

Effects of Literature Circles, Dialogic Reading and Vocabulary Self-Selection Strategies on the Reading Comprehension Skill of Lower Primary School in Osun State, Nigeria

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Abstract

Acquisition of early reading skills is of immense significance to the growth and development of children's academic pursuit as virtually all subjects require reading at all levels of education. It has however been observed that children and students at primary and post primary institutions have poor reading habit that has been affecting them in their academic performances both at the internal and external examinations. It is on this premise that these researchers employed literature circles, dialogic reading and vocabulary self-selection strategies with a view to improving the children's reading comprehension of pupils at the early childhood stage. Pretest-posttest control quasi experimental design was used. Multistage sampling technique was used in selecting eight schools from the three senatorial districts of Osun State. Data collected were analysed using descriptive and inferential statistics. Results revealed that reading comprehension of the pupils were positively significantly improved.

Keywords:Literature Circles, Dialogic Reading, Vocabulary Self-selection, Reading skill, Reading Comprehension

1. Introduction

Literacy has become a global issue because the level of a nation's development is directly or indirectly linked to its literacy level as observed by UNESCO (2010). In the opinion of Popoola, Ajibade, Etim, Oloyede and Adeleke (2010) an illiterate society is a limited society. The importance attached to literacy is often noticed in the efforts being made by every development-driven nation. Literacy is the ability to read and write, and it is also regarded as a life-long process. However, it has been established that the early childhood years serve as an important foundation for subsequent literacy development. The degree to which children acquire literacy skills is a strong predictor of future academic success. It also has long-term social, political and economic implications for families and societies. Odejobi (2014) opined that every child deserves a good start in life. The early years are the time the child develops physically, emotionally and intellectually at a fast pace and this is the foundation for a healthy, secure and alert person (Oduolowu, 2011). Accentuating the need for early literacy, the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) (2007) jointly remarked that one of the best predictors of whether a child will function competently in school and go on to contribute actively in any increasingly literate society is the level to which the child progresses in reading and writing.

The fundamental definition of literacy is being able to read, write and count; being able to understand the uses of the abilities of reading, writing and counting. However, according to UNESCO (2010) literacy is more than the ability to read, write and to count but that which involves ability to read and comprehend such that learners internalize information, not only for the development of an individual but also for the society. This view is also corroborated by Annan (2011) who sees literacy as a bridge from misery to hope. To him, literacy is a tool for daily life, the road to human progress and the means through which every man/woman can realize his/her full potentials. In another perspective, literacy is described as the ability to communicate meaningfully from the use of a variety of socially contextual symbols. Within various levels of developmental ability, a literate person can derive and convey meaning, and use his/her knowledge to achieve a desired purpose or goal that requires the use of language skills either spoken or written. A literate person can mediate his/her world by deliberately and flexibly orchestrating meaning from one linguistic knowledge base and applying or connecting it to another knowledge base. Reading is one of the essential components of literacy which play crucial role in the process of acquiring knowledge and skills for personal and societal development. Johnson (2005), Ikonta (2010) and Odejobi (2014) described reading as a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, communication, and of sharing information and ideas. Joan (2008) described reading, in every language, as a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude and language of the community which is culturally and socially situated. The reading process requires continuous practice, development and refinement. Adegbite (2010) described reading as the ability to interpret words or pictures in print; the association of meaning with pictures, words, phrases and clauses at the sentence level. It is also a sort of silent and individual activity carried out in order to retrieve information. Reading is further succinctly regarded as a survival skill, a tool for continuous learning which spans through life (Ikonta, 2010).

Globally, it has been revealed that over one billion children are illiterates (Newman & Dickson 2009). In Nigeria, Universal Basic Education Commission (2009) also declared that over 50 million Nigerians are illiterates while Abudullahi (2003) revealed that 56.3 percent of those in the primary schools are illiterates irrespective of sex or school type. Kolawole and Ajayi (2004) as well as Oribabor (2014) also asserted that many pupils in Nigerian primary schools (in both public and private) are still suffering from reading problem. These situations call for great concern towards the employment of suitable learning strategies for learners if the future of Nigerian children and the literacy level is of any importance to the Nigerian society.

1.2 Purpose of the Study

The purpose of this study is to investigate the effects of literature circles, dialogic reading and vocabulary self-selection strategies on the reading skills of lower primary school children.

The objectives of the study are to:

- (a) examine the effects of literature circles, dialogic reading and vocabulary self-selection strategies on the lower primary school pupils' reading comprehension in Osun State;
- (b) compare the effects of the three strategies on the lower primary school pupils' performance in reading comprehension based on school type, and
- (c) determine the effects of the three strategies on lower primary school pupils' performance in reading comprehension based on sex.

1.3 Hypotheses

This study tested the following null hypotheses:

- i. There is no significant effect of literature circles, dialogic reading and vocabulary self-selection strategies on the reading comprehension of lower primary school pupils in Osun State.
- ii. There is no significant difference in the effect of the three strategies on the reading comprehension of the pupils based on school type.
- iii. There is no significant difference in the effect of the three strategies on the reading comprehension of pupils based on sex.

2. Conceptual Framework

2.1 Literature Circles Strategy (LCS) was developed by Karen Smith and popularized by Hervey Daniel. Literature Circles Strategy entails the use of literature books to be chosen by the group members. The class is divided into groups called circles. Each group chooses a literature text and every member of the group reads an assigned area which is later discussed in the group. Members of each group are given positions like; discussion director, word wizard, artful artist literary luminary and so on which further make their discussion more meaningful. Everybody in each group discusses what he/she has read from the chosen text. However, it must be noted that no group is forced to read any text it does not have interest in reading. The use of this strategy is expected to positively affect pupils' reading comprehension skill, fluency skill and reading speed.

2.2. Dialogic Reading Strategy (DRS) was developed by Grover Whitehurst. Dialogic reading is an interactive shared book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the story teller with the assistance of the adult who functions as an active listener and questioner. For the lower primary pupils, the PEER reading technique used in dialogic reading is employed by the adult as follows:

P = Prompt the child to say something about the book.

E = Evaluate the child's response

E= Expand the child's response by rephrasing and adding information to it, and

R = Repeat the prompt to make sure the child has learnt from the expansion

This strategy was considered by the researcher because it is learners' oriented/centered, and affords learners the opportunity to fully participate in reading activities.

2.3. Vocabulary Self-Selection Strategy(VSS) is a small group activity for word learning. In this activity, pupils read a text selected, and both the teacher and the pupils are then responsible for bringing out words to the attention of the group. Pupils are encouraged to choose words they have heard or seen in previous reading, but may not be able to define (Haggard, 2008). Each pupil shares a word and talks about where it was encountered, what it might mean, and why the word would be important for the class to know. After everyone in the group has had a chance to share, the group determines which 5 to 8 words they want to target for the week. After the list is made, the teacher leads a discussion about the words to define, clarify and extend the definitions. This discussion is critical to the process. During the discussions, learners can explore word histories, synonyms, antonyms, and personal experiences. Learners enter the words and the definition (in their own words) into their Vocabulary

Logs and practise the words in various activities during the week.

These three strategies, are chosen because they are all learners' centered besides they provide ample opportunities for pupils' to interact with the given reading materials which enabled the pupils' to be meaningfully engaged in authentic tasks that led to the acquisition of the desired reading skill. These strategies further make learning to be easy for the children during the cause of the study.

3. Methodology

3.1 Research Design: The research design for this study was pretest- posttest control group quasi-experimental. This design was used because the researcher had to introduce relatively new strategies for the acquisition of reading skill, and trained teachers who were facilitators and implementers on the use of the strategies

3.2 Population, Sample and Sampling technique

The population of this study comprised 37,589 (thirty seven thousand five hundred and eighty-nine) lower primary schools in Osun State. The sample of this study consisted of 250 (two hundred and fifty) primary three pupils in eight schools of eight intact classes. The sample was selected using multi-stage sampling technique. Four local government areas were used for this study. One local government area was selected from each of the three senatorial districts in the State using simple random sampling technique, The fourth local government area was selected from one of the three senatorial districts to make up for the required number of local government areas for the study using simple random sampling technique. From each local government area, two schools (one public, one private) were selected using purposive sampling technique based on availability of library or reading room and the use of national recommended curriculum An intact class in each of the public and private schools was assigned into one of literature circles strategy (where pupils read and discussed an agreed portion of a chosen literature text in circles), dialogic reading strategy (where pupils read a given passage and thus made efforts to become active story tellers) and vocabulary self-selection strategy (where the pupils read and brought at least two words of interest from any text and passage read into the lesson out of which the teacher picked at least five words that were learnt for the week) as the experimental groups and conventional teaching method as the control groups.

3.3 Research Instrument

The research instrument used for the study were: 'Pupil Reading Comprehension Test' (PRCT) having a passage that has not less than hundred words with 10 questions for the pupils to answer which is meant to test the pupils' reading comprehension. The passage used were culled from a government recommended text.

3.4 Validity and Reliability of the Instruments

To determine the face and content validity of the instruments, the instrument was given to two test experts for review. Their observations and suggestions were used for the final preparation of the instrument. The reliability of the instruments was determined through a pilot study by administering the test to primary three pupils in a school outside the scope of the study. A test- retest reliability of the instruments was used to determine its reliability using Pearson-correlation indicating the correlation co-efficient of PRCT=0.871. This result showed that the instrument was reliable and used for the study.

3.5 Data Collection Procedure

The pupils were taught reading comprehension using the three strategies. All these activities were done within six weeks. Having exposed the pupils to the reading strategies for six weeks, the same instrument used for pre-test was later administered to the pupils to ascertain their effects on the pupils' reading comprehension skill.

4. Analysis of the Pre-Test

Analysis of the pre-test scores of the three experimental groups and the control group was carried out to find the possible differences in the background knowledge of the lower primary school pupils in English Reading Skill.

In order to know the possible differences, the pre-test scores of the three experimental groups and the control group of the lower primary school pupils were subjected to Descriptive, One-Way Analysis of Variance (ANOVA) and Analysis of Covariance(ANCOVA) and the result is as presented in the table below.

Table 1: Descriptive Statistics of the pre-test scores of lower primary school pupils exposed to the experimental and control groups.

Reading Skills	N	Mean	Standard Deviation
Comprehension	82	18.25	10.33
Fluency	93	19.48	11.01
Speed	75	18.09	9.39
Total	250	17.12	8.73

Table 1 shows the results of the descriptive analysis of the pre-test scores of the lower primary school pupils' comprehension, fluency and speed reading skills. It was observed that pupils' comprehension reading skill has a mean score of ($\bar{x} = 18.25$), while pupils' fluency reading skill has a mean score of ($\bar{x} = 19.48$) as well as pupils' speed reading skill having a mean score of ($\bar{x} = 18.09$). But the table does not indicate the significant difference in the pupils' reading skills which is provided in Table 1 using One-Way Analysis of Variance (ANOVA).

Table 2: One-Way Analysis of Variance (ANOVA) of the pre-test scores of lower primary school pupils exposed to the experimental and control groups.

One-Way ANOVA					
Pre-Test					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	26.177	3	8.726	.336	.799
Within Groups	6383.359	246	25.949		
Total	6409.536	249			

The data presented in Table 2 above shows that there is no significant difference in the four groups since ($F = 0.336$, $df = (3,249)$, $p > 0.05$). This means that the F-value is not significant at $p = 0.799$ and between groups mean square is significantly smaller than within groups mean square. This result implies that there is no significant difference in the pre-test scores of the lower primary school pupils' reading skills. Therefore, it was assumed that the lower primary school pupils' reading skills started with equivalent ability prior to the introduction of the treatments.

Testing of Hypotheses

Hypothesis 1: There is no significant effect of literature circles, dialogic reading and vocabulary self-selection strategies on lower primary school pupils' reading comprehension in Osun State.

In order to test this hypothesis, post test scores of Literature Circles Strategy (LCS), Dialogic Reading Strategy (DRS), Vocabulary Self-Selection Strategy (VSS) and Conventional Teaching Method (CTM) on reading comprehension test were subjected to descriptive statistics, analysis of covariance (ANCOVA) and pairwise post-hoc analysis using their pre-test scores as covariates. The results are presented in the following tables;

Table 3 : Descriptive Statistics of the effect of the three strategies on lower primary school pupils' reading comprehension.

Descriptive Statistics			
Dependent Variable: Post-test			
Strategies	Mean	Std. Deviation	N
LCS	4.46	1.99	72
DRS	5.41	2.03	59
VSS	5.36	2.79	59
CTM	1.97	1.15	60
Total	4.29	2.47	250

Table 3 shows the descriptive statistics of the effect of the three strategies and the conventional teaching method on lower primary school pupils' reading comprehension. The data shows that those pupils exposed to DRS had the highest mean score of ($\bar{x}=5.41$) indicating better performance of the lower primary school pupils' reading comprehension than any of the strategy. Table 4 presents the significant effect of the three strategies.

Table 4: Analysis of Covariance (ANCOVA) of the Effects of the Three Strategies on Lower Primary School Pupils' Reading Comprehension.

Tests of Between-Subjects Effects						
Dependent Variable: Post-test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	730.685 ^a	4	182.671	57.13	.000	.483
Intercept	684.315	1	684.315	214.01	.000	.466
Pre-test	264.160	1	264.160	82.61	.289	.252
Treatments	363.142	3	121.047	37.86	.000	.317
Error	783.411	245	3.198			
Total	6128.000	250				
Corrected Total	1514.096	249				

R Squared = .483 (Adjusted R Squared = .474)

Table 4 indicates that there is significant effect of literature circles strategy (LCS), dialogic reading strategy (DRS), vocabulary self-selection strategy (VSS) and conventional teaching method (CTM) on the lower primary school pupils' reading comprehension in Osun State ($F=37.86$; $p<0.05$). Therefore, the null hypothesis that states that there is no significant effect of the three strategies on lower primary school pupils' reading comprehension

in Osun State is hereby rejected. Other things being equal, it can be inferred that all the three strategies can be effectively used to guide lower primary school pupils to acquire and develop reading comprehension skill. However, given their qualities and peculiarities of usability, there is the need to determine their order of strengths and efficacies in the process of acquiring and developing reading comprehension skill. The partial eta squared value of 0.317 showing effect size of 31.7% of the three strategies and conventional method on the pupils' reading comprehension. Table 5 presents the pair-wise post-hoc analysis of the three strategies.

Table 5: Pairwise Comparison of the Effects of the Three Strategies on Lower Primary School Pupils' Reading Comprehension.

Dependent Variable: Post-test

(I)Strategies	(J)Strategies	Mean Difference (I-J)	Standard Error	p-values
LCS	DRS	-.510 ^a	.318	.110
	VSS	-.547 ^a	.316	.085
	CTM	2.471 ^a	.313	.000
DRS	LCS	.510 ^a	.318	.110
	VSS	-.037 ^a	.329	.911
	CTM	2.981 ^a	.332	.000
VSS	LCS	.547 ^a	.316	.085
	DRS	.037 ^a	.329	.911
	CTM	3.018 ^a	.330	.000
CTM	LCS	-2.471 ^a	.313	.000
	DRS	-2.981 ^a	.332	.000
	VSS	-3.018 ^a	.330	.000

The mean difference is significant at the 0.05 level.

Table 5 shows multiple comparisons of lower primary school pupils' reading comprehension. The table indicates that there is no significant difference in the interactive effect between LCS and DRS at (Mean Difference=0.510, $p>0.05$) as well as between DRS and VSS which stands at (Mean Difference=0.037, $p>0.05$) and between pupils in VSS and LCS at (Mean Difference=0.547, $p>0.05$). But the reverse is the case in other groups as there are significant differences in the interactions between LCS and CTM at (Mean Difference=2.471, $p<0.05$), DRS and CTM at (Mean Difference=2.981, $p<0.05$) as well as VSS and CTM at (Mean Difference=3.018, $p<0.05$) in lower primary school pupils performance in reading comprehension.

Hypothesis 4a: There is no significant difference in the effects of the three strategies on the lower primary school pupils' reading comprehension based on school type.

In order to test this hypothesis, post-test scores of the pupils' reading comprehension in Literature Circles Strategy (LCS), Dialogic Reading Strategy (DRS) and Vocabulary Self-Selection Strategy (VSS) in private and public primary schools were subjected to descriptive statistics and analysis of covariance (ANCOVA).

Table 6: Descriptive Statistics of the Effect of the Three Strategies on Lower Primary School Pupils' Reading Comprehension based on School Type.

Strategies	School Type	Mean	Standard deviation	N
LCS	Private	6.63	1.49	19
	Public	3.66	1.56	53
DRS	Private	7.09	1.87	22
	Public	4.41	1.34	37
VSS	Private	7.92	1.74	24
	Public	3.60	1.85	35
Total	Private	7.26	1.78	65
	Public	3.88	1.58	125

The data presented in Table 6 shows the descriptive statistics of the effect of the three strategies on lower primary school pupils' reading comprehension based on school type. It can be observed that private school pupils performed better than their colleagues in public schools considering their mean scores in the three strategies. In LCS, private schools have a mean score of (\bar{x} =6.63) while public schools have a mean score of (\bar{x} =3.66). DRS, private schools have a mean score of (\bar{x} =7.09) while public schools have a mean score of (\bar{x} =4.41) and in VSS, private school pupils have a mean score of (\bar{x} =7.92) over their mates in public schools with a mean score of (\bar{x} =3.60).

Table 7: Analysis of covariance (ANCOVA) of the effects of the three strategies on lower primary school pupils' performance in reading comprehension based on school type.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	488.988 ^a	1	488.988	179.64	.000	.489
Intercept	5308.357	1	5308.357	1950.1	.000	.912
School Type	488.988	1	488.988	179.64	.000	.489
Error	511.754	188	2.722			
Total	5821.000	190				
Corrected Total	1000.742	189				

a R Squared = .489 (Adjusted R Squared = .486)

Results in Table 7 shows that there is significant effect of the three strategies on lower primary school pupils' performance in reading comprehension based on school type ($F=179.637$; $p<0.05$). Therefore, the null hypothesis is restated as follows; there is significant effect of literature circles, dialogic reading and vocabulary self-selection strategies on lower primary school pupils' reading comprehension based on school type. This means that the three strategies have positive effects on lower primary school pupils' performance in reading comprehension in both private and public schools.

Table 8: Pair-wise Comparisons of the effect of the three strategies on pupils' performance in reading comprehension based on school type.

(I) School Type	(J) School Type	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Private School	Public School	3.382*	.252	.000	2.884	3.879
Public School	Private School	-3.382*	.252	.000	-3.879	-2.884

Based on estimated marginal means
 *. The mean difference is significant at the .05 level.

Results in Table 8 further establishes the significant effect of the three strategies on pupils' performance in reading comprehension based on school type using the Pair-wise comparisons. The table shows that the interaction effect of the three strategies on the pupils from both public and private schools is significant (Mean difference=3.382, $p<0.05$). This however implies that the three strategies have more positive effects on private schools pupils than public schools pupils.

Hypothesis 5a: There is no significant difference in the effects of the three strategies on the lower primary school pupils' performance in reading comprehension based on sex.

In order to test this hypothesis, pre-test and post-test scores of the pupils' reading comprehension in Literature Circles Strategy (LCS), Dialogic Reading Strategy (DRS) and Vocabulary Self-Selection Strategy (VSS) in private and public primary schools were subjected to descriptive statistics and analysis of covariance (ANCOVA).

Table 9: Descriptive Statistics of the effect of the three strategies on lower primary school pupils' reading comprehension based on sex

Strategies	Sex	Mean	Standard deviation	N
LCS	Male	4.25	2.13	32
	Female	4.65	1.83	40
DRS	Male	5.80	2.17	20
	Female	5.21	1.95	39
VSS	Male	4.88	2.57	26
	Female	5.73	2.81	33
Total	Male	4.86	2.41	78
	Female	5.16	2.22	112

Table 9 indicates that male pupils have a mean score of ($\bar{x}=4.25$) while the female pupils have a mean score of ($\bar{x}=4.65$) in LCS. The same thing is applicable in DRS as male pupils have a mean score of ($\bar{x}=5.80$) while female pupils have a mean score of ($\bar{x}=5.21$) whereas in VSS, male pupils have a mean score of ($\bar{x}=4.88$) as female pupils have a mean score of ($\bar{x}=5.73$). The results reveal that there are differences in their mean performances scores of the pupils' performance on reading comprehension based on sex in the study area. To ascertain whether the differences are significant, the data is further subjected to Analysis of covariance as indicated in Table 10

Table 10: Analysis of covariance (ANCOVA) of the effects of the three strategies on lower primary school pupils' performance in reading comprehension based on sex.

Source	Type III Sum of Squares	df	Mean Square	F	Sig	Partial Eta Squared
Corrected Model	4.186 ^a	1	4.186	.790	.375	.004
Intercept	4616.018	1	4616.018	870.811	.000	.822
School Type	4.186	1	4.186	.790	.375	.004
Error	996.556	188	5.301			
Total	5821.000	190				
Corrected Total	1000.742	189				

R Squared = .004 (Adjusted R Squared = -.001)

Table 10 shows that there is no significant difference in the effect of the three strategies on lower primary school pupils performance in reading comprehension based on sex ($F=0.790$; $p>0.05$). Therefore, the null hypothesis that states that there is no significant difference in the effect of literature circles, dialogic reading and vocabulary self-selection strategies on lower primary school pupils' reading comprehension based on sex is not rejected.

4.2 Discussion of Findings

The study examined the effects of literature circles, dialogic reading and vocabulary self-selection strategies on the lower primary school pupils' reading comprehension in Osun State, Nigeria. Three hypotheses were generated for the study.

In testing the first hypothesis that states that there is no significant effect of literature circles, dialogic reading and vocabulary self-selection strategies on the reading comprehension of lower primary school pupils in Osun State, the results showed that there is a positive significant effect of literature circles, dialogic reading and vocabulary self-selection strategies on the lower primary school pupils' reading comprehension. In other words, the pupils exposed to the three strategies performed better than those that did not receive the treatment in reading comprehension. The study further showed the amount of effect each of these strategies had on the pupils' performance going by their mean scores. For instance, the results indicated that dialogic reading strategy had the highest mean score on the pupils' reading comprehension which is an attestation of what Lawore (2016) found when she used strategy among secondary students in Lagos State, Nigeria. She explained further that this could partly be because the dialogic reading strategy afforded the students with more animation and fun. It should be noted that each of these strategies can be combined to develop and enhance lower primary school pupils' reading comprehension though the other strategies also had positive significant effects on the pupils' performance in reading comprehension. This result also corroborates Collins and Smith (2008) and Palinscar and Brown (2009) earlier findings on the efficacy of literature circles strategy which had a positive significant effect on the pupils reading comprehension.

Furthermore, it has also been revealed in this study that there is significant effect of the three strategies on the lower primary school pupils' reading comprehension based on school type. The results of the study indicated that literature circles, dialogic reading and vocabulary self-selection strategies had more effects on the private school pupils' performance than the public school pupils. However, results showed that vocabulary self-selection strategy had the highest mean scores among the private schools while dialogic reading strategy had the highest mean score among the public schools used. To ascertain the level of effect of the three strategies, Analysis of Covariance was employed. The results indicated that the three strategies had positive significant effects on both the private and public lower primary school pupils' reading comprehension. The Pairwise comparison also confirmed the results that the interaction effect of the three strategies on the pupils from both public and private schools is significant.

The study also tested hypothesis which stated that, "there is no significant effect of the three strategies on the lower primary school pupils' performance in reading comprehension based on sex." The descriptive results showed that in literature circles group, the female pupils performed better than their male counterparts, whereas in dialogic reading group, the male pupils performed better than the female pupils while vocabulary self-selection group, the female pupils performed better than the male pupils in reading comprehension based on sex. The overall mean scores of the three groups showed that female pupils performed better than their male counterparts. To determine the effects of the three strategies on the pupils' reading comprehension, Analysis of Covariance was used and the results revealed that there is no significant difference in the effect of the three strategies on the lower primary school pupils' reading comprehension based on sex. This implies that sex is not a predictor of lower primary school pupils' performance in reading comprehension given the three strategies which supports the earlier findings of Adeyemi and Ajibade (2011) and Ige (2013) that sex has no significant effect on learning outcome of pupils.

5. Conclusion

Reading comprehension is a must for learners' success in academic and lifelong learning. Therefore strategies such as literature circles, dialogic reading and self-selection vocabulary should be given consideration by teachers towards the improvement of pupils' reading comprehension at the basic level of education.

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