CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

English reading comprehension and composition are taught at primary school to provide the requisite foundation for effective acquisition of literacy skill. Reading and writing (composition) are two basic skills of language. The locus of the English language in Nigeria as the official language of communication has made it an indispensable language. In addition, it is the language for business, politics, administration and law. Above all, English is the dominant language for the conduct of formal education in Nigerian schools. The language is designed to be administered as a core subject from primary one to three and adopted as the main language of teaching and learning from primary four onward as provided for by the National Policy on Education (NPE, 2013). The level of indispensability of the English language in the country has therefore made it essentially necessary to learn and master the usage of the language. And, it is particularly extremely important that this is done right from the primary school.

The dimensions of language teaching in the primary school include the development of skills in oral expression, writing, creativity and in the appreciation of literature. The aim is to equip pupils with the needed abilities for using language effectively and to unmistakably convey their ideas (Carr, 2004). The programme of instruction for English Language in primary schools has two vital principles. The first is the indivisible nature of language while the second is that children do not only need to learn language but they must learn through the use of language (Carr, 2004). The understanding is that while children are taught the English language for the purpose of developing its mastery as a core subject, its role as the principal language for teaching and learning of other subjects is also emphasised in the curriculum. Carr went on to list four language learning goals as the development of:

i.   interest in the use of language;
ii.   proficiency and self-assurance in the use of language;
iii.   mental aptitudes through the language; and
iv.   emotive and creative growth through the language.

The first two goals are dedicated to the need of the child to learn to use language, the last two are directed at promoting the need of the child for learning through the use of language.

The National Policy on Education (NPE, 2013) clearly defined the status of English Language in Nigerian primary schools curriculum as a core subject. The subject generally has not less than five periods allotted to it in a week and in some schools, it may even be given up to seven or eight periods. The language also enjoys an abundance of textbooks and other teaching materials in contrast to the indigenous languages (Awobuluyi, 1998).

Ajayi (2004) submitted that the studying of English Language can be divided into the four segments of speech: pronunciation skill, structure: grammar/lexis, writing: composition and reading comprehension. However, English language instruction is generally done through activities in the four basic skills of language. Consequently, attempts have always been made to evaluate the extent of the mastery of the language along these basic skills. The skills are taught and learnt through lessons in linguistic components such as syntax, phonology, lexis, semantics and pragmatics (Mitsutomi, 2005). The scheme of work provides topics on these areas through reading and comprehension, oral English, language structure, vocabulary building, writing, punctuation, and literature (Gladday, 2012).

The first set of skills of listening and speaking are referred to as oracy skills or primary skills of language and the acquisition of these skills commences through social interaction with parents and other family members often times unconsciously. The skills are later developed in schools for the purpose of ensuring their effective use. Reading and writing are referred to as secondary skills or literary skills and unlike listening and speaking, they are consciously learnt right from the beginning. The four basic skills are dependent on one another. According to Eisterhold (1990) and Hirvela (2004), mastering the use of one of the skills has a way of aiding the understanding of the other skills. The mastery of skills in reading are particularly said to help the development of skills in writing/composition. Reading and writing are essential for academic success. As such, there is the anticipation from second language learners of English language to demonstrate mastery in reading and writing/composition at levels that are similar to that of indigenous speakers of English language (Heeney, 2004). And just as mastery of skills in one has the ability to assist acquisition of skills in the other, problems in writing might actually occur as a result of problems in reading (Hirvela, 2004).

Primary education in Nigeria denotes the schooling which pupils undertake from the age of 6 years to 12 years. Emerenu (2015) referred to it as the first level of education and states that all other succeeding levels of education depends on the foundation laid at that level. It is aimed, among other things, at developing basic literacy, numeracy and communication

skills. It is also designed to promote the inculcation of cultural values of the people to their younger generations. The review of the educational policy in the year 2013 provides that the English language as a subject should be referred to as English Studies. The policy prescribed that the teaching of the subject has to be participatory, explanatory, experimental and centred on the child. In addition it also maintained that the instilling of enduring literacy and numeracy in children, and development of their capability for communicating effectively are general objectives of primary education in Nigeria (NPE, 2013, pp 7).

The realisation of the primary level of education as the foundation of the child's basic learning and a very important part of the Nigeria's educational system makes it expedient that it is administered with serious care and caution. Any blunder committed in the administration and management of this phase of education has the tendency to affect other levels. This may in turn negatively impact the people and indeed the general development of the nation. It is therefore for this reason that all stakeholders are expected to show enough concern for issues that relate to the organisation and management of primary education arrangement. The primary education managers must constantly fashion out new and improved ways of managing the system.

The primary school is a very important period in the life of any child for several reasons. The NPE (2013) recognised primary education as very important to the growth and development of the entire education system. It is therefore seen as the core of the other levels of education. It is the period when the child is most inquisitive. If a strong foundation is not laid at this time, it may be very difficult for the child to have anything to build upon. It is therefore important to take advantage of this high level of inquisitiveness to lay the required solid foundation in education. This is because the questions the pupil is able to ask and how answers are given will determine the pupil's rate and level of development in latter years. The primary school is also a key milestone in the child's education. The type of education a child receives in the primary school will determine if the child will become confident, self-motivated, a concerned citizen or otherwise. Primary school education is aimed at giving a child a strong footing in the areas of language development and numeracy skills, building of character, fostering of sound values and the development of worthy habits (MoE, Singapore, 2011).

Review of literature on performance in English language shows that performance of students in various examinations, had always been poor (Ezeokoli 1998; Abdulahi, 2000; Adepoju and Adelore, 2000; Kolawole, Adepoju and Adelore, 2000; Lawal and Adebileje, 2005; Fakeye, 2012). Fakeye (2012) was of the opinion that secondary school students in the

country had been declining increasingly in their performance in English language since 1960. Akwanya (2012) stated that low level of achievement of students in English in Nigeria had worsened since the mid-1970s even, as Komolafe and Yara (2010) were of the opinion that most primary school pupils could not express themselves in simple correct English. Ezeokoli (1998), Lawal and Adebileje (2005) found that pupils had the inability in reading and comprehending simple English passages. Some students were found to perform poorly as a result of their inability to write well in English (Kolawole, Adepoju and Adelore, 2000). Cicerchia (2016) listed issues with decoding, speed and poor comprehension as three common reading problems with pupils. The Guardian in a report published on Tuesday, 24th October, 2017 quoting UNESCO Global Education Monitoring (GEM) Report maintained that 87% of children in sub-Sahara Africa do not reach proficiency level in reading and that more than one in four young people in the region could not read or write proficiently. In addition, the different learning achievement assessments carried out nationally in primary schools between 1996 and 2003 in Nigeria which were facilitated by UNICEF, UNESCO and the Universal Basic Education Commission (UBEC) showed that pupils' performance had always been below expectation and very low by international standards. Other attempts at considering specific indicators of observed poor performance by pupils in English language have listed poor understanding of the grammar rubrics, inadequate knowledge of acceptable sentence patterns and the poor exposure of teachers to modern methods of teaching.

In 1996, a UNESCO and UNICEF supported Monitoring Learning Achievement (MLA) project designed to measure primary school pupils' proficiencies in reading ability, mathematical ability and life skills using primaries four and six and covering a number of African countries with Nigeria as a participant was carried out. Part of the results indicated that primary four pupils were able to respond correctly to only 25% of the test items. Besides, of the 22 countries that were involved in the study, the learning achievements scores by Nigerian pupils were the lowest. In 2003, the Federal Ministry of Education (FME) also supported by UNESCO and UNICEF repeated the study in Nigeria with a marginal increase in literacy scores recorded.

The Universal Basic Education Commission (UBEC) in 2001 and 2003 conducted national assessments on curriculum items from four core primary school subjects. These subjects were English Language, Mathematics, Social Studies and Primary Science in primary five in 2001 and in the upper primary levels (4 – 6) in 2003. Results from the 2001 study show

that only one out of every five pupils could answer correctly over 30% of the test items, while the 2003 study reveals a 25 – 50% scores range for grade four, 25 – 39% scores range for grade 5 and 21 – 40% scores range for grade six across the subjects. It should be noted that lowest results at each grade level for these two studies were recorded in English Language and Social Studies.

Factors responsible for low achievement in English Language have been variously attributed to the absence of a dynamic and comprehensive language policy, insufficient resources and infrastructure for teaching the language (Onukaogu, 2002); poor mentoring of teachers by head teachers, inadequate staff, high rate of turnover by teachers, inadequate preparation, poor motivation, excessive workload, truancy, and lack of support from parents (Reche, Bundi, Riungu and Mbugua, 2012). Akwanya (2012) listed poor funding, inadequate or outright lack of training for teachers, poor teaching methods, non-availability of instructional materials, take-over of schools by government leading to poor supervision and lowering of standards, poor motivation for learners and teachers, general lack of commitment among the teachers, overpopulation with its consequential pressure and eventual collapse of facilities and, of course, interference by learners mother tongue. Other studies done on literacy at the primary level in Nigeria have variously attributed poor performance to weak foundation laid by the teachers and faulty schools' structures. Such studies include Jiboku (1998), Ajila (2003), Ajayi (2004), Idogo (2005). In spite of previous attempts to improve outcomes, pupils' achievement, during and after the primary school education has continued to be poor.

There are many competing methods and strategies that have been developed to promote English language education, particularly as a second language. Many of these methods are based on sound research findings. The selection of an effective method of teaching by the teacher is an important factor which can either hinder or facilitate pupil's achievement in English language reading comprehension and composition. Teachers' use of appropriate method will help pupils to see how ideas and concepts relate to one another and help them to form well-structured mental picture of content. A study carried out by UNICEF in 2008 reported that poor English language teachers and poor instructional delivery strategy are the most crucial factors responsible for pupils' low achievement in English reading comprehension.

Fajobi (2014) reported that a classroom survey found out that in an average class of 30 minutes in most of Nigerian primary schools, teachers spend - 18 minutes at the chalkboard - writing on it or watching a student write on it; 1 minute on teaching materials, if

any; and 1 minute addressing individual pupil, pairs or groups, mostly from the front rows. He went on to say that pupils on their own part spend: 15 minutes listening to the teacher; 12 minutes on chanting or repeating answers to closed questions; 1 minute in writing or speaking in their own words. Adewuyi (2008) observed that the teaching and learning of any second language required a great deal of efforts and that aside the need for the availability of qualified and competent teachers, appropriate method and materials are needed. It is in realisation of the earlier stated that the active learning approach has been advocated. In active learning, pupils are led to engage with the learning material in such a way that pupils participate actively and collaborate with one another in the learning process thereby promoting better learning (Peko and Valgar, 2014; Hasan, Othman and Majzub, 2015; Lumpkin, Achen, and Dodd, 2015).

The world, which we live in, has survived simply because of the ability of human beings to cooperate with one another. There is the popular phrase that says "no man is an island" which presupposes that no human being can exist on his own. Every human being depends on others for existence. The same is true of learning and learning achievements. All activities in school are aimed at accomplishing one goal or the other. Instructional activities are carried out under what Johnson & Johnson (2013) referred to as 'goal structure'. They defined goal structure as the process or strategy through which pupils during lessons in their classes relate with one another and the teacher. The teacher's strategy may be cooperative with pupils' learning to work together, competitive where pupils compete for the fun of it and/or individualistic where pupils work autonomously on their own. Of the three different goal structures, Johnson & Johnson (2013) submitted that cooperation is the most effective goal structure and that it should be adopted most of the time.

Learning is better done where there is good interaction, not only between teachers and pupils but also among the pupils. Teachers must therefore develop skills that encourage meaningful learner-to-learner interaction for the purpose of learning, especially within the classroom. This is because the way a teacher structures pupil-to-pupil interactions is a determinant factor to a very large extent to how well pupils will learn. It will also determine their attitude to school, the teacher and one another and also how much self-esteem they have. In addition, it is observed that reading and writing have for long been taught separately. There has not been much systematic investigation of the extent to which reading and writing instruction may be part of a common enterprise of literacy learning even as this is at the heart

of learning to function within the specialised contents of the various academic subject areas (Langer and Applebee, 1986).

Gilies (2007) presented that pupils are made to function collaboratively in small groups in cooperative learning to achieve common goals. Van Wyk (2010) referred to cooperative learning as an active instructional strategy that promotes collaboration and cooperation among learners. Van Wyk also submitted that Cooperative learning is a dynamic learning system which offers more lively learning experiences to pupils in addition to equal access and a more helpful social environment. Cooperative learning groups are of three main types: Informal, Formal and Base groups. It is Informal when it is for a short term and not very structured. Formal types occur when pupils in the group are assigned a task or project and they are compelled to stay together until the task is completed. Base groups on the other hand are long term support groups. It could last for several years. Due largely to the success of cooperative learning in improving learning achievement, many variants of cooperative learning have emerged. Different variants include Pupil Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, Team Assisted Individualisation (TAI), Learning Together (LT), Academic Controversy (AC), Group Investigation (GI), Cooperative Integrated Reading and Composition (CIRC) etc. A thread running through all of these strategies is that of pupils working together in groups to learn in such a way that makes them responsible for not only their own learning but also for others. Among the strategies listed, one that is specifically a reading and writing strategy designed for improving pupils' achievement in English language especially in the upper primary level is the Cooperative Integrated Reading and Composition Learning Strategy.

Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS) encompasses three major features. These features are literary connected undertakings, direct and straight forward instruction in reading comprehension and integrated language arts/writing exercises. The strategy places pupils in what Durukan (2011) described as cooperative mixed-ability groups. In these groups, pupils function together to achieve their learning goals. In CIRCLS, teachers lead pupils through day-to-day instructions which provide them with the opportunities to practise reading and improve English reading comprehension abilities in pairs and in small groups. It involves pairs of pupils reading comprehension passages to one another, forecasting how stories will end, summarising the stories, writing out answers to questions asked by the teacher and practising spellings, interpretations and vocabulary. The CIRCLS is

based on cooperation which is a departure from the predominantly traditional teaching and learning model. It is an approach that increases pupils' participation and interaction in the teaching/learning process and it is developed as a support to traditionally used "skills-based reading groups" approach. Hence, it begins with the establishment of reading groups. Then, pupils are put in pairs within the groups. In pairs, pupils assist one another to cultivate meaningful reading and writing skills through the performance of basic reading tasks like voiced reading, context deducing, questioning, summarising and team writings. Paramita and Rahma (2013) discovered that CIRCLS is generally effective for improving the pupils' ability in writing/composition related activities.

Another cooperative learning mode that is of interest to this study is the Group Investigation strategy. In Group Investigation, children collaborate in small groups of two to six members to organise their learning. Basic elements of the strategy involve shared planning, inquiry, group discussion, and project realisation. Zingaro (2008) referred to these elements as the "four Is": Investigation, Interaction, Interpretation and Intrinsic motivation. The process entails selecting sub topics from the unit of a study by the whole class and further breaking down of the sub topics into individual tasks by the groups in order to carry out the activities necessary for the preparation of their group reports. At the end, each group is given the opportunity to present its findings to the entire class. This strategy was found to positively affect achievement in language and literature in a study done in Israel in 1988 (Sharan and Shackar, 1988). Zingaro (2008) submitted that research findings have consistently reported higher levels of achievement on matters of higher-level cognition from the use of Group Investigation when compared to the traditional Whole-Class Instruction. He also emphasises that Group Investigation was found to enhance the improvement of positive inter-ethnic relations, intrinsic motivation and pupils control over their learning.

Fajobi (2014) observed that teaching in most primary schools is teacher-centred. Teachers tend to use traditional teaching/learning models where teaching/learning process concentrates on the teacher. The emphasis is usually on passive listening to explanations by teachers while pupils chant and respond to direct questions on cues. Fajobi describing what children do during an average lesson in schools using percentages submits the following:

Copying from the chalkboard – 7.1%

Listening to the teacher or working on chalkboard – 44.4%

Doing exercises set by the teacher – 21.4%

Writing in their own words or doing things in their own way – 0.5%

Reading from textbooks or other materials – 8.8%

Engaging in group discussion – 0.2%

Conducting group presentations – 0.2%

Singing, dancing, drawing pictures and making things – 0.2%

Sitting doing nothing – 9.5%

Current realities have shown however that the pupils are not afraid to be critical if the right atmosphere is created. Ezeokoli and Ezenandu (2013) pointed out that when pupils are involved in making a choice of what they want to read and given chances to engage actively in reading activities of their choice, they perform better than those who are denied the opportunity to make these choices.
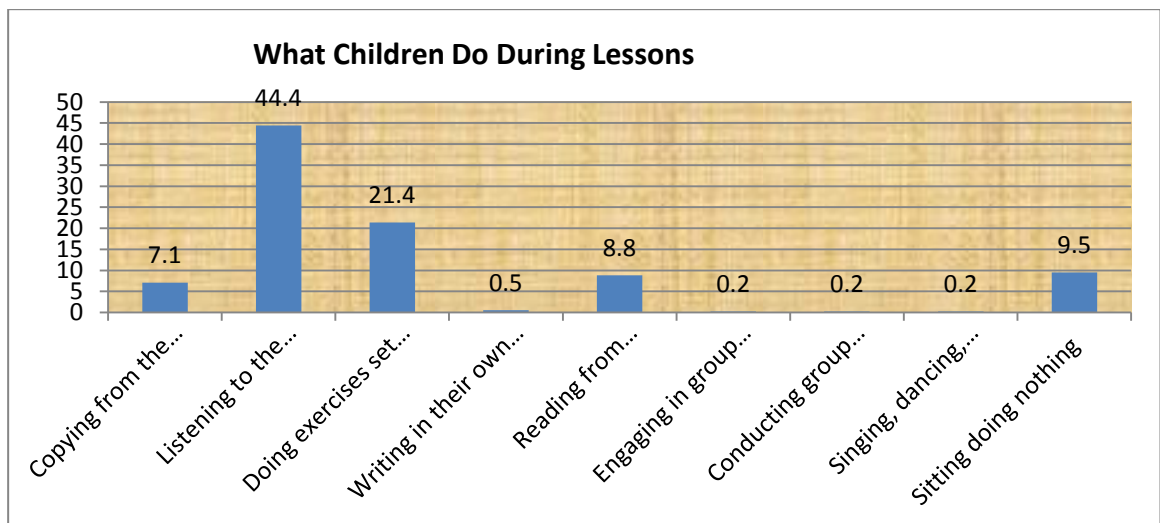
Fig.1.1: Graphical Representation of what Children Do During Lessons. Fajobi (2014)

Apart from instructional strategies, many other factors can influence academic achievement. Considine and Zappala (2002) listed gender, socio-economic status, geographical location of school or home, family structure, type of school, ethnicity, school facilities, housing type. Some other factors include teacher competence or mastery of subject matter, teachers' self-efficacy, pupils' self-efficacy, time permitted for homework, books available at home, quantity of books read, level of education of father/guardian and pupils' job aspirations (Nabuka, 1984). The moderating effects of pupils' academic self efficacy in reading comprehension/composition and home background were considered for this study.

Studies have shown that human behaviour can be influenced by self efficacy (Bandura, 1997, 2000, 2006). The belief exercised by an individual as represented by his/her view of one's own capability to execute a task successfully is seen as self efficacy (Weiten, 2001). It is the confidence that a person can have towards mastering of any situation and producing positive outcomes. In other words, a high self efficacy makes an individual feel confident that he/she can execute responses needed to earn reinforcement. Bandura, (1997, 2000) submitted that it is a very important factor in determining achievement. It is said to be the belief of "I can" (Stipek, 2002). Schunk (1991, 2001, 2004), Schunk and Zimmerman (2003) as well as Zimmerman and Schunk (2004) have related the concept of self efficacy to many aspects of pupils' achievements. In their views, it serves as an influence to a pupil's preference for one activity over the other. Pupils with poor or low self efficacy for learning might avoid a lot of tasks in the learning situation, especially those tasks that appear challenging. Conversely, pupils with good or high self-efficacy will eagerly look forward to working at any learning tasks. Thus, self efficacy is said to be an important catalyst for intellectual development and behavioural change.

Academic self efficacy therefore will refer to one's apparent capacity to perform given academic responsibilities at a level that is desired (Schunk, 1991). It is therefore believed that high academic self-efficacy in English reading comprehension and composition is crucial in stimulating the desire of pupils to undertake exercises in English reading comprehension and composition.

Pupils' home background is another factor which may impact either positively or negatively on educational accomplishment. The connection between pupils' home background and pupil educational achievement has been extensively researched and reported. Kellaghan, Sloane, Alvarez and Bloom (1993) were of the opinion that whatever parents do in the home to assist their children academically affects their academic achievement and as such recommended that parents will need to provide supportive and language rich experiences for children to perform well. Uwaifo (2008) pointed out that children brought up in a single parent environment are susceptible to suffering some emotive difficulties such as lack of warmth or love and may display disciplinary complications which may hinder their academic performance. It is against this background that the effect of pupils' home background on pupils' reading comprehension and composition was also considered.

1.2   Statement of the Problem

English reading comprehension and composition are taught at primary school to lay a solid foundation for the acquisition of literacy skill. However, reports have shown that public primary school pupils in Lagos State, Nigeria exhibit deficiency in English reading comprehension and composition which partly accounts for their low level of literacy skill. The poor performance of pupils in reading comprehension and composition at public examinations over the years has been explicated by scholars. Some of the challenges faced by pupils include difficulty in decoding, poor reading speed and comprehension. Most of the pupils are unable to construct simple sentences in English language. Previous studies largely focused on home and teacher factors influencing pupils' achievement in English reading comprehension and composition with little emphasis on interventions through active learning strategies. In addition, efforts are lopsided in favour of developing skills at post-primary school levels. Hence, the problem of poor achievement in reading comprehension and composition which are two major English language proficiency test areas have persisted, particularly at the public primary school level.

In addition, focus has also been largely on investigating the effect of teaching strategies on a single language skill as against a combination of two language skills (reading comprehension and composition) which this study investigated. Two cooperative learning strategies that have not been widely combined and used which this current research worked on are the Cooperative Integrated Reading & Composition Learning Strategy (CIRCLS) and Group Investigation Learning Strategies (GILS). This study therefore, determined the effects of two active learning strategies on pupils' achievement in English reading comprehension and composition in Lagos State. The moderating effects of pupils' academic self-efficacy in English reading comprehension/composition and home background on pupils' achievement in English reading comprehension and composition were also investigated.

1.3   Hypotheses

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

Ho_1: There is no significant main effect of treatment on primary school pupils' achievement in:

    a) English reading comprehension; and

    b) English composition.

Ho$_2$: There is no significant main effect of academic self-efficacy on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

Ho$_3$: There is no significant main effect of home background on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

Ho$_4$: There is no significant interaction effect of treatment and academic self-efficacy on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

Ho$_5$: There is no significant interaction effect of treatment and home background on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

Ho$_6$: There is no significant interaction effect of academic self-efficacy and home background on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

Ho$_7$: There is no significant interaction effect of treatment, academic self-efficacy and home background on primary school pupils' achievement in:

a) English reading comprehension; and

b) English composition.

1.4   Scope of the Study

This study determined the degree to which the two cooperative learning strategies of Cooperative Integrated Reading & Composition and Group Investigation can influence public primary school pupils' achievement in reading comprehension and composition in Lagos State. The study covered all primary five pupils drawn from six public primary schools selected from the three Senatorial Districts of the State. The study also investigated the moderating effects of

pupils' academic self-efficacy and home background on pupils' achievement in English reading comprehension and composition.

1.5   Significance of Study

This study is significant as it provides insight into the use and effectiveness of CIRC and GI learning strategies in improving pupils' performance in English reading comprehension and composition. Findings from the study will also benefit curriculum planners, classroom teachers and researchers in the education sector in their search for improved teaching practices that can promote learning.

In addition, findings from the study should become reference points for curriculum planners, teacher educators and other people who may be interested in further discussion of the effectiveness of these strategies with particular reference to pupils' achievement in English language reading comprehension and composition. Ultimately, there will be improvement on pupils' performance in English reading comprehension and composition with the adoption of the cooperated learning strategies of CIRLS and GILS.

1.6   Operational Definitions of Terms

Cooperative Integrated Reading & Composition Learning Strategy (CIRCLS) is a collaborative learning strategy for developing skills in reading and writing based on three major features of story related acts, straight teaching in reading comprehension and integrative use of language arts for composition with pupils learning together in mix-ability groups.

Group Investigation Learning Strategy (GILS) is an active learning strategy which involves organising pupils into interest groups where they plan and implement investigation to access knowledge and then prepare their findings for presentation to the entire class.

Achievement in English Reading Comprehension and Composition is pupils' performance in comprehension and composition assignments as measured through the pretest and posttest of the English Reading Comprehension and Composition Achievement Test (ERCCAT).

Academic Self Efficacy in English Reading Comprehension and Composition is a person's apparent ability to accomplish given academic tasks at desired levels in English reading

comprehension and composition measured by how well pupils engage in literary activities and completes assignments in class.

Home Background refers to favourable or unfavourable structure of the home as defined by the presence or absence of certain literary enhancing facilities such as books and gadgets in addition to the frequency of pupil's literacy practices at home.

CHAPTER TWO

LITERATURE REVIEW

2.0   The review of literature was done under the following themes:

2.1   **Theoretical Framework**

2.1.1   Social Constructivist Learning Theory

2.2   **Conceptual Review**

2.2.1   Cooperative Learning

2.2.2   Essential Factors for Effectiveness of Cooperation

2.2.3   Cooperative Learning Strategies

2.2.4   The English Language in Primary Education in Nigeria

2.2.5   The Link between Reading and Writing Skills

2.2.6   Approaches to Developing skills in English Reading Comprehension

2.2.7   The Importance of Reading Comprehension.

2.2.8   The Methods of Teaching English Reading Comprehension in the Primary School

2.2.9   The Methods of Teaching English Composition in the Primary School

2.2.10   The Writing Process

2.3   **Empirical Review**

2.3.1   The Cooperative Integrated Reading and Composition Strategy and Pupils Achievement in English Reading Comprehension

2.3.2   The Cooperative Integrated Reading and Composition Strategy and Pupils Achievement in English Composition

2.3.3   Group Investigation and Pupils' Achievement in English Reading   Comprehension

2.3.4   Group Investigation and Pupils' Achievement in English Composition

2.3.5   Pupils' Academic Self Efficacy and Achievement in English Reading Comprehension

2.3.6   Pupils' Academic Self Efficacy and achievement in English Composition

2.3.7   Pupils' Home Background and Achievement in English Reading Comprehension

2.3.8   Pupils' Home Background and Achievement in English Composition

2.4   **Appraisal of Literature Reviewed**

2.1 Theoretical Framework

Studies in the area of language education are guided by many theoretical frameworks. The theory underpinning this study is the Social Constructivist Learning Theory.

2.1.1 The Social Constructivist Learning Theory

The theoretical perspective underpinning the application of Cooperative Learning in education is the Constructivist Learning Theory. The postulation of Constructivism as a theory of knowledge is that knowledge and meanings are created from the interplay occurring from human experiences and thoughts. The first clear design of the constructivist theory of knowledge was said to have been offered by Giambattista VICO in his Latin exposition "De antiquissimaItalorumsapientia". In the presentation he created the phrase "verumestipsum factum" which literally translated presupposes that the knowledge of constituent parts and their connection is the knowledge of the entire phenomenon (Glasersfeld, 1989). Various educational psychologists such as John Dewey, Maria Montessori, Jerome Brunner, Jean Piaget, Lev Vygotsky, Herbert Simon and Edgar Morin have influenced constructivism at one point or the other by laying the framework for the theory. However, the formalisation of constructivism as a theory is often credited to Jean Piaget.

Piaget submits that knowledge is constructed by individuals from their experiences through two major processes known as accommodation and assimilation. Accommodation is said to be the practice of remoulding of one's intellectual demonstration of the outside world to adapt to one's new experiences. It is the machinery through which learning results from failures by the accommodation of new experiences and the reframing of models in line with current realities. Assimilation on the other hand occurs when individual's experiences and their internal representations of the world are actually aligned or when there is a contradiction leading to a change of their awareness of their understandings to fit their inner exemplifications (Wikipedia, 2016).

Constructivism is usually connected with pedagogical methods that encourage 'active learning' or 'learning by doing'. The premise on which this theory is based is that the learner is viewed as a unique individual who is complex and multidimensional with unique needs and background. It is therefore believed that the uniqueness and complexity of the learner must not only be acknowledged but also encouraged, utilised and rewarded as fundamental part of the

learning process. It emphasises how extremely important, pupils' communal relationship with educated members of the society can be. In addition, the obligation for learning is expected to rest largely with the learners as they construct their own understanding through their experiences (Glasersfeld, 1989). Learners are expected to act as a team, cooperatively (not competitively) with each member actively participating by sharing responsibilities for attaining the shared goals. Such goals will include illuminating the subject matter, unravelling its mysteries, interpreting, sharing and learning from other's point of views and patching together the puzzle, using everyone's contributions.

This notion of constructivism which was greatly influenced by Lev Vygotsky is referred to as social constructivism. The proposition of social constructivism is that the finest approach to build knowledge will be for it to be experienced first in a social context before it is applied by individuals (Eggen and Kauchak, 2013). That individual sharing of perspectives is referred to as collaborative elaboration by Meter and Stevens (2000) and it is believed that this is what happens when learners construct understanding together and that this may be a lot difficult or impossible if done all alone. Other constructivists' scholars have supported the above by emphasising that meanings are made when there is interaction with one another and with the environment and that knowledge can be seen as a human product which is constructed both in social and cultural contexts (Prawat and Floden, 1994; McMahon, 1997).

Another premise of the theory pertains to its submission that knowledge should be discovered as a whole in an integrated manner rather than its being partitioned into separate parts or subjects (McMahon, 1997). Ackerman (1996) went on to say that the learner operates in a world that is seen as one intricate set of innumerable actualities, problems, dimensions and perceptions and not in the form of separate subjects. This aspect of Constructivism is emphasised by the famous Gestalt school of psychology in their Social Interdependence Learning Theory. The core of the view of Gestalt psychology said to have begun in Germany in the early 1900s is that the development of organised and significant views of the world by human being is done through the recognition of happenings as an integrated whole rather than an aggregation of its different parts (the whole is greater than the sum of its parts). Kurt Kofka, a leading theorist, in his proposition on Gestalt consciousness, maintained that groups are dynamic wholes with varying levels of interdependence among the members (Johnson and Johnson, 2009).

The relevance of the Social Constructivist Learning Theory to this work is majorly in that it supports that learning is better done where there is good interaction, not only between teachers and pupils but also among the pupils. The teacher is therefore expected to help pupils to develop skills that encourage meaningful learner-to-learner interaction for the purpose of learning, especially within the classroom. This is because the way a teacher structures pupil-to-pupil interactions, determines to a very large extent, how well the pupils learn. It will also determine their attitude to school, the teacher and each other and also how much self-esteem/confidence they have to complete given tasks in the classroom.

2.2   Conceptual Review

2.2.1   Cooperative Learning

The aim of cooperative learning strategy as an educational approach is to promote the organisation of classroom activities in such a way that it results in positive academic and social learning experiences. It encompasses pupils functioning cooperatively in small clusters in classrooms to achieve shared goals (Gilies, 2007). In Van Wyk's opinion, Cooperative learning offers active learning involvements to pupils in addition to equal access and a more helpful social environment (Van Wyk, 2010). He went on to affirm that the cooperative learning modes are majorly of three types: Informal, Formal and Base Groups.

a) The Informal Cooperative Learning Groups are usually short term and unstructured. It occurs when it involves pupils working together in small clusters for some determined minutes to practice what has been taught and to clarify any misunderstanding that may have arisen during the content delivery period. It generally involves two pupils turning to one another for a quick activity to check their understanding or quickly solve a problem.

b) The Formal Cooperative Learning Groups consist of pupils functioning cooperatively as a group, for a whole class period and over several weeks to accomplish mutually agreeable goals. The group is expected to jointly complete definite tasks and obligations (Johnson, Johnson & Houlbec, 2009). For this group, there is a clear structure usually set by the teacher and there are tasks and behaviour expectations. The number of members in this group ranges between three to five members. It is often suggested that it should not be more than five members for easy coordination. The application of formal

cooperative learning groups in classrooms is good for resolving a series of problems, reviewing for a test, report writing, carrying out a project etc.

c) Cooperative Learning Base Group Type involves an extended duration study group and is usually used in learning intricate subject or matter longitudinally. It could last for several years.

2.2.2 Essential Factors for Effectiveness of Cooperation

Johnson and Johnson (2009), building on Deutsch's attention on the three variables of interdependence, interaction patterns and outcomes and drawing from experiences gathered from researches on the implementation of cooperation over the years, submitted that five factors are essential for the cooperation to be effective. The five factors are listed as positive interdependence, individual accountability, face to face interaction, appropriate use of social skills, and group processing.

a) Positive Interdependence: The common goal for all pupils in the educational setting is to learn. Indicators of learning achievement are captured in stated learning objectives at every learning situation. Increased learning occurs in situations that encourage cooperation. Johnson and Johnson (2009) pointed out that learning situation cannot be said to be cooperative just because pupils are arranged in groups. There must have to be positive interdependence.

The notion of positive interdependence in cooperative learning presupposes therefore that pupils are to work collaboratively as an interconnected unit to realise common learning objectives. As Slavin, Lake, Davis and Madden (2011) put it, pupils have to be liable not only for their own learning but that of other collaborating members' learning in the same group. Pupils have the responsibility of ensuring that other members that are cooperatively linked to them in a group not only complete their tasks but also achieve desirable learning outcomes. Johnson and Johnson (2009) called it "swimming together". The implication here is that all members of a group must be prepared to take responsibility for the inability of a member to complete a learning task in addition to suffering together the consequences of that member's poor performance. In other words, the success of one translates to the success of all, just as failure for one, is the failure of all. Therefore, every member is expected to cooperate effectively with others in the learning activities. To help individual members in the group to work and learn together therefore requires the structuring of the positive interdependence along

certain patterns. Such patterns could be the assignment of complementary roles to members; through group contingencies; dividing information into separate pieces or divisions of labour (Johnson and Johnson, 2009).

b) Face-to-face Interaction: This is believed to exist where there is positive interdependence. It occurs when pupils begin to encourage one another's exertions to achieve stated or desired goals through reciprocal interaction which is expected to promote group members' productivity and achievement. It is said to be characterised by individuals reliably; swapping information and materials, and management of the resources proficiently and effectually; offering qualitative help to other mates in the group; being encouraged to contend for common benefit; promoting exercising efforts for achieving shared goals; having a modest dose of stimulation, characterised by low apprehension and pressure (Johnson and Johnson, 2009).

c) **Individual Accountability and Personal Responsibility:** This is another essential component of cooperative learning. Yamarik (2007) submits that cooperative endeavours can only be effective in the group when every member of a group agrees to be accountable for a distinct part of the learning experience and when all members show responsibility individually for other group members' achievement. Individual accountability is the knowledge and acceptance of one's responsibility to requests for support, to do one's best work, to present one's ideas, to learn from others as much as probable and to take one's responsibilities seriously. It is measured by how well the learning of each and every member in the group affects group achievement. Team accountability occurs when the general performance of the group is measured and compared against a typical standard of performance. Slavin (1996) posited that group attainment should depend on each member's education such that group members are inspired to master the materials being studied. Johnson and Johnson (2009) added that responsibility forces increase where individual and group accountability exist side by side in the group.

d) **Appropriate Use of Interpersonal and Social Skills:** In comparison to individualistic and competitive learning, there are more intricacies in cooperative learning as it requires basic interpersonal and social skills for its success. It is therefore important that group members are taught basic learning skills on cooperative relationships. This is because group members will need them to effectively work together and to complete their tasks successfully (Sharan, 1990). These social skills, according to Killen, 2007 include listening attentively,

questioning cooperatively and negotiating respectfully. In addition, Johnson and Johnson (2009) listed understanding and believing of one another; precise and unequivocal communication; acceptance and support to one another; and resolving disagreements constructively. (Slavin, 2011).

e) **Group Processing:** This involves reflections on helpful or unhelpful group activities. It includes taking decisions as to what actions can be continued as different from those requiring change. This is for the clarification of issues and also for the improvement of the efficiency with which participants carry out the procedures necessary for the achievement of their goals. For Ker and Bruun (1981), Group processing reduces social laziness by deliberately giving prominence to exceptional contributions from any group member. Group processing will enhance members' confidence in the group's ability to pull out needed resources for success thereby increasing their combined effectiveness. In Johnson & Johnson (1994), the opinion is that two types of group processing exist. These two are small group processing and whole class processing. They advocated that at the end of the class, teachers should allocate time to the groups to process the extent to which groups have worked together and how effective that had been. Furthermore he added that teachers are also to engage in whole class processing through observation of the group in order to give feedback to each group by sharing the results of the observation at the end of the classroom activities.

2.2.3 Cooperative Learning Strategies

Due largely to the success of Cooperative learning in improving learning achievement, many variants of this method of learning have been advanced. The following are some of the different types:

Students Teams-Achievement Divisions (STAD): In STAD, pupils are allocated into mixed-ability, heterogeneous groups with the teacher presenting the lesson while pupils are made to work together within the team with the aim of ensuring that every team member masters the lesson. Thereafter, individual team member is made to provide answers to some questions (quiz) without help from other members of the team. Individual scores are then added up to form the team score. Then the teams are rewarded based on their scores. STAD is usually used in subjects like Mathematics, Language Arts and Social Studies (Slavin, 1994).

Teams-Games-Tournament (TGT): The process for this strategy is the same as in STAD. The only difference is that while STAD uses quiz as a form of assessment, TGT uses weekly

games in the form of tournaments. In the games, pupils are made to contest against members of other teams for group points. Teams are also rewarded based of their performance (Slavin 1995).

Team Assisted Individualisation (TAI): TAI combines features of cooperative learning strategy with individualised instruction to improve their problem solving skills. It is specifically targeted at improving Mathematics' instruction at the upper primary levels (Slavin, 1995).

Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS): This is an all-inclusive and integrative strategy for improving reading and writing, particularly from primary four to six. In CIRCLS, pupils work in pairs and groups. Their aim in reading is to gain mastery of key ideas and other comprehension skills. They also participate in writing draft compositions, revising and editing each other's works and preparing group compositions. The procedure in CIRCLS follows a system of direct instruction by the teacher, team practice, team pre-assessments and providing answers to questions usually in quiz formats when it is ascertained that the group is set for the quiz. (Stevens & Durkin 1992).

Peer-Assisted Learning Strategy (PALS): This is a learning strategy that involves pairing of pupils. In it, pupils take turns in pairs to function as both teacher and learner in a simultaneous order. In PALS, the pupils are tutored on simple tactics for assisting one another and they are compensated based on observed learning achievement of the two members of each of the pairs (Calhoon, 2005).

IMPROVE: IMPROVE is an acronym for an Israeli Mathematics programme for improving learning outcomes in Mathematics. As a cooperative learning strategy it is similar to STAD in application. However, it stresses teaching and re-teaching of higher-order thinking skills, systematic evaluation of pupils' knowledge of basic things and observed skills missed by many of the pupils (Mevarech, 1985).

Jigsaw: Elliot Aronson and his colleagues initiated the cooperative learning strategy referred to as Jigsaw in 1978. In Jigsaw, pupils are allocated to teams of six members to work on learning content that are further broken down into sections with each team member assigned to specific sections of the content. Then members from different groups who have been given same sections of the content to handle come together as an expert group to discuss the assignment. These 'expert' members are expected to go back to their teams to cascade knowledge acquired

to other members in their teams. In 1994, Slavin proposed an adjustment of the Jigsaw strategy at Hopkins University and tagged it Jigsaw II learning strategy. In this strategy, pupils work collaboratively in four or five member teams (Slavin, 1994).

Group Investigation (GI): This strategy was proposed in Israel by Shlomo Sharan and Yael Sharan in 1992. In GI, pupils come together in small clusters to employ cooperative investigation, discussion in group and planning cooperatively to work on subtopics within a content area and writing a group reports thereafter. Each cluster presents its findings and report to the class as a whole at the end of the exercise. GI is found to positively affect achievement in language and literature (Sharan and Sharan, 1992).

2.2.4 The English Language Instruction in Primary Schools in Nigeria

The introduction of the English language into the area known today as Nigeria was facilitated by a lot of factors such as trading (first in merchandise and then in slaves), missionary activities, colonization and so on. The many languages and dialects available in the geographical entity known as Nigeria and the need for a common medium of communicating with one another made the introduction a welcome development. As posited by Ekpe (2010), English became a borrowed blanket which has been converted to personal use by the borrowers to suit personal purposes. The root of the language became further firmly entrenched in Nigeria during the colonial period as it became and it is still instrumental to an individuals' access to white collar jobs, European thoughts and other privileges. The power and prestige of the English language in Nigeria is such that it became accepted not only as the language of official transactions but also as the dominant language of education in schools. However, as a result of its provenance and second language status, it remains essentially a language that is taught through formal education. Therefore, the issues surrounding how it is taught and learnt have always been considered as very important.

The process for the administration of the subject in the Nigerian Primary schools was clearly defined by the education policy. As provided in the document, the language is to be taught as a subject at the lower primary classes i.e primaries one to three, while it is progressively introduced as the dominant language of education at the upper primary level (primary four). This provision notwithstanding, the teaching of the English language has continued since colonial times to enjoy a prominence in the educational system in Nigeria. English never has less than five periods per week and in some cases as many as seven or eight

periods, particularly in schools where pupils are prepared for Oral English examination. English language also enjoys an abundance of educational materials in contrasts to indigenous languages that largely lack enough materials for teaching them as L1 even for a few years in Primary School (Awobuluyi, 1998).

The programme of instruction for the subject is undertaken primarily through the acquisition of literacy and oracy skills. The skills are taught through lessons in linguistic components such as grammar (syntax), speech sound system, lexical vocabulary development, word and sentential meaning and usage (Mitsutomi, 2005). The scheme of work provides topics on these areas through reading and comprehension, oral English, language structure, vocabulary building, writing/composition, mechanics/punctuation, and literature (Gladday, 2012).

2.2.5   The Link between Reading and Writing Skills

The first set of skills of listening and speaking are referred to as oracy skills or primary skills of language and the acquisition of these skills commences through social interaction with parents and other family members often times unconsciously, the skills are later developed in schools for the purpose of ensuring their effective use. Reading and Writing are referred to as secondary skills or literary skills and unlike listening and speaking, they are consciously learnt right from the beginning. These skills are dependent on one another. According to Eisterhold (1990), there is always a transference of knowledge, aptitudes and strategies from one skill to the other and usually knowledge from one skill becomes the input for the other. He went on to affirm that the more common of such transfer occurs from reading to writing. In Hirvela (2004), it was established that the practice of writing if done before, during and after reading exercise will assist the reader to better understand his or her reading, and that this in return will strengthen the quality of reading by contributing to the development reading skills in L2.

Reading and writing are extremely crucial for academic success. As such, the expectation is that learners should read and write at almost comparable levels to native speakers of the language (Heeney, 2004). Hirvela (2004)'s position is that it may be somewhat difficult to be skilful in writing without first being skilful in reading. Invariably, problems in writing might actually occur as a result of problems in reading. Donoghue (2008) found that there is an outstandingly significant relationship between reading and writing and that educators are now increasingly advocating for teaching reading through a combined reading and writing approach.

2.2.6   Approaches to Developing Reading Comprehension Skills

Pupils are taught to read right from their very first day in school because of the understanding that they need to read to learn. Further to that is the fact that learning to read is not as important as comprehending what is read. Therefore, reading without comprehension is as good as no reading at all. In other words, there should not be reading without comprehension. A reading study group by the acronym RAND founded in Italy in 2004 defined Comprehension as the method of simultaneous extraction and construction of meaning through the interplay and involvement with the written language (Pardo, 2004). Duke (2003) expanded this definition with the addition of "navigation" and "critique" in her understanding that readers will need to move (navigate) through the writing systematically by evaluating (critique) the correctness of the text to see how it fits their individual schema. Pardo (2004) taking a cue from the foregoing, presented that the process in comprehension entails readers constructing meaning through their interaction with the reading text and by the incorporation of earlier understanding, information in the text, and the personal posture the reader takes in association to the text. According to Gbenedio (1986), reading is understood to be an intricate activity of four dimensions. These dimensions include the awareness of words, having a clear understanding of meaning, thoughtful reaction and integration. Gbenedio maintained that these four stages are essential in varying blends to securing adequate understanding through reading, the different issues that modern day life presents and also to finding practical solutions to the perplexing individual and social problems being faced by people on a daily basis. A classification of the different natures of comprehension yielded six different forms namely: factual comprehension, reorganisation, extrapolation, prediction, evaluation and personal response (Pearson and Johnson, 1972; Nuttal, 1996). These different types of comprehension are believed should help pupils become communicating and cooperative readers (Farzaneh & Nejadansari, 2014). Teachers therefore will need to have a proper knowledge of all the intricacies in making comprehension possible, text and context interact to create meaning. Without this understanding, it becomes difficult for teachers to be able to teach pupils to read and comprehend effectively (Pardo 2004).

2.2.7   The Importance of Reading Comprehension.

The importance attached to the process of ensuring reading comprehension cannot be overemphasised. Though, developments in technology have brought about many new ways of communicating information, especially electronically, the printed material, whether in hard or

soft form, is still considered as unbeatable as it has the power to reach millions and many areas. Gbenedio submitted that reading of the printed material will for a long time remain humanity's central hope of ever being able to guarantee a better and fuller life and that it is a sine qua non to the presence of our intricate system of social arrangements. Staden and Bosker (2014) defined reading comprehension as not only ability to understand but also to use the written language forms needed by society and/or appreciated by the individual. Pupils need comprehension for constructing meaning from a variety of texts, in addition to reading for learning and participating effectively in communities of readers and of course reading for pleasure (Mullis, Martin, Kennedy, Trong & Sainsbury, 2009).

2.2.8   Methods of Teaching English Reading Comprehension in Primary School

Research findings on methods usually advanced for teaching English reading comprehension in public primary schools, especially at the lower primary level reveal that the dominant method in use is the reading-while-listening method (Gbenedio, 1986). It entails a teacher reading the text while the children listen and thereafter are made to attempt reproducing what they have heard from the teacher. In actual practice, it involves the teacher perpetually standing in front of the class with the textbook while pupils also have copies of the textbook opened in front them. The teacher reads through a passage while pupils do choral reading after the teacher. Sometimes the teacher may call one or more of the pupils to say the lines after the teacher. This method is said to emphasise memorisation and oral production.

Some other teachers have employed a blend of 'alphabetic', 'phonic' and 'sentence' methods to teach reading and comprehension (Gbenedio, 1986). The combined methods involve the teacher holding objects and calling their names with pupils being asked to repeat the words. Word cards are shown to the pupils with the teacher reading the words first and pupils reading after till the pronunciations have been mastered. After mastering the words a few, usually short sentences, are made with the words and read in the same way as the words. It is believed that these methods emphasised meaning and promote reading speed and spelling efficiency.

Collins and Smith (1980) said that methods of teaching comprehension have always focused on the products of comprehension to the detriment of the processes of comprehension. Products relate to the interpretation given to the text while processes entail issues relating to how the interpretation is constructed. Focusing on the processes of comprehension should teach

pupils what to do when they have problems understanding some parts of the text and in what way they are to create and revise their suppositions about what may likely ensue in the text centred on what have been read. They went on to say that teachers teach English reading comprehension in mostly either of two ways. One way is having pupils read a text first, to be followed by comments or responding to questions about the text that is read. The other method is the use of the reading group where children are made to take turns to read the text with teacher on standby to help when the pupil encounters difficulty pronouncing a word or sometimes ask questions about the text. They conclude that two aspects of comprehension processes that should be taught are comprehension monitoring and hypothesis formation/evaluation where comprehension processes concerns the pupils ability to assess his or her on-going comprehension procedures while reading a text and to take corrective actions when these procedures slows down. Hypothesis formation is the ability of the pupil to use context clues to create hypothesis about what is happening or likely to unfold in the text; evaluating the hypothesis as new evidence comes in and revising the hypothesis when there are evidences that they are wrong.

Understanding what is read, simply referred to as comprehension occurs when the reader interacts with the text (Kucer, 2001). Meaning arises from the engagement of the reader; including the many things he/she brings to the literary event with the text and the many features that it has (Pardo, 2004). Every reader comes to the literary event with some background knowledge, and the more experience a reader has which relates to the material, the easier it becomes for the one that is reading to make good meanings out of the reading exercise. Butcher & Kintsch (2003) submitted that every reader brings to the reading process certain unique traits and characteristics that are applied distinctly to each text and situations. Such traits and characteristics include their skills, knowledge, cognitive development, in addition to their cultural beliefs and of course the purpose that they bring to the task (Narvaez, 2002). Skills are said to be rudimentary capability for language use which include a good sense for interpretation and higher level thinking, whereas knowledge presupposes the experiential knowledge about content and the organisational or conceptual pattern in the mind of the reader. The reader's mental development allows the reader to appropriately evaluate the text in diverse ways, while the extent of connection between the reader and writer's cultures will determine to a large extent the rate of comprehension. Comprehension is also affected by the purpose one brings into the reading exercise. Purpose will determine how hard the reader needs to work at building meaning out of the reading exercise.

The knowledge and understanding of these various factors affecting comprehension require that teachers teaching reading comprehension must make conscious efforts at helping the children to effectively read and comprehend. The teacher must systematically teach decoding skills to develop phonemic and phonic awareness in children. Teachers must help pupils to develop fluency when word reading becomes involuntary to them and as pupils become confident and can focus on comprehending and appreciating what they read (Rasinski, 2003). It is also important that teachers master strategies for building and activating pupils' background knowledge before the reading process. Pupils' background knowledge can be built through the use of information books (Duke, 2003), visual or graphic organisers (Miller, 2002), drawing linkages from text-to-text, text-to-self and text-to-world, reading aloud and teacher modelling (Pardo, 2004). Teachers must teach vocabulary by actively engaging the pupils with the words, helping them link the new words with something already in their knowledge and using the words in verbal as well as written language for the words to become part of the pupils' vocabulary. Pressley & Hilden (2002) on their part, advocated that the teacher must motivate pupils by making available to them texts that are captivating in addition to assisting them to set realistic purposes for their reading. Another way of helping pupils is by engaging them in personal response to text by promoting the establishment of book clubs where pupils can be presented with the opportunity to read authentic literature; engage in writing personal, critical and creative reviews; and participate in robust discussions with classmates about books (Pardo, 2002).

In addition to the above, Pardo (2004) listed that teachers will need to skilfully learn to teach pupils how to carry out regular reading by themselves, teaching them the structure of texts, modelling appropriate text selection, teaching pupils to effectively observe and reconstruct meaning, making good use of pupils' Zone of Proximal Development for scaffolding support to pupils to take responsibility for comprehension, and helping pupils to see how reading interrelates with writing as corresponding processes and making them to understand that becoming good readers will automatically help them to become good writers.

2.2.9 Methods of Teaching English Composition in Primary School

Composition or Writing is described as the most tangible and methodical of the four language skills and it is believed that the rate at which an individuals' writing skill is developed will determine to a large extent how orderly his/her overall use of language will be. Pupils exhibit their writing skills by their ability to express their understanding and ideas to produce their compositions. Ings (2009) in his report on a project tagged "Writing is Primary" described

the object of any writing lesson as the manifestation of the capacity of a deliberate focused thought and the expression of such thought in modest and direct language. Hyland (2003) submitted that writing is usually seen as a very difficult part of L2 learning as a result of difficulties in understanding the linguistic features of the different types of compositions. Flowerdew (2002) believed that the ability to write cohesively in accordance with standards expected of specific academic context can be more difficult for L2 learners. Ings (2009) noted that writing has continuously been very challenging to most children when they are asked to produce composition in class. He believed that children will require support with gathering and development of ideas as he does not believe that children possess immense volumes of fresh knowledge of subject matter to carry out their tasks. He advocated therefore, that the children will need to be taught how to communicate articulate through writing what he calls the 'naïve ideas' common to their age group.

Numerous studies geared towards the improvement of pupils' writing proficiency have been done over the years. Focus in the 70s and early 80s were said to be concentrated on the process approach with attention on the development of pupils' language skills through four stages. These stages are planning stage, drafting stage, editing stage and revision stage (Feez, 2002; Munzie, 2002) whereas, in the late 80s and the 90s, concentration was said to have moved from the process approach to a genre approach. The focus of this approach is on writing as a purposeful act (Atkinson, 2003; Cheng, 2008; Hyland, 2007).

English composition/writing at primary school level is usually taught through four contiguous phases (Shannon Diple, 2014). These four stages start with teacher-directed activities and gradually move along towards complete independence. These phases are:

Modelled Writing: This is characterised by the teacher standing in front of the class doing most or all of the writing while the pupils are required to just observe. This basic step in writing helps to model the writing process especially to children who may be struggling with putting their ideas together. The teacher uses it to demonstrate to pupils how it is being done. It is important for any teacher using this method never to assume that the children are following the process. Everything must be made explicit and the lesson should be as short as possible in order not to overstretch their imaginations.

Shared Writing: During this phase the teacher is still doing the writing but the children are invited to contribute ideas to the composition. There is usually lots of discussion, questions and answers.

Guided Writing: In Guided Writing, teachers use prompts and clues to help children develop their ideas and organise their thoughts. Teachers work with the children in group or individually. Ideas are first discussed orally before putting them in writing.

Independent Writing: This is the fourth and final phase in teaching writing composition to the children. At this stage, children are expected to effectively utilise their ideas from shared writing to create their own writings independently. The role of the teacher at this stage will be to assess and offer suggestions for continuous improvement.

2.2.10 The Writing Process

Pupils develop the ability for improved writing through repetition. Repetition is the most adopted teaching models used in developing pupils' writing skills (Zampardo, 2008). In Tomkins' view, the writing process is a roadmap through which the thoughts and activities of pupils get supervised from the beginning of writing to the production of work (Tomkins, 2004). It is the tool with which pupils are able to proficiently express their feelings, opinions and understanding. Tomkins went on to explain that the writing process has five different stages. These stages are:

Prewriting: This is the preparatory phase for writing. It is a significant step in the writing process as it allows the writer to organise his/her thoughts before starting to write.

Drafting: The first attempt at putting the arrangement done at the planning stage on paper. According to Marchisan & Alber (2001), the primary concern here is the creation of content without much regard to spelling rules.

Revising: During this stage, the draft is reviewed either by the writer or shared with a writing group formed for that purpose. The draft is then rearranged, expanded or modified according to feedback received.

Self-Editing: At this point, mechanical aspect of writing which includes spelling rules and punctuations are applied. Corrections are made for readability.

Publishing: The last phase of the writing process. It is all about sharing what had been written with readers.

2.3   Empirical Review

2.3.1   Cooperative Integrative Reading & Composition Strategy and Pupils' Achievement in English Reading Comprehension

The cooperative learning approach to learning has been used severally to increase pupils' understanding of texts, writing compositions and developing in teachers, appropriate strategies for teaching reading comprehension and writing composition. For a successful deployment of cooperative learning in classrooms, five essential elements are required (Johnson & Johnson (1999)) In the first place, there has to be positive interdependence. The pupils must have to be responsible for their own and the group's efforts in the learning situation. Secondly, there must be face-to-face interaction which specifies that pupils need to inspire and give necessary support to one another and the promotion of discussion and sustained eye contact. The third element which is individual and group accountability in addition to personal responsibility presupposes that each pupil should be answerable for carrying out their part of the task while the group is responsible for meeting the group goals. Then, there has to be applicable use of relational and social skills which is the fourth element. This requires that group members should develop interpersonal, social and collaborative skills that are desirable for working with others. The final and fifth element is group processing and it instructs that group members should constantly engage in the examination of their personal and the group's ability to work together.

Several teaching and learning strategies have been developed from the cooperative learning approach over the years. One of such strategies is the Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS). CIRCLS is aimed at helping pupils to facilitate the development of language skills, particularly in the upper grades of primary education (Stevens & Slavin, 1995). The procedure involves pupils, working together in a four or five-member cooperative learning team engaging in a sequence of activities which includes reading in pairs in the classroom, making extrapolations about how the text will unfold, summarising the stories in the text, writing responses and practising spellings, decoding and vocabulary. Robert Slavin and Nancy Madden were the first to propose CIRCLS in 1983 at the John Hopkins University. It was designed to be used in a group situation with mixed-ability pupils working collaboratively to read, engaging in discussions of their reading to clarify unknown vocabulary, re-reading the text for eloquence, understanding central ideas, comprehending the stories and working through the writing exercises linked to the texts through drafting, revising and editing each other's writings. At the end of the exercises, pupils are compensated based on the team's

ability to provide inspiration for working together and helping each other (US Department of Education. 2010: What Works Clearinghouse Report).

In CIRCLS, activities follow a sequential process that involves direct instruction by the teacher, team/group practice, individual practice, peer pre-assessment and evaluation. These activities are reflected as follow:

1. Teacher presentation: The instructor introduces the lesson by stating objectives of the lesson. The pupils follow teacher's instruction.

2. Team/Group practice: (i) The pupils take turns for reading aloud with their partner. (ii) The pupils do a recap and restate the main points of the story to one another.

3. Individual Practice: (i) The pupils list out new or difficult words from the text. (ii) The pupils make use of the dictionary to find the meanings of the new or difficult words. (iii) The pupils write a sentence each for new or difficult words to show their meanings.

4. Peer pre-assessment: (i) The pupils rehearse these word lists with other team members until they can master reading them correctly. (ii) The instructor leads the pupils to check from their partners to confirm whether the pupils have completed the activities or not. (iii) The pupils are required to read the word list aloud to other group members and the teacher before answering the questions related to the text.

5. Evaluation: (i) The pupils are requested to write a composition to summarise the text by checking with other team members and the instructor about their ideas and organisational plans, and revise their work. (ii) The instructor collects pupils' writings for final assessment.

2.3.2 Cooperative Integrative Reading & Composition Learning Strategy and Pupils Achievement in English Composition

In cooperative learning groups, pupils work together in such a way that strong pupils are grouped together with weak pupils. Both the strong and the weak pupils are expected to benefit from the interactive relationship. Meirawati (2011) maintained that CIRCLS presents an internal organisation that strengthens the applicability of reading and writing for developing skills that promotes knowing ones dispositions well, establishing appropriate groups dynamics, ensuring intergroup exchanges, using suitable materials for the content in an appropriate and systematic manner, giving support to groups, nurturing collaboration, collective and individual valuation.

2.3.3   Group Investigation and Pupils' Achievement in English Reading Comprehension and Composition

Group Investigation is said to have been developed by the duo of Shlomo Sharan and Yael Sharan at the University of Tel-Aviv in Israel (Slavin, 1995). The preoccupation of Group Investigation is to have pupils organized into interest groups where they plan and implement an investigation for learning purposes and then prepare their findings for presentation to the entire class (Zingaro, 2008). In Group Investigation, pupils engage in collaborative functions in groups of two to six members. Basic elements of the strategy involve investigation, group discussion, shared planning and project realization. The process entails selection of sub themes from the unit of study by the entire class and further breaking down of the sub topics into individual tasks by the groups in order to carry out the activities necessary for the preparation of their group reports. At the end, each group is giving the opportunity to do a report of their findings for presentation to the class. The duty of the teacher in the entire process is to guarantee that the children are conscious of the resources available to aid their investigation and guiding the use of these resources. The implementation of Group Investigation is done in 6 steps:

1) **Topic Selection:** (i) The teacher leads pupils to indicate specific subtopics within a general work area (comprehension/composition). (ii) Pupils are then placed into a six member task oriented groups.

2) **Cooperative Planning:** (i) The teacher guides the pupils in each group to plan definite learning techniques, tasks and goals that are related to the specific subtopics earlier selected.

3) **Implementation:** (i) Group members work together to gather information from available reading material.

4) **Analysis and Synthesis:** (i) The group reviews the subtopic, analyse or evaluate it, and reach some conclusions. (ii) Pupils in their group prepare a summary report or a write-up from the analysis and evaluation of information obtained earlier for the entire class.

5) **Presentation:** (i) Each group gives a presentation of work done to get other classmates involvement in each group's work and to accomplish a comprehensive outlook.

6) **Evaluation:** (i) The teacher leads the whole class to assess contributions of each of the group to the work of the class.

This strategy was found to positively affect achievements in language and literature in a study done in Israel in 1988 (Sharan and Shackar, 1988). Zingaro (2008) submitted that research findings have consistently reported higher levels of achievement on matters of higher-level

cognition from the use of Group Investigation when compared to the traditional Whole-Class Instruction.

2.3.4   Group Investigation and Pupils' Achievement in English Composition

Zingaro (2008) emphasized that Group Investigation enhances positive inter-ethnic relations, intrinsic motivation and grants pupils control over their learning thereby helping the pupils to positively respond to the teaching learning situation. Other benefits of this strategy includes the fact that it helps pupils to better express themselves by offering greater independence and responsibility to them; it increases their sense of acceptability; and generally increases pupils attitude towards school and learning.

2.3.5   Pupils' Academic Self Efficacy and Pupils' Achievement in Reading comprehension

Albert Bandura promoted the Self Efficacy Theory. The underlying philosophy of this theory is that people will only try to do what they believe they have capacity for doing and will not try to do what they reason they cannot do. Self Efficacy therefore, is the confidence in one's own capability to effectively accomplish a task. Individuals will feel self-assured that they can execute responses necessary to earn reinforcers when self efficacy is high. Self efficacy is that acceptance that one has control of a situation and can produce favourable outcomes from a given task. Bandura, (1997, 2000) believed so much that self-efficacy will continue to be a critical factor in determining whether or not children achieve when faced with any given task.

The awareness of efficacy is predisposed by four significant factors: mastering of experience by the individual, vicarious or mediated experience, verbal persuasion, and somatic and emotional state (Bandura, 1997; Pajares, 2002). Individual's mastery experience occurs when one has a record of succeeding at particular tasks and such a success becomes a booster to engaging in similar tasks. This is seen as the most effective manner to boost self-efficacy. Vicarious experience is watching other people who are similar to us accomplishing some tasks successfully and using such experience as motivating factors to attempting similar tasks. Verbal persuasion happens when other people verbally encourage engagement in particular tasks. Having others vocally supporting achievement of a given task will naturally help to build up a person's confidence in himself or herself. For somatic and emotional states, the understanding is

that the physical or emotional state a person is at the time of thinking about doing something will determine to a large extent whether the person succeeds or fails at the task (Brown, Malouff & Schutte, 2005). Pajares (2002) maintained that the presence of stressful situations, apprehension, worry and/or fear will unpleasantly impact on self efficacy and lead to disaster or inability to accomplish the dreaded tasks.

In spite of the claims stated earlier, Bandura (1994) pointed out that difficult tasks should also be attempted in other to develop a robust sense of efficacy. That is to say that a resilient sense of self-worth will help people to undertake challenging tasks when they see the work to be done as tasks to be mastered instead of fears to be avoided.

Based on the foregoing, researchers have variously studied the influence of Self-Efficacy in academic attainment and their findings have shown that pupil's confidence in their capacity to accomplish desired aims will strongly influence their academic achievement (Usher & pajares, 2006). Schunk (1991, 2001, 2004), Schunk and Zimmerman (2003) as well as Zimmerman and Schunk (2004) in their application of the concept of self-efficacy to many aspects of pupils' achievements have maintained that self-efficacy influences pupil's choice of activities. In effect, pupils regarded as having low self-efficacy for learning might tend towards avoiding many learning tasks that they regard as challenging whereas their high self-efficacy counterparts will most enthusiastically look forward to working at any learning tasks.

Academic Self Efficacy therefore reveals the degree to which pupils believe that they can effectively carry out given academic tasks at desired level in school (Finn & Frone, 2004; Schunk, 1991). Therefore, the self efficacy belief is very crucial in setting the course of intellectual development and behavioural change. It is believed that strong efficacy beliefs along with fundamental learning skills and restructuring of pupils' cognition may assist pupils to improve their achievement in English language reading comprehension.

2.3.6   Pupils' Academic Self Efficacy and Pupils' Achievement in English Composition

The development of skills for English composition, especially at the primary school level can be a very challenging task as there are a number of procedures expected to be performed simultaneously. Such processes include the ability to coherently arrange ones thoughts, applying correct punctuations, generating grammatically correct sentences and appropriate paragraphing. Pupils are therefore expected to work hard to develop their writing abilities just as much as

teachers are expected to have the responsibility to discover ways to support pupils and embolden reluctant writers by enhancing their self efficacy. Hashemnejad, Zoghi and Amini, (2014) in their study while investigating the relationship between writing performance across genders and self efficacy reported significant positive connection between self efficacy and achievement among genders with pupils learning English as a foreign language. This position supports Bandura's assertion which stipulates that self efficacy can significantly predict learners' writing performance (Bandura, 1994). Pajares and Valiante (2001) also found self efficacy beliefs to have significantly contributed to the prediction of performance in their study on the effect of writing self-efficacy, writing ability, perceived usefulness of writing, and writing apprehension on the essay-writing performance of learners of English language.

2.3.7 Pupils' Home Background and Achievement in English Reading Comprehension

The importance of parental involvement and the home background environment cannot be overemphasised. McCoy and Cole (2011) were of the opinion that active participation of parents in the reading activities of pupils at home specifically had significant and positive influence on learners' reading comprehension and expressive linguistic skills. Harris and Goodall (2007) in their longitudinal study presented evidences affirming the strong connection between parental participation in literary activities in the home and pupil's intellectual achievement. It was particularly observed that parents will significantly influence children's achievement by supporting learning activities in the home rather than granting support for activities in the school. Wade and Moore (2000) emphasised on the assertion above by affirming that children who starts reading from home before they are enrolled in school have a better foundation and an advantage over their mates throughout primary school.

2.3.8 Pupils' Home Background and Achievement in English Composition

Pupils' literary rich home background was found to play crucial role in the development of literary skills throughout children and young people's lives. The level of development of writing is largely predicted by oral language developed from parent-child reading activities. In the same vein, Teale and Sulzby (1986), Hall (1987) were of the opinion that appropriate development of necessary skills in the early years helps children in understanding writing functions.

2.4 Appraisal of Literature Reviewed

The review of existing literature has shown that the application of cooperative learning strategies had improved pupils' achievement in the various aspects of the English language. However, the extent to which Cooperative Integrated Reading and Composition and Group Investigation learning strategies affect outcomes in English reading comprehension and composition in primary schools in Lagos State has not been well documented. Most studies in the past have concentrated on investigating the effect of treatment on one aspect of English language or the other. Not much has been done at combining two aspects of the language in a single study. Earlier studies have also provided insights into the connection between pupils' academic self-efficacy and home background and achievement in many subject areas. These variables have been found to enhance outcomes in English language in general. However, the degrees to which these variables individually or jointly affect English reading comprehension and composition have not been widely considered. This study was conceptualised therefore, to find the effects of these variables on school pupils' achievement in English language reading comprehension and composition.

CHAPTER THREE
METHODOLOGY

3.1   Research Design

This study adopted the pretest-posttest control group quasi-experimental design with a 3X3X2 factorial matrix for the purpose of data analysis. The design is shown as:

O_1 X_1 O_2 Experimental Group 1   (CIRC Strategy)

O_3 X_2 O_4 Experimental Group 2   (GI Strategy)

O_5 X_3 O_6 Control Group   (Conventional Strategy)

Where O_1, O_3 and O_5 represent the pretests of reading comprehension and composition, while O_2, O_4 and O_6 represent the posttests of reading comprehension and composition, X_1, X_2 and X_3 represent the treatment and control groups. The treatment was manipulated at three levels (that is, Cooperative Integrated Reading and Composition Learning Strategy, Group Investigations Learning Strategy and Conventional strategy). Two moderator variables: Pupils' Academic Self-Efficacy manipulated at (3) three levels (high, medium and low) and the pupils' home background at two levels (favourable and unfavourable) were also observed. The factorial matrix is as shown in Table 3.1

Table 3.1: Layout of the 3x3x2 Factorial Design

Treatment	Pupils' Academic Self-Efficacy			Pupils Home Background
	High	Medium	Low	
Cooperative Integrated Reading & Composition Strategy				Favourable
				Unfavourable
Group Investigation Strategy				Favourable
				Unfavourable
Conventional Strategy				Favourable
				Unfavourable

3.2   Variables of the Study

a)   Independent Variable

Instructional Strategy manipulated at (3) three levels:

i) Cooperative Integrated Reading & Composition Learning Strategy (CIRCLS)

ii) Group Investigation Learning Strategy (GILS)

iii) Conventional Strategy

b)   Moderating variables

i) Pupils' academic self-efficacy

ii) Pupils' home background

c)   Dependent variables

i) Pupils' achievement in English Reading Comprehension and Composition

3.3   Selection of Participants

  The population for the study comprised all primary five pupils in public primary schools in Lagos State. The primary five pupils were chosen for the study because of the following significant reasons:

i. They are considered to have acquired some vital basic skills in the English language;

ii. Primary five pupils will be more receptive and available than the primary six pupils who may be under the pressure of preparing for their transition into the junior secondary school;

iii. They are relatively mature enough to give responses concerning their personal disposition.

  Lagos State is stratified into three Senatorial Districts which are further broken into twenty Local Government Areas (LGAs). One LGA was randomly selected from each of the three Senatorial Districts. Two schools were then randomly selected from each of the three LGAs to make a total of six schools. The schools in each of the LGAs were also randomly assigned to treatment and control groups.

3.4   Research Instruments

The following seven instruments were used to collect data for the study:

i. The English Reading Comprehension Achievement Test (ERCAT)

ii. The English Composition Achievement Test (ECAT)

iii. Pupils' Academic Self Efficacy Scale (ASES) (Moderated at three levels)

iv. Pupils' Home Background Questionnaire (PHBQ) (Moderated at two levels)

v. Cooperative Integrated Reading & Composition Learning Strategy Instructional Guide (CIRCLSTIG)

vi. Group Investigation Learning Strategy Instructional Guide (GILSIG)

vii. The Conventional Learning Strategy Instructional Guide (TCLSIG):

i.   The English Reading Comprehension Achievement Test (ERCAT): The English Reading Comprehension Achievement Test (ERCAT) was designed by the Researcher. The test comprises three reading passages (narrative and expository). Passages A and B have five multiple choice test items each and passage C has 10 essay type questions. The test measured pupils' performance before and after exposure to treatment. The questions were structured to test pupils' cognitive knowledge in the three levels of the cognitive domains of remembering, understanding and thinking. The test was submitted to experts in language education for content and face validity while it was also administered on a sample of 30 pupils outside the main study sample size to obtain reliability, using the test-retest method. The reliability co-efficient of 0.80 was obtained which showed that the instrument was reliable. The tests correlation was significant at 0.01 level of significance.

ii.   The English Composition Achievement Test (ECAT): The English Composition Achievement Test (ECAT) was designed by the Researcher. The Composition Test is made up of two composition exercises. The first is an essay of not less than 10 sentences on "How I Spent My Last Holiday" while the second exercise is a letter writing exercise which was to "Write a letter to a friend inviting him or her to your birthday party". The test was submitted to experts in language education for content and face validity while it was also administered on a sample of 30 pupils outside the main study sample size to obtain reliability, using the test-retest method. The reliability co-efficient of 0.77 was obtained which showed that the instrument was reliable. The test correlation was significant at 0.01 level.

iii.   Pupils' Academic Self-Efficacy Scale (PASES) (Moderated at three levels): The Pupils' Academic Self-Efficacy Scale (PASES) is designed by the researcher based on guidelines and samples given in Bandura's (2006) "Self-Efficacy Beliefs in Adolescents". The first part of this instrument required the subject to provide biographical information. Such information included name of school, name of pupil, class and sex of the pupil. The purpose for which the test is designed was also stated there. The response format and assurance of confidentiality of the information provided are parts of the issues addressed in this section. The second part of the pupils' Academic Self –Efficacy Scale consists of 15 items which are rated on a three scale rating where 3 is "To a Great Extent"; 2 is "To a Certain Extent" and 1 is "Not at All". The total mark obtainable was 45 marks. Respondents were grouped into academic self-efficacy levels where 0 – 15 is classified as low, 16 – 21 as medium while 22 – 45 is classified as high. The reliability of the instrument was carried out using Cronbach's Alpha formula. A reliability co-efficient of 0.74 was obtained.

iv. Pupils' Home Background Questionnaire (PHBQ) (Moderated at two levels): The Pupils Home Background Questionnaire is a 2 part self-report scale designed by the researcher to elicit response from the pupils to classify respondent's home background as either favourable or unfavourable. The first part deals with background information which addressed issues such as name of school, name of pupil, age, and class of respondent. The second part is a list of 15 items requiring a "Yes or No" response with "Yes" rated 1 and "No" rated 0. This part was designed to measure the existence or otherwise of certain conditions and items that are known to promote the development of literary skills. The total mark obtainable with this instrument was 15. Respondents were grouped into favourable and unfavourable where 0 – 7 was unfavourable while 8 – 15 was favourable. The reliability of the instrument was carried out using Kuder Richardson (KR 21) formular. A reliability co-efficient of 0.76 was obtained.

v.   Cooperative Integrated Reading and Composition Learning Strategy Instructional Guide (CIRCLSIG): CIRCLS involves three major features of direct teaching in reading comprehension, story related activities, and integrated language arts and writing. The programme places pupils in what Durukan (2011) describes as cooperative mixed-ability teams where they work together to achieve their learning goals. In CIRCLS, pupils work in pairs and groups. Their aim in reading is to gain mastery of key ideas and other comprehension skills. They also participate in writing draft compositions, revising and editing one another's work and preparing group compositions. The procedure in CIRCLS follows a system of direct instruction by the

teacher, team practice, team pre-assessments and providing answers to questions usually in quiz formats when it is ascertained that the group is set for the quiz.

vi.   Group Investigation Strategy Learning Strategy Instructional Guide (GILSIG): This strategy allows a class to function actively and collaboratively in small groups and empowers pupils to determine their own learning goals and processes. Group investigation strategy requires the pupils to form small groups based on interest, plan and implement their investigation, synthesize the group members' findings, and make a presentation to the entire class. The teacher's role in conducting a Group Investigation project is that of a resource person and facilitator.

vii.   The Conventional Learning Strategy Instructional Guide (TCLSIG): This instructional guide will be used in the control group. The guide will contain details and procedures of teaching reading and composition in the conventional way. It is characterised by minimal teacher-pupil interaction with pupils typically working on their own and separate handling of reading and composition skills at different times by the teacher.

3.5 Research Procedure

This study was carried out in four phases and lasted for a period of twelve weeks:

Phase 1: Selection and Training of Research Assistants: Two teachers were selected from each of the six schools that were selected for the study. The selected teachers were trained by the researcher for two weeks on modalities for administering the pretests, posttests, Pupils' Academic Self-Efficacy Scale, Pupils' Home Background Questionnaire and the treatment procedure. The training took the form of discussions and demonstrations. The trainees were required to practise the presentation of the instructional strategies to ensure mastery. Thereafter, six of the participants who demonstrated considerable expertise in the principles required for implementing the instructional strategies were selected for the study using a Research Assistants Rating Scale developed by the researcher.

The Research Assistants Rating Scale is a five-point rating scale designed to assess research assistants' competence. It consists of observable traits on content knowledge, use of language, mastery of steps in the strategies and ability to follow instructions contained in the instructional guides. The scale was submitted to two lecturers in the Department of Arts and

Social Sciences Education, University of Ibadan for face and content validity before it was used.

Phase 2: Administration of Pretests: The English Reading Comprehension and Composition Achievement Tests (ERCAT and ECAT) were administered on all the pupils in the experimental and control groups a week before the commencement of treatment to establish data for pupils' entry performance. The Pupils Academic Self-Efficacy Scale (PASES) and Pupils Home Background Questionnaire (PHBQ) were also administered on the pupils by the research assistants.

Phase 3: Provision of Treatment to the Experimental and Control Groups: The 3rd phase involved the use of the instructional guides to teach the groups in each of the selected schools as appropriate. The six research assistants conducted the lessons, using steps in the instructional guides for eight weeks.

Phase 4: Administration of Posttests: After the eight week of treatment, the posttests (ERCAT and ECAT) were conducted on all the pupils in the experimental and control groups after an interval of three days. The tests were marked by the researcher to ensure objectivity in rating.

3.6   Treatment Procedure

Experimental Group 1- Steps involved in Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)

In preparation for the application of treatment, the teacher instructs the pupils to select a partner to make pairs and thereafter to form six member groups. The teacher apprises them about a series of undertakings for them to do in their groups. The undertakings follow a sequential process that involves direct instruction by the teacher, team/group practice, individual practice, peer pre-assessment and evaluation:

1. Teacher presentation: The instructor introduces the lesson by stating objectives of the lesson. The pupils follow the teacher's instruction.

2. Individual Practice: (i) The pupils identify new or difficult words from the text. (ii) The pupils make use of the dictionary to find the meanings of the new or difficult words. (iii) The pupils write a sentence each using the new or difficult words to show their knowledge of the meanings of the words.

3. Group practice: (i) The pupils take turns in reading aloud to other group members. (ii) The pupils summarise and restate the main points of the story to one another.

4. Peer pre-assessment: (i) The pupils rehearse these word lists with other team members until they can master reading them correctly. (ii) The instructor asks pupils to do "partner checking" to confirm whether the pupils have completed the activities or not. (iii) The pupils are required to read the word list aloud to other group members and the teacher before answering the questions related to the text.

5. Evaluation: (i) The pupils are requested to write a composition to summarise the text by checking with other members of the team and the teacher about their ideas and organisational plans, and revising their composition. (ii) The teacher collects pupils' writings for final assessment.

Experimental Group 2- Steps involved in Group Investigation Learning Strategy

Group Investigation Learning Strategy Teacher's Instructional Guide for Reading Comprehension

In Group Investigation, pupils are placed into six member groups built around friendship. Lessons progress through the following six steps:

1) **Topic Selection:** The teacher leads pupils to choose/ identify the specific reading material and list out new or difficult words in addition to stating the objectives of the lesson.

2) **Cooperative Planning:** The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words

3) **Implementation:** Pupils take turns to read while other members listen and correct observed errors with teacher's guidance.

4) **Analysis and Synthesis:** The pupils find the meanings of new or difficult words by using the dictionary. Pupils in their groups, answer reading comprehension questions jointly.

5) **Presentation of Project:** Each group gives a presentation of work done to involve other classmates in their work. The presentation sessions are to be anchored by the teacher.

6) **Evaluation:** The teacher leads the entire class to evaluate each group's presentation.

Group Investigation Learning Strategy Teacher's Instructional Guide for English Composition.

1) **Topic Selection:** The teacher leads pupils to identify specific subtopics within a general composition type in addition to stating the objectives of the lesson.

2) **Cooperative Planning:** The teacher guides the pupils in each group to plan specific learning procedures, tasks and goals that are consistent with the topic of the lesson

3) **Implementation:** Each group gathers information from available reading material or other sources.

4) **Analysis and Synthesis:** Each group review the information gathered, analyse or evaluate it, and come up with ideas or reach some conclusions. Pupils prepare a summary report or a write-up from the analysis and evaluation of information obtained during step 3.

5) **Presentation of Project:** Each group gives a presentation of drafts produced to involve other classmates in their work and to realise a wider viewpoint. The presentations are anchored by the teacher.

6) **Evaluation:** The teacher leads the entire class to evaluate each group's presentation.

Control Group - Steps involved in Conventional Learning Strategy

The Conventional Learning Strategy Teacher's Instructional Guide for Reading Comprehension

Introduction: The teacher writes the title of the text to be read on the board and briefly tests pupils' knowledge of the subject of the text.

Presentation: (i) Teacher distributes or asks pupils to bring out copies of text to be read. (ii) Teacher briefly relates the content of the text to pupils. (iii) Teacher reads some lines and explains to pupils. (iv) Teacher asks pupils to take turns in reading of text while teacher corrects their pronunciation errors.

Evaluation: (i) At the end of the reading, teacher asks some oral questions to test pupils' comprehension of what they have read. (ii) Teacher asks pupils to read silently and independently and to answer questions in writing.

Conclusion: (i) Teacher reviews the questions with pupils and gives them assignment.

The Conventional Learning Strategy Teacher's Instructional Guide for English Composition?

Introduction: The teacher writes the title of the composition on the board and explains to pupils the task to be done.

Presentation: (i) Teacher asks pupils to bring out their composition exercise book to write the composition.

Evaluation: (i) At the end of the exercise, teacher asks pupils to submit their exercise books for marking.

3.7   Method of Data Analysis

The data were analysed using descriptive statistics and Analysis of Covariance (ANCOVA). Estimated Marginal Means (EMM) was computed to show differences in the mean score of different groups while Bonferroni post-hoc analysis was used to detect the sources of significant differences among the three groups. All hypotheses were tested at $P< 0.05$ level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION

The results obtained in this study are presented and discussed as follows. The sequence of the presentation and the discussion of the results are in accordance with the hypotheses formulated for the study.

4.1 Testing of Null Hypotheses

4.1.1 Ho1a: There is no significant main effect of treatment on pupils' achievement in English reading comprehension

Table 4.1: Analysis of Covariance (ANCOVA) of Post-Reading Comprehension by Treatment, Academic Self-Efficacy and Home Background

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	44818.455[a]	14	3201.318	14.816	0.000	.378
Intercept	16493.357	1	16493.357	76.332	0.000	.182
PreComprehension	27227.198	1	27227.198	126.009	0.000	.269
Treatment	5754.856	2	2877.428	13.317	0.000*	.072
Academic self-efficacy	1843.823	2	921.911	4.267	0.015*	.024
Home background	333.618	1	333.618	1.544	0.215	.004
Treatment x Academic self-efficacy	476.586	4	158.862	0.735	0.532	.006
Treatment x Home background	27.876	2	13.938	0.065	0.938	.000
Academic self-efficacy x Home background	2.674	1	2.674	0.012	0.911	.000
Treatment x Academic self-efficacy x Home background	739.467	4	369.733	1.711	0.182	.010
Error	73896.996	342	216.073			
Total	759685.000	357				
Corrected Total	118715.451	356				

R Squared = 0.378 (Adjusted R Squared = 0.352) * denotes significance at $p<0.05$

Table 4.1 showed that there was a significant main effect of treatment on pupils' achievement in reading comprehension ($F_{(2,342)}$ = 13.317; $p<0.05$, partial η^2 = 0.072). The effect size is 7.2%. This means that there is a significant difference in pupils' post-reading comprehension mean scores. Thus, hypothesis 1a was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 4.2

Table 4.2: Estimated Marginal Means for Post-Reading Comprehension by Treatment and Control Group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	46.79	1.698	43.445	50.125
Group Investigative Learning Strategy (GILS)	38.26	3.337	31.699	44.827
Conventional Learning Strategy (CLS)	35.58	1.806	32.024	39.129

Table 4.2 revealed that pupils exposed to Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS) treatment Group 1 had the highest adjusted post-reading comprehension achievement mean score (46.79). This was followed by those exposed to Group Investigative Learning Strategy (GILS) treatment Group 2 (38.26), while pupils in the Conventional Learning Strategy (CLS) Control Group had the least adjusted post-reading comprehension mean score (35.58). This order is represented as CIRCLS > GILS > CLS.

Table 4.3: Bonferroni Post-hoc Analysis of Post- Reading Comprehension by Treatment and Control Group

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	Group Investigative Strategy (GIS)	8.522	3.786	.075	-.586	17.629
	Conventional Learning Strategy (CLS)	11.208*	2.452	.000	5.308	17.108
Group Investigative Learning Strategy (GILS)	Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	-8.522	3.786	.075	-17.629	.586
	Conventional Learning Strategy (CLS)	2.686	3.813	1.000	-6.487	11.860
Conventional Learning Strategy (CLS)	Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	-11.208*	2.452	.000	-17.108	-5.308
	Group Investigative Learning Strategy (GILS)	-2.686	3.813	1.000	-11.860	6.487

Table 4.3 revealed that the post-reading comprehension score of pupils exposed to Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS) was not significantly different from their counterparts taught using Group Investigative Learning Strategy (GILS) but was significantly different from those taught using Conventional Learning Strategy (CLS). Furthermore, the post-reading comprehension of pupils taught using group investigative strategy

was not significantly different from those exposed to conventional strategy. This implies that cooperative integrated reading and composition strategy was the main source of significant difference in treatment.

4.1.2 Ho1b: There is no significant main effect of treatment on pupils' achievement in English composition

Table 4.4: Analysis of Covariance (ANCOVA) of Post-Composition by Treatment, Academic Self-Efficacy and Home Background

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	71889.410[a]	14	5134.958	23.421	0.000	.489
Intercept	7737.497	1	7737.497	35.291	0.000	.094
PreComposition	45915.852	1	45915.852	209.422	0.000	.380
Treatment	2490.843	2	1245.422	5.680	0.004*	.032
Academic self-efficacy	914.711	2	457.356	2.086	0.126	.012
Home background	2.443	1	2.443	0.011	0.916	.000
Treatment x Academic self-efficacy	1807.942	4	602.647	2.749	0.043*	.024
Treatment x Home background	575.029	2	287.514	1.311	0.271	.008
Academic self-efficacy x Home background	63.360	1	63.360	0.289	0.591	.001
Treatment x Academic self-efficacy x Home background	498.642	4	249.321	1.137	0.322	.007
Error	74983.587	342	219.250			
Total	294432.000	357				
Corrected Total	146872.997	356				

R Squared = .489 (Adjusted R Squared = .469)

Table 4.4 showed that there was significant main effect of treatment on pupils' achievement in English composition ($F_{(2,342)}$ = 5.680; $p<0.05$, partial η^2 = 0.032). The effect size is 3.2%. This means that there was a significant difference in pupils' post-composition achievement mean scores. Thus, hypothesis 1b was rejected. In order to determine the magnitude of the significant

main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 4.5

Table 4.5: Estimated Marginal Means for Post-Composition by Treatment and Control Group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	22.80	1.668	19.517	26.079
Group Investigative Learning Strategy (GILS)	22.27	3.340	15.697	28.835
Conventional Learning Strategy (CLS)	15.16	1.832	11.552	18.757

Table 4.5 revealed that pupils exposed to Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS) treatment Group 1 had the highest adjusted post-composition achievement mean score (22.80), and was followed by those exposed to Group Investigative Learning Strategy (GILS) treatment Group 2 (22.27), while pupils in the Conventional Learning Strategy (CLS) Control Group had the least adjusted post-composition achievement mean score (15.16). This order is represented as CIRCLS > GILS > CLS.

Table 4.6: Bonferroni Post-hoc Analysis of Post-Composition by Treatment and Control Group

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	Group Investigative Learning Strategy (GILS)	0.532	3.730	1.000	-8.442	9.507
	Conventional Learning Strategy (CLS)	7.643*	2.469	.006	1.704	13.583
Group Investigative Learning Strategy (GILS)	Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	-0.532	3.730	1.000	-9.507	8.442
	Conventional Learning Strategy (CLS)	7.111	3.799	.186	-2.028	16.251
Conventional Learning Strategy (CLS)	Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS)	-7.643*	2.469	.006	-13.583	-1.704
	Group Investigative Learning Strategy (GILS)	-7.111	3.799	.186	-16.251	2.028

Table 4.6 revealed that the post-composition achievement score of pupils exposed to Cooperative Integrated Reading and Composition Learning Strategy (CIRCLS) was not significantly different from their counterparts exposed to Group Investigative Learning Strategy (GILS) but was significantly different from those taught using Conventional Learning Strategy (CLS).

Furthermore, the post-composition achievement of pupils taught using group investigative strategy was not significantly different from those taught using conventional strategy. This implies that cooperative integrated reading and composition strategy was the main sources of significant differences in treatment.

4.1.3 Ho2a: There is no significant main effect of academic self-efficacy on pupils' achievement in English reading comprehension

Table 4.1 showed that there was a significant main effect of academic self-efficacy on pupils' achievement in reading comprehension ($F_{(2,342)}$ = 4.267, p<0.05, partial η^2 = 0.024). The effect size is 2.4%. This means that there was a significant difference in pupils' post-reading comprehension achievement mean score by academic self-efficacy. Thus, hypothesis 2a was rejected. This implies that academic self-efficacy had effect on pupils' achievement in reading comprehension. In order to determine the magnitude of the significant main effect across academic self-efficacy level, the estimated marginal means of the groups was carried out and the result is presented in Table 4.7

Table 4.7: Estimated Marginal Means for Post-Reading Comprehension by Academic Self-Efficacy

| Academic Self-Efficacy | Mean | Std. Error | 95% Confidence Interval | |
			Lower Bound	Upper Bound
Low	44.35	1.060	42.249	46.421
Medium	40.25	1.789	36.733	43.769
High	30.02	7.803	14.667	45.362

Table 4.7 indicated that low academic self-efficacy pupils had the highest adjusted post-reading comprehension mean score (44.35), and was followed by medium academic self-efficacy pupils (40.25), while high academic self-efficacy pupils had the least adjusted post-reading comprehension mean score (30.02). This order is represented as Low > Medium > High.

Table 4.8: Bonferroni Post-hoc Analysis of Post-Reading Comprehension by Academic Self-Efficacy

(I) Academic self-efficacy	(J) Academic self-efficacy	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Low	Medium	4.084*	2.097	.157	-.962	9.130
	High	14.320*	7.870	.209	-4.612	33.253
Medium	Low	-4.084*	2.097	.157	-9.130	.962
	High	10.236*	8.019	.608	-9.056	29.529
High	Low	-14.320*	7.870	.209	-33.253	4.612
	Medium	-10.236*	8.019	.608	-29.529	9.056

Table 4.8 revealed that the post-reading comprehension scores of low academic self-efficacy pupils were significantly different from those of their medium and high academic self-efficacy counterparts. Furthermore, medium academic self-efficacy pupils' scores were significantly different from those of their high academic self-efficacy pupils' counterparts. This implies that low and medium academic self-efficacy were the main sources of significant differences in pupils' achievement.

4.1.4 Ho2b: There is no significant main effect of academic self-efficacy on pupils' achievement in English composition

Table 4.4 showed that there was no significant main effect of academic self-efficacy on pupils' achievement in English composition ($F_{(2,342)}$ = 2.086, p>0.05, partial η^2 = 0.012). Hence, hypothesis 2b was not rejected. This indicated that academic self-efficacy had no effect on pupils' achievement in composition.

4.1.5 Ho3a: There is no significant main effect of home background on pupils' achievement in English reading comprehension

Table 4.1 showed that there was no significant main effect of home background on pupils' achievement in comprehension ($F_{(1,342)}$ = 1.544, p>0.05, partial η^2 = 0.004). Thus, hypothesis 3a

was not rejected. This implies that home background had no effect on pupils' achievement in comprehension.

4.1.6 Ho3b: **There is no significant main effect of home background on pupils' achievement in English composition**

Table 4.4 showed that there was no significant main effect of home background on pupils' achievement in composition ($F_{(1,342)} = 0.011$, $p>0.05$, partial $\eta^2 = 0.000$). Hence, hypothesis 3b was not rejected. This indicated that home background had no effect on pupils' achievement in composition.

4.1.7 Ho4a: **There is no significant interaction effect of treatment and academic self-efficacy on pupils' achievement in English reading comprehension**

Table 4.1 showed that there was no significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in comprehension ($F_{(4,342)} = 0.735$, $p>0.05$, partial $\eta^2 = 0.006$). Therefore, the null hypothesis 4a was not rejected. This implies that treatment and academic self-efficacy had no effect on pupils' achievement in comprehension.

4.1.8 Ho4b: **There is no significant interaction effect of treatment and academic self-efficacy on pupils' achievement in English composition**

Table 4.4 showed that there was a significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in composition ($F_{(4,342)} = 2.749$, $p<0.05$, partial $\eta^2 = 0.024$). The effect size is 2.4%. Therefore, the null hypothesis 4b was rejected. This implies that treatment and academic self-efficacy had effect on pupils' achievement in composition. In order to disentangle the interaction effect, Figure 4.1 presents the interaction in line graph.
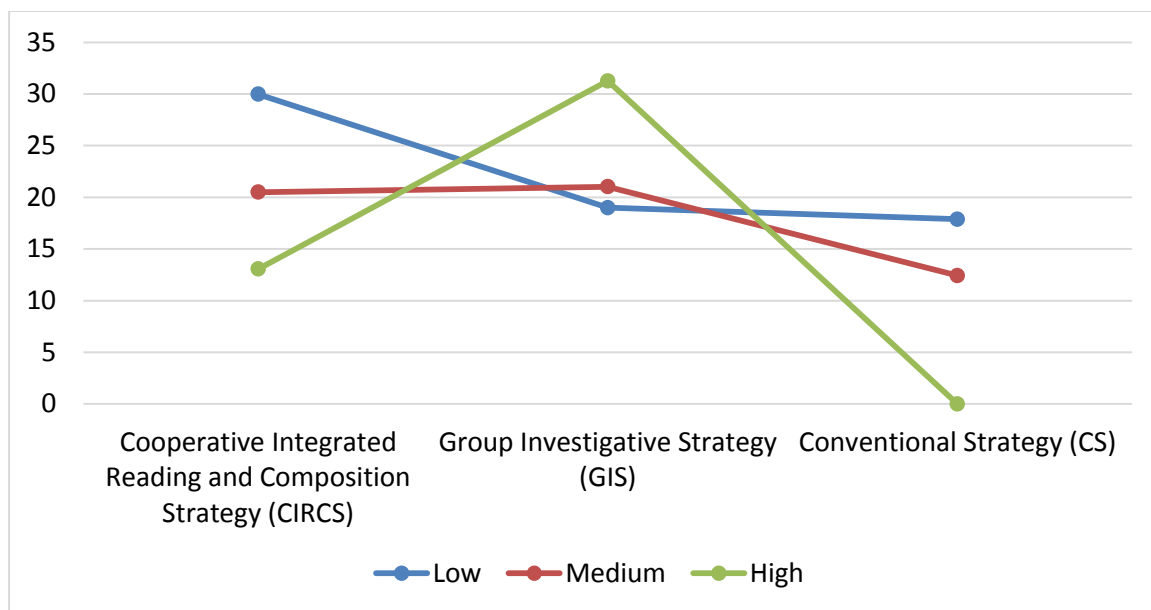
Fig. 4.1: Treatment and Academic Self-Efficacy on Achievement in Composition

The crossing lines in the graph show that the interaction effect is significant but disordinal. As a result of the fact that the observed interaction is both significant and disordinal, it then becomes difficult to interpret. This is to say that, though the effect of academic self-efficacy on achievement in composition was an inverse one, it does not translate to saying that pupils should then begin to have low self-efficacy for them to achieve better in English composition.

4.1.9 Ho5a: There is no significant interaction effect of treatment and home background on pupils' achievement in English reading comprehension

Table 4.1 shows that there was no significant two-way interaction effect of treatment and home background on pupils' achievement in comprehension ($F_{(2,342)}$ = 0.065, p>0.05, partial η^2 = 0.000). Therefore, the null hypothesis 5a was not rejected. This implies that treatment and home background had no effect on pupils' achievement in comprehension.

4.1.10 Ho5b: There is no significant interaction effect of treatment and home background on pupils' achievement in English composition

Table 4.4 shows that there was no significant two-way interaction effect treatment and home background on pupils' achievement in composition ($F_{(2,342)}$ = 1.311, p>0.05, partial η^2 = 0.008). Thus, the null hypothesis 5b was not rejected. This implies that treatment and home background had no effect on pupils' achievement in composition.

4.1.11 Ho6a: There is no significant interaction effect of academic self-efficacy and home background on pupils' achievement in English reading comprehension

Table 4.1 showed that there was no significant two-way interaction effect of academic self-efficacy and home background on pupils' achievement in comprehension ($F_{(2,342)} = 0.012$, $p>0.05$, partial $\eta^2 = 0.000$). Hence, the null hypothesis 6a was not rejected. This implies that academic self-efficacy and home background had no effect on pupils' achievement in comprehension.

4.1.12 Ho6b: There is no significant interaction effect of academic self-efficacy and home background on pupils' achievement in English composition

Table 4.4 showed that there was no significant two-way interaction academic self-efficacy and home background on pupils' achievement in composition ($F_{(2,342)} = 0.289$, $p>0.05$, partial $\eta^2 = 0.001$). Thus, the null hypothesis 6b was not rejected. This implies that academic self-efficacy and home background had no effect on pupils' achievement in composition.

4.1.13 Ho7a: There is no significant interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in English reading comprehension

Table 4.1 revealed that there was no significant three-way interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in composition ($F_{(4,342)} = 1.711$, $p>0.05$, partial $\eta^2 = 0.010$). Thus, the null hypothesis 7a was not rejected. This implies that treatment, academic self-efficacy and home background on pupils' achievement in comprehension.

4.1.14 Ho7b: There is no significant interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in English composition

Table 4.4 revealed that there was no significant three way interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in composition ($F_{(4,342)} = 1.137$, $p>0.05$, partial $\eta^2 = 0.007$). Thus, the null hypothesis 7b was not rejected. This indicated that treatment, academic self-efficacy and home background had no effect on pupils' achievement in composition.

4.2   Discussion of Findings

4.2.1   Main Effect of Treatment on Pupils' Achievement in English Reading Comprehension and Composition.

There was a significant main effect of treatment on pupils' achievement in English reading comprehension and composition. The findings also showed that Cooperative Integrated Reading and Composition Leaning Strategy (CIRCLS) was the most effective followed by Group Investigation Leaning Strategy (GILS) while Conventional Leaning Strategy (CLS) was the least effective. These findings are in agreement with research findings of Lawal (2005), Okpala (2005), Ogar (2005), Mendelman (2007) and Babalola (2009) that strategies which provide opportunity for pupils' active participation in the teaching-learning process will enhance their skills for comprehension and composition. The findings also support the endorsements of researchers and policy makers in favour of the use of active learning, student-centred pedagogies (Hopkins, 2002; Darling-Hammond, Linda and Bransford, Eds. 2005; American Institute for Research under the EQUIP1 LWA, 2006). This is because Cooperative Integrated Reading & Composition and Group Investigation Leaning Strategies as variants of active learning, students-centred pedagogies promote minimal teacher lecturing/direct transmission of factual knowledge, multiple small group activities that engage pupils in frequent students questions and discussions for discovering learning and solving problems (Leu and Price-Rom, 2006).

4.2.2   Academic Self-Efficacy and Pupils' Achievement in English Reading Comprehension and Composition

It is important to note that while there was a significant main effect of academic self-efficacy on pupils' achievement in English reading comprehension, there was no significant main effect of academic self-efficacy on pupils' achievement in English composition. This may be due to some of the challenges militating against the use of active learning and student-centred pedagogies such as Cooperative Integrated Reading & Composition and Group Investigation learning strategies. These challenges included the need for teachers to develop capacities for working with pupil-groups and helping pupils to develop appropriate interactional skills in addition to material conditions of classrooms such as availability of adequate facilities, equipment, pupils' population and cultural appropriateness of the model of adult-child-knowledge relations (American Institute for Research under the EQUIP1 LWA, 2006) and inconsistencies in policies. This corroborates the submission of Blatchford, Kutnick, Baines, and

Galton (2003) that teachers encounter difficulties in trying to introduce cooperative learning in classrooms.

4.2.3 Home Background and Pupils' Achievement in English Reading Comprehension and Composition.

Findings from the study showed that there was no significant main effect of home background on pupils' achievement in English reading comprehension and composition. This indicates that home background had no effect on pupils' achievement in both English reading comprehension and composition. In effect, this means that the existence of facilities such as television, computers, mobile phones, English textbooks and other favourable conditions at home have little or no effect on pupils' achievements in English reading comprehension and composition. This finding is not in agreement with the submission of Christenson and Sheridan (2001) and Christenson (2002) who found that pupils will achieve better when they have supports and opportunities to learn from the home and school which are two primary contexts of development. However, what this study is showing is that the existence of supports and opportunities in themselves may not improve outcomes but the extent to which available supports and opportunities are put to positive use.

4.2.4 Learning Strategies, Academic Self-Efficacy and Pupils' Achievement in English Reading Comprehension and Composition

There was no significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in English reading comprehension, but, there was significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in English composition. The fact that treatment and academic self-efficacy was found not to have effect on pupils' achievement in English reading comprehension is inconsistent with the submission of Fernandez-Rio, Cecchini, Méndez-Gimenez, Mendez-Alonso and Prieto (2017). In their study which sought to establish the interactions among self-regulation, cooperative learning and academic self-efficacy, they found self-efficacy to have had the highest influence on academic achievement and submits that academic self-efficacy is the most powerful predictor of academic performance. This finding is also inconsistent with the findings of Steinmayr and Spinath (2009) who concluded that students are more likely to have increased levels of academic achievement when they have high academic motivation. This inconsistency may again be connected with difficulties associated with the implementation of cooperative learning strategies

in classrooms. This may account for why the combination of cooperative learning strategies and academic self-efficacy do not affect pupils' achievement in English reading comprehension and composition.

4.2.5 Learning Strategies, Home Background and Pupils' Achievement in English Reading Comprehension and Composition

There was no significant two-way interaction effect of treatment and home background on pupils' achievement in English reading comprehension. In the same way, there was no significant two-way interaction effect treatment and home background on pupils' achievement in English composition. This implies that treatment and home background had no effect on pupils' achievement in English composition. This is in contrast to the assertions of Lindholm (2001) who pointed out that a child from higher socio-economic background has advantages over a child from a poor socio-economic background. The premise for this assertion was the belief that in a higher socio-economic home background there will be a television set, radio, picture, computer, reading and writing materials all of which help to prepare a child for learning in school and that the children are given high motivations for success in school.

4.2.6 Academic Self-Efficacy, Home Background and Pupils' Achievement in English Reading Comprehension and Composition

There was no significant two-way interaction effect of academic self-efficacy and home background on pupils' achievement in English reading comprehension. Similarly, there was no significant two-way interaction effect of academic self-efficacy and home background on pupils' achievement in English composition. This implies that academic self-efficacy and home background combined had no effect on pupils' achievement in English composition.

4.2.7 Learning Strategy, Academic Self-Efficacy, Home Background and Pupils' Achievement in English Reading Comprehension and Composition.

There was no significant three-way interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in English reading comprehension. Likewise, there was no significant three way interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in English composition. This indicated that treatment, academic self-efficacy and home background had no effect on pupils' achievement in English

composition. This runs contrary to results of studies such as Zingaro (2008), Ogunyemi (2014), Adegbola (2015), Okunade (2015) and Akinsowon (2015) that learners self-efficacy for foreign language affects performance in different language domains.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   This chapter presents summary of findings, conclusion and the recommendations arising from the findings of this study.

5.1   Summary of Findings

The following are the findings of this study:

1. There was a significant main effect of treatment on pupils' achievement in English reading comprehension and composition. Cooperative Integrated Reading and Composition Learning Strategy was the main source of significant difference in treatment. This is followed by Group Investigation.

2. There was a significant main effect of academic self-efficacy on pupils' achievement in English reading comprehension. But there was no significant main effect of academic self-efficacy on pupils' achievement in English composition.

3. There was no significant main effect of home background on pupils' achievement in English reading comprehension and composition.

4. There was no significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in English reading comprehension. However, there was a significant two-way interaction effect of treatment and academic self-efficacy on pupils' achievement in English composition.

5. There was no significant two-way interaction effect of treatment and home background on pupils' achievement in English reading comprehension and composition.

6. There was no significant two-way interaction effect of academic self-efficacy and home background on pupils' achievement in English reading comprehension and composition.

7. There was no significant three-way interaction effect of treatment, academic self-efficacy and home background on pupils' achievement in English reading comprehension and composition.

5.2   Conclusion

Findings from this study have shown that Cooperative Integrated Reading and Composition and Group Investigation learning strategies are effective in improving pupils' achievement in English reading comprehension and composition. The adoption of these

cooperative strategies in the teaching and learning of English reading comprehension and composition will go a long way to develop social and academic skills necessary for negotiating their new learning environment. The moderating effect of academic self-efficacy on pupils' achievement on English reading comprehension was found to be significant but not significant for English composition whereas there was no significant main effect of home background on pupils' achievement in both English reading comprehension and composition.

5.3 Implication of Findings

There are implications arising from the findings of this study, to institutions of education, curriculum planners, teachers and text writers in English studies. Stakeholders in instructional design and implementation should begin to emphasise the use of cooperative learning strategies in the classrooms as against the use of prevalent conventional strategies that depend on competitive learning models. Curriculum planners and teachers will need to consider developing instructional deliveries in English Studies that are patterned along the principle of "the whole being greater than the sum of its parts". Finally, there is the need for teachers to prioritise the development of skills for encouraging meaningful learner-to-learner interaction for the purpose of learning and also for building pupils' academic self-efficacy, particularly in the area of English composition.

5.4 Contributions of the Study to Knowledge

This study has contributed to knowledge in many ways. In the first place, the study has shown that the two cooperative learning strategies: cooperative integrated reading & composition and group investigation are effective in improving learning achievements in English reading comprehension and composition. The study has also established the need for the development of skills by teachers in using cooperative learning strategies as against the continued use of conventional strategies in the classrooms especially at the primary school level. In addition, the study revealed that whereas pupils' academic self-efficacy significantly improved English reading comprehension, pupils' home background had no effect on achievement in both English reading comprehension and composition.

5.5   Recommendations

In view of the findings of this study, the following recommendations are hereby made:

1. The use of Cooperative Integrated Reading & Composition and Group Investigation learning strategies as well as other action learning, students-centred strategies should be emphasised in primary schools since they were found to be effective in the teaching/ learning process.

2. The federal and state ministries of education and other education related agencies should organise conferences, seminars and in-service trainings for teachers to acquaint them with the use of Cooperative Integrated Reading and Composition and Group Investigation learning strategies in order to develop requisite skills for mastery of the strategies.

3. Policy makers, curriculum experts, publishers and English textbook authors at primary school level should emphasise the use Cooperative Integrated Reading and Composition and Group Investigation learning strategies as instructional procedures that should be adopted in teaching not only reading comprehension and composition, but also across all instructional contents.

4. Governments should do more in the area of providing favourable conditions such as infrastructure and facilities necessary for the adoption of Cooperative Integrated Reading and Composition and Group Investigation learning strategies for teaching in primary schools.

5.6   Limitations to the Study

There is a limit to the extent to which the findings of this study can be generalised. The study focused on the use of Cooperative Integrated Reading and Composition and Group Investigation strategies for teaching reading comprehension and composition in primary schools. The study also considered pupils' academic self-efficacy and home background as moderator variables out of so many other moderator variables such as mental ability, gender, pupils' age, parental involvement, cognitive style and so on. Besides, the study was conducted in six schools in three Local Governments Areas in Lagos State over a period of twelve weeks only. There is therefore the need to replicate the study in other states and perhaps having it done as a longitudinal study.

This study was conducted only in public schools. There is therefore the need to replicate the study using private schools or a combination of public and private schools. In addition, most of the children did not have personal copies of prescribed reading textbook. In some of the schools, pupils read comprehension passages from the chalkboard. As a result, effective application of the strategies became very challenging and more time consuming.

5.7   Suggestions for Further Studies

In view of the identified limitations of the study, the following suggestions are made for further research:

There is the need to replicate the study in other states and perhaps over a longer period of time.

There is also the need to replicate the study using private schools or a combination of public and private schools.

Further research could be conducted using the strategies in teaching other content areas at primary school level or using other students-centred strategies and other moderating variables.

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UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

ENGLISH READING COMPREHENSION ACHIEVEMENT TEST (ERCAT)

PART A

Name of School: ……………………………………………………………………….

Pupils' Full Name: ……………………………………………………………………….

Class: Primary 5

Duration: 1 hour

PART B – READING COMPREHENSION

INSTRUCTION: Read the passages carefully and answer the questions following by circling the alphabet of the correct answer.

PASSAGE A
AKIN AND THE STOLEN MEAT

Once upon a time there was a boy called Akin. He had a bad habit of dipping his fingers into soup pots, whether it was his mother's or any other person's soup pot in the neighbourhood. Often, the soup would go sour and the owners would be wondering what went wrong. Akin continued with this habit until he was caught red-handed one sunny afternoon with meat stuck in his mouth in a neighbour's kitchen. When the owner of the kitchen came in and saw Akin trying hard to force out the meat, she could not believe her eyes.

Surprisingly, when the woman tried some tricks on him, the meat came out. Akin was beaten and made to dance round the village square with empty milk cans and leaves hung around his neck. By evening that day, he was on his knees crying and begging for forgiveness. He was forgiven and he promised to stop stealing. Not long after, Akin began to preach against all forms of bad habits to his friends.

Questions:

1. From your understanding of the passage, what is a bad habit?

      a. Doing what makes you happy

      b. Doing what is good

      c. Doing what is not good

      d. Doing what you like

2. According to the passage, what kind of bad habit did Akin have?

      a. Dipping his fingers into soup pots

      b. Eating only meat

      c. Fighting children around

      d. Licking soup from the pot

3. Akin was caught …

      a. cooking food in a neighbour's kitchen

      b. chewing meat

      c. dancing round the village square

      d. with meat stuck in his mouth in a neighbour's kitchen.

4. What punishment did the people give to him?

      a. They made him cry with soup on his fingers, mouth and chin.

      b. They made him dance round the village

      c. They made him dance round the village square with empty milk can and leaves hung around his neck.

      d. They made him to sing and preach to them.

5. According the passage, what did Akin do to show that he was truly sorry?

  He began to…………

      a. dance round the village square

      b. be dishonest

      c. cry and beg for forgiveness.

      d. preach against all forms of bad habits.

PASSAGE B

The wrestling festival began with boys who were fifteen or sixteen years old. There were three boys in each team. The first two wrestling matches lasted for about three minutes. But the third match made people laugh. They enjoyed it. When this third match started; one of the boys used a very clever method to knock out his opponent. He jumped up and danced in a funny way. The village people shouted joyfully and clapped for the winner. His friends carried him on their shoulders and dance round the field. The other boy was rather ashamed and left the field quietly.

Questions

6. Which groups started the wrestling festival?

    a. The girls started the wrestling festival

    b. The women started the wrestling festival

    c. The boys started the wrestling festival

    d. Both boys and girls started the wrestling festival.

7. How many boys were in each team?

    a. There were three boys in each team

    b. There were four boys in each team

    c. There were six boys in each team

    d. There were seven boys in each team

8. How many minutes did the boys spend in the first two matches?

    a. The boys spent four minutes

    b. The boys spent six minutes

    c. The boys spent eight minutes

    d. The boys spent about three minutes

9. What did the winner of the third match do to win?

    a. He jumped and closed his two eyes

    b. He used a very clever method to knock out his opponent

    c. He jumped and shouted

    d. He jumped and danced in a funny way.

10. What did the people do?

    a. The people protected and left

b. The people shouted and clapped for the winner

c. The people obeyed the referee

d. The people cried and danced.

INSTRUCTION: Read the passages below carefully and answer the questions following in the spaces provided.

<div align="center">

PASSAGE C

THE VILLAGE SCHOOL

</div>

The School was a new school. When missionaries invited the elders of Ama village and the villages around it, including Ohia, to discuss the possibility of establishing a school for them they had refused to attend the meeting. They did not want a school. It will only lead to a waste of future farm-hands. "What use is a man who can read and write on a farm land?" they asked. Ohia in particular, had plenty of farm land. But it was land that was not very fertile, so its people had to work extremely hard to get any crops at all. They had no industries, though all the women did a little trading. So land meant everything to them. Their whole life – their religion, their customs, their livelihood – was based on it.

Many of their people who had left the village for larger towns had seen a different kind of life. Because they could not read and write, they soon found out they could not get good jobs. They were only employed as labourers, and load carriers. It was too late for them to go to school. But was it too late for their children? They sent letters to the missionaries near Ama, begging them to establish a school for their children. They said they used to think that education was a waste of time, but now they realised the importance of education and how badly they needed a school for their children at home. Because of these letters the missionaries built the school at Ama. But the old men still did not like the idea and did all they could to stop members of their families attending the school.

Mr. Okafor, who was appointed the school's first teacher, was a native of Aku, a village fifteen miles from Ama. He was a huge man, thirty years old and a lover of children. Unlike some of the villagers who had several wives, he had only one wife, for he was a strict Christian. He had three young children of his own. Mr. Okafor was a trained teacher and his boys always did well in examinations, because his methods sought to bring out the best in his pupils. Mr. Okafor's salary was small and although he paid no rent on his house and his wife did all the washing, he found it difficult to maintain a family of five. But he had a large farm in which he planted yams and vegetables, and in which the school children sometimes helped him.

11. What meeting did the villagers refuse to attend?

----

12. Why did they refuse?

----

13. "Their whole life was based on it". On what?

----

14. Why did the farmers of Ohia find their work difficult?

----

15. How did the Ohia sons who lived away from Ohia come to see the usefulness of education?

----

16. They asked the missionaries to establish a school so that……………………. ……..

----

17. What reason is given for the fact that Mr. Okafor had only one wife?

----

18. Mr. Okafor was a good teacher because…

----

19. In what way did the schoolchildren help Mr. Okafor to maintain his family?

----

20. Suggest another appropriate title for this passage.

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

ENGLISH COMPOSITION ACHIEVEMENT TEST (ECAT)

PART A

Name of School: …………………………………………………………………….

Pupils' Full Name: …………………………………………………………………….

Class: Primary 5

Duration: 30 Minutes

PART B

1. Write a composition of not less than ten (10) sentences on the topic: **"How I spent my last holiday".**

----

2. Write a letter to a friend inviting him/her to your birthday party.

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

PUPIL'S HOME BACKGROUND QUESTIONNAIRE

Dear Pupil,

This questionnaire is designed to collect information on the nature of your home background. Please note that information provided will be treated with utmost confidentiality and used only as data for the study.

A.   Background Information:

i. Name of School …………………………………………………………………………

ii. Name of Pupil: ………………………………………………………………………….

iii. Age: ……...................

iv. Class: ……………..

B. Answer "Yes" or "No" to the following questions:

S/N	Question	Yes	No
1	Do your parents or guardian speak English language with you at home?		
2	Do you write letters or compositions in English language at home?		
3	Do you have a television at home?		
4	Do you have a computer at home?		
5	Do you have a study desk/table for your use at home?		
6	Do you have books of your own (not school books) at home?		
7	Do you read English novels or books at home?		
8	Do you have an English dictionary at home?		
9	Do you have your own room at home?		
10	Do you have your own mobile (cellular) phone at home?		
11	Do you live with your parents?		

12	Do you join your parents in their business?		
13	Do you have regular meals while at home?		
14	Do your parent/guardian give enough pocket money to you while coming to school?		
15	Do you live with other siblings (brothers and/or sisters)?		

Thank you.

Appendix V

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

THE PUPILS' ACADEMIC SELF-EFFICACY SCALE (ASES)

1. Name of School: ……………………………………………………………………

2. Pupil's Name: …………………………………………………………………….

3. Class: …………………………………………………………………………

4. Sex …………………………………………………..

Instruction: This questionnaire is designed to help us get a better understanding of the kinds of things that are difficult for pupils. Please rate how certain you are that you can do each of the things described below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name. Rate your degree of confidence by ticking (✔) in the appropriate box.

S/N	Indicator: How well can I…	To A Great Extent	To A Certain Extent	Not At All
1	learn to read comprehension passages in class			
2	learn to do my composition in class			
3	get teachers to help me when I get stuck on reading comprehension assignment at school			
4	get teachers to help me when I get stuck on English Composition assignment in school			
5	finish my reading comprehension homework assignments by deadlines			
6	finish my English composition homework assignments by deadlines			
7	get myself to study reading comprehension when there are other interesting things to do			
8	get myself to study English composition when there are other interesting things to do			

9	always concentrate on reading comprehension during class			
10	always concentrate on English composition during class			
11	use the library to get information for English reading comprehension and composition assignments			
12	take good notes during class instruction			
13	remember information presented in class and from textbooks			
14	arrange a place to study without distractions			
15	express my opinions even when other classmates disagree with me			

Thank you.

<center>**Appendix V**</center>

<center>**Teachers' Instructional Guides**</center>

A. Cooperative Integrated Reading & Composition (CIRC) Strategy Instructional Guide for reading comprehension & composition lessons

In preparation for the application of treatment, the teacher gives instruction to the pupils to choose partners and also to form six member teams/groups. The teacher informs about a series of activities for them to do in their team/group. The activities follow a sequential process that involves direct instruction by the teacher, team/group practice, individual practice, peer pre-assessment and evaluation:

1. Teacher presentation: The instructor introduces the lesson by stating objectives of the lesson. The pupils follow teacher's instruction.

2. Team/Group practice: (i) The pupils take turns for reading aloud with their partner. (ii) The pupils summarize and restate the main points of the story to one another.

3. Individual Practice: (i) The pupils make a list of new or difficult words from the text. (ii) The pupils make use of the dictionary to find the meanings of the new or difficult words. (iii) The pupils write a sentence each for new or difficult words to show their meanings.

4. Peer pre-assessment: (i) The pupils rehearse these word lists with other team members until they can master reading them correctly. (ii) The instructor asks the pupils to do "partner checking" to confirm whether the pupils have completed the activities or not. (iii) The pupils are required to read the word list aloud to other group members and the teacher before answering the questions related to the text.

 5. Evaluation: (i) The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition. (ii) The teacher monitors the progress of pupils' writing activities. (iii) The teacher collects pupils' writings for final assessment.

B. Group Investigation (GI) Strategy Teacher's Instructional Guide for reading comprehension

In Group Investigation, pupils are placed into six member groups built around friendship. Lessons progress through the following six steps:

1) **Topic Selection:** The teacher leads pupils to choose/ identify the specific reading material and list out new or difficult words in addition to stating the objectives of the lesson.

2) **Cooperative Planning:** The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words

3) **Implementation:** Pupils take turns to read while other members listen and corrects one another's observed errors with teacher's guidance.

4) **Analysis and Synthesis:** The pupils find the meanings of new or difficult words by using the dictionary. Pupils in their groups, answer reading comprehension questions jointly.

5) **Presentation of Project:** Each group in the class gives a presentation in order to get classmates involved in one another's work. Group presentations are coordinated by the teacher.

6) **Evaluation:** The teacher leads the entire class to evaluate each group's presentation.

C. Group Investigation (GI) Strategy Teacher's Instructional Guide for English composition

1) **Topic Selection:** The teacher leads pupils to choose/ identify specific subtopics within a general work area in addition to stating the objectives of the lesson.

2) **Cooperative Planning:** The teacher guides the pupils in each group to plan specific learning procedures, tasks and goals that are consistent with the topic of the lesson

3) **Implementation:** Each group gathers information from available reading material or other sources.

4) **Analysis and Synthesis:** Each group review the information gathered, analyse or evaluate it, and come up with ideas or reach some conclusions. Pupils prepare a summary report or a write-up from the analysis and evaluation of information obtained during step 3.

5) **Presentation of Project:** Each group in the class gives a presentation of drafts produced in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.

6) **Evaluation:** The teacher leads the entire class to evaluate each group's presentation.

D. The Conventional Strategy (CS) Teacher's Instructional Guide for reading comprehension

Introduction: The teacher writes the title of the text to be read on the board and briefly tests pupils' knowledge of the subject of the text.

Presentation: (i) Teacher distributes or asks pupils to bring out copies of text to be read. (ii) Teacher briefly relates the content of the text to pupils. (iii) Teacher reads some lines and

explains to pupils. (iv) Teacher asks pupils to take turns in reading of text while teacher corrects their pronunciation errors.

Evaluation: (i) At the end of the reading, teacher asks some oral questions to test pupils' comprehension of what they have read. (ii) Teacher asks pupils to read silently and independently and to answer questions in writing.

Conclusion: (i) Teacher reviews the questions with pupils and gives them assignment.

E. The Conventional Strategy (CS) Teacher's Instructional Guide for composition

Introduction: The teacher writes the title of the composition on the board and explains to pupils' the task to be done.

Presentation: (i) Teacher asks pupils to bring out their composition exercise book to write the composition.

Evaluation: (i) At the end of the exercise, teacher asks pupils to submit their exercise books for marking.

Lesson Notes – Experimental Group I (Cooperative Integrated Reading and Composition Strategy)

Lesson 1

Topic: Reading Comprehension: "The Prize-Giving Day"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

Performance Objectives: At the end of this lesson, pupils should be able to:

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word

4	The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner checking" to know whether the pupils have completed each of these activities.	The pupils rehearse these word lists with other team members until they can master reading them correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 2

Topic: Reading Comprehension: "Grandfather's 80th Birthday Party"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 3

Topic: Reading Comprehension: "Pa Bako's Lost Bag of Money"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 4

Topic: Reading Comprehension: "Half a Banana"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 5

Topic: Reading Comprehension: "Hyenas Terrorise Town"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 6

Topic: Reading Comprehension: "Adewale's Family"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 7

Topic: Reading Comprehension: "The Palmwine Carrying Ceremony"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Lesson 8

Topic: Reading Comprehension: "The Class Time-table"

Class: Primary 5

Duration: 2 periods of 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; e) Use new words to construct sentences of their own; f) Rewrite the story in their own words; and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by Stating the objectives of the lesson.	The pupils follow teachers instructions
2		The teacher guides pupils to read the Passage to one another in pairs	The pupils read the Passage to one another in pairs and then restate the main points of the story to one another
3		The teacher guides pupils to: make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word	The pupils make a list of new or difficult words, find meanings of words using the dictionary and ask pupils to construct sentences for each new or difficult word
4		The teachers request pupils to read the word list aloud to other group members before answering questions attached to the text. The teacher asks the pupils to do "partner	The pupils rehearse these word lists with other team members until they can master reading them

	checking" to know whether the pupils have completed each of these activities.	correctly. Pupils also answer the comprehension questions
5	The pupils are requested to write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.	Pupils write a composition to summarise the text by consulting teammates and the teacher about their ideas and organisational plans, and then revising the content of their composition.
6	The teacher monitors the progress of pupils' writing activities	
7	The teacher collects pupils' writings for final assessment	

Appendix VII

Lesson Notes – Experimental Group II (Group Investigation Strategy)

Lesson 1

Topic: Reading Comprehension: "The Prize-Giving Day"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in

| | | groups to get classmates involved in one another's work and to achieve a broad perspective on the topic. |
| 6 | The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole. |

Lesson 2

Topic: Reading Comprehension: "Grandfather's 80th Birthday Party"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information;
d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct
sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

topic.

6

The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.

The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 3

Topic: Reading Comprehension: "Pa Bako's Lost Bag of Money"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

6

topic.

The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.

The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 4

Topic: Reading Comprehension: "Half a Banana"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

| 6 | topic.

The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole. |

Lesson 5

Topic: Reading Comprehension: "Hyenas Terrorise Town"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information;
d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct
sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

| 6 | topic. | |
| | The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole. |

Lesson 6

Topic: Reading Comprehension: "Adewale's Family"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information;
d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

| 6 | topic. | |
| | The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole. |

Lesson 7

Topic: Reading Comprehension: "The Palmwine Carrying Ceremony"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

| 6 | | topic. |
| | The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole. |

Lesson 8

Topic: Reading Comprehension: "The Class Timetable"

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to:
a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of difficult words in the passage; e) Use difficult words to construct sentences of their own; f) and g) Answer the questions asked.

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by state objectives and identifying the specific reading material for the day. Pupils are then asked to list out the new or difficult words.	The pupils list out new or difficult words from the reading passage.
2		The teacher guides the pupils in each group to rehearse correct pronunciation of new or difficult words	The pupils rehearse correct pronunciation of new or difficult words as directed by the teacher
3		The teacher guides pupils in groups to read to one another and corrects observed errors in reading	Pupils take turns to read to one another
4		The teacher asks pupils to answer questions related to the comprehension text	Pupils work together in group to find meanings of difficult words using the dictionary. They then answer comprehension questions
5		The teacher coordinates the group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

topic.

6 | The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole. | The entire class evaluates each group's contribution to the work of the class as a whole.

Appendix VIII

Lesson Notes – Experimental Group II (Group Investigation Strategy)

Lesson 1

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the

topic.

6

The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.

The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 2

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 3

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 4

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 5

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 6

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 7

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson 8

Topic: English Composition:

Class: Primary 5

Duration: 40 Minutes

Performance Objectives: At the end of the lesson, pupils should be able to: (a) search for information from available sources; b) coherently organise their thoughts; c) prepare draft composition.

Instructional Materials: Course book, dictionary, textbooks.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson by stating lesson objectives and identifying the specific subtopic for the day.	
2		The teacher guides the pupils in each group to plan specific learning procedure, tasks and goals that are consistent with the topic	The pupils work together in group to plan specific learning procedure, tasks and goals that are consistent with the topic
3		The teacher coordinates the gathering of information about the topic	Pupils gather information from available materials or other sources
4		The teacher guides pupils in their groups to review and analyse the information gathered	Pupils work together in group to prepare their draft composition
5		The teacher coordinates group presentation by the pupils.	Each group in the class gives a presentation of work done in groups to get classmates involved in one another's work and to achieve a broad perspective on the topic.
6		The teacher leads the entire class to evaluate each group's contribution to the work of the class as a whole.	The entire class evaluates each group's contribution to the work of the class as a whole.

Lesson Notes – Control Group (Conventional Strategy)

Lesson 1

Topic: Reading Comprehension: "The Prize-Giving Day"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 2

Topic: Reading Comprehension: "Grandfather's 80th Birthday Party"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b)skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 3

Topic: Reading Comprehension: "Pa Bako's Lost Bag of Money"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b)skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 4

Topic: Reading Comprehension: "Half a Banana"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b)skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 5

Topic: Reading Comprehension: "Hyenas Terrorise Town"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b)skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 6

Topic: Reading Comprehension: "Adewale's Family"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 7

Topic: Reading Comprehension: "The Palmwine Carrying Ceremony"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b)skim for main points in passage; c) scan for specific information; d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

Lesson 8

Topic: Reading Comprehension: "The Class Time-table"

Class: Primary 5

Duration: 40 Minutes each

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

a) read the passage; b) skim for main points in passage; c) scan for specific information;
d) state/write the meaning of new words in the passage; and e) Answer the questions asked

Instructional Materials: Course book, dictionary, pictures.

Steps	Time	Teacher Activities	Pupils Activities
1		The teacher introduces the lesson to the pupils	Pupils pay attention to the teacher
2		Guide pupils to pick out new words from the passage	Listen to the meanings of new words and repeat after the teacher
3		Write new words on the board and tells pupils their meanings	Listen to the summary the teacher gives
4		Read the passage to the pupils	Read the passage to skim for main points
5		Explain the passage	Scan for the meaning of new words
6		Highlight the main points and then ask the pupils to answer the comprehension questions.	Answers the questions asked

TWO ACTIVE LEARNING STRATEGIES AND PUBLIC PRIMARY SCHOOLS PUPILS'ACHIEVEMENT IN ENGLISH READING COMPREHENSION AND COMPOSITION IN LAGOS STATE, NIGERIA

Research Assistants Rating Scale

Name:	Please Circle One					Notes:
Content Knowledge	1	2	3	4	5	
Use of Language	1	2	3	4	5	
Mastery of Steps	1	2	3	4	5	
Ability to Follow Guide	1	2	3	4	5	
Teachers' Appearance	1	2	3	4	5	
Overall Average Score General Comments						

Official Letter (A)

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF TEACHER EDUCATION

Head of Department
C. O. O. Kolawole
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24th April, 2017.

The Executive Chairman,
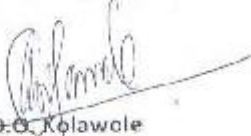Lagos State Universal Basic,
Education Board,
Maryland.

Dear Sir,

LETTER OF INTRODUCTION –
OYATOPE, OLADELE SUNDAY (MATRIC NO. 67373)

This is to introduce the above named Postgraduate Student of the Department of Teacher Education, University of Ibadan. He is embarking on educational research which necessitates collection of information from your schools.

Kindly assist him with regards to his request, which will enable him complete his research programme.

Thanks for your cooperation.

C.O.O. Kolawole
Professor & Head of Department

OTHER PROFESSORS
Oluremi A. Ayoode-Bamisaye, A. Abimbade, F.A. Adesoji,
Alice Olagunju, M. K. Akinsola, R. O. Akinbote, J. O. Ajiboye
Esther Oduolowu, B. O. Lawal

Our Vision:
To be a world-class institution for academic
excellence geared towards meeting societal needs.

READER
F. O. Ezeokoli

Our Mission:
• To expand the frontiers of knowledge through provision of excellent conditions for learning and research
• To produce graduates who are worthy in character and sound judgement
• To contribute to the transformation of society through creativity and innovation
• To serve as a dynamic custodian of society's salutary values and thus foster its integrity.

Official Letter (B)

LAGOS STATE GOVERNMENT

LSUBEB/PL/2006/16/74

16ᵗʰ May, 2017

TO WHOM IT MAY CONCERN

This is to inform you that the bearer, **Mr. Oyatope Oladele Sunday**, a Post Graduate Student of University of Ibadan has been granted approval by the Board to administer Questionnaire/Test on Pupils in Public Primary Schools in the State.

2.   The Test will be conducted in English Comprehension and Composition on Primary 5 Pupils in Six Schools, namely:

a) African Church Central Primary School, Agege

b) Ahmad Memorial Primary School, Agege

c) Adeife Sodipo Primary School, Somolu

d) Bariga Primary School, Shomolu

e) Adekunle Primary School, Lagos Mainland

f) Olimo Primary School, Lagos Mainland.

3.   Please note that the Test will be conducted twice at Eight (8) Weeks Interval.

4.   Kindly accord him the necessary support.

5.   Thank you.

Adelaja Abosede O (Mrs)
Board Secretary
For: Executive Chairman

STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)

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