				
26	I feel annoyed when I see the reading teacher.				
27	I feel bored when reading teacher presents any topic				

APPENDIX IIIA**TOTAL NUMBER OF PRIMARY ONE BOYS AND GIRLS IN OSHIMILI SOUTH
L.G.E. A. FOR 2017-2018 SESSION.**

	Name of School	Boys	Girls	Total
1	Abu -ato P/S 1 Asaba	77	80	157
2	Abu- ato P/S 11 Asaba	34	26	60
3	Abu- ato P/S 111 Asaba	64	64	128
4	Ahabam P/S Asaba	36	35	71
5	Amakom P/S 1 OkoAmakow	6	9	15
6	Amakom P/S 11 OkoPowerline	30	22	52
7	Ahor P/S Asaba	22	24	46
8	Anala P/S	4	14	18
9	Anwai P/S Asaba	29	36	65
10	Asagba P/S Asaba	26	34	60
11	Ekeanya P/S	27	33	60
12	Obiokpu P/S Oko-Obiokpu	18	11	29
13	Ogbe-Afor P/S Asaba	38	47	85
14	Ogbe-Olie P/S 1	55	55	110
15	Ogbe-Olie P/S 11	25	25	50
16	Okpuelenchele P/S elenchele	10	10	20
17	Okwe P/S Okwe	102	90	192
18	Oneh P/S 1 Asaba	42	38	80
19	Oneh P/S 11 Asaba	28	27	55
20	Uzoigwe P/S Asaba	74	65	139
21	Women Affairs P/S Asaba	59	87	146
22	Zappa P/S Asaba	53	46	99
23	Special P/S Asaba	5	4	9
24	Akpako P/S OKo	18	12	30
	Grand Total	882	894	1776

APPENDIX III_B
DISTRIBUTION OF SAMPLED SCHOOLS

	NAMES OF SCHOOLS	MALE	FEMALE	TOTAL
1.	Abu- ato primary schoool 11	14	14	28
2.	Ahabam primary school	18	19	37
3.	Okwe primary school	15	17	32
4.	Oneh primary school 1	11	12	23
5.	Total	58	62	120

APPENDIX 1V
TABLE OF SPECIFICATION ON READING ACHIEVEMENT TEST

S/N		LEVEL OF OBJECTIVES			TOTAL
		KNOWLEDGE (40%)	COMPREHENSION (30%)	APPLICATION (30%)	
1	Word Blending	8 items	6 items	6 items	20
2	Sentence Reading Test	4	3	3	10
3	Dictation	8	6	6	20
4	Initial Sound Identification	12	9	9	30
5	Picture Matching	4	3	3	10
6	Oral Vocabulary	4	3	3	10
	Total	40	30	30	100

APPENDIX V

Overview of Synthetic Phonics Lecture training package

Lecture	Content	Strategy Focus	Reflection Activities	Activities
Interactive Lecture 1 Introduction to Reading	• How children learn to read • The challenges children face when learning a new language • Different methods of teaching reading • Benefits of synthetic phonics	Think-pair-share Handwriting Pictures	What have you learnt about learning to read? What do you still want to learn more about?	Reading- Teachers books P 2, 3, 4.
Interactive lecture 2 Overview of Synthetic Phonics	• Review of lecture 1 • Five basic skills to teaching synthetic phonics • Introduction to the 42 sounds in English • Introduction to letter formation • Introduction to blending • Introduction to segmenting sounding • Introduction to tricky words • Synthetic phonics programmes	Get the teachers active Pull apart flash cards Discussions	Discuss the 5 basic steps in teaching with synthetic phonics.	Reading- Teachers book, P 4 & 5

	available.			
Interactive lecture 3 Learning the first 6 sounds using the 8 steps	• The grouping of the sounds • Vowels and consonants • Introduction to the 8 steps for teaching a letter sound • Learning the first group of sounds (s, a, t, i, p, n,) using the 8 steps.	Cold calling Performance Competitions	How do you think the children feel when they know these first 6 letter sounds? Why do you think they will feel this way?	Reading- Teachers book Pg 22, 23, 24
Interactive lecture 4 Flash cards, letter formation and learning, the 2 nd group of the letter sound using the 8 steps.	• Review of the first groups of sounds using flash cards. • The importance of flash cards • Letter formation practice with the first group of letter sounds • Learning the 2nd group of sounds (c, k, e, h, r, m, d) using the 8 steps.	Flash card Review Peer teaching	What did you find hard today? What did you find easy today? What will be the challenges you will face as a teacher when you are teaching the new letter sounds using the 8 steps	Make Flash cards for all 42 letter sounds Practicing the story, sound, action and song for the 2 nd group of letter sounds.
	• Review the 1st and 2nd group of sounds using flash cards.	Blending	What is blending? Why is blending	Reading: teachers book

	• The importance of blending. • Letter formation practical with the 1st and 2nd group of sounds • Learning the 3rd group of sounds g, o, u, l, f, b.	Games Flash cards	important	P Practicing the story sound, action and story for the 3 rd group of letter sound.
Interactive lecture 6 Sounding skills, sounding games and learning the 4 th group of sounds using the 8 steps.	• Review of the first 3 groups of sounds using flash cards, using running game. • The importance of sounding • Sounding practice with the first 3 groups of sounds • Digraphs and vowels digraphs • Learning the 4th group of sounds ai, j, ie, ee or using the 8 steps	Exercise and learning	What is sounding? Why is sounding important?	Reading- Teachers book P 13, 14, 31, 32, 33 Practicing the story sound, action and song for the 4 th group of letter sounds.
Interactive lecture 7 Consonant vowel snaps and blends,	• Review of the first 4 group of sounds using flash cards, present the action, story song and letter formation • Consonant vowel snaps	Reviewing previous lessons	What is the difference between consonant blends and consonant vowel snaps?	Reading- Teachers book P 14, 15, 33, 34, 35 Make 8 steps

learning the 5 th group of sounds using the 8 steps	• Consonants blends • Learning the 5th group of sounds (z, w, ng, v, oo, oo) using the 8 steps		How do these help children learn to read?	poster Reading from handout Practicing the story sound, action & song for the 5 th group of letter sounds
Interactive lecture 8 Blending games, decodable and learning the 6 th group using the 8 steps	• Review the first 5 groups of sounds using flash cards • Decodable • More practice with games • Learning the 6th group of sounds (y, x, ch, sh, thth) using the 8 steps	Games	Why are decodable sentences or stories so important, even when children only know some of the sounds?	Reading- Teachers Book P 36, 37, 38 Write a decodable story using all of the letter sounds we have learnt so far in the first 6 groups.

Interactive lecture 9 Dictation, tricky words and learning the 7th group of sounds using the 8 steps	• Review of the first 6 groups of sounds using flash cards • Learning the 7th group of sounds (qu, ou, oi, ue, er, ar) using the 8 steps. • Tricky words	Peer praise	What is dictation? How does it help early literacy skills	Reading teachers Book P 15, 16, 18, 19, 20, 38, 39, 40, 41 Practicing the story, sound action and song for the 7th group of letter sounds
Interactive lecture 10 Reviewing all the sounds vowels and magic e words	• Review of all the sounds using flash cards. • Vowels • Alternative spelling for letter sounds & magic e	Teacher movement	How can we help children to learn all of the tricky words, alternative spelling & magic e	Reading teachers book P 6, 7, 16, 17, 41, 42, 43, 44

APPENDIX VI

Department of Educational Foundation
University of Nigeria,
Nsukka
15th January, 2018.

Dear Sir/Madam

**VALIDATION OF (A) READING ACHIEVEMENT TEST AND
(B) PUPILS READING INTEREST QUESTIONNAIRE**

The above attached instruments are designed for collecting data for a study on the effect of synthetic phonics reading approach on primary one pupil's interest and achievement in reading.

Please go through the instruments carefully and indicate your approval, disapproval or modifications respectively.

Thanks

Yours faithfully

Akpojotor, R. U.

APPENDIX VII_A**LESSON PLAN FOR THE EXPERIMENTAL GROUP****WEEK ONE**

SUBJECT: English Language

TOPIC: Learning the First Group of Sounds

DURATION: 3 Periods of 30mins

OBJECTIVE: At the end of the lesson, pupils should be able to:

- (1) Identify the sounds s, a, t, l, p, n
- (2) Form 2 and 3 letter words
- (3) Count the sounds in each words

ENTRY BEHAVIOR: The children are familiar with letters of the alphabet

INSTRUCTIONAL MATERIALS: picture books, flash cards, laptop, CD player

INSTRUCTIONAL PROCEDURE:

Step i: Teacher introduces the pupil book 1 to the children and explains that it will help them to read and write.

Step ii: Tell /s/ story, do formation, do /s/ blending, draw and say pictures sun, snail, spider, flower, ask children to cross out the picture with no /s/ sound

Step iii: Tell the /a/ story, do formation, do /a/ blending, draw and say pictures (spider, arrow, ant, apple) ask children to cross

Step iv: Color the pictures with no /a/ and /s/ sounds

Step v: Tell /t/ story, do formation, do /t/ blending, draw and say pictures (toy, turtle, tennis, sun)
ask children to cross out pictures with no /t/ sound?

Step vi: Tell the /i/ story, do formation, do /i/ blending, draw and say pictures (ink, drink, arrow,) ask children to cross out pictures with no /i/ sound?

Step vii: Tell the /p/ story, do formation do /p/ blending, draw and say pictures (pie, parrot, turtle, pencil, pot, pen) ask children to cross out pictures with no /p/ sound?

Evaluation: Teacher shows flash cards of sounds learnt randomly. Dictates the sound s, a, t

1. Flash cards of sounds learnt randomly
2. Dictation: s, a
3. Play games 2: Arm blending use a, -s
4. Play game 3: Count sounds use a-s
5. Sing jolly songs /a/ /s/

Evaluation (1) Show flash cards learnt randomly

- (2) Dictation: s, a, t, I, p.
- (3) Play game: Arm blending use S-a-t, s-i-t, p-i-t, p-a-t
- (4) Play games 3: Counting sounds using tip, tap, sap, sip
- (5) Sing jolly, blending songs
- (6) Dictate the following words for pupils, pan, tap.

LESSON PLAN FOR WEEK TWO

SUBJECT: English Language

TOPIC: Learning the 2nd group of sounds

DURATION: 3 periods of 30 mins

OBJECTIVES: At the end of the lesson, pupils should be able to

- (1) Say the sounds n, ck, e, h, r, m
- (2) Form words from sounds learnt
- (3) Count the sounds in each word

INSTRUCTIONAL MATERIALS: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond.

SET INDUCTION: teacher sing songs of previously learnt sounds

INSTRUCTIONAL PROCEDURE:

Step i: Teacher introduces the 2nd group of sound and writes them on the chalkboard.

Step ii: Tell /n/ story, do formation, do blending, draw and say pictures (pie, nest, net, neck) ask pupils to cross out pictures with no /n/ sound?

Step iii: Teacher tells pupils when they see /ck/ sound together Tell /ck/ story, do formation, do /n/ blending draw and say pictures (cat, kettle, kite, parrot) ask children to cross out pictures with no /ck/ sound together.

Step iv: Teacher revises sounds with pupils by showing flash cards randomly, teacher dictates letter sounds t, p, l, a, n, s, d, k, e

Step v: Evaluates the pupils by writing the following words on the board for children to say the sounds, blend and read nap, nip, pan, cat, kit, tank, ten, step, pest, nest, rest.

Step vi: Children count sounds in the words from the board, they call out the sounds in each word, holding up a finger for each sound.

Step vii: Tell /h/ story, do formation, do /h/ blending, draw and say pictures (kite, hen, horse, hand) ask children to cross out pictures with no /h/ sound?

Step viii: Tell /r/ story, do formation, do /m/ blending, draw and say pictures (net, lamp, drum, mug) ask children cross out pictures with no /m/ sound.

Evaluation: Teacher evaluates pupils by:

- (1) Show flash cards randomly for them to pronounce.
- (2) Dictate the sounds I, p, n, c, e, h, r, m
- (3) Ask children to blend and read hat, hit, hiss, rat, track, crisp, trap, mat, pram, damp
- (4) Say the words on the board while children call out the sounds in each word holding up a finger for each sound. Further dictation of words hat, cap, see, sun, pen.

LESSON PLAN FOR WEEK 3

SUBJECT: English Language

TOPIC: Learning the 3rd Group of Letter sound

DURATION: 3 periods of 30 mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Say the sounds d, g, o, u, l, f
- (2) Make simple words from sounds

(3) Spell what teacher dictates

INSTRUCTIONAL MATERIALS: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond

INSTRUCTIONAL PROCEDURE:

Step i: Revision of previous sounds learnt with flash cards.

Step ii: Tell the /d/ story, do formation, do reading/blending, draw and say pictures (dress, kettle, hand, drum) ask children to cross out pictures with no /d/ sound

Step iii: Tell the /g/ story, do formation, do /g/ blending, draw and say pictures (egg, frog, glass, hand) ask children to cross out pictures with no /g/ sound

Step iv: Tell the /o/ story, do the formulation, do the /o/ blending, draw and say pictures (plug, hot, pond, orange)

Step v: Revise sounds with flash cards randomly and do dictate the following d, g, o, an, stick, sad, jug, rat, hat, cat, egg, man, top, pan, car, mat, nose, cap.

Step vi: Tell the /u/ story, do formation, do /u/ blending, draw and say pictures (sun, dog, mug, drum) ask children to cross out pictures with no /u/ sounds.

Step vii: Tell the /l/ story, do formation, do /l/ blending, draw and say pictures (umbrella, girl, leg, and rabbit) ask children to cross out pictures with /l/ sounds.

Step viii: Tell the /f/ story, do formation, do /f/ blending, draw and say pictures (fan, frog, fish, zip) ask children to cross out pictures with no /f/ sounds

Step ix: Teacher explains consonant blend, writes and leave it on the board sp, sn, st, str, spr, sm, tr, dr, cr, cl, pl.

Evaluation: Revise sounds randomly with flash cards and dictate the following u, l, f, hat, dress, dancing, nose, pencil, class, radio, girl.

LESSON PLAN FOR WEEK 4

SUBJECT: English language

TOPIC: Learning the 4th group of letter sounds

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Say the sounds b, ai, j, oa, ie, ee, or
- (2) Make words with the sounds
- (3) Spell what teacher dictates

INSTRUCTIONAL MATERIALS: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond

INSTRUCTIONAL PROCEDURE:

Step i: Tell /b/ story, do formation, do /b/ blending, draw and say pictures (bib, rabbit, bat, bag, frog) ask pupils to cross out pictures with no /b/ sound.

Step ii: Tell /ai/ story, explain to pupils that two letters make 1 sound. This is a digraph and it makes the sound of the first letter name A. do formation, do /ai/ blending, draw and say pictures (rain, train, snail, hand) ask pupil to cross out pictures with no /ai/ sound.

Step iii: Tell /j/ story, do formation, do /j/ blending, draw and say picture (jug, jelly fish, jump, chair) ask children to cross out picture with no /j/ sound.

Evaluation: Teacher revises sounds with flash cards and dictates the following b, ai, j, jug, tail, rail, paid, job.

Step iv: Tell children the /oa/ story, this is a digraph, do formation, do /oa/ blending, draw and say pictures (goat, boat, goal, rain) ask children to cross out picture with no /oa/ sound.

Step v: Tell children the /ie/ story, do formation do blending, draw and say pictures (pie, tie, flag, cries) ask children to cross out picture with no /ie/ sound.

Step vi: Tell story of ee or, do formation, draw and say pictures (bee, crab, sheep, goat, fork, horse) as children to cross out picture with no /ee/ and /or/ sound.

Step vii: Teacher revises sounds with flash cards.

Evaluation: Dictates the following oa, ie, ee, or, up, jug, bad, boat, fork, green, need, see, she, thereafter writes the words on the board for pupils to say sounds, blend and read.

2. Play game of counting sounds in each word holding up a finger for each sound.

LESSON PLAN FOR WEEK 5

SUBJECT English language

TOPIC: Learning the 5th group of letter sounds

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Say the sounds z, x, ng, v, oo, oo
- (2) Make simple words from the sounds

(3) Make simple sentences

(4) Spell what the teacher dictates

INSTRUCTIONAL MATERIALS: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond

INSTRUCTIONAL PROCEDURE:

Step i: Tell /z/ story and say pictures (zip, zig-zag, jam, zebra), ask pupils to cross out pictures with no /z/ sound.

Step ii: Tell the /w/ story, do formation, do blending, draw and say pictures (window, wall, rocket, swam) ask children to cross out pictures with no /w/ sound.

Step iii: Tell the /w/ story, do formation, do blending, draw and say pictures (king, sang, swing, zebra), ask children to cross out pictures with no /ng/ sound

Step iv: Revise sounds with flash cards randomly and dictate the following z, w, ng, hand, drag, soap, sweep, zip, hungry, wall .

Step v: Tell the /v. story, do formation, do blending, draw and say pictures (violin, van, cave, boat) ask children to cross out pictures with no /v/ sound.

Step vi: Tell /oo/ /oo/ story, and tell pupils that oooo can be said in two ways (long and short), do formation, do blending, draw and say short oo pictures (book, hook, bed) and long oo pictures (moon, ring, spoon) ask children to cross out pictures with no oooo sounds.

Step vii: Write words on board for teacher and pupils to say sounds, blend and read foot, book, spoon, foot, wood, broom, van etc. make simple phrases e.g a red book, a new dress, a big bag.

Evaluation: Teacher dictates the following sentences for pupils to read

- (1) A big bag
- (2) I need a bag
- (3) I love dancing
- (4) A new dress

LESSON PLAN FOR WEEK 6

SUBJECT: English language

TOPIC: Learning the 6th group of letter sounds

DURATION: 2 periods of 30mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Know the sounds y, x, ch, sh, th, th
- (2) Make simple words from sounds
- (3) Spell what teacher dictates
- (4) Make simple sentences from sounds learnt

INSTRUCTIONAL MATERIAL: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond

INSTRUCTIONAL PROCEDURE:

Step i: Tell the /y/ story, do formation, draw and say pictures (yam, yoghurt, and hand) ask children to cross out pictures with no /y/ sound

Step ii: Tell the /x/ story, do formation, do blending, draw and say pictures (box, sheep, six, fox) ask children to cross out pictures with no /x/ sound

Step iii: Tell the /ch/ story, do formation, do blending, draw and say pictures (chair, tree, chick, chain) ask children to cross out pictures with no /ch/ sound

Step iv: Tell the /sh/ story, do formation, do blending, draw and say pictures (sheep, fish, shell, fox) as children to cross out pictures with no /sh/ sound

Step v: Tell /thth/ story, do formation, do blending, draw and say voiced /th/ pictures (feather, yoghurt) and the unvoiced th pictures (thumb, moth, spoon) ask children to cross out pictures with no /th/ sound

Evaluation: Evaluate pupils by writing words on chalkboard and ask pupils to read: shelf, chair, lunch, shampoo. Teacher also makes simple phrases with pupils

(1) A fat orange

(2) A good book

(3) A good yam

LESSON PLAN FOR WEEK SEVEN

SUBJECT: English language

TOPIC: Learning the 7th group of letter sounds

TIME: 2 periods of 30mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

(1) identify the sounds qu, ou, oi, ue, er, ar

(2) Make simple words from sounds

(3) Spell what teacher dictates

INSTRUCTIONAL MATERIAL: Tape recorder, CD player, picture books, flash cards

ENTRY BEHAVIOR: Teacher revises the previous sounds by showing them flash cards of sounds previously learnt, while pupils respond

INSTRUCTIONAL PROCEDURE:

Step i: Revision of previous sounds learnt randomly with flash cards

Step ii: Tell the /qu/ story, do formation, do blending, draw and say pictures (queen, squirrel, shell, and question mark) ask pupils to cross out pictures with no /qu/ sound

Step iii: Tell the /oi/ story, do formation, do blending, draw and say pictures (train, boil, oil, point) ask pupils to cross out pictures with no /oi/ sound

Step iv: Tell the /ue/ story, do formation, do blending, draw and say pictures (drum, rescue, statue) ask pupils to cross out pictures with no /ue/ sound

Evaluation: Teacher evaluates sounds taught, dictates the following words fish, sun, book, groan, wing, wait, back, pain. Pupils are further asked to read the phrases- a damp cloth, a loud bang, shopping for sweet.

Step v: Tell /er/ story, do formation, do blending, draw and say pictures (tiger, skirt, broom, letter, winter) ask pupils to cross out pictures with no /er/ sound

Step vi: Tell /ou/ story, do formation, do blending, draw and say pictures (house, cheese, mouth, cloud) ask pupils to cross out pictures with no /ou/ sound

Step vi: Tell /ar/ story, do formation, do blending, draw and say pictures (star, arm, car, jar) ask pupils to cross out pictures with no /ar/ sound

Evaluation: Ask pupils to blend the words, bath, back, jar, car, star.

LESSON PLAN FOR WEEK EIGHT

SUBJECT: English language

TOPIC: Tricky words/ making sentences

DURATION: 3 Periods of 30mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Identify tricky words
- (2) Make simple sentences

Step i: Teacher runs through the 42 letter sounds with pupils

Step ii: Explains the term “tricky words” or irregular words as words that are not spelt the way they are pronounce. Draws on the board, tricky words flowers, he, she, we, she, me, be, the point out that the /ee/ sound at the end of the words is written with one “e” and pupils learn these words by look, say, cover, write, check if its correct.

Step iii: Draw on the board tricky word flowers do, to, are, was, all, I point out that do and to only have one “o” despite sounding like /oo/ sound point out that “was” looks like wass but is pronounced “waz” (say, cover, write, check)

Step iv: Write all the trick words on the board and ask pupils to read them, for each of the words ask pupils to point out which part of the word is “tricky”

Step v: Point out that the tricky words I is written with a capital letter. Look again at the tricky word all ask children to think of other words that are similar? (wall, ball, tall, fall) make a list of them

Evaluation: Teacher ask pupils to read these sentences that contain tricky words

1. I can do the dishes in the morning
2. All the fish are in the pond
3. This is me
4. I can run

Teacher then asks pupils to make sentences with other words such as dancing, daddy, town and oranges as nurse, dress and cake

APPENDIX VII_B
LESSON PLAN FOR CONTROL GROUP

LESSON PLAN FOR WEEK ONE

SUBJECT: English Language

TOPIC: Learning the letter names of Aa–Dd words

DURATION: 3 periods of 30 mins

OBJECTIVES: By the end of the lesson pupils should be able to:

1. Learn the letter names
2. Name objects that starts with the letter
3. Spell these words orally

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE:

Step I: Teacher writes the capital and small letter Aa on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. axe, arrow, ant and apple

Step ii: Teacher introduces letter Bb and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. bag, ball, banana, bus

Step iii: teacher introduces the letter Cc with pictures of objects such as cat, car, cow cup and pupils repeat it after the teacher

Step iv: Teacher introduces the letter Dd name to pupils with pictures associated with it e.g. duck, dress, desk, dog and pupils read it after the teacher

Evaluation: Teacher evaluates the letter names Aa to Dd with pupils asking them to draw lines to meet words with associated pictures.

LESSON PLAN FOR WEEK TWO

SUBJECT: English language

TOPIC: Learning the letter names Ee to Hh

OBJECTIVES: At the end of the lesson the pupils should be able to:

1. Learn the letter names Ee to Hh
2. Name objects that starts with the letter
3. Spell these words orally

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: teacher revises previously learnt words with pupils

INSTRUCTIONAL PROCEDURE:

Step I: Teacher writes the capital and small letter Ee on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. egg, ear, eagle, elbow

Step ii: Teacher introduces letter Ff and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. fan, farm, fish, frog.

Step iii: teacher introduces the letter Gg with pictures of objects such as girl, goat, gun, gate and pupils repeat it after the teacher

Step iv: Teacher introduces the letter Hh name to pupils with pictures associated with it e.g. hen, hat, head, house and pupils read it after the teacher

Evaluation; Teacher evaluates the letter names Ee to Hh with pupils asking them to draw lines to meet words with associated pictures and also spell words orally

LESSON PLAN FOR WEEK 3

SUBJECT: English language

TOPIC; Learning the letter names Ii to Ll

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson the pupils should be able to:

1. Learn the letter names Ii to Ll
2. Name objects that starts with the letter names
3. Spell these words orally

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: the children can identify letter names and their corresponding pictures

INSTRUCTIONAL PROCEDURE:

Step I: Teacher writes the capital and small letter Ii on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. ink, ice, insect, and igloo

Step ii: Teacher introduces letter Jj and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. jug, jam, jump, jog farm, fish.

Step iii: Teacher introduces letter Kk and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. kettle, key, kite, king.

Step iv: Teacher introduces letter Ll and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. lion, leg, lamp, leaf.

Evaluation; Teacher evaluates the letter names Ii to LI with pupils asking them to draw lines to meet words with associated pictures and also spell words learnt

LESSON PLAN FOR WEEK 4

SUBJECT: English language

TOPIC; Learning the letter names Mm to Oo

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson the pupils should be able to:

1. Learn the letter names Mm to Nn
2. Name objects that starts with the letter
3. Spell these words orally

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE:

Step I: Teacher writes the capital and small letter Mm on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. man, mat, moon, mango.

Step ii: Teacher introduces letter Nn and objects that are associated with it with pictures and pupils repeatedly read it after the teacher e.g. net nail, nurse nose

Step iii: Teacher introduces letter Oo and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. orange, onion, oil, owl

Step iv: Teacher introduces letter Pp and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. pot, pawpaw, pan, pant

Evaluation; Teacher evaluates the letter names Mm to Pp with pupils asking them to draw lines to meet words with associated pictures. Teacher also dictates words learnt by pupils

LESSON PLAN FOR WEEK 5

SUBJECT: English language

TOPIC: Learning the letter names Qq to Tt

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson the pupils should be able to:

1. Learn the letter names Qq to Tt
2. Name objects that starts with the letter
3. Spell these words orally

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE

Step I: Teacher writes the capital and small letter Qq on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. queen, queue, question mark, quiet

Step ii: Teacher introduces letter Rr and objects that are associated with it with pictures and pupils repeatedly read it after the teacher e.g. radio, rat, rabbit, rain

Step iii: Teacher introduces letter Ss and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. sand, sheep, sun, soil

Step iv: Teacher introduces letter Tt and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. toys, table, tree, tap

Evaluation; Teacher evaluates the letter names Qq to Tt with pupils asking them to draw lines to meet words with associated pictures. Pupils thereafter write down words into their books

LESSON PLAN FOR WEEK 6

SUBJECT: English language

TOPIC; learning the letter names Uu to Zz

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson the pupils should be able to:

1. Learn the letter names Uu to Zz
2. Name objects that starts with the letter
3. Spell these words orally

INSTRUCTIONAL MATERIALS: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE

Step I: Teacher writes the capital and small letter Uu on the chalkboard, asks pupils to repeat it after her and shows pictures of objects that it stands for e.g. umbrella, uncle, uniform,

Step ii: Teacher introduces letter Vv and objects that are associated with it with pictures and pupils repeatedly read it after the teacher e.g. van, vest, vulture, violin

Step iii: Teacher introduces letter Ww and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. window, woman, wall, wind

Step iv: Teacher introduces letter Xx and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. xylophone, xmas tree, x- ray,

Step v: Teacher introduces letter Yy and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. yam, yellow, yatch, yoyo

Step vi: Teacher introduces letter Zz and objects that are associated with it with pictures and pupils repeatedly reads it after the teacher e.g. zip, zebra, zoo, zobo drink

Evaluation; Teacher evaluates the letter names Uu to Zz with pupils asking them to draw lines to meet words with associated pictures.

Lesson PLAN FOR WEEK 7

SUBJECT: English language

TOPIC: Word formation

DURATION: 3 periods of 30 mins

OBJECTIVES: At the end of the lesson, pupils should be able to:

- (1) Combine words
- (2) Make simple words
- (3) Spell what teacher dictates for them

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE

Step i: Revise the last lesson with pupils

Step ii: Teach the children how to combine letters

Example: b + at $\Rightarrow$ bat

Then give them work to do

1. C + at $\Rightarrow$ _____

2. H + at $\Rightarrow$ _____

3. M + at $\Rightarrow$ _____

4. R + at $\Rightarrow$ _____

5. S + at $\Rightarrow$ _____

Step iii: Teacher does the correction on the board, and then the pupils will copy it in their exercise books

Step iv: Teacher teaches them how to make simple words by writing it on a balloon while the children should say the word orally before they write in their exercise books or they draw it.

Step v: Teacher writes the words on the board for the pupils to learn it, before the teacher cleans the board. Then she dictates it to them. Pot, pan, bat, rat, hat, cat, egg

Evaluation: Teacher collects their exercise books and mark, then do the corrections on the board. The children should copy it in their exercise book.

LESSON PLAN FOR WEEK 8

SUBJECT: English language

TOPIC: Making words from letters

DURATION: 3 periods of 30mins

OBJECTIVES: At the end of the lesson, children should be able to:

(1) Make words from letters and use them to form 3 letter words.

(2) Spell and pronounce new words

(3) Make sentences with the new words on module 19 of the reader.

INSTRUCTIONAL MATERIAL: picture books, flash cards, wall charts

ENTRY BEHAVIOR: Pupils are familiar with the letter names of the alphabets

INSTRUCTIONAL PROCEDURE:

Step i: Revise the last lesson with the children

Step ii: Teacher writes out the letters on the board

B, f, l, i, g, c, s, o, r, h, p, e, t, a, n, d

Step iii: Teach the pupils how to make words from letters and use them to form 3 letter words.

Give the examples on the board fan, pot, fat and ask the children to do the rest collects their books and mark and do correction on the board.

Step iv: Teacher teaches the new words using sentences

New words	Sentences
Nurse	I am a nurse
Teacher	Mr. Uzo is my teacher.
Travel	I travel by bus to school
Umbrella	My teachers' umbrella is blue in colour
Dancing	I love dancing

Step v: Dictation: Teacher asks pupils to spell the following words in their exercise books, nurse, teacher, umbrella, travel, dancing.

Step vi: Evaluation: Teacher collects pupil's books, mark and do correction on the chalk board.

APPENDIX VIII

Reliability Analysis for Reading Interest Scale and Reading Achievement Test

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.885	27

Item Statistics

	Mean	Std. Deviation	N
Item1	3.3222	.97333	20
Item2	3.2000	.8700525	20
Item3	3.0000	.82598	20
Item4	3.1000	.96791	20
Item5	3.3500	.81273	20
Item6	2.9000	.85224	20
Item7	3.0500	.94451	20
Item8	3.5674	.60481	20
Item9	3.1500	.87509	20
Item10	3.2000	.85249	20
Item11	3.0000	.87835	20
Item12	3.1000	.96791	20
Item13	3.3500	.81273	20

Item14	2.9000	.85224	20
Item15	3.0500	.94451	20
Item16	3.0552	.60481	20
Item17	3.0000	.82598	20
Item18	3.1000	.96791	20
Item19	3.3500	.81273	20
Item20	2.9000	.85224	20
Item21	3.0500	.94451	20
Item22	2.5500	.60481	20
Item23	3.0000	.97333	20
Item24	3.2000	.85249	20
Item25	3.0000	.82598	20
Item26	3.1000	.96791	20
Item27	3.3500	.81273	20