

MODULE 1 THE NATURE OF READING, READING READINESS, READING APPROACHES, METHODS, STRATEGIES, AND TYPES OF READING

Unit 1	Language Skills and their Interrelatedness
Unit 2	The Nature of Reading and Important Reading Experiences in The Primary School.
Unit 3	Reading Readiness Skills
Unit 4	Approaches, Methods and Strategies of Teaching Reading I: Phonics, Structural, Look-and- Say, Word Form Clues, Picture Clues and Context Clues.
Unit 5	Approaches, Methods and Strategies of Teaching Reading II: Language Experience, Whole Language, and Literature Based, Oral, Silent and Individualized.
Unit 6	Types of Reading: Oral and Silent, Skimming and Scanning, Intensive and Extensive.

UNIT1 LANGUAGE SKILLS AND THEIR INTERRELATEDNESS

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Listening
3.2	Speaking
3.3	Reading
3.4	Writing
3.5	The interrelatedness of the Skills.
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Since this course is about teaching reading, it is necessary to devote the first unit to the four language skills and their interrelatedness. An understanding of the relationship of these skills would facilitate the teaching of reading, which is the focus of this course. Additionally, the content of this unit will remind you of what you have read and learnt about the four language skills. The skills are individually treated, so you can focus attention on specific aspects of each. Thereafter, you will perceive how

these skills are interrelated, and how the knowledge about this relationship can help you as a teacher, and your pupils in teaching and learning, any or all of these skills.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- list the basic language skills;
- distinguish between the receptive and the productive skills;
- explain the relationship among the four language skills; and
- explain how the knowledge of the interrelatedness of these skills, can aid the teaching and learning of the skills.

3.0 MAIN CONTENT

3.1 Listening

Listening is one of the four language skills. The others are speaking, reading and writing. Listening and reading are called the receptive skills, while speaking and writing are the productive skills. Listening and speaking skills are acquired naturally in a first language situation through the maturational process, and not consciously learnt like reading and writing. All the four skills are interrelated, and when put together, they form the basis for sound language ability.

Listening is the most fundamental of the four skills because, it precedes the others. We listen to others in both formal and informal speech events to understand, and make meaningful responses in oral or written forms. It is a skill which enables you to hear and decode the utterance of the speaker. Listening has been defined variously as ‘giving attention in hearing’; ‘an active and conscious process of paying attention to sound sequences’; and ‘a means of getting meaning from a speech act’. In summary, listening requires that you hear, think and be interested in the speech event (Joiner, 1986).

Listening accounts for a significant percentage of our daily communication activities. It is disheartening, however, to note that, it is the least taught of the four skills. This trend should be corrected as the neglect of this skill inhibits the mastery of the others! Teachers should endeavour to teach listening skill by building in activities and speech events, that will help the learners in the practical application of the skill. As you listen good English through radio, television and video broadcast, your vocabulary level increases and your knowledge of reading improves tremendously.

SELF-ASSESSMENT EXERCISE 1

Why is listening a fundamental skill?

3.2 Speaking

Speaking is a productive skill which is acquired through the maturational process. A child who does not suffer a speech defect will eventually speak. The basis of the spoken form of a language is effective communication, which can be aided by the mastery of the sound system of the target language. The normal child is able to speak at least in his mother tongue before he starts school. The English language teacher at the primary school is expected to build on the child's speech ability, through the provision of appropriate practical language activities. The teaching of the speaking skill is technical and requires both pedagogical and content competence. Teachers and trainee teachers must have these competences in order to effectively teach and evaluate the speaking ability of their pupils.

Listening and speaking are interrelated, as one depends on the other. Speech production is facilitated or aided by the listening skill, hence, children listen and speak the sounds they hear. This is the beginning of speech production and eventually the skill that can later on facilitate reading readiness.

Speaking is a complex skill that requires the speaker to have some micro-skills such as the ability to:

- pronounce clearly, the distinctive sounds of the language;
- use the stress, rhythmic and intonation patterns clearly;
- observe the rules of grammatical agreement;
- put words together in correct word order;
- use appropriate vocabulary;
- use appropriate register;
- make the sentence constituents clear enough;
- distinguish between main and supportive ideas or information; and
- ensure unity in discourse.

Some of this micro-skills are useful for reading activities later on in the pupil life.

Source: *slightly modified micro-skills from an extract from the lingual links library*-retrieved on 25/7/2010 from

<http://www.sil.org/lingualinks/languagelearning//speakingsskill.htm>.

SELF-ASSESSMENT EXERCISE 2

How do the micro-skills of speaking impact on the listener's ability to comprehend a speaker?

3.3 Reading

Reading is a receptive skill which involves the ability to interpret or decode printed symbols. The learning of reading starts from the mastery of the alphabet of the language (Okwilagwe, 1988). The skill should be effectively taught as it is a valuable asset to anyone who desires to explore the universe for gainful living.

3.4 Writing

The skill of writing is formally taught. Writing is not handwriting, nor filling in words in the blank spaces in pupils' work books. Writing is creating meaningful texts such as stories, descriptions or informative pieces. The writing skill is the ability to present ideas and views in a graphic form. Writing is very technical and requires a lot of effort to come up with pieces of writing that can be adjudged to be good. It is a skill that does not come naturally, but has to be learnt.

The teaching of writing starts with the knowledge of the individual letters of the alphabet. If teaching at this level is faulty, it has a negative effect on the pupils, as their inadequacies will be reflected in their subsequent education. Writing should be effectively taught as it plays a critical role in the child's literacy development.

The teaching of the mechanics of writing at the primary level should, therefore, be entrusted to teachers who are competent enough to affect the pupils positively. Materials for teaching should be graded and pupils must be guided in their practice.

SELF-ASSESSMENT EXERCISE 3

What is the relevance of the alphabet to writing?

3.5 The Interrelatedness of the Language Skills

A purposeful instruction in language must embody the four skills of listening, speaking, reading and writing. The pupils need all of these to be able to understand and express themselves in various communication contexts. There is an apparent closeness among the four skills as illustrated by Crow et al (1969) thus '...when we listen, we perceive, identify, and sense the impact of language meaning; and when we speak and write, we express ideas. These interrelationships should have direct implications for the development of language activities' (p.6). Below are a few examples of interrelationship from their collection.

LISTENING	SPEAKING	READING	WRITING
-Perceives the sounds of language -Senses and identifies emotions-moods -Identifies speaker's purpose and viewpoint -Makes judgments - draws inferences and logical conclusions	-Expresses through language sounds -Creates emotions-moods through speaking -Develops viewpoint and clarifies purpose -Summarises clarification	-Perceives the sounds of language -Senses and identifies emotions-moods -Identifies speaker's purpose and viewpoint -Makes judgments - draws inferences and logical conclusions	-Expresses through language symbol -Creates emotions-mood through writing -Develops viewpoint and purpose -Summarises clarification

Reading skills can be effectively developed through writing, listening and speaking. For example, learning to write and spell aid young children in the recognition and development of forms, letters, words and sentences. In this way, writing and reading are related. The connection between oral and written language is also established through writing because what is said orally can be expressed in writing, while what is written can also be expressed orally.

As a teacher, you must teach your pupils to recognise interrelationship of the language skills. This you can do by giving them language activities that will lead them to use different skills to attain similar objectives as illustrated in the above table.

Practical application

The child's listening skill must be developed to facilitate speaking. The teacher must incorporate speech events like short story telling and dialogues in his lessons. As the pupils listen to the teacher read these, they improve their listening skill, and as they themselves read these, they improve their speaking skill. What the children have listened to, and read about could be used as materials for speaking and writing.

The teacher exposes the child to objects, materials and ideas. Through this, the child builds up his vocabulary, associates the sounds he hears with the objects he sees and plays with, and then begins to talk about his exposure. The class environment should, therefore, provide a variety of pictures, objects and a shopping corner with items that will engage pupils’ interest, and increase their urge to speak on what they see. Children need to be guided to talk or report on what they have observed. For example, pupils should be made to recount their experiences after visits to the zoo, market, etc.

The teacher guides children to express their ideas and thoughts orally, while the teacher writes such expressions on the chalkboard. The teacher guides children to read the symbols on the chalkboard, by associating them with meanings which they have acquired through listening and speaking experiences. As soon as children are able to distinguish the symbols and their meanings, then they are prepared to venture into writing.

The exposition above must have given you an idea of the nature of the unity that exists among the four skills. You have seen how the listening skill helps to develop the speaking skill; the speaking in turn aids the reading, while the reading and writing complements each other! Below is the conceptual frame work of the interrelationship.

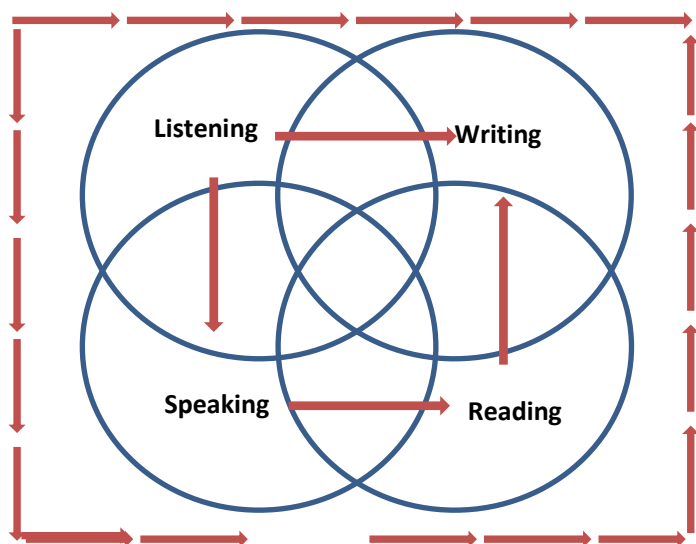


Figure 1: A conceptual framework of the interrelatedness of the language skills.

SELF-ASSESSMENT EXERCISE 4

Describe how you will teach the language skills to illustrate their interrelatedness.

4.0 CONCLUSION

Teachers of English must appreciate the language skills as means of developing effective communication. You, as a teacher trainee, need to be knowledgeable in the mechanics of the interrelationship of the skills. This will enable you see the wisdom in giving each of the skills the pedagogical attention it requires. You are once again reminded that the neglect of one impairs the mastery of the others.

5.0 SUMMARY

In this unit, you have been exposed to the four basic language skills, in the order of listening, speaking, reading and writing. You have also learnt that the four skills are interrelated, and none of them should be neglected by the language teacher. In the next unit, you will learn about the nature of reading and the various reading experiences which will enhance reading in the primary school.

6.0 TUTOR-MARKED ASSIGNMENT

Why is it important not to teach each of the language skills in isolation?

7.0 REFERENCES/FURTHER READING

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UNIT 2 THE NATURE OF READING AND IMPORTANT READING EXPERIENCES AT THE PRIMARY SCHOOL

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Definition and Nature of Reading
 - 3.2 Important Reading Experiences at the Primary School
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor -Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Reading is the key to a meaningful and purposeful life. A person who cannot read is like the blind man who has to be guided, and who could also be wrongly guided! It can, however, be argued that our forefathers were not literate, yet survived, and some at present are successful despite their inability to read. This could be true, but their survival must have been by providence. Since reading is a means to knowledge, it becomes imperative for you to equip our primary school pupils with the skill early in life. This unit sets out to teach the reading skill and the vital reading experiences that you must expose the pupils in your care to.

As a distance learner in the NTI (ODL) programme, reading is central to your success in the programme. You need to know how to read with maximum comprehension. Go through this unit and note what you can do to increase your reading – comprehension for maximum result.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define reading, with illustrations;
- outline the important factors in the development of the reading skill;
- apply the micro-skills to the teaching of reading; and
- design a well balanced reading programme for a primary 2 class.

3.0 MAIN CONTENT

3.1 The Definition and Nature of Reading

Reading is the process of making meaning out of the 26 squiggles we call the alphabet. It is more than just knowing how to say words.

Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and organizing all the ideas so you can remember and use them (Jane L. McGrath, 1995: xiii). This definition above aptly defines what reading is. Burns & Roe, (1980:18-22) outlined important factors that a teacher of reading must be aware of, concerning the nature and development of the reading skill. The awareness of these notions will guide the teacher in having a successful reading programme. These factors are paraphrased below.

1. Reading is a complex act with many factors that must be considered e.g. sensory aspects, perceptual aspects and sequential aspects. Other important factors to be considered are the relationship between reading and thinking, the relationship of reading to learning, reading as an associational process and affective aspects of the reading process;
2. Reading is the interpretation of the meaning of printed symbols (words);
3. There is no one correct way to teach reading;
4. Learning to read is a continuing process;
5. Children/students should be taught word-recognition skills that will allow them to unlock the pronunciations and meanings of unfamiliar words independently;
6. The teacher should diagnose each student's reading problems and use the diagnoses as a basis for planning instruction;
7. Reading and the other language arts are closely interrelated;
8. Reading is an integral part of all content area instruction within the educational programme;
9. The child/student needs to see why reading is important;
10. Enjoyment of reading should be considered of prime importance;
11. Readiness for reading should be considered at all levels of instruction;
12. Reading should be taught in a way that allows each child to experience success.

What successful readers should know

Pupils need to learn how to connect sounds and letters, letters and words, words and sentences. Songs and rhymes that pupils know well – and to which they can perform actions – help them to make these connection. So does shared reading, in which you read a big print storybook, with pictures, to your pupils. While you are reading, stop to show them each picture and to ask them what they think will happen next. When you have finished, use the book for letter and word recognition activities in which you ask individual pupils to point to and read particular letters and words. Remember to give

pupils plenty of opportunities to talk about the story – the characters, what happened and how they feel about the story, etc. Adapted from TESSA, <http://www.tessafrica.net>

SELF-ASSESSMENT EXERCISE 1

How can the knowledge of the nature of reading aid you in planning and developing a meaningful reading programme?

3.2 Important Reading Experiences at the Primary School

A balanced reading programme for the elementary school should consist of four types of reading experiences or exposures that can help learners develop reading skills for different purposes. These reading experiences according to Crow et al (1968:40-41) are: developmental reading, functional reading, recreational reading and enrichment reading.

- (1) Developmental reading experiences. These are reading experiences you expose your pupils to at the beginning of reading instruction. They form the basis of growth in reading. They focus on the development and enhancement of children's reading abilities through a sequential and systematic group and individual instruction. In order to have a meaningful developmental reading programme, you must have an organised plan of instruction that should include: a variety of reading activities; logical organisation of reading experiences and valuable culture based ideas. Useful activities for ensuring developmental reading experiences should include the following: reading the letters of the alphabet with pictures of objects and real objects, dramatisation, rhymes, story reading by individuals and groups.

Since these experiences are school based, you must ensure that the school environment is child-reading friendly. The classroom should be adorned with beautiful pictures of objects, charts of events and activities, as these attract pupils to want to stay in class, and be involved (Betts, 1954). Pupils can be guided to draw and paint objects of interest which can be displayed in the class, notice boards, etc. The following experiences are useful for developing and enhancing reading skills.

Mastery of the alphabet

Reading in any language is based on the knowledge and mastery of the letters of the alphabet. Your task as a teacher's task starts with teaching your pupils how to read the alphabet. This experience is made exciting when it comes in form of rhymes and songs. Matching of letters with objects is also accompanied with appropriate songs, which children can sing outside the school environment. You should display alphabet charts in class so that pupils can practise reading at their leisure.

Rhymes

This is a common reading activity. Teaching through rhymes makes learning interesting and exciting, as children learn and catch some fun in the process. Rhymes, which are accompanied with pictures, help pupils read with comprehension. They also help them to recall what they read. Below is an example of a popular nursery rhyme:

Twinkle, twinkle little stars
How I wonder what you are
Up above the world so high
Like a diamond in the *sky*.

Picture reading

This is a reading experience which requires the pupils to match language with vision. The pupils have to be guided as they sometimes misinterpret the pictures! Constant exposure of children to this increases their reading abilities.

You can bring together pictures of a girl brushing her teeth, sweeping the floor, eating on the table, and then moving out of the house with a school bag, to help your pupils read about the activities the girl performs before she goes to school.

Story telling

Encouraging pupils to tell short stories based on their experiences propels them to read. The teacher can write down the stories to form part of the reading materials; this excites the pupils, and increases their desire to read.

Dramatisation

Participation in short drama pieces is an experience which aids the pupils in their effort to read. Playing roles is fun to children, and will make learning enjoyable.

Functional Reading Experiences

These highlight understanding and abilities needed to read subjects like Social Studies, science and arithmetic, health, arts, and music. You can engage your pupils in simple practical activities in these subject areas. Part of these activities can form reading materials for the pupils.

Recreational Reading Experiences

Readers derive personal pleasure and enjoyment from this programme. Children also derive recreational values from stories and books selected, based on their ability levels

which eventually relate to their personal interests and experience. The teacher should ensure that the selected reading materials are those that would be found enjoyable and exciting by pupils.

Enrichment Reading Experiences

These require the involvement of interest groups to expand language experiences, serve research needs and create vivid experiences. The teacher may need to collaborate with individuals or groups that will integrate meaningful materials and experiences needed by the pupils to enhance their reading abilities.

Additional tips for enhancing pupils' reading skills

- **Motivation and purpose:** You must stress the purpose of reading to your pupils. Children will be motivated to learn to read if they are aware of the many advantages of reading. They should know that they can access the whole universe of knowledge, and at the same time derive pleasure/ entertainment from reading.
- **Fluency:** This is the ability to read fast, putting in the right feelings, emotion or emphasis, and yet derive full understanding. You should ensure young readers are fluent as this is vital to reading comprehension. A fluent reader is accurate and fast because he has the ability to recognise words and construct meaning with ease. Fluency is built through guided oral reading. You must be a model for your class.
- **Adoption of appropriate reading rate:** Learners and readers in general are exposed to a variety of reading materials, e.g. text books, reference materials, periodicals, manuals, on-line reading, newspapers etc. All these materials are not read the same way. An efficient reader has the ability to adjust his reading rate to suit the type of material he is reading. The way and speed he reads a newspaper will differ from the way and speed he studies his poetry/physics books. The former requires a superficial and casual reading, while the latter calls for an in-depth and serious reading.
- **Practice- Practice:** This is said, to enhance perfection. You should employ this valuable strategy to achieve your objective. You have to engage your pupils in exercises that will help them master the subject matter taught them (Fry, 1963; Snow et al, 1998).

SELF-ASSESSMENT EXERCISE 2

How can you develop a balanced reading programme for the primary school?

2.0 CONCLUSION

Effective teaching of reading can be accomplished if you can incorporate useful reading experiences in your reading programmes. You as a teacher in training should employ appropriate reading experiences to stimulate the interest of your pupils to read.

5.0 SUMMARY

In this unit, you learnt more about the meaning of reading, its nature, and how this can guide you to have a meaningful reading instruction. You also learnt about the four different reading experiences that children in primary schools should be exposed to. You are now aware of the activities that will help your pupils acquire the experiences.

6.0 TUTOR-MARKED ASSIGNMENT

Discuss with ample illustrations, useful reading experiences that can enhance the teaching of reading in the primary school.

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UNIT 3 THE CONCEPT OF READING READINESS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is Reading Readiness?
 - 3.1.1 Reading Readiness and Disadvantaged Children
 - 3.1.2 Reading Readiness and Gifted Children
 - 3.2 Pre – reading Activities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor- Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The state of readiness is crucial in the attainment of any task. In a complex task such as reading, readiness must be attained before success can be assured. The state of readiness in reading can be likened to the process of child birth. No matter how desirous or anxious the mother-to-be is, she must go through the process of labour to have her baby! The language teacher must therefore ensure that his pupils are physically and psychologically prepared to face the task of reading. This unit will highlight the imperativeness of reading readiness, and guide you teacher in carrying out basic reading readiness tests before you commence the teaching of reading.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- clearly define the concept of reading readiness;
- state the mental, physical and emotional factors that influence reading readiness;
- explain the differences between the disadvantaged and the gifted children in their performances in pre-reading activities; and
- select appropriate pre-reading activities to develop pre-reading skills for a primary 3 class.

3.0 MAIN CONTENT

3.1 What is Reading Readiness?

Reading readiness is a state of development which prepares the child mentally and emotionally for reading experiences. The child becomes ready, willing and capable of reading (Craw *et al*, 1969).

Readiness is vital in learning. The teacher should not be anxious to teach children how to read, if they are not mentally, physically and psychologically ready for it. Reading should be taught only when the children have attained a mental maturity, adequate oral language (listening & speaking) capability, interest and desire to read. Reading readiness is influenced by a group of interrelated factors which can be broadly classified as, physical, mental, social and emotional.

Physical readiness

For children to be ready for reading, they must:

- hear and see properly;
- possess functional speech organs; and
- demonstrate evidence of word recognition and perception.

Mental readiness

Mental readiness has to do with children's intellectual ability to demonstrate their ability to:

- demonstrate evidence of word recognition, for example, recognising a word as the name of an object, person, place etc.;
- pronounce words properly by accurately producing the sounds;
- speak in complete sentences;
- recite rhymes and short poems;
- tell simple stories;
- listen to stories and poems;
- participate in conversation and discussion;
- give oral reports of activities/errands carried out;
- use a variety of vocabulary items in oral communication, this is enhanced by you the teacher, providing many situations for the children to listen and speak to others, learn new words and reinforce the old ones learnt;
- listen to, and carry out oral instructions e.g. for errands;
- engage in simple dialogues with the teacher, classmates, friends etc.;
- name pictures and shapes;
- demonstrate oral capability (listening & speaking);
- make auditory and visual discriminations;

- develop eagerness to read; and
- differentiate word and sentence forms by distinguishing differences and similarities.

Social-emotional readiness

In order to display socio-emotional readiness for reading, children should:

- show good emotional adjustment to the school;
- possess satisfactory social traits;
- have adequate experiential and conceptual background; and
- have a keen interest and desire to read.

(Aboderin, & Orisawayi, 1980; Betts, 1954)

The teachers' role in facilitating reading readiness

The concept of pre-reading activities is borne out of the belief that children need to go through some learning experiences before they begin to read. Pre-reading activities are therefore, the experiences which prepare children for the actual reading tasks. These activities are mainly speech based. The role of the teacher is to provide the learners, especially during initial reading instruction, with the experiences and activities that will make them demonstrate the abilities stated above.

3.1.1 Reading Readiness and Disadvantaged Children

It is important to stress that the state of reading readiness varies even amongst normal children within the same age bracket or within the same class. Some children are exposed to reading before they start school, while some are introduced to reading at school. It is obvious that the latter group of children would experience some disadvantages, compared with those children that learnt to read before starting formal school.

The incidence of disadvantaged children in our primary schools is a serious challenge to language teachers. Some could be mentally retarded, while some could be experiencing some social, emotional, speech, or hearing impediments. All these children must be assisted to learn too, but not to the detriment of the normal and exceptional children within the same class. Such children need special assistance to boost their state of readiness. For example, the teacher can show love to these children by being friendly; he can give them individual attention, and even visit their homes to discuss possible means of reducing the effect of the children's challenges with their parents.

The teacher must manage the disparities well, so that no group suffers undue setback. The normal child or the already exposed child must not be made to go at the same pace with the disadvantaged child.

The teacher must bear in mind the background abilities and disabilities of each child, if he is really desirous of an effective readiness programme. The teacher must be conversant with the strengths and weaknesses of each child, so that he can generate a programme that will be beneficial to him/her.

3.1.2 Reading Readiness and Gifted Children

Gifted children are exceptional in character, personality traits, emotional stability, and adjustment to school. They exhibit their superior abilities at an early age. These are children who are endowed with high intellectual capabilities. They are said to be exceptional because they are superior to their mates/peers in their mental abilities.

In terms of reading, they are often two or more years ahead of their class, because they perceive relationships and meanings with relative ease; acquire a large pool of reading and speaking vocabulary. They are endowed with the ability to solve problems and respond to questions through their wide reading. The gifted or exceptional children must not be held back as that can get them frustrated. However, a teacher that is resourceful can manage this situation appropriately; he has to be committed enough to give individual attention when required (Crow *et al*, 1969).

The teacher should provide a variety of reading materials to meet the needs of individual children, and also make their learning quite exciting, and a conducive reading environment (adequate lighting, seats, attractive pictures to encourage pupils to learn). To all groups of children, the teacher should be considerate, sympathetic, friendly, and willing to give them an assurance of security.

SELF-ASSESSMENT EXERCISE

Describe three activities you could use to develop reading readiness skills of disadvantaged pupils in Nigerian primary schools.

4.0 CONCLUSION

Reading this unit must have taught you the importance of developing pre-reading skills in primary school children, preparatory to meaningful reading experiences. A child that is not fully prepared encounters problems in the various reading tasks. It is, therefore, your responsibility as teachers, to facilitate the acquisition of these skills by your pupils.

5.0 SUMMARY

In this unit, you have learnt that children should be mentally, physically and emotionally ready before they begin to read. You also learnt that while some children might not be ready to start reading because of their disadvantaged educational

background, others come to school already reading because of their enriched educational homes or because they are gifted. Teachers need to expose children to varied pre-reading activities before actual reading begins.

6.0 TUTOR- MARKED ASSIGNMENT

List and describe four skills that a primary school child should exhibit before embarking on formal reading.

7.0 REFERENCES/FURTHER READING

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UNIT 4 APPROACHES, METHODS AND STRATEGIES OF TEACHING READING 1

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Reading Methods
 - 3.1.1 Phonics Method
 - 3.1.2 Structural Analysis Method
 - 3.1.3 Look and Say Method
 - 3.2 Other Strategies for Teaching Reading
 - 3.2.1 Word Form Clues
 - 3.2.2 Picture Clues
 - 3.2.3 Context Clues
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The first three units of this course taught you some important notions such as the interrelatedness of the four language skills, the nature of reading and the concept of reading readiness. What you learnt in these units should serve as introduction to what you will learn in the rest of the course material.

The present unit and the next, will dwell on the main subject of this course, namely, methods of teaching reading. The various methods of teaching reading, their philosophical bases, and the strategies/techniques each method employs to teach reading will be revealed to you presently.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- distinguish between discreet and whole language approaches to reading;
- name and describe phonics, structural, look and say methods and the strategies for executing these methods;
- state the basic principles of the phonics, structural and look and say methods, and use them to prepare reading materials;
- state the shortcomings of the phonics, structural and look and say methods;
- teach pupils how to read and pronounce words using sound- spelling relationship;
- teach pupils how to recognise words by their forms/structure;
- select and use appropriate pictures to teach meaning of vocabulary, information

- and sequence of events; and
- teach your pupils how to use context clues to comprehend information in a text.

3.0 MAIN CONTENT

Effective teaching of reading at the primary school level has remained an area of concern to stakeholders of early childhood education. Teachers at this level need to be resourceful enough to acquaint themselves with emerging approaches and methods that make the teaching and learning of reading a rewarding experience. You should be guided by the fact that:

...there is no single method or single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading, and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach. (International Reading Association, 1999).

3.1 Reading Methods

Methods of teaching reading are based on two main approaches according to some philosophies or points of view. These are: discreet language and whole language approaches.

Discreet language approach

This is based on the point of view that learning to read is facilitated when learners are taught to understand and apply some basic principles of how a language operates at the word level. For example, learners are taught to read words by understanding the:

- relationship between how a word is pronounced and how it is written- sound spelling relationship; and
- structural components of a word, that is to read a word by the syllables that make it up.

The discreet approach is the foundation of the phonics, structural analysis and look and say methods which employ teaching strategies that emphasise phonemic and structural awareness at the word level. These methods will be discussed in this unit with illustrations of how you would employ them.

Whole language approach

This is based on the philosophy that learning to read is facilitated by teaching the learner to read in a holistic or global manner. The proponents of this approach criticise the discreet approach as too simplistic and not patterned to the natural way that language is used. With the whole language approach:

...teachers are expected to provide a literacy rich environment for their students and to combine speaking, listening, reading and writing. Whole language teachers

emphasise the meaning of texts over the sounds of letters, and phonics instruction becomes just one component of the whole language classroom (Reyhner, 2008).

You will learn more about this approach in the next unit.

3.1.1 Phonics Method

This is a widely used method of teaching reading. It is based on the alphabetical principle of letter- sound association, and spelling-sound association, that is, written letters are read the way they sound, and words are pronounced the way they are spelt. Simply put, children are to learn to read words according to the way they are pronounced orally. The advocates of phonics method emphasise the importance of learners having a phonemic awareness, that is, an understanding of the alphabetic principle that the spelling of words relates to how they sound when spoken (Reyhner, 2008).

The phonic instruction encourages a teaching strategy that deliberately provides reading tasks that teach learners to read words the way they are spelt.

The English alphabet consists of 26 letters, called **the letters of the alphabet** with **about 44 sounds called phonemes**. The phoneme is the smallest unit of sound in English. The teacher must, therefore, teach the children the ability to recognise the distinct sounds (phonemes) in words before reading commences.

The knowledge of phonics enables learners to interpret the meaning of texts/passages. Learners who are privileged to have been exposed to a wide range of vocabulary items before school, take advantage of phonics to access and read widely a variety of children's literature.

Pupils need to know how the letters on the page represent particular sounds and how they combine to communicate meaning in the form of words. This is why it is important for teachers to give your attention to phonics – the letters that represent particular sounds – when walking together with beginner readers. To take an example from English, you could draw a picture of a **dog** with separate letters d o g and then the word **dog** underneath. First ask pupils what they see in the picture (a dog) then point to each letter and pronounce it. Then pronounce the whole word. Then check pupils' understanding by pointing to produce each sound. Next ask them to tell you other words beginning with the sound. Give them example of your own.

Adapted from TESSA

The phonics method would have been a perfect means of teaching reading, but for the inconsistency in the sounds of the letters of the English language. In an ideal alphabetic system, every letter represents a phonetic symbol, ONE SOUND ONLY. Going by this yardstick, the English alphabet is irregular because, there are some letters that have different sounds in different words. In a word like carry, 'c' sounds like 'k' but sounds like 's' in the word city. Although the letter 'a' is in each of these words, may, can, care, and car, its sound in each is different. Furthermore, some clusters of letters may be written differently but sound alike e.g. receive, leave, and peeve. In words like island, debt, often and receipt, the underlined letters are silent.

The absence of a *one-on-one sound - symbol relationship as illustrated* above in many instances in English language sometimes creates reading difficulty for children learning to read. In spite of the above, the pronunciation of most English words follows the phonics principle.

The phonics is a popular method of teaching reading in Nigerian primary schools. Generations of people have successfully learnt reading through the phonics method. The relatively few exceptions to the rules of phonics should not imply that it should be thrown off. As the teacher of English teaches the rules, he must also stress the fact that there are exceptions to the rules, by giving as many examples as possible to illustrate these.

Tips for teachers

- Ensure that pupils in your class are able to recognise and read the letters of the alphabet;
- Expose your learners to a wide range of vocabulary and phrases through oral activities;
- Use graded reading materials with pictures, and vocabulary at learners' level. Teaching should be in stages, that is, step by step. Graded materials are texts about events and experiences with words, phrases, and sentences selected according to the language levels of learners. Examples are the basal reading series used in teaching reading in elementary schools.
- There is no rigid rule about what form of letters (capital or lower case/small letters) to teach first. Lower case is often commonly used, and so could be taught before the uppercase. Teach lowercase first, then teach uppercase. Next, teach both the lower and uppercases together.
- 'Alliteration' (repetition of the first letter sound in a word or phrase) is an effective way of teaching the alphabet. It is better achieved using nursery rhymes. For instance, the teacher trainee can teach sound 'B' with the rhyme below, noting the words underlined:

*Baa –baa- black sheep
 Have you any wool?
 Yes sir, yes sir, three bags full
 One for the master, one for the dame
 And one for the little boy who lives down the lane.*

You can also use tongue twisters such as:

Big, black boy bags big potatoes in his barn

- It is important to note that there is a relationship between written letters and their sounds like in- C-A-T, M-A-N, B-A-G, T-A-K-E etc..
- Children learn better if fun is introduced. The alphabet can be taught using rhymes, songs and games. We believe that you know many of such.
- Learning will take place if you use words and names of objects and places children are familiar with. Cultural objects, names and experiences are better than foreign ones.
- Teaching should be patiently done, while sustained practice is necessary.

Practical application

Stage 1. Using a chart on a blackboard or cardboard with letters of the alphabet, you teach while the children repeat after you. This is followed by making children to take turns in identifying the letters, and pronouncing the sound of each letter as it appears in different words.

Stage 2. You teach the sounds in word context using pictures of objects or real objects e.g. A for Apple/Ape; B for Ball; C for Cap; D for Dog.

Stage 3. You teach consonant sounds with the letters that match them, e.g.

*/c/ as in cup; /p/ as in pan
 /f/ as in fat; /h/ as in hot
 /g/ as in bag; /t/ as in cat.*

Stage 4: teach the consonant sounds at the initial, mid and final positions as in:

take (Initial)
 catch (mid)
 cat (final)

Stage 5. You teach vowel sounds and stress that each vowel letter represents more than one sound e.g.
/a/ as in ate; /a/ as in ball; /e/ as in pen; /e / as in we.

Stage 6. You build simple words of 2-3 letters e.g. O-N (ON), A-S (as); D-O-G (dog), C-A-P (cap). This can be taught using an alphabet table (see figure 3 below).

Stage 7. You proceed to teaching reading simple sentences by bringing in words already learnt e.g. That is a ball.
The ball is big.
The big ball is at the gate.

- Each stage goes with intensive practice and questions.
- Pictures, or/and chalkboard drawings will aid reading.

Mere chanting the alphabet in a chorus manner throughout the day can be boring, irrelevant and counter productive. Also chanting just one letter – word as in **a** for **apple** or **b** for **ball** can be unchallenging to pupils, if a whole lesson of two is devoted to this. Pupils like variety. They want to work with many letters and words in meaningful context, within a lesson through writing and touching, arranging, associating, singing the letter – sounds and the letter – words. Devote two minutes or three to doing some of these activities in a lesson.

SELF-ASSESSMENT EXERCISE 1

Describe and illustrate the alphabetical principle of letter-sound association and spelling-sound association of the phonics method.









A  ANT	B  BALL	C  CAT	D  DOG	E  EGG	F  FISH	G  GOAT	H  HOUSE	I  ICE
J  JUG	K  KING	L  LIME	M  MAT	N  NURSE	O  OX	P  PAN	Q  QUEEN	R  ROPE
S  SNAKE	T  TANK	U  UMBRELLA	V  VEIL	W  WIG	X  XYLOPHONE	Y  YAM	Z  ZIP	

Figure 2: An Alphabet table

3.1.2 Structural Analysis Method

In contrast to the phonics method which teaches reading of words on a letter-sound relationship, the structural method is based on the structure or form of a word this can be made of one, two, three or even five or more syllables. By recognising the syllables in a word, a child is able to read the word with ease. For children to use structural analysis to learn to read, you should teach them oral communication activities to recognise words of one, two, three syllables, before words of more syllables. Making pupils recognise that words are pronounced by syllables when learning to speak and listen, will facilitate teaching of reading beginners. The teaching strategy you should employ is give reading tasks that contain familiar words of various syllables to learners.

Other ways of teaching primary school pupils to use structural analysis of words when reading are through the processes of inflection and affixation using base words. Base word or root word is the smallest meaningful unit. Examples are *mat, come, cat, dance, eat*. A word can give rise to many other words by the process of inflection e.g. from the word “bake”, we can form- he bakes cakes; he baked cakes yesterday; Musa has a bakery. Learners should be taught how to inflect words and read these.

Inflection is the process of forming a new word by adding “s” “es” “ed” etc., to the base word. This process can change the word class of the base word to either the plural form or the verb form. Look at this illustration: book—books, pen—pens; the verbs, *to ride, to write* can take the “s” inflection to take this form-She rides a bicycle and Uchenna writes well.

Affixation is the process whereby new words are derived from the base word by adding syllables either at the beginning, or after the base word. When the syllable comes at the beginning, it is called a prefix and when it comes after the base word it is called a suffix. Here is an illustration:

The word “new” + the prefix re= renew + the suffix al =renewal. Note that “new” is an adjective, “renew” is a verb, while “renewal” is a noun.

Practical application

- You write a list of simple and familiar words e.g. verbs, nouns on the chalkboard;
- You write on the chalkboard, the “s” “es” and the “ies” inflections;
- You ask pupils to give the plural forms of the words by matching each of them with the appropriate inflection. You use the same strategy teach verbs with the “s” inflection;
- You provide in a similar way, prefixes, suffixes, base words and ask pupils to fill in gaps in sentences with the appropriate prefix or suffix;
- With time and practice, pupils will be able to tell base words and the appropriate inflections, prefixes and suffixes to use with them.

SELF-ASSESSMENT EXERCISE 2

Make a list of six base words, and show how you will use them to teach inflection and affixation.

3.1.3 Look and Say Method

This method is based on the belief that the child will read with ease if she is able to identify a word through its features by looking at the written form. The look and say method aims at teaching words, phrases and short sentences as a whole, not in parts as the structural and phonics methods. The teaching strategy is to guide the child to look at the word, phrase or sentence in order to recognise and memorise its forms and features. This is at variance with the phonics method where the child learns the letters and the sounds that match them to aid his reading.

According to the proponents of this method, when a child looks at a written word, or phrase or sentence, on a chart/blackboard, he/she can perceive and memorise the features, and will be able to recall the word or phrase when she comes across it again.

The look and say method could be used to teach words that do not follow the phonics principle, that is words that do not follow the regular letter-sound relationship such as, *cite, two, too, their, tough, know* etc.

The look and say method is effective for teaching the reading of sight words, that is, words which pupils have orally learnt, and are familiar with, through listening and speaking activities. Words in this group include verbs like, *come, go, went*; verb parts like, *is, am, was, are*; auxiliary/helping verbs like, *has, will, do, shall*; nouns like, *dog, goat, cup, food, mother, brother*; pronouns like, *I, you, she, he, it, they, our*; and prepositions like, *in, on, from*.

The look and say method is especially useful when you have taught your pupils how to identify the similarities and differences between pairs of printed words. Recall that visual and auditory discrimination was one of the reading readiness skills that we discussed in unit 3 of this course.

It is important to tell you that this method can only be effective if you make use of flash cards, labeled pictures of objects, places and matching cards. These will help the child, memorise and eventually remember the whole word, whole phrase or whole sentence.

The defect of this method is the fact that it requires rote memorisation. It is, therefore, suggested that it is merged with the phonics method for effective teaching of reading at the foundation stage.

Practical application

- You write on the chalkboard the words to be read, pronounce them while the children listen and repeat after you;
- You teach them to read each word, using flash cards with related pictures;
- You write short sentences about the pictures;
- You read the sentences by pointing and looking at each word, while the children repeat after you. It is important that children look at the targeted words carefully as they are pronounced by you. This will help them identify and remember them when they come across them again;
- You need to repeatedly form sentences using many word cards.
- You do this by laying the word cards together to form sentences.

NOTE: You can find many examples of materials using look and say method in elementary basal reading series.

SELF-ASSESSMENT EXERCISE 3

Enumerate the steps you will take to successfully teach reading using the look and say method.

3.2 Other Strategies for Teaching Reading

3.2.1 Word Form Clues

A technique for enabling beginning readers to recognise words and their meanings requires that the teacher guides them to see the forms/shapes of words and their similarities and differences. At the initial reading instruction, you need to guide the children to carefully observe and identify the written form/shape of words they have come across in listening and speaking. Let them see that words, such as cup and cap; fan and can share some similarities that make them rhyme, while words such as *sleep*, *eat*, *take* and *write* do not have such similarities. Teach the children how to recognise words that differ in form before those that are similar.

Use the technique of rhyming to get learners to note similarities and differences as illustrated below.

- Words that are similar in form e.g. fan-pan; can-ran; boy-toy; hat-cat; sun-gun; etc.
- Words that differ in form e.g. sleep-eat; take-write; stop-go; come-go; house-horse; home-hand etc.

NOTE: Teach the recognition of word forms first in isolation, and quickly follow up using them in sentences.

Practical application

- Teacher selects words that are clearly different in form, and guides children to recognise them by explaining the differences in the shapes and sounds of the letters of the words, e.g. sing, get, walk, and come;
- Teacher proceeds to write words with similar form e.g. leg and let; lead and leaf
- Teacher uses charts and stories that contain words with similar and different forms to teach pupils to recognise similarities and differences in forms/shapes of words in sentences.

SELF-ASSESSMENT EXERCISE 4

- i. Make a list of five pairs of words that have similarities in form. Make sentences with them to teach your pupils the notion of rhyming.
- ii. Make a list of five pairs of words that differ.

3.2.2 Picture Clues

Reading materials at the basic level are mostly in pictorial form. The attractive pictures are not just put there for fun, as they tell some stories. The children will deduce that a hunter is on a hunting expedition with his son and dog, by mere seeing the picture of a man carrying a gun, a small boy, and a dog along a bush path. Children develop their vocabulary through such exposures. The teacher can achieve a lot by engaging the children in group and individual discussions that will help them identify meaning of words from the pictures to enrich their basic vocabulary.

Practical application

- Teacher presents pictures of objects, persons, buildings etc depicting some activities to the class.
- Teacher guides children to form stories from the pictures. These are written on the chalkboard or displayed in charts.
- Teacher reads the stories to the class, while they are asked to role play the stories.
- Children go further to create picture books and picture dictionaries based on their acquired vocabulary from the stories.

SELF-ASSESSMENT EXERCISE 5

Make and select relevant and attractive pictures that tell a story, or describe an event/activity. Guide your pupils to tell the story or describe the activity while you write this on the chalkboard for the class to read.

3. 2.3 Context Clues

This is another strategy for teaching learners to comprehend a reading text. This is introduced after the child is able to identify individual words in sentences. This technique enables the child guess correctly the meaning of unknown words, using known and familiar words in the story. Simply put, it helps the child access the meanings of difficult words by analysing the words, phrases and sentences within the reading material. Meanings of words are deduced based on the child's previous or present information. For instance, in a sentence like "Daddy, Mummy and I always visit aunty Bosede after Sunday Mass". Children/readers can easily guess correctly what the word *visit*, means, through the notion of "going" which they come across in oral language.

There will be more discussion in the next unit on how you can teach primary school learners to use context clues in reading.

Practical application

- You select a reading text of interest to your pupils.
- You explain new words before pupils begin to read the story.
- You teach pupils how words they already know can help them understand new words.
- You finally guide the pupils to comprehend through appropriate questions.

You can use context clues in the simple passage below:

The farmer is going to the _____ to work. This is a _____ season.

The children are led to fill in the blanks by deriving clues from the context of **farmer** obviously going to nowhere but the **farm** with **hoes** and obviously **cutlass** in a **farming** season.

SELF-ASSESSMENT EXERCISE 6

Discuss briefly two of the strategies of teaching reading.

4.0 CONCLUSION

In this unit, you have learnt the main approaches of teaching reading at the primary school level, and the advantages and the limitations of each of them. It is expected that you would have the ability to combine useful features in each of them to teach reading effectively. This is because there is no perfect method! An eclectic approach to teaching reading where a combination of these methods is used would be more profitable than using one single method. What should guide you in your choice of method(s) will be the purpose you wish to achieve, and the individual and group needs of learners.

5.0 SUMMARY

In this unit, you have learnt that reading methods are based on *discreet* and *whole language* approaches. You also learnt that the phonics, structural and look and say methods are based on the discreet language approach which teaches reading at the word level. The unit further discussed the teaching strategies associated with each method. You also learnt that materials for teaching, based on each of these methods, can be found in basal reading series used in elementary schools. You also learnt how you can use word form clues, picture clues and context clues as strategies for guiding and teaching your pupils to decode difficult/new words that could impair their understanding of reading materials.

6.0 TUTOR MARKED ASSIGNMENT

- i. State the shortcomings of the phonics, structural and look and say methods, and how you can overcome them in order to have an effective reading programme.
- ii. With ample illustrations, describe how you can teach effectively difficult/new words using the word form, picture and context clues.

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UNIT 5 APPROACHES, METHODS AND STRATEGIES OF TEACHING READING-II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Whole/Global Language Approach
 - 3.2 Language Experience Method
 - 3.3 Basal Reader Method
 - 3.4 Literature Based Method
 - 3.5 Strategies for Teaching Reading
 - 3.5.1 Oral Reading
 - 3.5.2 Silent Reading
 - 3.5.3 Individualised Reading
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In unit 4, you learnt about the two main approaches to teaching namely, the discreet language and whole language approaches. You also learnt their distinguishing features and methods associated with each. The unit also treated each of the methods associated with the discreet language approach and the strategies for executing these. In this unit, you will learn in greater detail the whole language approach and the methods associated with this, namely language experience, literature based, and basal reading methods.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define whole language approach and compare it with discreet approach to teaching reading;
- define and use the language experience method to teach lower primary classes how to read;
- define the basal reader method and use it to teach reading to lower and higher primary classes lower and higher primary school levels;
- select appropriate reading materials and methods to attain specific reading objectives;
- discuss the differences between oral and silent reading strategies;

- explain two advantages of silent reading over oral reading strategies;
- define individualised reading strategy; and
- conduct a silent reading class using the procedure you learnt in this unit.

3.0 MAIN CONTENT

3.1 Whole/Global Language Approach

The approach is derived from the constructivist learning theory that says that children learn when what to learn is linked to their previous experience. This makes learning meaningful. In learning to read, a child who is given a written text/passage which is based on what he is familiar with in oral language will, with teacher's guidance, be able to read the passage. This is because he is reading what he is able to talk about and associating words/phrases learnt orally with the words in the written form.

The philosophy of the whole language approach is that you learn to read best when you are taught with natural and meaningful reading texts/materials. What this means is that the reading material must be based on the language that the learners have used or come across in oral language activities (listening and speaking).

The whole language approach, acknowledges the interrelatedness of the language skills of listening, speaking, reading and writing, and encourages pupils to learn to use all these together, when learning a language. The approach emphasises the meaning of texts over the sounds of letters, but adopts the phonics and structural methods whenever necessary. The teacher guides the learners to derive meaning from texts, by using their previous knowledge and experiences to interpret the printed material.

The method of teaching based on this approach is one where the teacher uses teaching/learning materials, that are based on themes familiar to the learners e.g. the family, games, sports. It is also the approach that uses what children enjoy reading such as animals, brave men or women, adventurous stories, fantasies, etc.

Practical application

Below are features of the whole/global language approach:

- It recognises that learning to read is facilitated when learners read natural and meaningful texts familiar to them.
- The interrelatedness of the language skills encourages combining these when teaching a language.
- It is a child-centered instructional approach which bases reading instruction on learners' needs and background experiences.
- It encourages teachers to build literacy rich environments by providing an array of interesting reading materials at the children's developmental level.
- It emphasises meaning of written texts over forms and sounds of letters.

- It uses the phonics and structural methods whenever it is necessary.
- It encourages pupils to use prior language experiences to decode meanings from reading materials/texts.

SELF-ASSESSMENT EXERCISE 1

Explain the basic principle of the whole language approach.

3.2 Language Experience Method

Learning is effective, when it is derived from learners' involved activities and experiences. The language experience approach advocates the teaching of reading using children's activities and stories that are based on their personal experiences over time. The method of teaching based on this approach uses teaching/learning activities and materials based on learners' experiences. Children's unedited utterances/speeches as they tell stories based on their personal experiences are written on charts or chalkboards by the teacher. Under the guidance of the teacher, the children read the stories repeatedly until they can associate the written utterances with the spoken.

This teaching approach, focuses on meaning based on the experiences of the pupils, and has been found productive in teaching reading to students with severe learning disabilities (Ward, 2005).

The approach puts a lot of responsibility on the teacher, as he is actively involved in giving individual attention to pupils. The learners benefit greatly because they are reading what they have experienced and talked about. McCormick (1988) has put the benefits of this approach as follows.

- It brings together the four language skills of listening, speaking, reading and writing.
- It extends the learners' creativity in story telling through speaking and writing.
- It helps learners understand that what they think and say can be written.
- It is learner-centred and demonstrates that learners' thoughts and language are valued.

NOTE: If you have a large class, you can break it into smaller groups. Each group will present a common story which is told by the group leader, while the teacher writes on the chart or chalkboard.

Practical application

- You seek information from the children about events and experiences they have had as individuals and/or small groups.

- You listen to the children as they narrate their experiences.
- Children can also express their thoughts/experiences in drawings, while you convert these to writing. This helps them remember what is written.
- You write the children's experiences as they narrate them on charts or blackboard.
- Children copy what you have written.
- You read along with learners, who gradually identify the relationship between their oral presentation and the teacher's written version.
- Learners' aim is achieved and they progress in their reading ability.

Advantages of language experience approach

Pupils are motivated to learn to read when learning materials generated from their own personal experiences are used by the teacher. A child for instance, dictates his experience to the teacher who, in turn forms a story from it. The child reads about his own experiences and is excited and fulfilled. Language experience stories can be drawn from visits to places of interest to the children, like the zoo, the air port, farms, parks, trips etc.

In order to make it more interesting, the teacher can, after class excursions, divide the class into discussion groups. A member of each group is made the secretary, to pull together the experiences of members of the group.

In addition to the skill of reading, children are able to develop their listening and speaking skills. This would later help them to develop their writing skill.

The child psychologist Bruno Bettelheim (1976) believes that if children find magic in stories, they will really want to learn to read. He argued that if children believes strongly that being able to read will open up a world of wonderful experiences and understanding, they will make a great effort to learn to read and will keep reading.

Sharing interesting stories with pupils is one way for the teacher to make reading a magical experience. Stimulating curiosity and imagination by encouraging them to create alternative endings or beginnings to stories and share these with their classmates is another way of stimulating and widening pupil's experiences through stories.

(Adapted from TESSA, module 1)

SELF-ASSESSMENT EXERCISE 2

How can pupils' life experiences help you accomplish the teaching of reading?

3.3 Basal Reader Method

This method teaches reading using graded basal reader series.

Basal reader series are texts/materials specifically designed to teach reading. They aid reading readiness in children and develop their reading skills. The series come along with workbooks meant to reinforce skills taught in class. Basal readers commonly contain folk tales and Literature of high quality and appropriate language/vocabulary level. Some series incorporate pictures and/or drawings, while some do not (Burns & Roe, 1980).

You should ensure that you select series that suit the individual and group needs of your pupils. You should also be conversant with the advantages and disadvantages of this method, so that you can make necessary adjustments in order to come up with a balanced reading programme for your pupils.

The major advantages and disadvantages as adapted from (Burns & Roe, 1980: 196-199) are given below.

Advantages

- The books are generally graded in terms of difficulty level (grammar, vocabulary and structure).
- The teacher is meaningfully guided by the manuals that accompany the series.
- Most of the series incorporate all aspects of the reading programme e.g. word recognition, comprehension,, oral reading, silent reading, reading for information, and reading for enjoyment. These help the teacher to provide a balanced teaching.
- The series ensure systematic teaching and review of the reading skills.

Disadvantages

- The deliberate control of vocabulary often makes the stories lack literary merit.
- The language structure is formal and thus, differs from that of a normal conversation that children/readers are used to.
- Settings and characterisation are white ‘middle- class suburban’ biased and therefore unfamiliar to children of other racial and socio-economic groups or those from rural backgrounds.
- The basal programme is not a total reading programme as it is often advertised. There is the tendency for teachers not to incorporate appropriate experiences that can provide a balanced reading programme for his pupils.
- There is often strict reliance on the teaching manuals without adequate consideration for the special needs of the pupils.

3.4 Literature Based Method

This approach is useful in teaching pupils who have mastered the rudiments of reading. It could be used for individualised and group instruction. Literature based method uses simply written literary texts that are often based on a theme. Examples are: *Eze Goes to School*, *Chike and the River*, *Stories My Mother Told Me* and others. Literature texts are read not only for literary value and enjoyment, but to teach pupils reading comprehension strategies. They are for example used in teaching pupils how to answer comprehension questions: main ideas, implied ideas, ability to express opinion, evaluate e.t.c.

Teaching reading using Literature texts

A Literature based method allows children to choose and read a variety of books by identified authors as selected by the teacher. These books, which cut across topics, are graded to meet different levels of difficulty. Children are free to choose between picture –telling texts and the more difficult ones.

Practical application

- You provide a variety of books within the interest and reading level of the class. You can source for books and keep such in a reading corner for class use.
- You give individual attention to pupils so as to listen to their individual readings, in order to identify areas of difficulty.
- Children discuss their reading with you, and ask questions to test their comprehension.
- You encourage sustained reading by ensuring availability of texts and monitoring learners' progress.
- You ensure guided reading by giving learners comprehension questions on some chosen literary texts.

SELF-ASSESSMENT EXERCISE 3

What is the role of the teacher in a Literature based method?

3.5 Strategies for Teaching Reading Based on Whole Language Approach

3.5.1 Oral Reading

Oral reading is commonly called “reading aloud”. It requires the voicing of the words in the printed material. Put differently, the lips and the vocal organs are involved in oral reading. The child has the opportunity of listening to his own reading.

You can ask pupils to read individually or in small groups. Oral reading has the following advantages.

- It increases comprehension.
- It promotes literary appreciation through pupils' identification of the pronunciation of words in the reading material.
- It brings out speech disorders for possible correction.
- It trains pupils in the art of speaking, because as they read, they improve their pronunciation, intonation etc.
- Oral reading develops pupils' fluency.
- It provides beginners the opportunity to read to others and thus, overcome shyness in speaking.

Tips on selection of texts for oral reading

Before we proceed to the practical teaching, we shall give you some tips on how you will select reading texts/materials for learners at the primary level.

- Select texts that will meet pupils' reading abilities; if the reading materials are above their level, they will find it difficult to learn;
- Select texts that are of interest to them, so that they can derive pleasure and satisfaction from what they read.
- Select texts that are related to pupils' culture/ environment so that their personal experience can assist them understand the textual concepts.
- Texts at the junior primary level should be pictorial, colourful and well illustrated.
- Texts for the senior primary should have relevant illustrations.
- Text format should be appropriate, while the print (font size) should be bold enough for easy reading.

Practical application

- You motivate your class using songs, rhymes or any other means.
- As a model, you read the text/passage to get your pupils' attention, and stir their interest.
- You provide examples of voice quality, such as tone, pitch and inflection in order to help your pupils develop the right voice when reading.
- You identify new words, write them on the chalkboard or on charts and explain their meanings in the context of the passage.
- You give room for questions, if any.
- You call on individual pupils to read, while others listen attentively.
- You correct wrong pronunciation in the course of reading, to allow for fluency, which is one of the aims of oral reading.

- You guide pupils through the questions that follow, to test their level of comprehension.

SELF-ASSESSMENT EXERCISE 4

List and describe with illustrations, five measures you will consider in setting up a meaningful oral reading programme.

Silent Reading

This is a type of reading that is personal to the child, unlike oral reading where the child reads aloud. Reading aloud is used for learning how to read, for reading fluency and for reading to listen to sounds, words, pronunciation of words, etc. Its primary purpose is not to comprehend, although some measure of comprehension can be achieved. When reading is for comprehension, or is better read silently. Reading aloud can slow down your reading speed and comprehension. Silent reading is a strategy that aids life long learning. Adults and efficient readers often read silently because it enhances both their comprehension and speed of reading. It also allows for personal enjoyment of the content being read. Newspapers, textbooks, magazines, letters, text messages etc are read silently. In the school, silent reading is encouraged for academic purposes e.g. reading for assignments and study for examinations.

NOTE. The tips for selection of reading materials for oral reading are also applicable here. You should remember that the aim of silent reading is to read fast and understand the message that is contained in a text/passage, so your strategy and technique should aim at achieving that goal.

Practical application

- You start your lesson by introducing motivating rhymes or a recall of your last lesson.
- You may as a model, read the passage depending on the length and the difficulty of the words/phrases in the text.
- You write new words on the chalkboard and explain their meanings in the context of the passage.
- You give room for questions, if any.
- You guide pupils to read silently, answer the questions that follow either orally or in writing.
- You give pupils more reading passages for practice.
- Pupils read the passages, answer questions orally or in writing.

Below is a sample passage for Silent Reading.

Polite tortoise

Pre-reading question. What stories do you know about the tortoise? What tricks does he play? You can get your pupils to dramatize a short play of tortoise and its trick. You can also read an interesting part of the story to motivate the pupils to want to read the story.

The Passage

Once upon a time, Tortoise was walking along when he got a thorn in his foot. "Ouch!" he cried. "Now, I can't walk. What shall I do?"

After a while, an old woman passed by. Tortoise politely asked her for help. "Excuse me, Madam. Could you help me please? Could you pull a thorn out of my foot?"

The old woman smiled and bent down. She found the thorn and quickly pulled it out. Tortoise thanked her and they both went their way. However a minute later, Tortoise had an idea. He called after the old woman, "Excuse me, where is my thorn, Madam?"

"I don't know", answered the woman. "I threw it in the bush."
Tortoise began to cry, "Oh no! My thorn is lost. What am I going to do?"

The old woman felt sorry for Tortoise and said, "Please don't cry. Here's an egg for you."

Tortoise was very pleased. He took the egg and walked on to a village. He knocked on the door of a house and a man answered it.

"Please Sir," said Tortoise politely, "may I stay the night with you? It's late and cold."

"Yes of course you may. Please come in," said the man.

You should let them enjoy the story first before giving them comprehension questions. They should not see reading as an activity to test comprehension only.

Comprehension questions

1. Why couldn't Tortoise walk?
2. Who helped him?
3. What did she do?
4. What did Tortoise ask the old woman to give him?
5. Did Tortoise really want the thorn?
6. Why did Tortoise cry?
7. What did the old woman give Tortoise?
8. What did Tortoise want from the man in the village?

Source: *Premier English for Nigerian Primary Schools Pupil's Book 5*

3.5.3 Individualised Reading

This kind of reading is child-centered because, the focus is on the individual child. Children read simple texts/ stories on their own, and seek the teacher's aid if they have any problems with understanding the ideas in the texts. The child selects what to read from the list of books in the class. He reads this silently on his own or orally to the teacher where the class size is not large.

Characteristics of Individualised Reading

Burns & Roe, (1980) give the following as tips for organising individualised reading instruction.

1. Self-selection. Children are allowed to choose reading texts of interest. It thus, has a built-in motivation since they read what they choose to read;
2. Self-pacing. Children can read at their individual pace. It respects the principle of individual differences;
3. Skills instruction. The teacher helps the children develop the word recognition and comprehension skills as and when needed. Skills instruction occurs either on individual or group basis;
4. Record keeping. The teacher keeps records on the progress made by the individual child. He is guided by the child's reading performance in the recommendation of books that can be read independently by the child.
5. Student-teacher conferences (meeting). The teacher schedules a meeting with each child one or two times a week. The conference will vary from three to fifteen minutes in length, depending on the purpose (mainly to assess progress made).
6. Sharing activities. The teacher plans some time each week for the children to share books they have read individually with one another.
7. Independent work. The children are involved in much independent work, rather than spending most of the assigned reading period in a group with the teacher.
8. Oral reading. The children are also given an opportunity for individual oral reading of their texts. The teacher listens and asks individual questions to test their understanding of the texts.

This approach to teaching reading is not commonly practised in Nigerian primary schools, especially the public ones. This could be partly due to the burden it puts on the teacher, such as establishing children's reading levels and interests through assessment tests, the need for the teacher to have read books available to the children for comprehension testing, devotion of individual attention to children, and provision of a variety of books, magazines, and other useful reading materials in large quantities.

As demanding as this strategy of teaching reading is, you are encouraged to use individualised instruction for helping pupils who are lagging behind in your class. It is a way of bringing varieties into reading in classroom situations.

The eclectic approach to teaching reading

Elementary school children will be able to read when appropriate reading methods are used by the teacher to teach them. However, the eclectic approach, a combination of positive features of all methods is suggested for optimal reading success. This implies that you should possess a strong grasp of all methods, so that you can select a method or a combination of methods that suits the needs of your pupils at any point in time.

In addition to the application of the eclectic approach, it is important to stress that you should be able to employ the strategy that is most effective to teach each method of reading. The language experience approach for instance is suitable for the phonics and structural methods.

SELF-ASSESSMENT EXERCISE 5

Explain how you can adapt the individualised reading strategy to teach reading in Nigerian primary schools.

CONCLUSION

Units 4 & 5 have dealt extensively with the major approaches, methods, strategies and techniques of teaching reading at the primary school level. You will discover that, there is no method that can be adjudged to be the best, and thus successfully make all children read.

You have been adequately prepared to face the challenges of teaching reading to your primary school pupils. Since you may not find a method that will teach reading successfully to all that desire to read, you have to be discretionary in your choice of method(s).

5.0 SUMMARY

In this unit, you have been taught the whole/global language approach and the methods associated with it, namely language experience, Literature based, and basal reader. The strategies for teaching oral, silent and individualised types of reading have also been dealt with.

6.0 TUTOR-MARKED ASSIGNMENT

- i. Compare and contrast language experience, whole language and Literature based methods of teaching reading.
- ii. Discuss in full, the benefits of oral and silent reading.
- iii. How can you attain the goals of reading through the individualised strategy?

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UNIT 6 TYPES OF READING: ORAL AND SILENT, SKIMMING AND SCANNING, INTENSIVE AND EXTENSIVE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Oral and Silent Reading
 - 3.2 Skimming and Scanning
 - 3.3 Intensive and Extensive Reading
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

There are six main types of reading, each used for a specific purpose. At any given time of reading, a reader could use one or a combination of these, depending on the purpose(s) for reading. Here are different types of reading.

1. Oral and Silent
2. Skimming and Scanning
3. Intensive and Extensive.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define each of the six types of reading presented in this unit;
- explain when to employ each reading type;
- distinguish between oral and silent reading, skimming and scanning, intensive and extensive reading;
- skim and scan a given material for information;
- teach the uses of each type of reading to learners; and
- select material for teaching each type of reading.

3.0 MAIN CONTENT

3.1. Oral and Silent Reading

Oral reading

Oral reading is also referred to as “reading aloud”. Children should be taught to read aloud sometimes. This helps them to learn the right pitch and stress in the spoken language. Teachers and adult listeners can guide learners when they read to effect

necessary corrections. Oral reading is also used to teach pronunciation. As your pupils read aloud, you listen and correct poor pronunciation.

Reading for comprehension is less limited in but intense in silent reading. You can give a passage from the class reader and call different children to read it orally. You correct for pronunciation and fluency. You ask the class questions based on the passage.

It is important to stress that reading fluency is attained through oral reading, The teacher himself should be a good model , and should guide the children to acquire and develop appropriate pronunciation, stress and intonation patterns. Reading materials for oral reading include: nursery rhymes, short plays, short stories, passages, dialogues and whole Literature books for primary schools. Reading aloud prepares the child for future professions such as law, newscasting, politics, and so on.

Tips for classroom practice

- Teacher selects a reading material e.g. a passage, based on pupils' reading abilities.
- Teacher ensures that every child has a copy of the passage.
- Teacher calls different pupils to read orally.
- Teacher listens and corrects poor pronunciation, to facilitate fluency.
- Teacher lists difficult words on the chalkboard and explains them to aid comprehension.
- Teacher may pose some questions before reading begins to aid comprehension or ask such questions after reading.
- Teacher should ensure that a passage is read by more than one child.
- A difficult passage should be read by more children.
- Teacher motivates and makes necessary correction.

For effective oral reading, teachers should be good role models for pupils. Your pupils are likely to become more interested in reading if they see you reading in a lively manner. Try to make time each day for you and your pupils to read orally or silently in class. Young pupils could look at a picture book with a partner or listen to someone reading with them in small group.

(Adapted from TESSA, module 1)

SELF-ASSESSMENT EXERCISE 1

Is oral reading an effective method of teaching reading?

Silent Reading

This is a type of reading that is internalised, unlike the oral reading where the reader reads aloud. Efficient readers read silently because it enhances both maximal comprehension and speed of reading. Silent reading skill is desired for learning and knowledge, as it facilitates the development of a critical mind which is needed to be able to derive maximum benefits from the content of reading. Silent reading may be used in the senior primary classes, but may not be appropriate for beginning reading instruction, where pupils need to be properly guided to ensure comprehension. The selection of reading materials for these young learners should be carefully done by the teacher, if the aim of silent reading must be achieved. The selection should be based on some of the following considerations.

- Texts or passages must be of right difficulty level.
- Texts must be of interest for maximum comprehension.
- Texts should be colourful and illustrated with relevant pictures.
- Texts, stories or passages should not be too long.
- Reading materials should be based on children's background.
- Reading materials should contain practice exercises, since 'practice makes perfection'.

SELF-ASSESSMENT EXERCISE 2

With ample illustrations, distinguish between oral and silent reading.

3.2 Skimming and Scanning

Skimming

When you read some materials, your aim may not be to achieve complete comprehension. You may need to skim or scan depending on the type of information you want to access. It saves time to skim or scan.

Skimming is when you read selectively to obtain a general idea in a reading material. Skimming technique is suitable if you do not require complete information, but the most important ideas. It is common to skim--- a book, article, newspapers, magazines, weekly reader etc.

If you have a reading material which you must read within a given time, you are left with the option of skimming it, by reading some parts, and leaving out some. In skimming a material, you may have to focus on the following.

- The title;
- The sub-title or introductory paragraph;

- The headings;
- The topic sentence of each paragraph;
- Key words;
- The title of maps, graphs, or diagrams;
- The last paragraph or conclusion of the text.

To teach the art of skimming, you assign your pupils a reading text that is within their comprehension level. You will ask them questions which will not require their having to read the whole passage intensively. They should be able to respond to the questions promptly. Below is a passage for illustration.

The Seashell

Once upon a time, four sisters lived in a village near the sea. They loved the beach and the sea. They spent many days playing happily there. They collected shells, built sandcastles and ran in and out of the sea shouting with joy. Sometimes they swam where the water was shallow. They dived to the bottom and then jumped out with a scream. However, they were careful not to go where the water was deep. Their father always said, “Don’t go into the deep water because the sea is dangerous.”

One day, they were collecting shells. Each of the four girls made a pile of beautiful shells which they wanted to take home to give their mother.

On the way home, Oluchi, the youngest girl, suddenly remembered that her most beautiful shell was still on a rock at the beach. She wanted to go back to fetch it. Her sisters didn’t want to. It was getting dark and they were tired. They didn’t want to go all the way back for one shell. However, Oluchi insisted that she had to go back to get it. So she went back to the beach alone.

(Source: *Premier English for Nigerian Primary Schools Pupil’s Book5*).

Questions: (1) Who is Oluchi?

Scanning

This is when you read a material in search of specific information. This is likened to a situation when you have to search for a friend at a political rally ground, or search for a particular book on a shelf of a university library.

Scanning is quickly looking for specific information so as to save time. Easy as it seems, it can be frustrating if not done in an effective and systematic way. The following items can be scanned: advert for job placement in newspapers, telephone numbers in a telephone directory, a particular name on an admission list, dates and names of persons, places, and events etc.in written passages.

At the primary school level, pupils do not engage in complex materials. They may be required to scan short story books or read passages for specific details.

** Below is a question to test your pupils 'ability to scan, using the passage used for the skimming exercise above.

- (2) Why did Oluchi go back to the beach alone?
- (3) Did the sisters go back to the beach with her?

SELF-ASSESSMENT EXERCISE 3

Why do readers need the skills of scanning and skimming?

3.3 Intensive and Extensive Reading

Intensive Reading

Intensive reading is also called "in-depth reading". The intensive reading skill is needed to access information in subject areas by pupils. Content or subject areas such as Social Studies, Mathematics, and Integrated Science in primary schools require intensive reading skill. This is a very important skill that must be developed right from the rudimentary stage. Intensive reading is aimed at gaining detailed understanding of the text. The reader reads for accuracy, hence he must pay maximum attention to the various aspects of the text such as, the title, the main and detailed information in the paragraphs and linkage of paragraphs. Intensive reading skill equips readers with the ability to:

- read and obtain literal or stated facts/information
- interpret the thoughts or views of the writer, and be able to arrive at conclusions;
- generalise, based on certain facts or information contained in the text;
- apply the writer's experiences in handling personal circumstances.

Practical application

In teaching intensive reading at the primary school, the teacher must accept important responsibilities like:

- introducing the text by relating it to children's experiences;
- showing relevant objects or pictures to arouse discussion on the topic;
- presenting and explaining new words;
- giving questions to guide pupils' reading;
- guiding group and class discussions of questions and answers; and
- creating opportunities for further practice.

*Remember to always select reading materials that are appropriate to the interest and language level of your pupils.

A Comprehension Passage to Teach Intensive Reading

Read the following passage and answer the questions that follow.

Favourite Foods

Pre-reading: What is your favourite food? Why is it your favourite?

Other pre-reading activities that you can use are:

- showing pictures related to the passage to be read;
- brainstorming on the passage;
- working on the difficult words on the passage that can hinder comprehension;
- reading a section of the passage for motivational purposes, etc.

It is Sunday tomorrow. Atinuke is getting very excited. She loves to shop with her mother on Saturdays. She also loves Sunday because of the special lunch that they usually have at home.

“Shall we do our shopping now?” she asked her mother.

“I haven’t got enough money at home. Let’s wait for your Daddy to come home. He’s gone to the bank,” said Mother. “What do you children want to eat tomorrow?”

“Rice and chicken,” shouted Atinuke.

“Why rice? I prefer pounded yam,” said Tunji, Atinuke’s younger brother.

“Rice is better,” said Atinuke firmly. “What do you know? I’m older than you!” Atinuke said angrily.

“What has our age got to do with pounded yam and rice?” Tunji asked.

Atinuke thought for a second before replying, “Nothing, but I know that all my friends prefer rice to pounded yam.”

“Then they don’t know what they’re missing. Pounded yam is simply the best in my own opinion, especially when eaten with egusi soup,” said Tunji.

“I don’t agree,” argued Atinuke. “You can make rice in different ways. There is jollof rice, fried rice, coconut rice and rice pudding but you can only make pounded yam as pounded yam”.

“Pounded yam is very stiff and very filling. You can have it with any soup of your choice like ewedu, egusi, spinach and ogbono,” said Tunji.

“Children,” laughed Mother, “Stop this argument now.”

Questions:

1. Why is Sunday a special day to Atinuke?
2. What is Tunji's favourite food?
3. Which of the foods come in different ways? Name the varieties.
4. What is Mother's reaction to the argument about rice and pounded yam?

Source: Adapted from *Premier English for Nigerian Primary Schools Pupil's Book5*.

SELF-ASSESSMENT EXERCISE 4

Select an appropriate passage from a primary five reader, and explain how you will use it to teach intensive reading to your pupils.

Extensive Reading

Extensive reading is also called "wide reading". This skill is required to enable a reader complete a large volume of reading within a short time. Extensive reading skill is very useful in reading widely to acquire subject and general knowledge. A reader using this skill is able to combine speed with comprehension.

The language teacher at the primary school should select/ provide his pupils with reading materials that suit his pupils' level of reading ability.

Appropriate reading materials include: *novels, short stories, newspapers, magazines, manuals*, etc. The benefits of training primary school pupils in this skill include:

- increased vocabulary;
- fast and fluent reading;
- stimulation of reading interest;.
- language development;
- access to information and general knowledge;
- provision of pleasure reading;
- promotion of comprehension.

Though extensive reading goes beyond class reading, you should be able to effectively monitor the progress of your pupils especially in the following key areas:

- exhibition of desirable reading traits, even in the absence of the teacher;
- evidence of enhanced vocabulary and interest in the texts;
- participation in post-reading activities in both oral and written forms.

Extensive reading helps pupils become used to reading independently and in their own pace which may be faster or slower than some of their classmates. The focus is on reading the whole story or the whole chapter if the story is very long. Such reading is followed by pupils' personal responses to what they read. Extensive reading can be done in class but mostly outside the class during pupils' spare time. A teacher can use a class reader or different books that pupils have chosen from a classroom or school library or with newspapers and magazines. To organize an extensive reading programme:

- Collect interesting books, magazines and storybooks that are an appropriate level for your pupils
- Set aside 15-20 minutes everyday or three times a week for extensive reading.
- Ask pupils to choose a text to read silently. Read yourself as they read
- At the end if they have not finished the book, ask them to use bookmarks to identify where they stopped. They may take the book home to complete, if feasible.
- Ask pupils to make or contribute to reading record, reading diaries, or share the story read in groups.
- Move round to see that pupils are reading and contributing in small groups.

(Adapted from TESSA, module 1)

SELF-ASSESSMENT EXERCISE

Why is extensive reading a necessity in a literate society?

4.0 CONCLUSION

In this unit, you have learnt that reading is done for different purposes. Some read for study, some for information, while some for pleasure. The purpose of reading determines the technique to employ; this explains why this unit has treated six types of reading extensively. You are expected to help your pupils identify their purposes for reading, so that they can apply appropriate strategies.

4.0 SUMMARY

This unit has taught you the six types of reading, and how you can teach them successfully at the primary school. If you employ the techniques along with appropriate reading materials, your pupils will be able to achieve their reading purposes.

5.0 TUTOR-MARKED ASSIGNMENT

Select suitable reading materials, and give a detailed procedure of how you would teach each of the six skills.

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