

PRE-READING ACTIVITIES AND READING READINESS IN NIGERIAN SCHOOLS - ISSUES AT STAKE

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"The most difficult step in the study of language is the first step. Again and again, Scholarship has approached the study of language without actually entering upon it" - (Leonard Bloomfield, 1887 - 1949).

INTRODUCTION

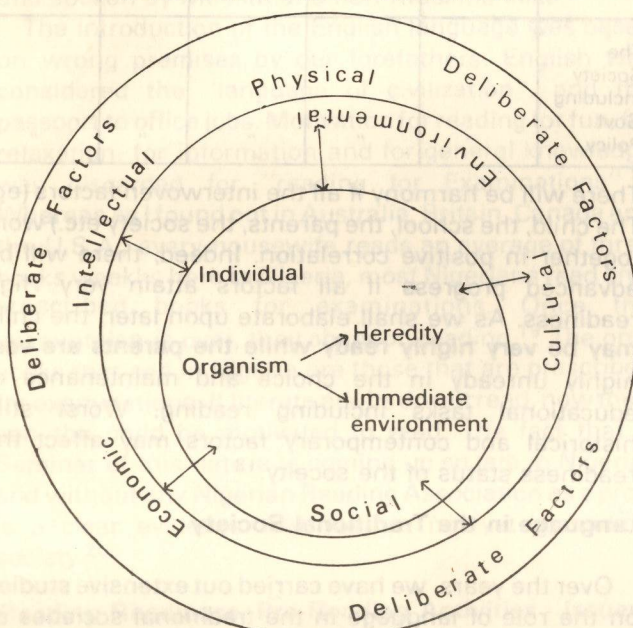
It is like preaching to the believer if, at a meeting of Language Experts and Language Teaching Specialists such as this, I should be emphasising the significance of language and its complex nature.¹ What I believe will be rewarding is to raise problems which in turn will lead to fresh challenges in our Research activities especially in the area of Pre-reading activities and Reading Readiness in a multilingual country such as Nigeria.

FRAME OF REFERENCE

My approach to the issues of Readiness is phenomenological, and can only be fully understood within the context of the individual, his socio-cultural milieu, the educational policies and practices prevalent in his society and all clothed in the toga of the beliefs, feelings, thoughts, interests and actions of the individual and/or his society. In this context, reading readiness becomes part of Readiness in general². To us, readiness is part of the processes of life, a style of life and living, constant and changing, temporary and permanent. Readiness is then a dynamic state, unfinished on-going processes, a functional potentiality, and a motivator for action.

The following figure shows the relationship between the individual and his field of forces.

Figure 1
The Individual and his field of forces



Adapted from: Frost, Joel L. (Edited by): Article by: Auton Brenner: Nature and Meaning of Readiness for School, p.78.



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The individual organism is a unique organism of body and mind. He acts and reacts to his hereditary potentialities, and in addition there are constant interaction and/or conflicts between the individual and his total environment.³ See fig. 1.

Unfortunately enough, there is not a perfect and permanent harmony among the individual organism and his environment. The need for readiness becomes apparent if the individual will be active and coping. In some situations, the child might be physically and intellectually ready for an educational task (e.g. reading) only to find out that the Society is not ready for formal education. In some other situations, there may be a variety of choices, and the child may have difficulty in choosing what he is ready for. For example, in a multilingual society, such as Nigeria, the child has difficulty in choosing whether or not to study his mother tongue, which one; and what are the prevailing attitudes which will affect his choice.⁴ There are some sad situations when the child may not be aware that he is ready, and if and when he does discover his readiness, the socio-cultural milieu may dampen his enthusiasm. There is no room for vacuum in nature, hence the individual will divert his attention to other spheres, however mundane. Many good potential readers are taxi drivers, cattle rearers, or beggars.

THE INDIVIDUAL IN ACTION

In spite of above the uniqueness of the individual is never doubted, while at the same time, he shares certain characteristics with other people. For example, with other homo sapiens, every normal individual shares six neurological functions which are exclusive to man.⁵ These are:

- (1) Ability to walk entirely upright.
- (2) Ability to speak in abstract, symbolic or devised language.
- (3) Ability to combine and coordinate psychomotor skills to write his language (besides other refined skills).
- (4) Ability to understand language in all its ramifications.
- (5) Ability to identify an object by touch.
- (6) Ability to make visual perception of written characters.

If every Nigerian is assessed by the above criteria, then, it is obvious that many Nigerians have neurological functions which they had half-developed or not developed at all. It is in this context we can appreciate the concern of the Unesco on universal literacy, universal education, and adult functional literacy.⁶ We should not be misunderstood that literacy alone makes an educated man.⁷ No. There are many illiterate literates as well as miseducated educated Nigerians to disprove our assumption which is not universal.

The Individual and Choice of Educational Task

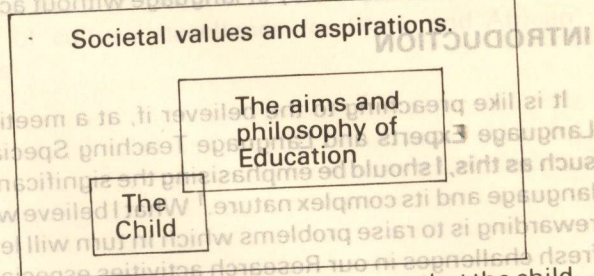
Reading is an educational task. It is not an end in itself, but a means to an end. It is the belief of educators and applied linguists that a child who is able to read will learn.⁸ Language Experts and Reading Propagandists have amassed enormous evidence on the values inherent in literacy and the advantages of literate person over the illiterate. It is not our intention to underestimate the values of literacy, though the Devil can read the Bible.

What is relevant to our theme is that School demands differ in various communities whose schools are supposed to serve their objectives.⁹ The pressure and the desire for a child to read at 3 may be apparent in literate societies of England, U.S.A. and others, where the parents are not only literate, but had developed a literate-culture.¹⁰ The child can hardly be anything else in such societies, if he is to survive, any way.

School demands then depend upon a particular Society's concept of the educational function of the School and their desire to decide on which tasks (e.g. Reading skills) that must be accomplished to make the realization of their objectives possible. When it is realized that the first national policy on Education in Nigeria was formulated only within two decades ago, and published in 1977¹¹, we can appreciate why we are still unready for many things including unreadiness for reading readiness. The philosophy of education, the background, experiences, the attitudes of the people to education, the quality and quantity of teachers, the learning environment, the teaching resources available including appropriate textbooks and others for

extensive reading, the reading facilities e.g. private and public libraries; the home environment; the economic status, the reliability or otherwise of public utilities e.g. NEPA etc., in short, the totality of the environment in which the child is born, lives and grows will definitely impinge on the child and his readiness for school, and his readiness for school's tasks.¹² Figure 2 shows this graphically.

Figure 2: The Child and School Demands



From the above figure, it can be seen that the child is at the centre of societal values, and the aspirations of his educators.

There are therefore two or more parallel bands of unreadiness to readiness continuum, each showing the possibilities for the child, the school, the teacher, the parents, the society etc.

Let us examine Figure 3

| | Failure | | Success | | |
|------------------------------------|-----------------------|------------------|-----------------------|----------------|---------------------|
| | Unreadiness ← | High unreadiness | Harmony | High Readiness | → Readiness |
| The child | very High unreadiness | High unreadiness | Appropriate Readiness | High Readiness | very High readiness |
| The School | " | " | " | " | " |
| The Teacher | " | " | " | " | " |
| The Parents | " | " | " | " | " |
| The Society including Govt. Policy | " | " | " | " | " |

There will be harmony if all the interwoven factors (eg. The child, the school, the parents, the society etc.) work together in positive correlation. Indeed, there will be advanced progress if all factors attain very High readiness. As we shall elaborate upon later, the child may be very highly ready while the parents are very highly unready in the choice and maintenance of educational tasks including reading. Worst still, historical and contemporary factors may affect the readiness status of the society.¹³

Language in the Traditional Society

Over the years, we have carried out extensive studies on the role of language in the traditional societies of Africa. Though the society was schoolless and syllabusless, we were astonished about the meticulous

consistent and systematic content and approaches which the society follows to integrate the individual into its speech community.¹⁴ Though limited to speaking and listening skills, yet, the child is prepared for every stage of his linguistic programmes. The Yoruba will say: Omo ti yoo ba je asamu, kekere l' o ti nse enu samu samu. (A child who is going to be sharp will be clear and precise in his speech from childhood). The speaking and listening programmes begin from womb till death.¹⁵ The individual is not only motivated by various reinforcements from the society, but also, attempt is made to help the child maintain efficiently his organs of speech and hearing. At bath, warm water is used to ferment the lips, and the ear drums are regularly cleaned. Today, the best Hausa, Yoruba or Igbo speakers are to be found outside the school system at the motor-parks, at village and traditional social gatherings. This is unlike what obtains in literate societies whereby the schools teach and foster the best in language skills.

Formal Schools and Reading Readiness

The way and manner formal education was introduced into 'Nigeria' via Sierra Leone made formal education a mystery, and reading a magic. We have made attempt to trace the fortunes of the Yoruba language in the processes of formal education in Nigeria, and found out that the objectives of the missionaries and colonial masters were narrow as regards the nature of reading.¹⁶ Ability to read simple texts of the Scripture, and Scribble their names on papers were considered adequate. Learning to read was laborious and was done with tears. The incursion of Islamic Religion was not better in the alternative. Apart from the unfamiliar Arabic characters, and writing and reading from right to the left, Arabic language was very tied up with Islamic religion. Memorization, rather than comprehension, was followed in many Koranic Schools.¹⁷ My Muslim Uncle is yet to believe me when I told him that Arabic language, is the language of every day speech in Arab Countries, (as I personally found out) and spoken by Muslim and non-Muslims alike.

The introduction of the English language was based on wrong premises by our forefathers. English was considered the 'language of civilization', and the passport to office jobs. Motivation for reading for fun, for relaxation, for information and for general knowledge was discarded for "reading for Examinations"¹⁸ Whereas as I found out in Australia, Britain, Canada and the U.S.A., every housewife reads an average of three books weekly; here in Nigeria, most Nigerians read only prescribed books for examinations. Once the examination is over, they abandon reading.¹⁹ The only books that sell in Nigeria are those that are prescribed for examinations. If literate adults do not read, how then can the child be motivated to read. The fact that a Seminar of this nature is coming up so late in Nigeria, and without any Nigerian Reading Association as a prop is a clear evidence that we are not yet a reading society.²⁰

Reading Readiness/Pre-Reading Activities - Issues

There is no doubt that Reading is one of the highest functions of the human brain. It is also an important

functions of life. The argument is no more on why we should read, but more on how and what to read.²¹ In the U.S.A in particular, babies are being taught how to read.²² There are many pre-Reading kits and pre-Reading Tests which have been developed to aid language teaching and learning.²³

Though we still have a long way to go in Nigeria, it is useful to know the numerous factors which are associated singly or in combination which affect children's readiness to read. This is necessary because there can be no decisive answer to the question: When is a child ready for reading? For one thing, children grow towards readiness for reading at different rates and vary widely from one another in the various abilities, skills and understanding which makes for reading readiness.²⁴ Also, there is a marked difference in approach, facilities, quality of teachers, learning environment and so on from classroom to classroom. The problem is more serious in Nigeria since many children may not be exposed to printed books until they get to school.²⁵

Pre-Reading Guide

Though the list of questions asked below are not exhaustive, yet they become relevant in assessing pre-Reading chart of children.²⁶

(a) Physical Readiness

- Is the child able to see and hear properly?
- Can he speak clearly?
- Does he seem to have enough vocabulary to express what he wants to say?
- Does he have a speech defects or problems?
- Can he manipulate things confidently?
- Is he healthy?

(b) Mental Readiness

- Can he carry out oral instructions?
- Can he ask questions?
- Can he tell or enjoy stories?
- Can he interpret pictures?
- Can he arrange and rearrange pictures diagrams etc. in a logical sense?
- Can he draw, or make symbolic representation?
- Can he discriminate and recognize similarities and differences in objects, in pictures, in words, in letters, in sounds?

(c) Emotional and Social Readiness

- Is he exposed to reading materials at home?
- Is the attitude of the parents conducive to foster reading in him?
- Can he work independently?
- Is he cooperative with others?
- Does he have behaviour difficulties?
- Is he matured?
- What special traits does he possess?
- Are there parental pressures on him?

(d) School Readings

- Is the School ready for him?
- Is the teacher trained to help the young learner?
- What facilities are available for him? (libraries, pre-Reading charts and aids, etc.)
- Can his progress be measured and assessed?
- What facilities are there to diagnose and help the child with reading problems?

The above inexhaustive questions are only guidelines; and it is only to show that many factors interrelate in deciding when a child is ready to read, or is reading. Progress in learning to read does not depend on specific 'Yes' answers to the above questions, but rather on the total capacity to learn to read that results from a child's positive attainment in the above questions. By that, we can appreciate the need for a clear research assessment of reading readiness factors in Nigeria. For example, if a child is not learning to read, this does not necessarily mean he is not ready to read. He may not be ready for the approach his teacher is using, and he may be very highly ready for a different approach by the same or a different teacher. Not all readers have the same mental ability or rate identically in reading readiness factors. The values of various methods adopted (e.g. charts, individual or group texts, reading readiness tests, observations, reports from parents, etc.) to determine reading readiness of children should be seen as supplementary rather than used for labelling children as ready or unready for learning to read.

Pre-Reading Stimulation

Since we are not yet a literate society in Nigeria, there is need for concerted efforts to stimulate both the child and the adults to develop interest in Reading. This can be done in a variety of ways which include the following:

Utilizing the Mass media to stimulate reading²⁷

Nigerian authors should be encouraged to read their books (poems, stories etc.) on the Television. I am aware that the Radio Corporation of Oyo State has a slot for serial reading in Yoruba in which I have participated by reading one of my Novels, *Aye Kooto*. The B.B.C. has a channel devoted to the development of creative and artistic skills. It is high time we stopped playing music all the time on our Radio stations as we found out in a recent survey carried out on behalf of the Federal Radio Corporation of Nigeria.²⁸

Stimulating the child to Read²⁹

- (1) Reading to the child every day for enjoyment stimulate children to want to read.
- (2) Reading and using books also stimulate children to want to handle books.
- (3) Making available books, pictures, diagrams in the home etc. stimulate children.
- (4) Writing stories together with children based on their vocabularies and experience. Unfortunately enough, there has not been a study of the vocabulary of Nigerian children either in their Mother Tongue environment or in a foreign language that could help textbook and story writers to use actual vocabularies of children.³⁰ Many of the books used in private and public schools are irrelevant, unrelated and useless within the culture of the children.³¹
- (5) Develop a rich pre-reading environment in schools such as opportunities to help the child develop.³²
 - (i) **Visual Perception** which will involve visual

discrimination, visual copying, visual memory, visual sequencing etc. Most reading schemes rely on visual discrimination ability. Various techniques can be adopted, e.g. underlining similar and different objects in a group of objects, estimating distances, matching objects by their colours, dominoes, picture jig-saw puzzles; colour matching, letter games, picture classification, reproduction of figures, tracing and copying patterns, seeing and drawing from memory, guessing game with missing objects, re-arranging objects in sequence etc.

- (ii) **Auditory Perception** which will involve auditory discrimination, auditory memory and sequences, sound identification, identifying sounds to positions, aural cues, analysing sound, etc. Techniques which can be used will include grouping children according to the sound of their names, identifying words that rhyme; identifying incorrect sounds, taking part in unison rhymes, imitating sounds of birds, animals etc., using tape to identify one another's voices, completing sounds, words, phrases using charts, etc.

- (iii) **Tactile Perception:** This is to help the child to develop some sensitivity to kinesthetic activities which will emphasize or include sensory perception that becomes helpful in reading later. Techniques such as feeling with eyes closed - hard/soft; rough/smooth; warm/cool; sharp/blunt etc; identifying objects in a bag by touch; identifying cut-out letters by touch etc.

- (iv) **Form Perception:** By this the child is stimulated to associate ideas of left and right, top and bottom etc. Thereby, he develops laterality which is the internal awareness of a right and left side. Various games help children to develop the awareness, and through it, he can appreciate reading directions. Through directionality, space has meaning. His environment becomes organized and he can appreciate why each letter of the alphabet is unique, in spite of their similarities e.g. "H L E K" "b p d g q" "m n" "ji" etc.

- (v) **Hand-Eye Motor Coordination:** This helps him to realize the difference between figure and background. By making models, tracing shapes, playing ludo, snakes and ladders, etc., the child learns directions, associates symbols with ideas etc.

Reading Unreadiness³³

Reading Readiness presupposes Reading Unreadiness which may be attributable to many factors. In general, this can be discussed under Reading problems. Some of these include:

- (1) Directional difficulties especially when a child is incapable of progressing from left to right.
- (2) The child may have difficulty with the eye's return sweep, skip lines or loses place.
- (3) Some children make errors of Reversals (mirror writing) or Inversions.
- (4) A few children may have problems which relate to concepts about print such as when a child

cannot tell the difference between a letter and a word.

(5) Some children may have initial Reading vocabulary.

(6) Some children may have visual problems and so on.

As of now there are many techniques and approaches available to the teacher in helping children with reading difficulties. For example the Visual Auditory Kinesthetic Technique (V.A.K.T.) or sometimes known as Fernald's Kinesthetic method have been developed to help children with auditory or visual problems.³⁴ It uses sensory cues as reinforcement. For children with special visual problems, there is the Non-V.A.K.T. which is basically a non visual auditory kinesthetic technique.³⁵ Besides, there are several word attack techniques including phonics, the Smith programme, the Moyle Programme, the Colour Coding Technique, the i.t.a. (or The Initial Teaching Alphabet), the Linguistic approach, the Jackson kit, the Alphabet Bingo, Phonic Strips, Vowel Digraph Cards, the Blending Cards, the Word Wheel, the Tachisto Cope, the Moving Collar, and so on.³⁶

Nigerian in the Scheme of Reading

While the above techniques have been developed to help English children to learn to read the English language which is their mother tongue, we are yet to have a consistent and systematic language in education policy. Hence we can ask:

Pre-Reading Readiness - What Language?

Until we are clear about language policy in schools, we are not likely to make much progress as regards Pre-reading schemes. The present situation is confusing, and we are producing unstable bilinguals who belong to two linguistic worlds, but are citizens of neither. In a recent study by one of my students, Ala (1981)³⁷, she observed that linguistic confusion begins from the nursery schools with teachers and parents as confusing as the pupils on the role of languages in education. This confirms other surveys such as Shaplin and Shaplin³⁸ who described the linguistic scene in the primary schools of Oyo State as chaotic. Their study prompted the Ford Foundation sponsored six-year primary project at the University of Ife whereby Yoruba was used as a medium of instruction throughout the six-year primary schooling. The results of the experiment show that it is beneficial to be taught the mother tongue and more rewarding still, if the mother tongue is used as a medium of learning other school subjects besides, the English or any other foreign language.³⁹

As far as I am concerned, bilingualism is a reality of life and inevitable in Nigeria.⁴⁰ It is therefore a futile exercise to engage in Mother tongue versus non-mother tongue controversies. As early as 1946, Malherbe (1964)⁴¹ found out that bilingualism is not a disadvantage. In fact, Pell and Lambert (1962)⁴² would go as far as to lead evidence to show that bilinguals are better than monolinguals on both verbal and non-verbal tests, and like West (1953)⁴³ to say that bilingualism is certainly no disadvantage. Evans

(1953)⁴⁴ claimed that bilinguals free their minds from the tyranny of words. He declared:

"It is extremely difficult for a monoglot to disassociate thought from words, but he who can express his ideas in two languages is emancipated (Evans, 1953)."

It is therefore a privilege and an advantage to be bilingual.

My bias is obvious, the child must be taught to read, write, speak and develop appropriate listening skills in the mother tongue before they are introduced to a foreign language. Quoting from our earlier studies, we are of the opinion that:

"To the child, ...the mother tongue that he learns in his first six years of life is not a garment that he can put off when he dons his school uniform. Rather, it is part of the stuff of which his mind is built, it embodies the ideas and attitudes he has gained from his environment; it is the language through which he has acquired the earliest experiences of life; and it is the language through which he thinks, dreams, cherishes, loves, scolds, and learns."⁴⁵

To ignore the mother tongue in the education of the child is to ignore his person, his culture, his past, his present and his future. The mother tongue is genuinely a part of life, not just simply a subject to be taught in schools. We therefore agree with the views expressed in the National Policy on Education (1977) that as far as practicable, the language of the environment of the child should be used for teaching in the nursery schools where pre-reading activities and the issues of pre-reading readiness become relevant.

Since we have ignored for a very long time the teaching of the mother tongues in Nigeria and the fostering of mother tongue education; we have not been able to develop appropriate course content in language Arts, propose appropriate teaching methodologies for teaching the mother tongue, nor work out elaborate and appropriate stimulation techniques as we had enumerated for the teaching of English language to children whose mother tongue is the English language. In our ignorance, we have been adopting the method of teaching the English Language as a foreign language to the teaching of the mother tongues. To make matters worse, we have been using the approaches marked out for the teaching of English to native speakers to Nigerians learning English as a second language.⁴⁶ For example, in a booklet prepared as a pre-Reading Guide for Teachers and Parents wishing to teach their children the English Language, Macmillan (1977)⁴⁷ advocated story telling in English, reading poetry and nursery rhymes to children, and advocated for a lot of games which were familiar to children in London. How relevant is the approach to children in Nigeria whose first contact with the English language is in the School and will probably have no reinforcement for the use of the English language at home?

CONCLUSION

I have decided to be deliberately encyclopaedic in this paper. Besides, I have decided to raise issues which

should merit our attention as Scholars. In the light of the above, scholars should be interested to mount series of Researches in the area of Pre-Reading activities and Reading Readiness. Specifically, one will wish to be scientifically informed about the following:

1. What is the nature of the vocabulary of children in the various languages of Nigeria, with age, sex etc. as variables?
2. What is the relative attitudes of various segments of the **Nigerian** society to reading?
3. What method or methods are appropriate to the initial teaching of the various mother tongues in Nigeria?
4. What is the nature of the readiness of children for reading in the various communities in Nigeria?
5. What various factors can be isolated and/or correlated that affect Readiness for Reading in Nigeria?
6. What appropriate, reliable and valid methods and tests are there, or that can be formulated, to determine the readiness of children for reading?
7. What appropriate guidelines can be formulated for a teacher to adopt at the time pupils enter school with due recognition to situations which vary with community expectations, the age at which children enter school, their level of maturity, the testing and teaching materials available?
8. What is the reading rate of the various communities in Nigeria?
9. What is the nature of Teacher Education Programme (i.e. content and approach) in Nigeria as regards the training of language teachers?
10. How adequate or otherwise are the reading materials both in the mother tongue or in English for children learning to read in either or both languages?
11. What techniques (including teaching aids) that can be meaningfully adapted or adopted to aid pre-reading activities in Nigeria⁴⁸
12. What traditional resources (e.g. games, stories, etc.) are available in the traditional Societies of Nigeria which can be utilized for the effective teaching of reading to the Nigerian children?
13. What happens to children who have reading difficulties or are not ready to read? What reading clinics are available? How can they be organized?
14. In what ways can the acquisition and understanding of the mother tongue by the children facilitate or interfere with the learning of a second or foreign language?
15. In what ways can the Society be stimulated⁴⁹ to appreciate the values of reading and the advantages of functional literacy?
16. How can the library resources be improved in Nigeria? What should be the responsibility of Government, Publishers, authors, etc. to the publication of adequate, relevant and cheap books for both children and adult?
17. How can Research in Reading be stimulated? What should be the role of Government Agencies, International Organizations (e.g. Unesco), individuals, Publishers etc. in stimulat-

ing reading in Nigeria?

18. What should be the structure of Reading programmes in every level of the School system in Nigeria?
19. In short, how ready are we in Nigeria to foster reading habits amongst Nigerians?

Jefferson has said it all:

"If a nation expects to be ignorant and free, it expects what never was, and never will be"

Reading is supposed to emancipate the individual, and free his mind. We are therefore faced with great challenges and no doubt, immense opportunities in Nigeria as far as stimulating reading awareness is concerned.

I therefore congratulate the organizers of this Seminar, and urge that we should strive to see that their efforts should not be made in vain. The formation of a strong *Reading Association* is inevitable to carry on the laudable initiative sown in Zaria. The journey has begun. History is being made. We need both **propaganda** and scientific studies by devoted and dedicated Nigerian Scholars of Language problems, like you and I, to make reading a normal habit in Nigeria. "To whom much is given, much is expected"

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23. These are very many, and we can only make a few references.
(a) *Gates Reading Readiness Test*. Teachers College Press. Columbia University.
(b) *The Metropolitan Reading Tests*. Harcourt Brace Jovanovich.
(c) *American School Readiness Test* Public School Publishing Company.
(d) *Clymer - Barrett Pre-reading Battery*. Personnel Press.
(e) *Murphy - Durell Diagnostic Reading Readiness Test*. Harcourt.
(f) *Steinbach Test of Reading Readiness*. Scholastic Testing Service.
(g) *Webster Reading Readiness Test*: Webster Publishing Company, etc.
- There are many films for teaching reading, See:
(a) *Gregory Learns to Read*. Salt Lake city. Board of Education.
(b) *Readiness for Reading*. McGraw-Hill Book Company.
(c) *They all learn to read*. Syracuse University.
There are also records, charts, audio-lingual resources etc.
24. See: (a) Downing, J. & D.V. Thackray. *Reading Readiness*. London, Univ. of London Press, 1971.
(b) Chazan, M. (ed.) *Reading Readiness* Swansea, Univ. College of Swansea, Faculty of Education, 1970.
25. See: Awoniyi, T.A. *The Teaching of African Language*. London, Hodder and Stoughton Educational. 1982.
26. See: Nicholson, T.. *An Anatomy of Reading*. A South Australian Education Dept. Research Publication, 1973, pp. 24ff
27. To our dismay, the standard of professional presenters, Newsreaders and broadcasters in reading the mother tongues is appalling. To this

- end, apart from regular workshop and seminars, we have published:
- Awoniyi, T.A. *Information Handbook On the Yoruba Language for Announcers and News readers in Broadcasting*. Ibadan. Caxton Press/NTV, 1974.
28. Awoniyi, T.A. *Opinion Poll Survey: A critical Assessment of Listeners' Attitudes and programme Preferences - Radio Nigeria, Channel II*. Oct. 1981.
29. See: (a) Morris, R. *Success and Failure in Learning to Read*. London, 1963.
(b) Chall, Jeanne: *Learning to Read: the Great Debate*. New York; McGraw-Hill, 1967.
30. Scholars in other countries have carried out studies in this sphere:
See: (a) Scottish Council for Research in Education. *Studies in Reading*. London, Univ. of London Press, 1949, Vol. 1.
(b) Reading: in: Monroe, Walter S. ed. *Encyclopedia of Educational Research*. N.Y. Macmillan, 1950.
(c) Australian Council for Educational Research. *The Approach to Reading*. Victoria, Melbourne Univ. Press. 1952.
31. See: *Janet and John Series*: James Nisbet & Co. Ltd.
32. There are several books on the Teaching of Reading. A few are:
(a) Morrison, Ida E. *Teaching Reading in the Elementary School*. N.Y., The Ronald Press, 1968.
(b) Moyle, D. & L. Moyle. *Modern Innovations in the Teaching of Reading*. Newark Del. International Reading Association, 1971.
(c) Spache, Evelyn B. *Reading Activities for Child Development*. Boston, Allyn & Bacon Inc., 1972.
33. There are many invaluable works on Reading problems. A few of them are:
(a) Bond, Guy L. & Miles A. Tinker. *Reading Difficulties: Their Diagnosis and Correction*. 2nd ed. N.Y.: Appleton - Century - Crofts, 1968.
(b) Delacato, Carl H. *New Starts for the child who can't Read*. N.Y.: David Mckay Company, 1970.
(c) Natchez, Gladys (ed.). *Children with Reading Problems*. N.Y.: Basic Books, 1968.
(d) Strang, Ruth (ed.). *Understanding and Helping the Retarded Reader*. Tucson, Ariz.: Univ. of Arizona Press, 1965.
34. See: Morris, R. *Success and Failure in Learning to Read*. London, 1963, pp. 37-39.
35. See: Harold Blau & Harriet Blau. *A Theory of Learning to Read: Reading Teacher*. 22, 1968, pp. 126-144.
36. Read:
(a) Aukermann. *Approaches to Beginning Reading*, N.Y.: John Wiley, 1971.
(b) Jackson, M.S. *Reading Disability: Experiment, Innovation and Individual Therapy*. Sydney: Angus & Robertson, 1972.
37. Ala, F.B.O. *Some Factors Related to Yoruba Language Learning and Usage in the Nursery Schools of Oyo State*. M.Ed. dissertation. University of Ibadan, 1981.
38. Shaplin, M.L. & J.T. Shaplin. *Selected Aspects of Primary and Secondary Schools Language Curriculum Development in Nigeria with recommendation*. The Ford Foundation, 1969.
39. There have been many Reports on the Six-year Primary Project:
See: Afolayan A.: *The Six-year Primary Project*. In: Bamgbose, A. (ed.): *Mother Tongue Education*, op cit.
40. Awoniyi, T.A., 1973, op. cit.
41. Maiharbe, E.G., *The Bilingual School: A Study of Bilingualism in South Africa*. Longmans, Green & Co., 1946.
42. Peel, E. & Lambert, W.E.. *Psychological Monograph*, Vol. 76, No. 27. Whole No. 546. Reprinted from *Foreign Language Teaching: An Anthology*. (ed.) Michael., The Macmillan Company, N.Y. Colhen - Macmillan Ltd., London, 1962, pp. 143-191.
43. West, M.. *Bilingualism. English Language Teaching*. Vol. 12 (3) 1958 : 94 - 97
44. Evans, S.J.: *The Place of Welsh and English in the Schools of Wales*. In Her Majesty's Stationery Office. Central Advisory Council for Education Wales, 1953.
45. Awoniyi T.. *Yoruba Language in Education*, op. cit.
46. See: Awoniyi, T.A.. Utilising the Children's Mother Tongue Experience for Effective English Language Teaching, *Journal of English Studies Association* 6 (2): 56-63.
47. Mcmillan Reading Scheme: *Teachers' Book: A Guide to the Teaching of Reading*. London: Mcmillan, 1977.
48. See: Awoniyi, T.A.: *The Teaching of African Language*. op. cit 1982.
49. In this regard, and with particular emphasis on the Yoruba Language, I have participated in numerous Radio/Television programmes which were meant to stimulate the people to the beauty of their language.
- Eri-Okan, a weekly Television programme, created and moderated by me on NTA Ibadan whereby deep philosophical issues are examined in the Yoruba Language had been rated so highly that it had been on top of the chart for years.
- Also, *Oba l'okele*, a specially weekly created Yoruba programme on Federal Radio Corporation of Nigeria, Ibadan to stimulate an awareness in agrarian revolution has been rated as one of the best programme by the listeners in a commissioned survey.