



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**EFFECTS OF JOLLY PHONICS AND CONSONANT BLENDS MOBILE APPLICATIONS
ON PUPILS' ACADEMIC PERFORMANCE IN LITERACY IN ILORIN WEST, KWARA
STATE, NIGERIA**

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Matric NO: 17/27/MEE008

MAY 2021



SCHOOL OF POSTGRADUATE STUDIES (SPGS)

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ON PUPILS' ACADEMIC PERFORMANCE IN LITERACY IN ILORIN WEST**

KWARA STATE, NIGERIA

A M.Ed THESIS SUBMITTED

BY

Fatimah OREAGBA

Matric NO: 17/27/MEE008

**In Partial Fulfilment of the requirement for the award of Masters of Early Childhood Education
(M. Ed) in**

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FACULTY OF EDUCATION

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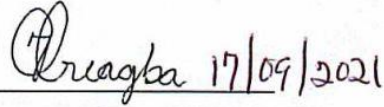
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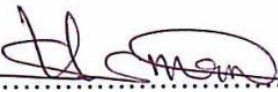
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FATIMAH OREAGBA


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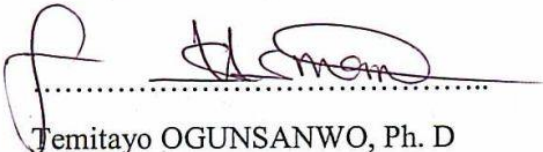
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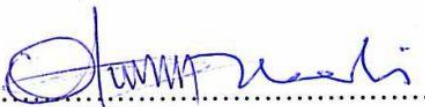
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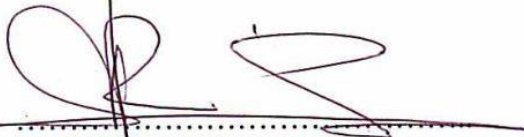
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DEDICATION

I dedicate this thesis to every child that is yet to be under the mindful nurture of a dedicated teacher across Nigeria.

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ABSTRACT

In recent years, it is observed that digital technology has been fully welcomed into the classroom, yet, the use of mobile applications in carrying out instruction in early education has not been fully exploited especially in Ilorin West Local Government Area of Kwara state. Based on the above, this study investigated the effect of Jolly Phonics and Consonant Blends mobile applications on basic one pupils' academic performance in literacy. The study adopted the quasi experimental design. Stratified random sampling technique was used in the selection of three public and three private schools from a population of all basic one pupils in Ilorin West Local Government Area of Kwara state which were randomly assigned to the two experimental groups and the control group respectively. An instrument consisting of 22 items titled Literacy Academic Achievement Test (LAAT) was designed by the researcher and used to elicit information from participants, while three treatment packages namely Jolly Phonics Instructional Pack for Literacy (JPIPL), Consonant Blend Instructional Pack for Literacy (CBIPL) and Conventional Method for Teaching (CMT) were used. Frequency counts, mean and percentage were used to describe demographic data of participants while the seven null hypotheses formulated were tested using the Analysis of Covariance (ANCOVA) at 0.05 level of significance. The result findings revealed that pupils who learnt literacy with jolly phonics and consonant blend mobile applications, performed better than those who learnt through the conventional method. Results showed that there was significant main effect of treatment on pupils' academic performance in literacy ($F_{(2; 75)} = 14.516$) $P < 0.05$). However there was no significant main effect of gender ($F_{(1.75)} = .033$; $P > 0.05$) and school type ($F_{(1.75)} = 1.505$; $P > 0.05$). There was also no interactive effect of treatment and gender ($F_{(2.75)} = 1.253$; $P > 0.05$) and treatment and school type ($F_{(2.75)} = 1.733$; $P > 0.05$) on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. The mean score for Jolly Phonics mobile application is (66.61) while the mean score for the Consonant Blends mobile application is (61.73) which is higher than that of the control group (48.57). Based on these findings, it was concluded that there was a significant main effect of Jolly Phonics Mobile application and Consonant Blends Mobile Application on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. It was recommended among other things, that the curriculum developers such as the federal and state ministries of education, stakeholders and NERDC should provide for the use of Jolly Phonics mobile application and consonant blend mobile application in teaching of literacy in primary schools.

Key words: *Literacy, Academic Performance, Mobile Applications, Jolly Phonics, Consonant Blends.*

WORD COUNTS: 438

CHAPTER ONE

INTRODUCTION

Background to the Study

Literacy is a fundamental concept of learning as a subject and as a foundation for other concepts in the different areas of learning. The quality of literacy in early years is a crucial part of a child's learning experience especially as a subject since it serves as a framework for acquiring knowledge in the school environment. This framework includes emergence of abilities and skills in areas such as grammatical accuracy, listening and speaking, reading, writing and generally, language development. The progress of a child at this critical age can be greatly influenced by external factors which include the quality of the enabling environment in which the child is surrounded by during the first 0-8 years of life. This is crucial in the experience children have at this early stage of life which has a lasting positive effect on their lives.

Literacy is a combination of basic skills that people need, to function in society. Literacy skills are the skills needed for reading and writing (Bainbridge, 2019). Conversely, poor literacy can lead to the risk of exclusion for some individuals and some social groups. A good example of this is the youth crime rates that can be directly tied to the dwindling literacy rate. One of the things that hinder the attainment of effective and efficient reading skills by the Nigerian school child is that the child is never really taught how to read (Onukaogu, 2002). He went on to add that teachers are of the habit of using teaching methods that do not assist the child in learning to read, rather tasks are given and children are expected to come up with ways to have them accomplished. The learners are automatically expected to acquire the skill of performing such tasks. Onukaogu reiterates that authors of primary textbooks make matters worse or contribute to this problem in many ways irrespective of whether they write to enhance reading in English or the mother tongue. Onukaogu

pointed out that until recently, the reading or reading comprehension component in our language textbooks in Nigeria usually starts with the command “read the passage below and answer the questions that follow”. Onukaogu expresses how unprofessional and academically unsound it is to ask children to perform tasks when the skills that they need to perform such tasks have not been formally taught.

In reality, reading skills dictate performances in other subjects. The researcher strongly believes that a child’s ability to read goes a long way in determining his or her performance and achievement in any academic endeavour, in this case, literacy. A good reader will automatically become a good writer because of the vast experiences he can gain on the formation of words, phrases, sentences and even expression of ideas through speech, writing or any other medium (Ekpo, Udosen, Afangideh, Ekukinam & Ikorok, 2007). Ikonta (2002) stated that a good mastery of reading skills extends across all other subjects as it contributes to the high level of students’ academic performance in all areas and fosters fruitful and harmonious interaction among students. Ikonta went on to say that good performance in tests, examinations, evaluations and so forth in different subject areas depend mostly on the possession of good reading skills.

In light of the above, a few suggestions have been identified to improve the performance of children in literacy. Literacy resources or instructional materials may be applied in reading. These resources may be textual, pictorial, graphics, charts or dictionaries, songs, flashcards, overhead projectors, and authentic materials, such as newspaper cuttings, video and television, computers, internet, and multimedia projector. All these are good materials for implementing literacy programs at different levels of learning (Eze, 2007). While all these materials are readily available in the market and are easily accessible from vendors, they are still not evident or seen in schools. (Offorma, 2001; Okonkwo, 2004). Most available texts in the school libraries (where they exist)

are obsolete. Provision of learning resources is insufficient and the little that are provided aren't well maintained due to large classes observed in schools. This has resulted in the behaviours of head teachers who prefer to tuck away some literacy materials provided by the World Bank in cartons for fear of losing them or damaging them (Offorma, 2007). This attitude defeats the aim of their supply to schools. Sometimes when materials are available, they are not accessible to the learners.

From the discussion above, mobile applications might be an alternative to supplementing instruction in the 21st century. The researcher's exposure to the use of mobile applications on mobile devices brings to light the realization that their usefulness spans across solving almost any problem humans may have in their day to day activities. For instance, there are application for game, settling utility bills, productivity, and navigation to entertainment, sports, fitness, and just about any others imaginable. Social media is one of the most popular fields of mobile application development and adoption like Facebook, twitter, Snapchat, Instagram, and the list goes on. There are also a host of educational applications that could serve as a resource pool for educators especially in Early Childhood Education, mainly to make instruction easier and more differentiated which in turn transforms instructional delivery for learners. The researcher has also observed that educational research scholars are coming up with new techniques to impart knowledge every day. This includes exposing pupils to the kind of activities that engage them in learning through innovative ways such as the use of mobile applications, many of which are readily obtainable on mobile devices.

Mobile applications have come to make life easier for humans in their everyday life; from the transfer of funds from one bank account to another, to paying for utility bills all in as little as a few clicks on a portable handheld device. From observations of the researcher, the education sector is

not left behind as it has tried to maximize the advantages that mobile applications have to offer to make teaching and learning easier. The engagement of mobile devices in education is a recent trend, and it is now becoming the hottest technology in higher education (McGhee & Kozma, 2001; McKenzie, 2001). A mobile application is a software application, that is a computer-generated program, designed and developed to run on iPhones, smartphones, tablets and many other mobile devices (Rajput, 2015). There is an abundance of benefits that mobile applications provide for everyone some of which are; twitter - used to get the latest news headlines and email - used as a medium to send and receive messages within seconds. With the extra advantages of mobility, mobile devices help improve efficiency and effectiveness in teaching and learning (Maginnis, White, & Mckenna, 2000).

This is as a progressive and exponential explosion in the use of mobile applications by people in their everyday lives. 57% of all digital media usage comes from mobile applications (Blair, 2020). In Nigeria, 72% of mobile device users spend their time on mobile applications related to social media. It is evident from this that a large population of Nigerians spend their time on their mobile devices; and educators also have a share in this number.

The engaging applications make drills and practices more fun for learners and its immediate feedback is beneficial for students learning (Pilgrim, Bledsoe & Reily, 2012). Falloon (2013) observed that when the application design includes appropriate, clear communication of learning purposes and directions, students were enabled to be more independent in learning contents. Students have opportunities to collaborate in the interactive process which help to develop the connection of reading, writing, listening and speaking (Beschoner & Hutchison, 2013).

Mobile technology has come to permeate the lives of many 21st century citizens regardless of ethnicity, age or socioeconomic status (Herro, Kiger & Owens, 2013). Smartphones, tablets, iPads

and media devices can now provide great potential to deliver education services to a wide variety of students. Digital technology is rapidly becoming an essential part of the daily life of many adults; its use may be influencing young children's emerging ideas about literacy" (Beschoner & Hutchison 2013). The use of mobile devices for learning in the K-12 classroom is changing the educational landscape but the impact on student achievement is unclear" (Chou, Block & Jesness, 2012). Students would most likely, "interact daily with the tablet, consume books via the touch interface, look up words using the dictionary function, conduct research using the web, and engage in several mobile applications that could help track data, engage students and drive instruction" (Manko, 2013).

The rise in ownership and access to mobile devices cuts across the demographics of race, gender, and socio-economic status (Herro, Kiger & Owens, 2013). The prevalence and accessibility of mobile devices provide educators with increased opportunities to ease instruction in the classroom. It was observed that 84.3% of the teachers surveyed said that children's interest and engagement in learning was their primary motivating factor for integration (Kervin, Verenikina, Jones & Beath, 2013).

It has been made possible to propose that the learner's physical engagement with the task provides visible traces of their internal thought processes (Walsh & Simpson, 2013). "It's not about learning expensive technology on top of the traditional curriculum. Instead, it's about addressing the new needs of modern learners in entirely new ways" (Richardson, 2013). It's not about the application at all but rather effective, measured and considered teaching (Cole, 2014). Today the question that educators ask is no longer about whether and to what extent technology should be used with young children in the classroom, but rather how it should be used (Couse & Chen, 2010). Because many mobile devices can deliver constant and reliable access to internet resources, the researchers report

that they are “changing the way educators think about education and literacy” (Pilgrim, Bledsoe & Reily, 2012).

Most primary school leavers in Nigeria constitute a class of “newly created illiterate Nigerians (Okedara,1997). Most students are exposed to english too late in school; additionally, they are taught by teachers who themselves are not proficient in the language (Okon, 2003).

Historically, access for teachers and students in some countries to ICT (Information Communication Technology) has been limited and this posed a major gridlock or set back to the speed at which education advanced for so many obvious reasons, such as costs and technical know-how. Now, however, mobile phones/smartphones and tablets are changing the reality of the future of education (Leyden, 2015). According to Roy (2017), new learning methods including the use of instructional materials like mobile applications through the use of mobile phones or tablets have largely improved school activities, thus aiding in the achievement of learning goals. This is made easier through enhanced parent-teacher communication, e-books and online study, decreased communication gap between children and their teachers as well as making learning a more engaging experience for children.

A study was carried out in the past on teaching techniques that hinder the academic performance of pupils at the basic level,

which investigated impediments to the reading competence of primary school learners in Akwa Ibom State of Nigeria. The objective was to determine how reading approaches such as pointing at words, vocalization and sub vocalization, excessive eye fixation, regression as well as involvement in extensive reading and teachers’ instructional techniques relate with the academic performance of learners at the basic education level (Enighe & Afangideh, 2018). Another study was carried out on the integration of ICT in preschool settings. The paper presents findings from

a research project regarding Information and Communication Technology (ICT) integration and use (Nikolopoulou, 2014).

A survey revealed that there are multiple layers of personal, social, and institutional contexts that closely interact with each other, that affect the implementation of technology into literacy instruction (Kervin, Verenikina, Jones & Beath, 2013). Chou, Block & Jesness (2012) concluded that there is a positive impact of iPad integration on students' learning in active engagement, increased time for projects, improved digital literacy, and digital citizenship. The studies revealed that the use of mobile devices in activities such as "real-time polls, discussions, blogs, and other course activities" had the effect of increased engagement, collaboration, productivity, technology competency, innovation, and critical thinking" (Chou, Block & Jesness, 2012). Yet, the researchers also noted that mobile devices used alone, did not encourage students' engagement or productivity. Educators must be trained on how to successfully integrate mobile devices and their applications into the curriculum, in order to implement them to their full potential.

The scholarly studies that are available concentrate on qualitative accounts that address factors such as student engagement and motivation, cost-effectiveness, increased administrative efficiency supported by "paperless" systems, advantages of mobile technology that delivers "anytime, anywhere" learning (Falloon, 2013). Comparisons of pre- and post-assessments showed that the student had gained one year's growth in reading within a six-week time period as a result of the instructional literacy interventions using the tablet (McCalanahan, Williams, Kennedy & Tate 2012)). Kervin, Verenikina, Jones and Beath (2013) conducted a survey of 213 teachers across Australia to determine the way technology is currently being used by literacy teachers. Of the teachers surveyed, 62% worked in classrooms with children four to eight years old (Kervin, Verenikina, Jones & Beath, 2013). The results of the survey suggested that technology integration

may be increasing among lower basic school pupils and is no longer merely reserved for older students in secondary schools. While technology has been exploited by researchers on what effect it can have on the academic performance of pupils in literacy, other factors have been seen to cause some form of variation in the classroom. Gender for one is seen to cause some differences in academic performance.

Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating masculine and feminine (Haig, 2004). The issue of gender has been a source of concern for researchers because it has an influence on academic performance; and several studies have elaborated on the extent of difference between boys and girls in literacy (Alloway, N., Peter .F., Pam .G., Sandy .M. (2002); Collins, Kenway & McLeod 2000; OECD 2015; Cobb-Clark & Moshion 2015). Many studies in OECD countries report that girls perform better than boys on some tests of literacy. While boys and girls tend to perform relatively evenly at the top of the performance range, boys' results are more likely to be spread across the performance range and to cluster more at the bottom, while girls' scores are more likely to cluster closer to the mean. The greatest gender difference occurs in writing and the least for viewing. Even at Year 3, girls in low and middle-class families have an advantage in reading over boys – the gap in one study translates to three months disadvantage for boys. But there is no gap in reading among advantaged children at this level. This gender difference in achievement does not widen significantly between Year 3 and Year 5 and between Year 5 and Year 7.

Another variable that has been seen to cause some variation in the academic performance of children in literacy is school type. Over the years, it has been asserted that private schools are superior to public schools and thus produce more excellent students (Sandy & Duncan, 2010). School type refers to the nature and composition of children a school is made up of. It is sometimes

classified by some educators as mixed or single-gender schools. The type of elementary school available includes public secular, public Madrassah, private secular, private Madrassah, private Muslim non- Madrassah, or private other (Newhouse & Beegle, 2005). Private and public schools are quite different in many ways in terms of the source of their funds and support. Public schools depend primarily on the government for support and funding, whereas private schools depend on tuition payments and funds from non-governmental sources such as religious organizations, endowments, and grants (Asiedu, 2002; O'Riley, 1996). Differences have been observed between children who went to public schools and those who went to private schools, with private schools recording higher academic performance relative to their school counterparts.(Cavalcanti, Gumaraes, & Sampaio, 2010). Using different approaches, private schools have advantage over public schools on academic performance (Duncan & Sandy, 2007).

The superior performance of private schools over public schools was also observed by Ozer, (2011), when the performance of students from public and private schools were examined on the Bender Gestalt performance test. The students from private schools performed significantly better than those from public schools. Public schools are financed by the government and run by public servants whereas the private schools are owned by individuals or private organizations and are run by their own staff (Asiedu, 2002; Nsiah-Peprah, 2004; Tooley, Dixon, & Amuah, 2007). Private schools are usually operated by religious bodies and private individuals who stress the need to achieve excellence to attract more students. Despite the vast review by this researcher, it was observed that none of these studies covered the effect of mobile application on pupils' academic performance in basic one, in literacy, especially with the use of Jolly Phonics and Consonant Blends. The studies reviewed focused generally on the use of technology and its advantages on pupils' academic activities; however, this study is focusing on the use of mobile applications that are housed by these technologies which are a differentiating factor.

The mobile application to be used for the study will be the Jolly Phonics Mobile Application. Mobile applications are types of software that allow for the performance of specific tasks. Applications or apps for desktops or laptops are sometimes called desktop software applications while those for mobile devices are called mobile apps (as popularly known) or mobile applications. An app runs in the operating system when it is opened until it is closed by the user. From the experience of the researcher, mobile apps are numerous and have become very useful to humanity as it has widely contributed to making the world a smaller global village, where tasks perceived to be difficult turn out very simple. There are many mobile applications in use by members of the society such as Facebook which is a mobile application that makes connecting and networking amongst friends and family a lot easier, wherever the location on the planet. Twitter is another application primarily created for sharing news headlines and can be accessed just by tapping on the icon on the smartphone.

Youtube is a hub for videos that span across varying categories and subjects which is easily accessible through a mobile device. There are a host of others that can be found in an app or application store where topics and groupings make searches easier. For this research, Jolly Phonics and Consonant Blend mobile apps will be used.

Jolly Phonics is a synthetic phonics scheme that teaches children the alphabetic code of English. There are five steps in teaching this and they are: learning the letter sounds, learning letter formation, blending, identifying sounds in words and tricky words. The first element involves helping pupils learn the letter sounds which are 42 in number (s,a,t,i,p,n - c,k,e,h,r,m,d – g,o,u,l,f,b – ai,j,oa,ie,ee,or – z,w,ng,v,oo,oo – y,x,ch,sh,th,th – qu,ou,oi,ue,er,ar) [some sounds, diagraphs, are represented by two letters such as /ai/ and /oa/]. The next is learning letter formation which has to do with teaching pupils how to form letters correctly which they master over a period of time. In blending, pupils are taught to listen to sounds and say the word they hear, for instance: If a

teacher says –‘dog’ what word am I saying?’’ ‘d o g’ – a few children will hear, ‘dog’ and some will require more listening practice to eventually hear the word. It is essential that pupils hear sounds in words so that they can decode them in writing and tricky words which are words that cannot be worked out by blending for instance – ‘are’.

The Jolly Phonics mobile application is an educational mobile application that helps pupils to read through synthetic phonics. From the experience of the researcher, this application software contains lessons on the 42 sounds that have been grouped into seven. There are lessons on alternative sounds (sounds that are the same but have different spellings) and tricky words (words that do not follow any sound-spelling pattern). Each sound has a lesson that goes with it containing every exercise required for a child to learn the sound that is embedded within from identification of the sound, how to pronounce accurately, how to blend words containing it and how to write it accordingly (letter formation). Except for the first sound, there is a revision of previous sounds learnt, a story about the sound, an action for that particular sound, a digital flashcard for the sound and a song that goes with it. A phrase to help the child to identify words containing the newly learnt sound is also included within the application. There are also games for children to play, while learning to read through practicing words they have learned in the lessons.

The second mobile application that will be used for the study is Consonant blends mobile app. Consonant blends or consonant clusters are groups of two or three consonants in words that make a distinct consonant sound such as ‘bl’ or ‘spl’. The consonant blends mobile app will help children to identify and pronounce consonant blends and learn to read words containing two or three consonants to produce a distinct sound. This application, on the other hand, is not as complex as the Jolly;

Phonics app because pupils are expected to have already mastered the art of blending simple individual vowel sounds before learning consonant blends.

Statement of the Problem

Pupils in basic one should be able to pronounce any age-appropriate document they see around them once it meets reading expectations; Today, academic performance in literacy is progressively on a decline despite the importance of this subject matter as a core learning concept.

Table 1: WAEC percentage results of students who made five credits and above including Mathematics and English from 2009 to 2014.

Year	Percentage of grade C or better
May/June 2009	25.99%
May/June 2010	23.36%
May/June 2011	30.9%
May/June 2012	38.81%
May/June 2013	36.57%
May/June 2014	31.28%

Source: Daily Trust of Thursday 21st August, 2014

The table above shows the closest available statistics to primary schools which shows that in 2013 the performance declined from 38.81% to 36.57%, and unfortunately continued to decline to 31.28% in 2014. Attempts have been made in the past to help improve pupils' literacy skills through various means such as training of teachers, provision of instructional materials to aid in teaching and learning of literacy and even introduction of computer games to help children learn to read fluently. In spite of all the interventions made by the government and private individuals, studies show that academic performance in literacy is still on the decline. Teachers are finding it hard to achieve improved performance with the growing population of pupils in the classroom, which is a factor that can hinder progress during lessons.

Table 2: Teacher – Students Ratio in primary schools

Year	Teacher - Student Ratio
2001	1:34.01
2002	1:40.28
2003	1:34.88

2004	1:35.81
2005	1:36.91
2006	1:40.42
2007	1:46.09
2010	1:37.55

(Measure: Student: Student per Teacher; Source: UNESCO)

Table 2 illustrates the teacher–student ratio (TSR) in primary schools in Nigeria. The table shows that the teacher student ratio falls between 1:34.01 and 1:46.09 however the national policy on education stipulates that the teacher-pupil ratio should be 1:40.

Children are unable to put sounds together to form words, let alone read text coherently. This situation inevitably leads to a further decline in pupils’ output in other subjects, as literacy serves as a foundation for understanding new concepts. If this phenomenon is left unattended to, there is every likelihood that pupils will not pass examinations. As a result of decline in academic performance, schools might become unattractive due to excessive pressure from parents on their children who perform poorly in literacy, stress levels of teachers can become heightened due to inability to attain required scores by their pupils and the resultant academic environment becomes more toxic than welcoming for all stakeholders as a result of consistent decline in literacy performance. A lot has been said about the falling standard of education, particularly in the literacy of the Nigerian child and a lasting solution is what is urgently needed. New learning methods that incorporate the use of instructional materials such as ICT (Information Communication Technology) mitigate the decline in literacy.

Some studies carried out in the past that were available to the researcher focused on teaching techniques and academic performance of pupils at the basic level. This was reflected in a research which investigated impediments to the reading competence of primary school learners in Akwa Ibom State of Nigeria and the integration of ICT in preschool settings. However, none of these

covered the effect of mobile applications on academic performance in literacy of basic one pupils especially using the free reading Jolly Phonics Mobile Application which the researcher believes can largely make desired difference compared to the methods previously used by others.

Purpose of the Study

The main purpose of the study was to examine the effect of Jolly Phonics and Consonant Blends mobile applications on pupils' academic performance in literacy in Ilorin, Kwara State, Nigeria.

The specific purposes of this study addressed the following:

1. To determine the effect of treatment of jolly phonics and consonant blends on the academic performance of pupils in literacy in Ilorin West Local Government Area of Kwara State.
2. To determine the effect of treatment of jolly phonics and consonant blends on the academic performance of pupils in literacy by gender in Ilorin West Local Government Area of Kwara State.
3. To determine the effect of school type on the academic performance of pupils in literacy in Ilorin West Local Government Area of Kwara State.
4. To determine the interaction effect of treatment of jolly phonics and consonant blends on the academic performance of pupils by school type in literacy in Ilorin West Local Government Area of Kwara State.
5. To determine the interaction effect of treatment of jolly phonics and consonant blends on the academic performance of pupils by gender in literacy in Ilorin West Local Government Area of Kwara State.
6. To determine the interaction effect of gender and school type on the academic performance of pupils in literacy in Ilorin West Local Government Area of Kwara State.

7. To determine the interaction effect of treatment of jolly phonics and consonant blends, gender and school type on the academic performance of pupils in literacy in Ilorin West Local Government Area of Kwara State.

Research hypotheses

The following null hypotheses were formulated and tested at 0.5 level of significance:

Ho1: There is no significant main effect of treatment of jolly phonics and consonant blends on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Ho2: There is no significant main effect of gender on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Ho3: There is no significant main effect of school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Ho4: There is no significant interaction effect of treatment of jolly phonics and consonant blends and gender on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Ho5: There is no significant interaction effect of treatment of jolly phonics and consonant blends and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Ho6: There is no significant interaction effect of gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Ho7: There is no significant interaction effect of treatment of jolly phonics and consonant blends, gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Significance of the Study

The findings of this study will be of great benefit to society as a whole, as literacy plays an important role on personal growth, culture, and development. Thus, schools, teachers, parents, and the immediate community are some of the categories of those who stand to benefit from the probable outcome of this study. Others are mobile device manufacturers and software developers. Schools that apply the recommended approach derived from the results of this study will need to make provisions for mobile devices to meet the needs of pupils in order to experience a transformation in delivering instructional model for effectiveness.

Pupils might stand a chance to benefit from the outcomes of this study as there will be an opportunity to be exposed to instructional methods different from what they are used to. This might be a channel that might meet the need of other categories of learners that will improve learning outcomes. Teachers will be better trained on the use of mobile applications that will aid better performance of her pupils, the community members will benefit from the results of this study as they house children who are better informed about digital technology hence the educational quality enhanced.

It has been observed by the researcher that smartphones are everywhere, and our lives are being made easier through the use of mobile applications. Parents might be encouraged to acquire smartphones which will be an opportunity for them to be exposed to the use of mobile applications that can aid reading for children. Software developers will be encouraged to create a variety of more innovative applications that will aid the improvement of academic performance in literacy.

This study will go a long way to help future researchers to draw inferences from this base knowledge that will further improve the education sector as a whole. The ministry of education will be motivated to bring up policies to support the use of educational mobile applications such as jolly phonics and consonant blends in an attempt to improve instruction in Literacy in Early

childhood education. Software developers will be encouraged to create more educational mobile applications to help schools improve in academic performance which will in turn boost their popularity.

Scope of the Study

The study examined the effects of jolly phonics and consonant blends mobile applications on pupil's academic performance in literacy in Ilorin West Local Government Area of Kwara State. The study also examined if there is an effect of gender, as well as school type on academic performance of pupils in Ilorin West Local Government Area of Kwara State. Jolly phonics and consonant blends mobile applications were the independent variables considered in this study while the academic performance in literacy served as the dependent variable. This study covered three areas of literacy which are: reading; listening and speaking; and writing alone. This is a foundation for learning to read and write. The study covered six schools (three public schools and three private schools) in Ilorin West Local Government Area of Kwara State.

Operational Definition of Terms

The following terms are operationally defined:

Academic performance – Academic Performance refers to the outcome of pupils' assessment in literacy which was measured using the Literacy Academic Achievement Test.

Mobile device – A mobile device or a handheld device is an electronic device that enables people engage in the use of applications. For instance, mobile phones and tablets

Mobile application – It is a type of software that allows users to perform specific tasks. An app runs in the operating system when it is opened until it is closed by the user.

School type – These are the public and private primary schools in Ilorin West local Government Area of Kwara State.

Public school – These are primary schools owned, financed and managed by the government.

Private schools – These are primary schools owned, financed and managed by individuals, religious bodies and organizations.

Jolly Phonics – Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics.

Synthetic phonics – This is an approach to reading through the blending of phonemes (sounds) to form a word that enables children to read.

Jolly phonics mobile application – The Jolly Phonics letter-sound application is an application that provides resources and lesson plans to teach Phonics lessons.

Literacy – Literacy is the ability to read written language.

Consonant blends - Consonant blends (also called consonant clusters) are groups of two or three consonants in words that makes a distinct consonant **sound**, such as "**bl**" or "spl."

Consonant blends mobile application – This is an application that helps children to learn consonant blends.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Relevant literature were reviewed under the following subheadings:

Theoretical Review

The Engagement Theory (Greg Kearsley and Ben Schneiderman in 1998)

Conceptual Review

General Objectives of Primary Education

Concept of Literacy

Concept of Academic Performance

Concept of Mobile Devices

Concept of Mobile Applications

Concept of Jolly Phonics

Concept of Consonant Blends

Review of Empirical Studies

Mobile Applications and Academic Performance in Literacy

Pupils Gender and Academic Performance in Literacy

School Type and Academic Performance in Literacy

Jolly Phonics and Academic Performance in Literacy

Consonant Blends and Academic Performance in Literacy

Appraisal Of Literature Reviewed

Theoretical Review

Engagement Theory was propounded by Greg Kearsley and Ben Schneiderman in 1998. It is a framework for technology-based teaching and learning. The fundamental idea underlying engagement theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While in principle, such engagement could occur without the use of technology, it is believed that technology can facilitate engagement in ways that are difficult to achieve otherwise. (Kearsley & Schneiderman 1999).

Elementary literacy is a very complicated process and technology allows us to meet these emerging learners' needs through the use of useful applications. For the use of technology to be successfully implemented to achieve improved performance, it should support language development, have differentiated content and engage all types of learners. Jolly Phonics application is one of such tools that satisfy these conditions above. The theory of engagement learning is different from motivation in that “engaged agents choose to participate because they can influence the choice of the subject and method” (Marcum, 2011). In engagement, the individual is not being moved to engage in some pre-determined activity but rather applies their own intrinsic motivation to grow in their own learning, development and improvement.

It has been said by some researchers that there is an effect of mobile apps on pupils' academic performance, as instructional applications improve student engagement (Godzicki, Gozicki, Krofel, & Michaels, 2013). In order to create learning environments in which today's pupils can thrive, teachers must incorporate 21st century literacy skills into the class experiences. The researcher believes that mobile application-based instruction can be a powerful tool to promote pupil engagement, attend to every pupil's need, and hence address the performance gap. Also, pupils are motivated to learn when they can use technology independently through the use of

mobile devices. As Hutchison, Beschorner and Schmidt-Crawford (2012) have shown, mobile applications and mobile devices can be effective instructional tools when applied appropriately by trained teachers. From their study, they submit that “It was found that using the iPads for literacy instruction not only supported student learning, but students were also highly engaged and able to demonstrate ways of responding to text using technology tools that offer some unique affordances to users”. There is a need for researches to be conducted to inform educators and other stakeholders so they can be certain that pupils need literacy intervention and that mobile applications can possibly be one of them.

Additionally, the Campaign for Grade Level Reading reported that “74% of students who fail to read proficiently by the end of third grade falter in the later grades and often drop out before earning a high school diploma” (Grade Level Reading Campaign, 2014). There is a need for literacy intervention programs to close the achievement gap and reduce the school drop-out rate. The research presented in this study seeks to explore the viability of the mobiles apps as a tool to meet the need for literacy instruction as an intervention with basic one pupils. Mobile applications have come a long way in making life easier for us in our everyday life. Since the introduction of digital tools such as mobile applications to education over 30 years ago, much has been written about their potential to help improve academic achievement in literacy (Falloon, 2013). However little research-based evidence is available to show that there’s an effect of mobile applications in literacy.

This will also scale up the academic performance of pupils as it supports language development. Primary education has been receiving high priority or great attention right from the time of the missionaries through the colonial government to the present day. For instance, elementary education with sub-standard classes for infants was emphasized in 1929 by the then Director of

Education in Nigeria, Mr. Hussey. For him, in the infant classes the most widely spoken local language should be the medium of instruction. Education of the girl child received special attention and a committee was formed to deliberate on the principles of girls' education. (Amodiaha, 2011).

Accordingly, he viewed education of girls and women as being of paramount importance. One of the important governmental principles as contained in the 1925 policy that guided him was that educated wives and mothers mean educated homes (Ikejiami, 1964). By 1960s, Kindergarten and Nursery school were added to the primary level of education in the East, West and Lagos. During this time, primary education was seven years in the North (4 years junior and 3 years senior primary), six years in the West, seven years in the East and eight years in the Federal Territory of Lagos (Nduka, 1964).

The theory establishes its relevance in the approach employed in this study as it is geared towards improving the ability to read through Synthetic Phonics and consonant clusters using the Jolly Phonics and Consonant Blends mobile tools which are both fully engaging mobile applications used in the classroom. With the use of these applications, pupils are taken through various steps and levels that cover a wide range of learning styles for instance; the activities in Jolly Phonics mobile application require pupils to demonstrate an action for each sound they are about to learn, pronounce a sound after a voice in the app, practice to write the sound through a simulation on the screen and practice saying randomly selected words and asked to listen for which word contains the new sound they have just learned (this is fine-tuning listening skills). These are some of the engaging activities the app provides as it covers approaches that meet pupils who are bodily kinesthetic learners, visual learners, rhythmic learners and interpersonal learners where they are. The engagement theory also feeds into the advantages of grouped instruction as pupils can work in small clusters of three or four while sharing a device and carrying out learning activities together

with the guidance of the teacher. This approach makes learning interactive and even more engaging.

The consonant blends application require that pupils engage directly with the learning material through speaking, listening and interacting with the touch screen device while learning. The learning theory behind the use of mobile apps-based instruction in intervention programs is rooted in the research on engagement (Kearsley & Schneiderman, 1999).

Conceptual review

Reviews of related concepts have been elaborated below:

General objectives of primary education

According to the Federal Government of Nigeria (1981), primary school should be able to help pupils to acquire, demonstrate, and inculcate those general outcomes spelt out by the policy. These include the inculcation of permanent literacy and numeracy, and the ability to communicate effectively; which means that by the end of a child's primary education, he must be able to demonstrate the above capabilities well. Primary education should aid in the laying of a sound basis for scientific and reflective thinking which should equip pupils with the above objectives through different school subjects. This simply means that the school subjects may contribute to this development in different ways hence the need for a more specific statement of this objective. Amadioha,(2011), Citizenship education is a basis for effective participation in and contribution to the life of the society. Like other objectives, this very objective is too general and could only be achieved when translated into more realistic or specific outcomes.

This objective could be achieved through different subjects in the school system such as:

- a) Civics, political sciences, history and social studies etc.

- b) Character and moral training and the development of sound attitudes. That is through exposure to different subjects in the primary school education pupils should exhibit sound moral character and healthy attitudes.
- c) Developing in the child the ability to adapt to his changing environment, that is whatsoever a child learns at the primary school, he should be able to develop ability to adapt to his societal changes but no subjects that would alienate him from his environment. This is why social studies is included in order to achieve this objective.
- d) Giving the child opportunities for development manipulative skill that will enable him to function effectively in the society within the limits of his capacity. The primary school should provide opportunities for the child to develop manipulative skills which would enable him to function effectively in the society as his capacity allows him.
- e) Providing basic tools for further educational advancement, including preparation for trades and craft of the locality. Pupils at the end of their primary education should be able to further their higher education with the provision of basic tools. It also implies that they would be well prepared for trades and crafts in the local community. These broad objectives would only be achieved when translated into specific or behavioral objectives in different curricular activities for primary school Amadioha,(2011).

Concept of literacy

Literacy can be viewed as the product of an array of component skills, all of which are necessary for high-level performance. For example, phonological awareness, letter knowledge, automaticity in reading letter sequences, and lexical access could be identified key component reading skills. Holistic thinkers see meaning-making as the central defining feature of good reading, are inclined

to think of reading as a single, integrated capacity, and often deplore attention to isolated components in reading instruction or assessment (Snow, 2004).

This means that literacy encompasses the knowledge and skills students need to access, understand, analyze and evaluate information; thus, process information, make meaning, express thoughts and how they feel, present ideas and opinions, interact with others and participate in activities at school and in their lives ahead of school. Literacy is a complex and multifaceted skill which changes enormously as it is acquired.

The Committee on the Prevention of Reading Difficulties in Young Children (National Research Council, 1998) outlined the literacy skills to be expected of children at different points up through grade 3. The first point is that the typical three-year-old can recognize a couple of books by their covers after being exposed to them in the past and even pick them up right side up and turn their pages to observe the pages contents, listens to the stories when read aloud to them and even, expected to understand when read to. The child is also expected to understand pictures in a book and be able to distinguish them from print. Recognition of some letters is expected here along with the ability to do some scribbles. The second being that the typical four-year-old can recognize more letters and recite the alphabet from a to z, connect events in stories to 'real life,' understands that stories are different from notes or lists, may produce rhymes or alliterations, and may scribble, pretend-write, or draw with a communicative purpose. The third points out that the typical kindergartener knows about titles and authors of books they have been exposed to in the past and are more likely to be able to track the print of same when being read to. Level of focus at this age is higher. They can name most of the letters of the alphabet, write them, spell a few simple words, can question events from stories and use invented spelling in writing. The fourth explains that the typical first grader (basic one) is beginning to get comfortable with the system of writing, reading

accurately and fluently especially text that has been taught previously. They are also able to match sounds to their corresponding letters, mix up self-invented spellings with conventionally spelt words and is able to monitor their own writing patterns for corrections. They can also differentiate a variety of text patterns such as formal notes, stories, poems, lists, slogans and so forth.

Finally, in 2nd and 3rd grade (basic 2 and 3), the typically developing child can now tackle more complex activities such as independently consulting dictionary, fluency in reading and writing along with a variety of spelling patterns, writing becomes increasingly accurate and fluent with an ever wider variety of spelling patterns, writes a wide array of text-types conventionally and with a greater capacity to revise independently. and infers the meanings of unfamiliar words encountered in otherwise comprehensible text.

According to Bainbridge (2019), literacy skills are all the skills needed for reading and writing. She also believes that literacy is the awareness of sounds of language and print including the relationship between letters and sounds. Today we understand that literacy 'emerges' gradually in the early years of a child with the development of literacy in young babies through the following stages: hearing sounds, identified by caring adults around them, babbling, repetition of sounds and rhymes and later sharing books and stories and so forth. Bainbridge's view on the importance of literacy:

- 1) When children are exposed to listening, looking and talking about books and pictures while actively engaging with these materials, involved in poetry and rhymes and taking part in the use of sand and crayons for pre-writing activities all form a part of pre-literacy skills.

2) Children not exposed to effective reading and writing skills at primary level stand the risk of leaving school early, face unemployment in the future or find themselves in low-skilled jobs, have poorer emotional and physical health and are more likely to end up in poverty and in our prisons.

3) Literacy difficulties are linked to truancy, exclusion, social consequences such as alcohol or drug abuse, increased health risks and greatly reduced life chances. The resultant impact on society is not just economic but it also results in a negative effect on children's achievement of their full human potential.

4) Improved communication and oral language skills of very young children underpins their development of literacy.

5) As a component of basic education and a foundation for lifelong learning, literacy is the key to enhancing human capabilities and achieving many other rights. It is an added advantage for the individual, the family and the society at large. From the above points, it can be seen that literacy forms a crucial component in the growth and development of any economy. From a collective perspective, a literate community that exchanges ideas, engages in dialogue are more innovative and productive.

Concept of academic performance

Academic performance is a critical measure of quality learning outcomes at the different levels of education. A nation-wide assessment of learning at the primary level of education in Nigeria was carried out in 2003 (Nigeria Education Sector Analysis, 2004) and 2011 (Federal Ministry of Education, 2015) at primary classes 4 and 6. The Universal Basic Education Programme conducted its assessment of learning in 2001 and 2003 (Universal Basic Education Programme and Universal Basic Education Commission, 2007). International development partners also supported or

conducted other learning assessments. Examples include the United States Agency for International Development's (USAID) early grade reading assessments (RTI International, 2011; 2014). The Universal Basic Education Programme (UBEP) conducted two national assessments in 2001 (Universal Basic Education Programme) and 2003 (Universal Basic Education Programme, 2007). The 2001 national assessments drew samples from public and private schools. Reflections on why basic education learning outcomes are declining in Nigeria.

Literacy was tested in primary four pupils in all the 36 states and the Federal Capital Territory. The objective of the study was "to assess the quality of primary education seven years into the implementation of the [First and Second] Primary Education Improvement Projects (PEP I and PEP II) and 12 months into the introduction of the Universal Basic Education Programme" (Universal Basic Education Programme). The study concluded that performance of pupils was generally low. The low performance was attributed to: poor reading abilities of the pupils and their teachers, lack of interest in school and school subjects due to poor school environment and lack of teaching and learning resources in schools.

Pupils' academic performance in literacy is progressively on a decline despite its importance in the lives of individuals and the society as a whole. According to Knoema, (a world data atlas that provides data all in one place), youth illiteracy for Nigeria was 9.43 million in 2015 which spells a shocking increase from 5.19 million in 1991 which implies an annual average growing rate of 24.32%. If this trend continues, the future of children wouldn't be so bright. Literacy is the state of being literate which is a combination of basic skills that people generally require to be able to function successfully in a society. According to Bainbridge (2019), literacy is a basic skill that is required for reading and writing. Unfortunately, in our society today, a large population of people

aren't exposed to this luxury and still experience a decline in quality of instruction resulting to poor academic performance as seen in the figures above.

This is inevitable if the teachers that have been put in charge of these children are not qualified to give instruction in schools. For example, 66% of primary school teachers failed a qualifying exam that was originally set for Basic four pupils in Kaduna state back in 2017. This figure represents 20,000 unqualified teachers out of 33,000 that would be disengaged from active duty (Premium times, 2017). This was an attempt to restore confidence in public schools and the results bring to fore the need for intervention.

Concept of mobile devices

Mobile devices are hand held devices that usually facilitate voice calls as well as text messaging, but has evolved to become more complex in nature to satisfy our needs by making life easier through solution-based applications for instance smart phones, tablets, iPad, PDAs, etc. Mobile device are handheld electric devices that which enables some kind of computing and is portable enough to be carried around. Phones or cell phones, or just mobiles for short, facilitate voice conversations as well as text messaging (Khambekar, 2019). According to Viswanathan (2018), Mobile device is a general term for any handheld computer or smartphone. The term is interchangeable with 'handheld,' 'handheld device,' and 'handheld computer.' Tablets, e-readers, smartphones, PDAs and portable music players with smart capabilities are all mobile devices. These devices are quite pervasive nowadays. Mobile devices that are commonly used today include cell phones, Personal Digital Assistants (PDAs), tablets and multimedia players. Their uses are not only varied, as given below, but are also growing day by day.

Mobile devices have similar characteristics some of which are:

They generally come with Wi-Fi or cellular access to the internet and also comes along with a battery that powers the device for several hours depending on the degree of usage. A physical or onscreen keyboard for entering information with a size and weight that allows it to be carried in one hand and manipulated with the other hand. Touch-screen interface in almost all cases makes input and navigation very easy and interactive. A virtual assistant, like Siri, Cortana or Google Assistant provides a self-help indicator. This also includes the ability to download data from the internet, including apps and books through wireless operations.

The researcher in her experiences in daily life has observed that smartphones have taken over the society in numerous ways such that it simplifies tasks for everyone. These tasks are not limited to making and receiving phone calls but extends to sending money across banks, receiving news updates, booking for flights, taking photos and video recording and so forth.

Concept of mobile applications

Rouse (2013) defined a mobile applications as a software application developed specifically for use on small, wireless computing devices, such as smartphones and tablets, rather than desktop or laptop computers. Mobile apps are designed with consideration for the demands and constraints of the devices and also to take advantage of any specialized capabilities they have. Mobile apps are sometimes categorized according to whether they are web-based or native apps, which are created specifically for a given platform. A third category, hybrid apps, combines elements of both native and Web apps. As the technologies mature, it's expected that mobile application development efforts will focus on the creation of browser-based, device-agnostic Web applications. Teaching in the Internet age means educators must teach tomorrow's skills today.” (Flemming, 2017)

The researcher has observed that over the past few decades, there has been immense influence of technology on children, teachers and on education as a whole. The advent of mobile applications

has made quality education accessible just with the tap on a screen which is very affordable. Almost every home can afford a mobile device for these purposes. A wide variety of applications can be obtained from app stores and choosing the right one for children can go a long way in redefining education for them. Educational applications are making things easier for children to understand difficult concepts. Books are often found to be tiring and boring for children while replacing them with colorful pages and moving animations can make learning a fun exercise.

According to Flemming (2017), experts say that the use of application stimulates learning and active engagement amongst children. The traditional model of learning accompanies the generic feeling of boredom which can be improved or brought to life through the introduction of mobile applications. Technology in the guise of apps is helping those looking for some innovation in their learning experience. In addition to the feel of novelty, apps add an element of fun and involvement to the learning process. Through games, puzzles or other challenging tasks, mobile learning using applications stimulate the brain cells to actively metabolize the input unleashing a new perspective. Parent-teacher communication is another consideration as the ideal concept of frequent parent-teacher interaction finds its space in the articles and books regarding performance enhancement but not in reality. Owing to the tight schedule of both parties, it is just not possible to maintain the rapport through physical interactions but now, we have apps. Teachers can attend to the queries of the parents anytime and anywhere through an ominous device called the phone. From the experience of the researcher in the classroom, mobile apps such as WhatsApp make interaction easier and more vivid especially when descriptive discussions become necessary. The use of photos and short video clips can be used to make communications visually explicit. This fosters transparency regarding the child's growth at school.

Online resources are another advantage of technology in education. Apart from the internet that serves as a resource pool for random information, it also creates room for formal education for people who cannot afford the luxury on full time courses in schools or colleges. The gap is bridged by the use of online course through applications on mobile device. This of course doesn't leave out entertainment, for, according to studies, mobile application promotes entertainment. Learning is no more a passive activity, it is active with applications. Lessons transforming to games can change the face of education. Children will enable a kind of interest in learning. Level based applications instill determination to pass each level. Applications without doubt enhance education. No more boring homework and tough class lectures. It is neither time bound nor restricted to any one particular location unlike the normal school set up. Anywhere can be a classroom and there wouldn't be any worries regarding meeting up with schedules and timetables. Unlike school, mobile applications are available round the clock. Application learning is not time-bound learning, rather, it is relaxed learning. Most of the applications promote child-friendly control. Children should only need to reach out for the device when they feel like learning. Little ones can operate it without much effort or guidance from caregivers.

No responsible parent wants their children to get addicted spending too much time on the internet or watching television. It has not been recorded as the wisest form of recreation. This is where mobile apps prove their worth. Mobile application learning is one among the wisest choices of utilizing your free time wisely. If a child has lots of leisure time, the use of mobile apps can ensure new and productive knowledge with entertainment guaranteed without wasting time. It's a relief to get all the mundane tasks done with a few taps. Be it tasks like fee payments and other transactions which require us to stand in a queue for hours or the laborious job of marking attendance that drives teachers crazy with the amount of paperwork smiling back at them each day.

All this drudgery has been put to an end simply by having apps in place. The life of each individual associated with the ecosystem is now simple and functioning more efficiently.

The advancement that schools experience now has closed the gap that once existed in communication channels among stake holders in education. A major one being the lack of interaction between the teachers and the parents. Applications and websites have been created to help reduce the gap not just between the students and the educators but also among parents and the teachers. Students and parents can be kept in the loop of every event, schedule change or announcement that is being planned for or carried out.

Reduction in the use of trees for paper and pencils make the world greener as the use of technology replaces the need for cutting down trees effectively. Mobile learning process has sustainability. Applications are arranged in such a way that it promotes not only a craving for learning but systematic learning. The applications are arranged in a systematic way that it becomes possible for pupils to go with the flow without even realizing. There are no constraints for mobile phones. They can be a constant companion for parents and children. Thereby, applications are available to children anywhere, anytime thus learning will not be confined to the classrooms alone. It is a misconception that only children can benefit from the application. Teachers and parents also benefit from using educational applications. Teachers can make use of applications in classrooms. There are applications that help teachers to plan teaching experiences and how learning will take place. Application-based learning provide teachers and parents more time to discuss a lesson plan for better interactive classes. While selecting applications for children, parents and teachers can have a wide variety of functional applications to choose from.

Some applications are not only meant for learning but also to stay updated about campus events, timetables, alerts, and other important information. There exists a lot of apps that allow for payment of tuition fees, library tickets, and so forth. Your children's progress can be tracked through the use of mobile applications within the school reporting systems that has the child's daily report updated and parents can always view from anywhere. Educational applications are the best way for children to stay connected with their teachers. Though the way of learning through applications is entirely different from the traditional learning method, it adds value to the entire process.

According to Flemming (2017), over 20 million students use Google applications for education which has increased by 100% in two years. He also believes that using Google applications for education can save up to \$1.5 Million per year in classrooms as 72 of the top 100 universities in the United States use Google applications in carrying out their academic activities. 73% teachers access digital content from their handheld mobile device. Mobile networks are accessible to more than 90% of the world's population.

Concept of Jolly Phonics - Jolly Phonics is a brand name for synthetic phonics instruction developed by Jolly Learning Ltd, UK. Jolly Phonics systematically teaches reading and writing by linking letters with the sound they make especially in the English spelling system. It has 42 letter sounds that are arranged in such a way that the most commonly occurring letters comes first, followed by digraphs which require a combination of two letters and finally, the remaining single-letter sounds that occur less frequently.

Children are expected to progress through the letter sounds while acquiring skills which are the ability to pronounce it correctly (learning the letter sound), writing it (formation), combining it to

read new words (blending) and listening for it in words to aid spelling (segmenting). These form the elements of Jolly Phonics. After this, learning of letter sounds is followed by teaching the tricky words such as “me”, “who”, “like” which do not normally follow the letter and sound linking. There are songs, actions stories and sounds that Jolly Phonics developed on each letter sound that make their learning easy and enjoyable for children learning to read. The following are the 42 letter sounds in Jolly Phonics order:

s, a, t, i, p, n

ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo, oo

y, x, ch, sh, th, **th**

qu, ou, oi, ue, er, ar

Jolly Phonics is a fun and child-centered approach to teaching literacy which has actions for each of the 42 letter sounds of English and teaches five key skills for reading and writing by using a synthetic multisensory approach. These five skills include (i) learning the letter sounds which consist of the alphabet sounds as well as diagraphs (e.g. sh, ai, etc.), (ii) learning letter formation, (iii) blending, (iv) segmenting, and (v) tricky words that have irregular spellings and children learn them separately in this method “Teaching Literacy with Jolly Phonics”(2014).

Concept of Consonant Blends

The English language is constructed of many different sounds: vowels, consonants, long vowels and short vowels. Sometimes sounds blend together as is the case with consonant blends. Consonant blends or consonant clusters occur when two or three different consonant sounds come together, and their individual sounds heard in a word. For instance, let's look at the word "drop". Both the letters "d" and "r" are consonants. When the word "drop" is pronounced, you can clearly hear the sounds of both of these letters, making it a consonant blend. When two consonants come together to make a unifying sound it is called a "consonant digraph." A good example of that is "sh," which makes a sound quite different from the "d" and "r" in drop. When three consonants are combined to form a sound, it is called a "consonant trigraph." You can become more familiar and comfortable with consonant blends by examining some of the letters that are commonly joined together in consonant blends. These include: bl, cl, fl, gl, pl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw.

Examples of words with consonant blends that are commonly used are: bland, blanket, blood, blast, blame, bluebird, bleak, blaze, block, click, clean, class, clap, close, clash, clothes, climb, clock, crab, crib, cry, crow, crew, , credit, creature, draw, dream, dress, drink, dragon, drop, dry, from, free, freedom, frighten, friend, fruit, glad, glamor, glass, glaze, glitter, globe, glove, glue, grade, great, grape, grass, grandparent, grease, gravity, place, plan, play, plant, please, plenty, plus, plywood, plate, plumber, pluto, school, scale, score, scratch, skunk, skin, skeleton, skill, sketch, sky, slick, slack, sleeve, sleek, slice, slim, slow, sleep, small, smart, smell, snack, snail, snake, snob, snow, sneeze, snap, pace, spot, sphere, splash, speak, spend, sport, special, splendid, sprout, sprain, spray, spank, sprawl, spirit, sprung, stair, stop, store, stage, story, stand, star, steam, stone, strike, strange, strain, strong, street, study, sweet, swan, sworn, swallow, swing, swim, sweater,

swollen, switch, truck, try, tree, trail, train, traffic, trade, trash, travel, true twinkle, tweet, twelve, twice, twenty, twist. All of these words use two letters to make one sound.

Review of Empirical Studies

Below is the empirical review as researched for the study:

Mobile devices and academic performance in literacy

The use of mobile devices has become considerably inevitable in the life of the modern-day individual which has come to make carrying out his daily activities a lot more stress-free. Mobile devices have come to permeate the lives of many 21st century citizens regardless of ethnicity, age or socio-economic status (Herro, Kiger & Owens, 2013). There are growing advantages this mobile tool brings to us which encourage more patronage of this helpful tool. Rossing, Miller, Cecil and Stamper (2012) projected that by 2015 mobile tablets will overtake desktop usages and 80% of all people accessing the Internet will be using a mobile device.

Tracking activities on the touch screen in the classroom, we have been able to propose that the learner's physical engagement with the task provides visible traces of their internal thought processes (Walsh & Simpson, 2013). However, in a research (the liberty study) undertaken at a school that made them one of the highest performing schools in Baltimore City, participants recorded higher grades after exposure to the use of mobile devices in their classrooms after three year of initiation. While Manko does not cite any specific scores to demonstrate improvement, he attributed school success in increasing test scores to iPad integration in reading comprehension instruction (Manko, 2013).

A teacher agrees to “enhance the students’ learning opportunities with the mobile devices and provide them with opportunities to also learn some of the new literacy skills associated with 21st century technologies” (Hutchison, Beschorner& Schmidt-Crawford, 2012).

Jairus et al (2017) investigated the influence of mobile phone usage on academic performance among public school students in Oju local government area, Benue State, Nigeria. 100 respondents comprising of 25 teachers and 75 students were used for the study. Questionnaires were used to obtain information from the respondents and the study revealed that the use of mobile phone among secondary school students had the significant relationship with their academic performance in Oju local government area.

Another study by Rabi, Muhammed, Umaru and Ahmed (2016) investigated the influence of mobile phone usage on academic performance among secondary school student in Jalingo, Taraba State, Nigeria where 300 respondents selected from the total population of 6,482 respondents. were employed for the study. Questionnaires and achievement tests were used for the study and the findings revealed that mobile phone usage significantly influences academic performance among male and female senior secondary school.

Mobile Application and Academic Performance

There are many factors that contribute to the successful use of mobile applications during learning and motivation is one of those factors. Technology grows like maize in a plantation during a storm; and countries all over the world are bending towards the fad of computer education Joseph (1990), Madu (1990), and Macaulay (1993). As a result, they further opined that development in science and technology has brought into limelight the indispensable roles of computer in the area of information technology. The researcher believes that this could account for the warm welcome of

mobile devices into the classroom by educators. Mobile devices like smart phones motivate pupils to learn.

Motivation lies at the heart of successful learning, since motivated children are keen to learn. Motivation can be defined as a person's internal needs, desires, and wants and can determine his or her attitude Bekele (2010). This can go a long way in getting children spontaneously engaged in any classroom activity and this in turn reinforces learning. One can expect an increase in the satisfaction and motivation of students in online learning environments that are supported by mobile applications. In the learning environment while using mobile apps, MacCallum (2009) has proven that motivation has a great impact on how learners use technology for learning. He also found that learners are more likely to use mobile technology if they feel it can improve and enhance their performance. Hence from the above, children's motivation is influenced by their satisfaction; at the same time, it can affect the relationship between usefulness and mobile learners' performance.

The researchers found a positive correlation between performing well on mobile applications and achieving higher academic grades. Mobile application users on average achieved marks that were 7.03% higher compared to those who chose not to use them for their tasks. When the app was first introduced in the 2nd semester of 2015, students' retention improved by just over 12% compared with the previous semester. Evidence-based research into student engagement tells us that well engaged students are less likely to drop out of school Pechenkina (2017).

That Pew Research Centre survey (2013) asked a group of Advanced Placement and National Writing Project teachers about the educational impact of internet technology in the school and their opinions ranged from opining that, either through their lessons during instruction or assignments to the fact that literacy teachers are more likely to use mobile devices in the classroom than math

teachers. Also, 47% of teachers strongly agreed, and an additional 44% somewhat agreed, that students need digital literacy courses to be successful academically and beyond as this supported academic performance.

Alqahtani and Mohammad (2015) studied the relationships of behavioral factors and perceived usefulness of using the mobile application for learning Quran on students' perceived performance, satisfaction and behavior. In their research, a group of 118 students of the Computer Sciences and Information Systems College at Al Imam Muhammed Bin Saud Islamic University who were studying the Holy Quran course had been asked to use the application to help them in studying the Quran. A survey was distributed in order to collect the data. The results from this study provided evidence that there is a positive relationship between mobile application and students' perceived performance, satisfaction and behavior while engaged in studying the Holy Quran.

Gender and Academic Performance in Literacy

Data show that the mean performance for literacy between girls and boys at age 15 years old represents approximately one year of schooling (Thompson et al., 2013). Data for Australia show that female students achieve at a higher level than boys in reading (around a gap of 6 months) and a higher proportion of girls achieve at an advanced level (Thompson & Hillman et al 2012).

Other studies elaborate on the extent of difference between boys and girls in literacy (Alloway et al., 2002; Collins, Kenway & McLeod, 2000; OECD, 2015; Cobb-Clark & Moshion, 2015). Many studies in OECD countries report that girls perform better than boys on some tests of literacy. While boys and girls tend to perform relatively evenly at the top of the performance range, boys' results are more likely to be spread across the performance range and to cluster more at the bottom, while girls' scores are more likely to cluster closer to the mean.

Australian achievement data reveal that gender differences in favour of girls in literacy achievement are greater for the expressive modes of literacy (writing and speaking) than for the receptive modes (reading, listening and viewing). The greatest gender difference occurs in writing and the least for viewing. Even at Year 3, girls from low- and middle-class families have an advantage in reading over boys – the gap in one study translates to three months disadvantage for boys. But there is no gap in reading among advantaged children at this level. This gender difference in achievement does not widen significantly between Year 3 and Year 5 and between Year 5 and Year 7. Again, socio-economic status has an impact on the differences in literacy achievement between boys and girls as the differences in achievement are greater among students from low socioeconomic backgrounds than among students from other socioeconomic groups.

Attah and Ita (2017) examined the influence of gender on academic achievement in English Language among senior secondary school students in Calabar metropolis, Cross River State. The study sample comprise 660 Senior Secondary School two (SSS II) students drawn from 22 public secondary schools, 15 in Calabar Municipality and seven (7) public secondary schools in Calabar South Local Government Area, Cross River State. The result of the analysis showed that gender has no significantly influence on academic performance in English Language among senior secondary school students in Calabar metropolis.

Oyibe and Nnamani's (2016) study focused on gender and academic achievement of secondary school students in Social Studies. The study comprised of three thousand four hundred seventy-nine (3,479) students selected from all the secondary schools in Abakaliki urban area of Ebonyi State. The findings of the study revealed that the mean achievement score of female students was higher than the mean achievement scores of male students.

School type and Academic Performance in Literacy

School type refers to the nature and composition of children a school is made up of. It is sometimes classified by some educators as mixed or single gender schools. The type of primary school available include public secular, public Madrassah, private secular, private Madrassah, private Muslim non- Madrassah, or private other (Newhouse & Beegle, 2005). The responsibility for education at the basic level is fairly shared between government and the private sector. Public schools in Ghana are financed by the government and run by public servants whereas the private schools are owned by individuals or private organizations and are run by their own staff (Asiedu, 2002; Nsiah-Peprah, 2004; Tooley, Dixon, & Amuah, 2007). Some evidence exists with regard to disparities in the performance of students in national examinations, which have been attributed to the effectiveness of the private individuals and organizations in monitoring and motivating their employees to give out their best efforts (Yeboah, 2014). Private schools in Ghana are usually operated by religious bodies and private individuals who stress the need to achieve excellence to attract more students.

Over the years, it has been asserted that private schools are superior to public schools and thus produce more excellent students (Sandy & Duncan, 2010). Private and public schools are quite different in many ways in terms of the source of their funds and support. Public schools depend primarily on the government for support and funding whereas private schools depend on tuition payments and funds from non-governmental sources such as religious organizations, endowments, and grants (Asiedu, 2002; O'Riley, 1996). Differences have been observed between children who went to public schools and those who went to private schools with the private schools recording higher academic performance relative to their public school counterparts particularly in literacy. (Cavalcanti, Gumaraes, & Sampaio, 2010). Using different approaches, Duncan & Sandy (2007)

observed a private school advantage over public schools on academic performance even after controlling for other factors such as teachers' qualities, age, and so on.

Even though there are suggestions pointing to the fact that these differences diminish at higher levels of education, performance on preceding tests serves as basis for entry into higher levels resulting in a smaller number of students entering into competitive higher institutions (Cavalcanti et al., 2010). The superior performance of private schools over public schools was also observed by Ozer (2011) when the performance of students from public and private schools was examined on the Bender Gestalt performance test. The students from private schools performed significantly better than those from public schools. However, as most of these findings were from Western countries, the extent to which they can be generalized to the African setting is limited.

Okon & Achibong (2015) examined the difference in academic achievement of students in both private and public schools in Akwa Ibom State. A total of 940 respondents were drawn from both private and public schools. The findings of this study revealed that students in private secondary schools performed better in Social Studies than those in public schools.

Jolly Phonics and academic Performance

Some of the most recent research studies conducted on the success of the Jolly Phonics method are hereby presented: Stuart (1999) conducted a study with 112 five-year-old children, 96 of whom learnt English as a second language. The participants were assigned to either the experimental group (Jolly Phonics intervention) or the control group which used a whole-language approach based on use of big books. Prior to the 12-week intervention, all the children were pretested on measures of phonological awareness, letter identification, and spoken and written language. One year after the intervention, they were all post-tested on all these measures. The results showed that

the Jolly Phonics programme contributed a lot to children's acquisition of phonemic awareness and phonics knowledge as well as their ability to apply this knowledge in reading and writing.

Johnston and Watson (2005) conducted a longitudinal research study on the beneficial effects of synthetic phonics instruction on literacy attainments of primary school children over 7 years in Clackmannanshire, Scotland. Around 300 pupils in primary one were divided into 3 groups. One group was taught through the Jolly Phonics programme, one by the analytic phonics method, and one by an analytic phonics programme plus rhyme and phonemic awareness training. In order to make sure that the improvements in children's literacy learning were maintained, the progress of all these children was followed from primary 1 to primary 7 while their performance in spelling, word reading, and reading comprehension were permanently assessed. It was discovered that at the end of primary 7, the Jolly Phonics (JP) group were 3 years 6 months ahead of their chronological age in word reading, 1 year 8 months ahead in spelling and 3 years 5 months ahead in reading comprehension.

Ekpo et al., (2007) investigated the relative effects of Jolly Phonics on enhancing primary one pupil's reading skills. 168 primary one pupils from 5 schools in 3 participated in the study in the senatorial district of Akwa Ibom State in Nigeria. Two intact classes in each school were selected to form the experimental and control groups. The experimental groups received the Jolly phonics programme as the treatment and gained from 3-29 months reading age (5.3 to 5.7) in the Burt Reading Test. Accordingly, the results revealed that Jolly Phonics (JP) was effective in enhancing children's reading skills.

Dixon, Schhagen and Seedhouse (2011) studied the impact of Jolly Phonics intervention on children's English literacy skills in low-income schools in India. This study used a quasi-experimental design in which over 500 pupils in 20 schools participated in the 6-month

programme. While the control group continued with their ordinary English lessons, the experimental group experienced lessons organized around the Jolly Phonics materials. The pupils' in the intervention groups had significantly improved compared to the control group. Eshiet (2012) inquired into the possible effects of Jolly Phonics on improving the reading skills of Nigerian children. Eshiet adopted Jolly Phonics as the intervention in a case study design with mixed method approach in reading and spelling demonstrated that the jolly phonics method led to the improving of pupils' reading achievement as well as an increase in teachers' interest in teaching English.

Shepherd (2013) investigated the effect of Jolly Phonics programme on increasing basic literacy skills of Nigerian primary school pupils in Cross River State, Nigeria. Almost 300 children, across 6 schools participated in this 8-month study. One class in each school received daily lessons using the Jolly Phonics method and one control class continued with the traditional method. The results demonstrated that the children in jolly phonics groups performed at a much higher level on literacy assessments than those who received their normal literacy instruction.

Consonant Blends and Academic Performance

A study was carried out by Werfela and Schuelea (2012) on Segmentation and Representation of Consonant Blends in Kindergarten Children's Spellings. The purpose of this study was to describe the growth of children's segmentation and representation of consonant blends in the kindergarten year and to evaluate the extent to which linguistic features influence segmentation and representation of consonant blends. Specifically, the roles of word position like initial consonant blends, final consonant blends, class of blends, homorganicity, and nasality were considered. Forty kindergarten children completed a developmental spelling measure (26 words with initial or final consonant blends) 3 times at 6-week intervals. Responses were analyzed for logical representation of speech sounds to describe developmental change and differential

accuracy of segmentation and representation across blend types. The results revealed that Kindergarten children showed varied ability to segment and represent consonant blends and were differentially successful depending on the linguistic features of the blends. Children were more likely to represent initial blends than final blends, final non-nasal blends than final nasal blends and initial nasal blends than final nasal blends. Conclusion: During the period of emergence, the properties of phonemes that comprise consonant blends influence children's ability to segment and represent blends. This finding has implications for how phonemic awareness and spelling instruction and intervention might proceed.

Appraisal of Literature Reviewed

What has been established in the literature of this research work concerning the variables of the study are enumerated which include jolly phonics mobile application, consonant blend mobile application, and academic performance of pupils in literacy. The problems associated with them and researcher's attempt or efforts in solving them. This also includes the gaps in literature in the area of study reviewed i.e. the area left uncovered by the various studies cited in the study.

The literature reviewed started with an overview of the Engagement Theory and how it is significant to the study. The fundamental idea underlying engagement theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. It is a framework for technology-based teaching and learning which serves as the theoretical review that would guide this study. The researcher discussed the relevance of the theory to the study as it lays emphasis on the importance of technology in the academic performance of pupils in literacy. This was followed by a critical review of the concept of literacy, mobile devices, mobile applications academic performance, jolly phonics and consonant blends mobile applications.

On the dependent variable of academic performance, literature searched was able to give a broad focus on empirical studies which were reviewed so as to determine the extent to which previous findings could be evaluated in relation to the problem of the study stated in chapter one.

The effects of jolly phonics and consonant blends mobile application was discussed in the study and it was revealed that using the iPads for literacy instruction not only supported student learning, but students were also highly engaged and able to demonstrate ways of responding to text using technology tools that offer some unique affordances to users. There is a need for researches to be conducted to inform educators and other stakeholders so they can be certain that pupils need literacy intervention and that mobile applications can possibly be one of them. The researcher discovered that during extensive literature review on the mobile applications and the academic performance of pupils in literacy, most of the researchers found a link between the use of jolly phonics, consonant blends, mobile applications and improved academic performance which have been found to improve academic performance of pupils in their learning experiences. It was established that pupils' academic performance is better when they are exposed to the use of mobile applications during learning.

Several empirical studies were conducted in and outside the Nigerian educational settings including areas such as the use of jolly phonics, consonant blends and mobile applications respectively. The reviewed however did not establish how the variable of jolly phonics and consonant blends mobile applications could have an effect on pupils' academic performance of pupils in literacy in basic one. This seeming neglect was what necessitated this study.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is concerned with the procedure in which the study was carried out. It was organized according to the following subheadings: The research design, population, sample and sampling techniques, research instrument, validity of instrument, reliability of instrument, procedure for data collection and method of data analysis.

Research Design

The research employed for this study is the pre-test, post-test, control group quasi-experimental design. There was a non-randomization of the pupils because pupils were in their intact classes. The design is suitable in establishing the possible cause and effect relationship. It is a non-equivalent control design because primary school classes generally operate as intact groups and as such, most school heads do not permit a situation where the classes are disorganized or re-arranged for the purpose of carrying out a research work.

A factorial design of 3X2X2 was adopted to test the null hypotheses for this study. The first three levels used were the two experimental groups (using the jolly phonics and consonant blends mobile application) and the control group. The second factorial level was based on gender, while the third factorial level was the school type (public and private). The design gave room for the experimental groups to be exposed to special conditions meaning that they made use of a mobile application during the study while the control groups did not receive any treatment. The experimental group used the same treatment while the control group experienced lessons using the conventional or traditional methods. The experimental and control groups were administered the pre-test before treatment and the post-test after the treatment period.

Table 3: Factorial design on mobile applications with control group

Variables	Gender		School type		Academic
	Male	Female	Public	Private	Performance
	Pre test		Treatment		Post test
Experimental GP 1	01		X1		02
Experimental GP 2	03		X2		04
Control GP	05				06

Interpretation

01 – Pre-test for the experimental group 1

X1 - Treatment for the experimental group 1

02 – Post-test for the experimental group 1

03 – Pre-test for the experimental group 2

X2 - Treatment for the experimental group 2

04 – Post-test for the experimental group 2

05 – Pre-test for control group

06 – Post-test for control group

Population of the Study

The population for the study consists of all basic one pupils in Ilorin West Local Area Government of Kwara State. The reason for selecting basic one pupils was based on the fact that they have concluded kindergarten, they are old enough to learn about blending sounds and they fall within the early childhood age bracket. There are 49,639 (Kwara State Schools Census Reports 2013/2014) pupils in Ilorin west Local Government Areal of Kwara State. There are 63 public and

450 private schools in Ilorin West Local Government Area of Kwara State as provided by SUBEB (State Universal Basic Education Board, Ilorin Kwara State 2019).

Sample and Sampling Techniques

The stratified random sampling technique was adopted for the study with the schools classified into public and private groups. First, all schools were divided into two strata (public and private) and six schools were randomly selected which included three private schools and three public schools and were randomly assigned into groups. Two public and two private schools were assigned to experimental groups and the remaining two schools were assigned to the control group (one school from public and one from private). After this, only basic one pupils were targeted and involved for the study as selected samples for the experiment in the selected schools.

Research Instrument

In this study, only one instrument was used to elicit information from the participants which was designed by the researcher by creating questions that cover areas taught from the activities provided by the application. Also, two treatment packages were used to obtain information:

- a) Literacy Academic Achievement Test (LAAT)
- b) Jolly Phonics Instructional Pack for Literacy (JPIPL)[Treatment Package]
- c) Consonant blend Instructional Package for Literacy (CBIPL) [Treatment Package]

Literacy Academic Achievement Test (LAAT) was a researcher designed instrument and consists of five sections. Sections A-D contains five items each which sum up to 20 items while section E has two items. In E(i), pupils are expected to read a short comprehension passage and in E(ii), they are to write the passage to test their writing skills. This brings the total number of items to twenty-two (22).

Section A covers items that require the pupils to identify and pronounce sounds. Section B involves blending or putting together these sounds to form words. Section C expects the pupils to recall and say tricky words. These are words that do not follow the rules of phonics. They are also often called sight words meaning you read them as soon as you sight them without having any need to blend the sounds together because blending them wouldn't produce an accurate result in this case. Section D covers items that require the pupils to identify and pronounce consonant diagraphs (sounds). In section E, pupils are expected to read short phrases representing excerpts from the Jolly Phonic mobile application and write them afterwards. These items were based on the provision of the sixth in a series of lesson plans publications designed to be used throughout the three academic terms for basic one. The instrument was subjected to validity and reliability test. See appendix II.

Table 4: Table of specification

Source: Research Survey, 2020.

Objectives	No. of days spent	Category of Skills	Total no. of items	%
Topic		Knowledge understanding Application		
Identification of sounds	5	10(1,2,3,4,5,16,17,18,19,20)	10	38.5%
Blending sounds to form words	2	5(6,7,8,9,10)	5	15.4%
Reading short sentences	2	5(11,12,13,14,15)	5	15.4%
Tricky words	2	5(16,17,18,19,20)	5	15.4%
Formation /Writing	2	5(26,27,28,29,30)	5	15.4%
Total	13		30	100%

Table 2 above shows the distribution of items on the instrument across categories of skills, number of days spent treating them in the classroom and their percentage. It shows that five days

were spent treating identification of sounds at 38% of the time, two days for blending sounds to form words, reading short sentences, tricky words and formation/writing at an equal percentage of 15.4%. 15 questions were set under knowledge, 5 under understanding and 10 items under application of the bloom's taxonomy.

Treatment Packages (continued from page 54)

- a) Jolly Phonics Instructional Pack for Literacy (JPIPL)
- b) Consonant Blends Instructional Pack (CBIPL)

Jolly Phonics Instructional Pack for Literacy (JPIPL)

This instructional pack is an educational child centred mobile application that is fun and helps children to read through synthetic phonics. The instructional pack was downloaded from Google Play Store unto the acquired devices by the researcher and served as a learning material which was used during the study. This application contains lessons on the 42 sounds that have been grouped into seven, alternative sounds (sounds that are the same but have different spellings) and tricky words (words that do not follow any sound spelling pattern). It usually falls outside the range of sounds that children have been taught). Each sound within the application has a lesson that goes with it and contains all the exercises required for a child to learn conclusively. Except for the first sound, there is a revision of previous sounds learnt, a story about the sound, an action for that particular sound, a digital flash card for the sound, a button to hear the correct pronunciation of the sound, blending exercises to test for mastery, a writing quiz, a song for the sound and phrase to help the child to identify words containing the newly learnt sound. There are also games for children to play while learning to read through practicing words they have learnt in the lessons. See appendix I for lesson plans of the learning activity.

Consonant Blends Instructional Pack for Literacy (CBIPL)

This instructional pack is an educational child centred mobile application that is also fun and helps children to blend two to three consonants that form one unique sound. The instructional pack was downloaded from Google Play Store as well by the researcher and served as a learning material which was used during the study to teach children consonant blends. It comes along with ascending levels that help children to attain mastery of pronouncing several consonant clusters as they progress through the levels. The pupils were fully engaged using this application as it aids language development and satisfies different learning needs through visual, auditory and kinesthetic abilities. See appendix I for lesson plans of the learning activity.

Conventional Method of Teaching (CMT): The lesson plans were prepared to carry out lessons slated for the period of this study. The lessons therefore were carried out in the same way it had always been by the class teacher throughout the study period. See appendix II for lesson plan sample.

Validity of the Instrument

Face and content validity were employed by the researcher in this study. Face and content validity for final approval of the instrument used and the two instructional packs {(Literacy Academic Achievement Test (LAAT), Jolly Phonics Instructional Pack for Literacy (JPIPL) and Consonant Blend Instructional Pack for Literacy (CBIPL)} was given by the researcher's supervisor and two other lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete.

Reliability of the Instrument

To measure the consistency of the instrument, test retest method was used. The main instrument

that was used is the ‘‘Literacy Academic Achievement Test’’ (LAAT). To establish the reliability of the LAAT, 20 copies of the final draft were trial-tested two times, giving two weeks interval on randomly selected pupils outside the sample schools. The scores were correlated using Pearson Product Moment Correlation (PPMC). Literacy Academic Achievement Test (LAAT) yielded the reliability coefficient of 0.78.

Procedure for Data Collection

A letter of introduction was collected from the Head of Department of Early Childhood and Primary Education, Kwara State University, Malete and submitted to the schools chosen for the study by the researcher. This was to seek permission from the management and the class teachers concerned for the purpose of the study. There were initial visits to the schools for informal discussions to express intentions to carry out the study. This was done while seeking the cooperation of management. Discussions were held over details of the study which involved training basic one teachers who served as research assistants towards achieving the study goals. This required teaching a selected class after a pre-test was administered at the beginning of the study and a post-test at the end which was carried out after consent was obtained from the Head Teacher of the schools. Parental consent was obtained from the parents with the use of consent letters which was sent to them through the children in the school. Permission was granted and this allowed the researcher to carry out the study using the children as participants. The study took off immediately consent was granted by the schools concerned. Five research assistants were trained for this purpose; four were class teachers for basic one pupils (two from public and private schools each) while one of the teachers was employed by the researcher to help in administering devices used by the treatment groups.

The research assistants were trained in their various schools on how to use the Jolly Phonics and the Consonant Blends Mobile Applications (for the treatment groups). The duration for the administration of the instrument during this study was for a period of six weeks: the first for training of the research assistants, week two was for the administration of the Literacy Academic Achievement Test (LAAT) which covered all topics taught within this period. Treatment for all groups was carried out for a period of four weeks (four topics were taught for this period one sound per week as provided in a series of lesson plans designed to be used throughout the three academic terms for basic one, which is also in line with the national curriculum. Sequel to this, the Literacy Academic achievement Test (LAAT) was administered again as the post-test in the sixth week.

The class teachers for the control group took charge of teaching the children the same topics as scheduled for the treatment group, using the conventional method. They were visited by the research assistant to follow through their activities. Hand held devices were distributed to the children in the treatment groups which served as instructional materials for the lessons throughout the study period. The size of the groups they worked in was largely dependent on the number of devices the researcher was able to acquire for the study. The mobile applications were transferred and pre-installed on all devices that were used during this period. The research assistants were given devices to work with after training sessions were concluded. Ethical considerations while doing research with children is crucial. It ensures that appropriate means of data collection from respondents were followed and adhered to. After consent was given, an authorization and introductory letter was issued out to get the required consent.

Method of Data Analysis

The data were analyzed using both descriptive and inferential statistics. The demographic data of the participants as well as their score were analyzed using frequency counts, mean and percentage,

while the research hypotheses were tested, using Analysis of Co-variance (ANCOVA) at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and the result of study. Demographic profile of the participants was presented using frequency counts and percentages. Inferential statistics of Analysis of Covariance (ANCOVA) was adopted to test the research hypotheses at 0.05 level of significance.

Table 5: Distribution of participants based on group

Groups	Frequency	Percentage (%)
Jolly Phonics Mobile Application	34	38.6
Consonant Blends Mobile Application	35	39.8
Control group	19	21.6
Total	88	100.00

Table 3 data shows the distribution of participants based on groupings. Those exposed to Jolly Phonics Mobile application were 34 representing 38.6%, consonant blends mobile application were 35 representing 39.8%, while the control group had 19 participants representing 21.6%. There were 88 participants altogether.

Hypotheses Testing and Results

Seven hypotheses were postulated in the study and tested with Analysis of Covariance at 0.05 level of significance.

Research Hypothesis One: There is no significant main effect of treatment on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Table 6: Summary of Analysis of Covariance showing the main effect of treatment on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4671.649 ^a	12	389.304	3.442	.000
Intercept	6061.545	1	6061.545	53.597	.000
Pretest	108.842	1	108.842	.962	.330
Treatment	3283.467	2	1641.733	14.516	.000
Gender	3.752	1	3.752	.033	.856
School type	170.189	1	170.189	1.505	.224
Treatment * Gender	283.439	2	141.720	1.253	.292
Treatment * School type	265.247	2	132.624	1.173	.315
Gender * School type	18.642	1	18.642	.165	.686
Treatment * Gender * School type	370.131	2	185.065	1.636	.202
Error	8482.169	75	113.096		
Total	340114.000	88			
Corrected Total	13153.818	87			

Table 4 data shows the main effect of treatment on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. There was a significant main effect of treatment on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State ($F_{(2; 75)} = 14.516$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that treatment had significant main

effect on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. Data in table 5 revealed the sources of the difference in pupils' academic performance in literacy.

Table 7: Summary of Bonferroni's Post Hoc pairwise Comparison of the scores within the three Groups

Treatment	Mean Score	Experimental 1	Experimental 2	Control Group
Jolly Phonics Mobile Application	66.61		*	*
Consonant Blends Mobile Application	61.73	*		*
Conventional Method	48.57	*	*	

Table 5 data revealed that the significant main effect exposed by table 4 is as a result of the significant difference among:

- i. Jolly phonics mobile application
- ii. Consonant blends mobile application
- iii. Conventional method

This implies that those exposed to jolly phonics mobile application, performed significantly better than those exposed to consonant blends mobile application and those exposed to consonant blends mobile application performed significantly better than those exposed to conventional method.

Research Hypothesis Two: There is no significant main effect of gender on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Table 6 also revealed the effect of gender on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. There was no significant effect of gender on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State ($F_{(1; 75)} = .033$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the

significant value (.856) is greater than 0.05. This implies that gender had no significant effect on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Research Hypothesis Three: There is no significant main effect of school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Table 6 also revealed the main effect of school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. There was no significant main effect of school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State ($F_{(1; 75)} = 1.505$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.224) is greater than 0.05. This implies that school type had no significant effect on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Research Hypothesis Four: There is no significant interaction effect of treatment and gender on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Table 6 also revealed the interaction effect of treatment and gender on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State. There was no significant interaction effect of treatment and gender on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State ($F_{(2; 75)} = 1.253$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.292) is greater than 0.05. This implies that the interaction of treatment and gender had no significant effect on pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Research Hypothesis Five: There is no significant interaction effect of treatment of jolly phonics and consonant blend mobile applications and school type on the pupils' academic

performance in literacy in Ilorin west Local Government Area of Kwara State. Table 6 also revealed the interaction effect of treatment and school type on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State. There was no significant interaction effect of treatment and school type on the pupils' academic performance literacy in Ilorin west Local Government Area of Kwara State ($F_{(2; 75)} = 1.173; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.315) is greater than 0.05. This implies that the interaction of treatment and school type had no significant effect on pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Research Hypothesis Six: There is no significant interaction effect of gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. Table 4 also revealed the interaction effect of gender and school type on the pupils' academic performance literacy in Ilorin west Local Government Area of Kwara State. There was no significant interaction effect of gender and school type on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State ($F_{(1; 75)} = .165; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.686) is greater than 0.05. This implies that the interaction of gender and school type had no significant effect on pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Research Hypothesis Seven: There is no significant interaction effect of treatment of treatment of jolly phonics and consonant blend mobile applications, gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

Table 6 also revealed the interaction effect of treatment of treatment of jolly phonics and consonant blend mobile applications, gender and school type on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State. There was no significant interaction effect

of treatment, gender and school type on the pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State ($F_{(2; 75)} = 1.636$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.202) is greater than 0.05. This implies that the interaction of treatment, gender and school type had no significant effect on pupils' academic performance literacy in Ilorin West Local Government Area of Kwara State.

Summary of Findings

There was a significant main effect of treatment of jolly phonics and consonant blend mobile applications on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant effect of gender on pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant main effect of school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant interaction effect of treatment of treatment of jolly phonics and consonant blend mobile applications and gender on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant interaction effect of treatment of treatment of jolly phonics and consonant blend mobile applications and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant interaction effect of gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

There was no significant interaction effect of treatment of treatment of jolly phonics and consonant blend mobile applications, gender and school type on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on discussion, conclusion and recommendations of the study. In the discussion, findings were examined in relation to earlier findings from previous studies, especially those reviewed in chapter two of this study. Based on the discussion, conclusions were drawn, and

recommendations were made while suggestions for further studies were proffered based on the limitation of this study.

Discussion

One of the findings that emanated from this study was that there was a significant main effect of treatment on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. The hypothesis is therefore rejected in the light of the result since the significant value (.000) is less than 0.05. This implies that treatment had significant main effect on the pupils' academic performance in literacy in Ilorin West Local Government Area of Kwara State. This means that the pupils taught using Jolly Phonics and Consonant Blends mobile applications performed better than pupils taught with the conventional method. With the highest mean score of 66.61, Jolly Phonics predicts academic performance better.

This finding corroborates the research work of Nwakaego and Udoji (2018) who conducted a study to find out the effects of teaching synthetic multisensory phonics on pupils' achievements. A total of 100 participants between the ages of seven and ten were randomly assigned to either the experimental (who were taught English literacy via the multisensory phonics approach) groups or the control groups where the pupils were taught literacy through the traditional rote method. After a month. The results showed that the Jolly Phonics programme contributed a lot to children's acquisition of phonemic awareness and phonics knowledge as well as their ability to apply this knowledge in reading and writing.

Also, Alqahtani and Mohammad (2015) studied the relationships of behavioral factors and perceived usefulness of using the mobile application for learning Quran on students' perceived performance, satisfaction and behavior. In their research, a group of 118 students of the Computer

Sciences and Information Systems College at Al Imam Muhammed Bin Saud Islamic University who were studying the Holy Quran course had been asked to use the application to help them in studying the Quran. The results from this study provided evidence that there is a positive relationship between mobile application and students' perceived performance, satisfaction and behavior while engaged in studying the Holy Quran.

Another finding of the study revealed that, there was no significant effect of gender on pupils' academic performance in literacy in Kwara State. The hypothesis is therefore not rejected in the light of the result, since the significant value (.856) is greater than 0.05. This implies that gender had no significant effect on pupils' academic performance in literacy in Kwara State. This finding negates the findings of Oyibe and Nnamani (2016) that female students achieve higher level than males and a higher portion of girls achieve at an advanced level. In another study, findings focused on gender and academic achievement of secondary school students and their findings of the study revealed that the mean achievement score of female students was higher than the mean achievement scores of male students.

In another study, the findings affirm the findings of Attah and Ita (2017) that gender has no significantly influence on academic performance in English Language students. Their research examined the influence of gender on academic achievement in English Language among senior secondary school students in Calabar metropolis, Cross River State. The result of the analysis showed that gender has no significantly influence on academic performance in English Language among senior secondary school students in Calabar metropolis.

The study also revealed that there was no significant effect of school type on pupils' academic performance in literacy in Kwara State. The hypothesis is therefore not rejected in the light of the result since the significant value (.224) is greater than 0.05. This implies that school type had no significant effect on pupils' academic performance in literacy in Kwara State. The findings from this study negate the findings of Okon and Achibong (2015) where differences were observed between children who went to public schools and those who went to private schools, revealing higher academic performance amongst private school children relative to their counterparts.

Conclusion

Based on the discussion, it can be stated that Jolly Phonics and Consonant Blend mobile applications can improve academic performance in literacy, in pupils, than the conventional method of teaching.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Educators should be encouraged to acquire smartphones to gain access to the use of Jolly Phonics and Consonant Blend mobile applications in literacy classes, as it has shown from the study that there is significant effect in the use of these applications in the academic performance of pupils. These methods have been shown to be fully engaging, and thus can cater to the needs of language development and differentiated learning, especially if schools make provisions for classroom tablets for this purpose with the applications preinstalled in them.
2. Teachers should be trained on the best approach to teaching pupils using the Jolly Phonics and Consonant Blend mobile applications during Literacy classes. This should be extended to teacher training institutes, to equip trainees with skills that prepare them to adapt to the

modern trends of teaching literacy for improved performance.

3. Educational stakeholders such as the federal and state ministries of education, proprietors and the National Educational Research and Development Council (NERDC) should provide for the use of Jolly Phonics and Consonant Blend mobile applications in the concept of teaching literacy.
4. Parents should be involved in regular trainings on applications adopted for use in the classroom.

Suggestions for Further Studies

The study was limited to basic one pupils' reading, listening and speaking, and writing therefore further researches could be carried out to examine the effects of Jolly Phonics and Consonant Blends mobile applications in other areas of literacy such as grammatical accuracy and other concepts of study throughout the primary and secondary levels of education. This study can be replicated on different groups and in other locations to ascertain the validity and generalizability of findings generated from the research work.

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Appendix I

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL & CBIP) LESSON PLAN

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics - Identification of /ai/, /sn/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Identify the /ai//sn/ sounds.
- 2) Pronounce the /ai//sn/sounds accurately.
- 3) Attempt to pronounce the /ai//sn/sounds when recognized within a word

Entry Behaviour: The children can identify the instructional material (smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	The teacher introduces the lesson by playing on of the rhymes on her mobile device contained within the Jolly Phonic application. She goes on to explain that she will be teaching them sounds using the smart phone and distributes to the pupils	The pupils listen carefully and ask questions if they have any. They listen to their teacher as she gives instructions on how to handle the devices with care.	Five minutes.
Two	Grouping: The teacher arranges the pupils into groups of three each.	Grouped Activity: The pupils fall into groups	Five minutes.

	<p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /ai/ sound and urges the pupils to listen.</p> <p>Consonant Blends app: The teacher pronounces the /sn/ sound and asks the pupils to repeat after her.</p> <p>She asks them to listen for the /sn/ sound and tap on it when they hear it as it appears on their screen.</p> <p>She goes round her class to observe how they actively engage with the content. She helps out where necessary.</p>	<p>The pupils open their application. They also tap on the /ai/sounds, listens to the pronunciation and repeats after the voice as many times as is required.</p> <p>The pupils play with the application exploring other activities that reinforces identification of the sound.</p> <p>The pupils do the same.</p> <p>The children listen carefully to the sound until they hear the /sn/ sound then tap.</p> <p>They continue through the progressive levels of the game until they hear /sn/ again then tap.</p>	
Three	<p>Action:(Jolly Phonic app) The teacher pretends not to hear well, cupping their ear, saying /ai/</p>	<p>Individual Activity: The pupils do the same as demonstrated by the child in the app and say /ai/</p>	Two minutes
Four	<p>She teaches them the rhyme for the sound.</p> <p>‘My ear hurt. I was in pain. /ai/? /ai/? My ear hurt. I was in pain What did you try to say?’</p>	<p>Whole group: Pupils listen to their teacher and sing after her over and over again.</p> <p>The pupils repeat after the teacher as she sings the song.</p>	Five minutes
Assessment	<p>Once the lesson is over, the pupils are asked to mention pronounce all the newly learnt sounds.</p>	<p>They all respond individually.</p>	Five minutes
Conclusion	<p>The teacher goes over the lesson once more for sealing in concepts.</p>	<p>The pupils listen and ask questions.</p>	Three minutes
Teacher’s Comment			

Homework –Practice and pronounce these sounds to your family at home: /ai/, /sn/

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL & CBIP) LESSON PLAN

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics - Identification of /oa/, /cr/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and a phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Identify the /oa//cr/ sounds.
- 2) Pronounce the /oa//cr/sounds accurately.
- 3) Attempt to pronounce the /oa//cr/sounds when recognized within a word

Entry Behaviour: The children can identify the instructional material (a smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by playing on of the rhymes on her mobile device contained within the Jolly Phonic application.</p> <p>She goes on to explain that she will be teaching them sounds using the smart phone and distributes to the pupils</p>	<p>The pupils listen carefully and ask questions if they have any.</p> <p>They listen to their teacher as she gives instructions on how to handle the devices with care.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /oa/sound and urges the pupils to listen.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>The pupils open their application. They also tap on the oa/sounds, listens to the pronunciation and repeats after the voice as many time as is required.</p> <p>The pupils play with the application exploring other</p>	Five minutes.

	<p>Consonant Blends app: The teacher pronounces the /cr/ sound and asks the pupils to repeat after her.</p> <p>She asks them to listen for the /cr/ sound and tap on it when they hear it as it appears on their screen.</p> <p>She goes round her class to observe how they actively engage with the content. She helps out where necessary.</p>	<p>activities that reinforces identification of the sound.</p> <p>The pupils do the same.</p> <p>The children listen carefully to the sound until they hear the /cr/ sound then tap.</p> <p>They continue through the progressive levels of the game until they hear /cr/ again then tap.</p>	
Three	<p>Action:(Jolly Phonic app) The teacher puts her hand over her mouth as if she is looking at a poor goat while saying /oa/.</p>	<p>Individual Activity: The pupils do the same as demonstrated by the child in the app and say /oa/</p>	Two minute.
Four	<p>She teaches them the rhyme for the sound.</p> <p>Oh, did you see the billy goat? /oa/-/oa/-/oa/.</p> <p>Oh, did you see the billy goat, Under the oak tree?</p>	<p>Whole group: Pupils listen to their teacher and sing after her over and over again.</p> <p>The pupils repeat after the teacher as she sings the song.</p>	Five minutes
Assessment	Once the lesson is over, the pupils are asked to mention pronounce all the newly learnt sounds.	They all respond individually.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Practice and Pronounce the /oa/and /cr/ at home (say it to your mother and father)

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL & CBIP) LESSON PLAN

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics - Identification of /ow/, /bl/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and a phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Identify the /ow/, /bl/ sounds.
- 2) Pronounce the /ow/, /bl/sounds accurately.
- 3) Attempt to pronounce the /ow//bl/sounds when recognized within a word

Entry Behaviour: The children can identify the instructional material (a smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by playing on of the rhymes on her mobile device contained within the Jolly Phonic application.</p> <p>She goes on to explain that she will be teaching them sounds using the smart phone and distributes to the pupils</p>	<p>The pupils listen carefully and ask questions if they have any.</p> <p>They listen to their teacher as she gives instructions on how to handle the devices with care.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /ow/sound and urges the pupils to listen.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>The pupils open their application. They also tap on the /ow/sounds, listens to the pronunciation and repeats after the voice as many time as is required.</p> <p>The pupils play with the application exploring other</p>	Five minutes.

	<p>Consonant Blends app: The teacher pronounces the /bl/ sound and asks the pupils to repeat after her.</p> <p>She asks them to listen for the /bl/ sound and tap on it when they hear it as it appears on their screen.</p> <p>She goes round her class to observe how they actively engage with the content. She helps out where necessary.</p>	<p>activities that reinforces identification of the sound.</p> <p>The pupils do the same.</p> <p>The children listen carefully to the sound until they hear the /bl/ sound then tap.</p> <p>They continue through the progressive levels of the game until they hear /bl/ again then tap.</p>	
Three	<p>Action:(Jolly Phonic app) The teacher puts her hand over her mouth as if she is looking at a poor goat while saying /ow/.</p>	<p>Individual Activity: The pupils do the same as demonstrated by the child in the app and say /ow/</p>	Two minutes.
Four	<p>She teaches them the rhyme for the sound. I pricked my thumb with a needle /ow/-/ow/-/ow/ I pricked my thumb with a needle /ow/-/ow/, owch! (alternate sounds to /ou/)</p>	<p>Whole group: Pupils listen to their teacher and sing after her over and over again. The pupils repeat after the teacher as she sings the song.</p> <p>The pupils recognize that /ou/ and /ow/ sound alike.</p>	Five minutes
Assessment	Once the lesson is over, the pupils are asked to mention pronounce all the newly learnt sounds.	They all respond individually.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Practice and pronounce the /ow/and /bl/ at home (say it to your mother and father)

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics – Identification of /ee/, /or/, /sl/

Instructional Materials: Jolly Phonics and Consonant Blend Mobile Application, Smart Phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Identify the /ee/, /or/ /sl/ sounds.
- 2) Pronounce the /ee/, /or/, /sl/sound accurately.
- 3) Attempt to pronounce the /ee/, /or/, /sl/ sound when recognized within a word

Entry Behaviour: The children can identify the instructional material (a smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by playing one of the rhymes on her mobile device contained within the Jolly Phonics application.</p> <p>She goes on to explain that she will be teaching them sounds using this device. (phone)</p>	<p>The pupils listen carefully and ask questions if they have any.</p> <p>They listen to their teacher as she gives instructions on how to handle the devices with care.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>She demonstrates how to open the applications and she taps on the /ee/, /or/, /sl/sound and urges the pupils to listen.</p> <p>She goes round her class to observe how they engage in constructive and collaborative activities. She helps out where necessary.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>The pupils open their application.</p> <p>They also tap on the /ee/,/or/, /sl/ sound, listens to the pronunciation and repeats after the voice as many time as is required.</p>	Eight minutes.

	<p>Consonant Blends app: The teacher pronounces the /sl/ sound and asks the pupils to repeat after her.</p> <p>She asks them to listen for the /bl/ sound and tap on it when they hear it as it appears on their screen.</p> <p>She goes round her class to observe how they actively engage with the content. She helps out where necessary.</p>	<p>The pupils play with the application exploring other activities that reinforces identification of the sound.</p> <p>The pupils do the same.</p> <p>The children listen carefully to the sound until they hear the /sl/ sound then tap.</p> <p>They continue through the progressive levels of the game until they hear /sl/ again then tap.</p>	
Three	<p>Action: The teacher copies the demonstration in the application. She pretends her hands are donkey's ears. The hands pointing up for the /ee/ sound and the point down for /or/</p>	<p>Individual Activity: The pupils do the same saying /ee/, /or/</p> <p>They demonstrate this mimicking the picture in the application.</p>	One minute.
Four	<p>She teaches them the rhyme for the sound. See the donkey In it stall, 'eeyore! /ee/ - /ee/! Is its call.</p>	<p>Whole group: Pupils listen to their teacher and sing after her over and over again.</p>	Two minutes
Assessment	Once the lesson is over, the pupils are asked to mention pronounce all the newly learnt sounds.	They all respond individually.	Five minutes
Conclusion	The teacher goes the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Practice and pronounce these sounds to your family at home: /ee/, /or/ /sl/

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Duration/Time:** 30 minutes

Average Age of Children: 5/6 year olds

Subject: Literacy (Reading)

Topic: Phonics – Blending of words that contain /ee/, /sl/ and /or/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Count the number of sounds contained in a word.
- 2) Blend words that have /ee/, /or//bl/ contained in them.

Entry Behaviour: The children can identify the instructional material (smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by counting one to five while touching a finger per number</p> <p>She goes on to explain that she will be teaching them how to count sounds in words and also to put these sounds together to form words using the sounds they've learnt earlier.</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /ee/ and /or/sound and urges the pupils to listen.</p> <p>The teacher observes the children to ensure they are</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>They also tap on the /ee/ and /or/ sounds, listen to the pronunciation and repeats after the voice as many times as is required.</p> <p>The pupils play with the application exploring other</p>	Eight minutes.

	<p>engaging actively with the content of the application.</p> <p>Consonant Blends app: The teacher starts the app and listens to the sounds until she hears the /sl/ sound and repeats after the voice</p>	<p>activities that reinforces identification of the sound.</p> <p>The pupils do the same.</p> <p>The children listen carefully to the sound until they hear the /sl/ sound then tap.</p>	
Three	<p>Action (Jolly Phonics): the teacher counts the sounds in some sample words using her fingers.</p> <p>B ee, b ee f, s ee, f ee d, f ee t, k ee p, m ee t, b lee d, f ree, s l ee p, j ee p, c o ff ee</p> <p>Consonant Blends app: The teacher pronounces the /s – l/ slowly and asks the pupil to count the sounds they hear after listening to the device. She asks the pupils to do the same.</p>	<p>Individual Activity:</p> <p>The pupils count after the teacher as they touch their fingers.</p> <p>The pupils do the same</p>	Two minute.
Four	<p>Blending: She blends the sounds together to form words.</p> <p>Bee, beef, see, feed, feet, keep, meet, bleed, free, sleep, jeep, coffee</p> <p>Consonant Blends app: The teacher pronounces the blends slowly and counts the sounds. She asks the pupils to do the same.</p>	<p>Blending exercise:</p> <p>Pupils listen to their teacher and blend after her.</p> <p>They all make attempts to blend the sounds together taking turns to ask one another in their groups.</p> <p>The pupils blend the two consonant sound to produce one sound.</p>	Five minutes
Assessment	<p>Once the lesson is over, the pupils are asked to blend samples of the newly learnt words in turns.</p>	They all respond individually.	Five minutes
Conclusion	<p>The teacher goes over the lesson once more for sealing in concepts.</p>	<p>The pupils listen and ask questions.</p>	Three minutes
Teacher's Comment			

Homework –Practice: bee, beef, see, feed, keep, jeep, coffee, sleep. Read this – The green jeep

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One

Subject: Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics – blending of words that contain /ai/ and /sn/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and a phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Count the number of sounds contained in a word.
- 2) Blend words that have /ai/ and /sn/ contained in them.

Entry Behaviour: The children can identify the instructional material (smartphone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by counting one to five while touching a finger per number</p> <p>She goes on to explain that she will be teaching them how to count sounds in words and also how to put these sounds together to form words using the sounds they've learnt earlier.</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /ai/ sound and urges the pupils to listen. She observes how actively they engage with the content of the application.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>They also tap on the /ai/ sound, listen to the pronunciation and repeats after the voice as many time as is required.</p> <p>The pupils play with the application exploring other</p>	Eight minutes.

	<p>Consonant Blends app: The teacher starts the app and listens to the sounds until she hears the /sn/ sound and repeats after the voice</p>	<p>activities that reinforces identification of the sound.</p> <p>The children listen carefully to the sound until they hear the /sn/ sound then tap.</p>	
Three	<p>Action: Jolly Phonics: The teacher counts the sounds in some sample words using her fingers.</p> <p>aid, ai m, f ai l, m ai l, n ai l, p ai d, m ai l, pl ai n, snai l, tr ai n.</p> <p>Consonant Blends app: The teacher pronounce the /s – n/ slowly and asks the pupil to count the sounds they hear after listening to the device. She asks the pupils to do the same.</p>	<p>Individual Activity:</p> <p>The pupils counts after the teacher as they touch their fingers.</p> <p>The pupils do the same.</p>	Two minute.
Four	<p>Blending: Jolly Phonics: She blends the sounds together to form words.</p> <p>Aid, aim, fail, mail, nail, paid, plain, snail, train.</p> <p>Consonant Blends app: The teacher asks the pupils to listen to their devices till they hear the /s n/ and pay attention to the blending of the to consonant together.</p>	<p>Blending exercise:</p> <p>Pupils listen to their teacher and blend after her. They all make attempts to blend the sounds together by tapping the words in the app and listening to the blending examples.</p> <p>The pupil listen to the blends and blends after the voice.</p>	Five minutes
Assessment	Once the lesson is over, the pupils are asked to blend samples of the newly learnt words in turns.	They all respond individually.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Practice: aid, aim, fail, mail, nail, paid, plain, snail, train. Read this – a **snail trail**.

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6year olds

Duration/Time: 30 minutes

Topic: Phonics – Blending of words that contain /oa/ and /cr/

Instructional Materials: Jolly Phonics& mobile Application and a smart phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Count the number of sounds contained in a word.
- 2) Blend words that have /oa/ and /cr/ contained in them.

Entry Behaviour: The children can identify the instructional material (a smartphone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by counting one to five while touching a finger per number</p> <p>She goes on to explain that she will be teaching them how to count sounds in words and also how to put these sounds together to form words using the sounds they've learnt earlier.</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Five minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>Jolly Phonics app: She demonstrates how to open the application and she taps on the /oa/ sound and urges the pupils to listen. She observes how actively they engage with the content of the application.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>They also tap on the /oa/ sound, listen to the pronunciation and repeats after the voice as many times as is required.</p>	Eight minutes.

	<p>Consonant Blends app: The teacher starts the app and listens to the sounds until she hears the /cr/ sound and repeats after the voice</p>	<p>The pupils listen carefully to the sound until they hear the /cr/ sound then tap.</p>	
Three	<p>Action: Jolly Phonics: The teacher counts the sounds in some sample words using her fingers. Oa t s, boat, coal, coat, foam, goal, load, moan, boat, s oak, soap, toas t.</p> <p>Consonant Blends app: The teacher pronounces the /c – r/ slowly and asks the pupil to count the sounds they hear after listening to the device. She asks the pupils to do the same.</p>	<p>Individual Activity: The pupils count after the teacher as they touch their fingers.</p> <p>The pupils do the same.</p>	<p>Two minutes.</p>
Four	<p>Blending: Jolly Phonics: She blends the sounds together to form words. Oats, boat, coal, load, goal, load, moan, boat, soak, soap, toast, crow, cross. The teacher instructs the pupils to listen to their partners' blending attempts and make corrections where required.</p> <p>Consonant Blends app: The teacher asks the pupils to listen to their devices for /cr/ and pay attention to the blending of the to consonant together.</p>	<p>Blending exercise: Pupils listen to their teacher and blend after her. They all make attempts to blend the sounds together by tapping the words in the app and listening to the blending examples.</p> <p>Pupils within the same group ask one another in turns.</p> <p>The pupils do as they are told.</p>	<p>Five minutes</p>
Five	<p>Phrase reading: The teacher taps each phrase under the phrase menu and tasks the pupils to do the same.</p>	<p>Pupils read after the voice in the phrases menu after tapping on each one.</p>	
Assessment	<p>Once the lesson is over, the pupils are asked to blend samples of the newly learnt words in turns.</p>	<p>They all respond individually.</p>	<p>Five minutes</p>
Conclusion	<p>The teacher goes over the lesson once more for sealing in concepts.</p>	<p>The pupils listen and ask questions.</p>	<p>Three minutes</p>

TeacherComment			
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Homework –Practice: oats, boat, goat, coal, soak, soap, toast, crow, cross. Read – across goat.

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JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL & CBIP) LESSON PLAN

Class: Basic One **Duration/Time:** 30 minutes

Average Age of Children: 5/6 year olds

Subject: Literacy (Reading)

Topic: Phonics – Blending of words that contain /ow/ and /bl/

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and a phone.

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Count the number of sounds contained in a word.
- 2) Blend words that have /ow/ and /bl/ contained in them.

Entry Behaviour: The children can identify the instructional material (a smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	The teacher introduced the lesson by counting one to five while touching a finger per number She goes on to explain that she will be teaching them how to count sounds in words and also how to put these sounds together to form words using the sounds they've learnt earlier.	The pupils listen carefully and watch. They listen to their teacher attentively.	Five minutes.
Two	Grouping: The teacher arranges the pupils into groups of three each. Jolly Phonics app: She demonstrates how to open the application and she taps on the /ow/ sound and urges the pupils to listen. She observes how actively they engage with the content of the application.	Grouped Activity: The pupils fall into groups They also tap on the /bl/ sound, listen to the pronunciation and repeats after the voice as many times as is required.	Eight minutes.

	Consonant Blends app: The teacher starts the app and listens to the sounds until she hears the /bl/ sound and repeats after the voice	The children listen carefully to the sound until they hear the /bl/ sound then tap.	
Three	Action: Jolly Phonics: The teacher counts the sounds in some sample words using her fingers. Consonant Blends app: The teacher pronounces the /b – l/ slowly and asks the pupil to count the sounds they hear after listening to the device. She asks the pupils to do the same.	Individual Activity: The pupils count after the teacher as they touch their fingers. Pupils follow	Two minutes.
Four	Blending: Jolly Phonics: She blends the sounds together to form words. Ow l, how, n ow, d ow n, t ow n, c ow, br ow n, , cr ow n, dr ow n, bliss The teacher instructs the pupils to listen to their partners' blending attempts and make corrections where required. Consonant Blends app: The teacher asks the pupils to listen to their devices for /bl/ and pay attention to the blending of the two consonants together.	Blending exercise: Pupils listen to their teacher and blend after her. They all make attempts to blend the sounds together by tapping the words in the app and listening to the blending examples. Pupils within the same group ask one another in turns. The pupils listen out for /bl/ sounds recognizing they are two consonants put together to produce one sound.	Five minutes
Five	Phrase reading: The teacher taps each phrase under the phrase menu and tasks the pupils to do the same.	Pupils read after the voice in the phrases menu after tapping on each one.	
Assessment	Once the lesson is over, the pupils are asked to blend samples of the newly learnt words in turns.	They all respond individually.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Practice these words: how, now, cow, town, down, brown, blown, crown.

Read this phrase – a blissful town.

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**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 20 minutes

Topic: Phonics – Formation of /ee/, /or/ /sl/and words that contain /ee/, /or/ /sl/

Instructional Materials: Jolly Phonics Mobile Application

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Write the sounds /ee/, /or/, /sl/
- 2) Write words that contained /ee/ and /or/, /sl/

Entry Behaviour: The children can identify the instructional material (the mobile device as a phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by writing the /ee/, /or/on the board</p> <p>She goes on to explain that she will be teaching them how to write /ee/, /or/ /sl/ correctly and words containing these sounds using the application</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Two minutes.
Two	<p>Jolly Phonics: The teacher opens the application and taps on the /ee/, /or/sounds and urges the pupils to do the same on their device. Preliminary exercise: She urges them to write/form the letters in the air as seen on their devices.</p> <p>Consonant Blends: She urges them to write/form the letters /sl/ in the air as seen on their devices.</p>	<p>Individual Activity: The pupils open their application. They also tap on the /ee/, /or/sounds, and watch the correct way of forming/writing it through the demonstration in the app. The pupils trace the formation of the sounds in the air or on their table as demonstrated in the app.</p> <p>The pupils write /sl/in the air</p>	Eight minutes.

Three	Activity: Jolly Phonics The teacher taps words in her device and asks the pupils to write them down. She shares their books for writing. Consonants Blends: she asks pupils to write /sl/ slap, sleep, slip in their notes.	Activity: The pupils tap the words in the word bank in their devices, listen attentively, observe how the sounds are formed and write what they hear and see. Pupils write the /sl/ sound and slap, sleep and slip	Two minutes
Assessment	Once the lesson is over, the teacher dictates a few more words to the pupils. Bee, jeep, for, fork, corn, sport	They all respond by writing in their book.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Write the following words in your exercise books five two times. Bee, jeep, sleep, for, corn, born, slip, slap.

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**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 20 minutes

Topic: Phonics – Formation of /ai/, /sn/ and words that contain them.

Instructional Materials: Jolly Phonics & Consonant Blends Mobile Application and a phone

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Write the sounds /ai/, /sn/.
- 2) Write words that contained /ai/, /sn/.

Entry Behaviour: The children can identify the instructional material (a smart phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by writing the /ai//sn/ on the board</p> <p>She goes on to explain that she will be teaching them how to write /ai/and/sn/ correctly and words containing this sound using the application</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Two minutes.
Two	<p>Jolly Phonics: The teacher opens the application and taps on the /ai/ sounds and urges the pupils to do the same on their device. Preliminary exercise: She urges them to write/form the letters in the air as seen on their devices.</p> <p>Consonant Blends: She urges them to write/form the letters /sn/ in the air as seen on their devices.</p>	<p>The pupils open their application. They also tap on the /ai/sounds, and watch the correct way of forming/writing it through the demonstration in the app.</p> <p>The pupils trace the formation of the /sn/ sound in the air or on their table as demonstrated in the app.</p>	Eight minutes.

Three	<p>Activity: Jolly Phonics The teacher taps words in her device and asks the pupils to write them down. She shares their books for writing.</p> <p>Consonants Blends: she asks pupils to write /sn/ snap, snail in their notes.</p>	<p>Activity: The pupils tap the words in the word bank in their devices, listen attentively, observe how the sounds are formed and write what they hear and see.</p> <p>Pupils write the /sn/ sound and slap, sleep and slip</p>	Two minutes
Assessment	<p>Once the lesson is over, the teacher dictates a few words to the pupils to write.</p> <p>Gain, mail, nail, sail, snail, snake.</p>	<p>They all respond by writing in their books the following words from the app.</p> <p>Gain, mail, nail, sail, snail, snake.</p>	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Write the following words in your exercise books five two times: gain, mail, nail, sail, snail, snake.

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**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 20 minutes

Topic: Phonics – Formation of /oa/, /cr/and words that contain them.

Instructional Materials: Jolly Phonics & Consonant blends Mobile Application

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Write the sounds /oa/, /cr/.
- 2) Write words that contained /oa/, /cr/.

Entry Behaviour: The children can identify the instructional material (a smartphone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by writing the /oa/, /cr/ on the board</p> <p>She goes on to explain that she will be teaching them how to write /oa/ and /cr/ correctly and words containing this sound using the application</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Two minutes.
Two	<p>Jolly Phonics: The teacher opens the application and taps on the /oa/ sounds and urges the pupils to do the same on their device. Preliminary exercise: She urges them to write/form the letters in the air as seen on their devices.</p> <p>Consonant Blends: She urges them to write/form the letters /cr/ in the air as seen on their devices.</p>	<p>The pupils open their application. They also tap on the /oa/, and watch the correct way of forming/writing it through the demonstration in the app.</p> <p>The pupils trace the formation of the sounds in the air or on their table as demonstrated in the app.</p>	Eight minutes.

Three	<p>Activity: Jolly Phonics The teacher taps words in her device and asks the pupils to write them down. She shares their books for writing.</p> <p>Consonants Blends: she asks pupils to write /cr/ cross, crow in their notes.</p>	<p>Activity: The pupils tap the words in the word bank in their devices, listen attentively, observe how the sounds are formed and write what they hear and see.</p> <p>Pupils write the /cr/ sound and slap, sleep and slip</p>	Two minutes
Assessment	<p>Once the lesson is over, the teacher dictates a few words to the pupils to write.</p> <p>Oat, boat, coal, goat, cross, crown</p>	<p>They all respond by writing in their books the following words from the app.</p> <p>Oat, boat, coal, goat, cross, crown</p>	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Write the following words in your exercise books five two times: oat, boat, coal, cross, crown.

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**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One **Subject:** Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 20 minutes

Topic: Phonics – Formation of /ow/, /bl/and words that contain them.

Instructional Materials: Jolly Phonics and Consonant Blends Mobile Application and a phone

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Write the sounds ow/ and /bl/
- 2) Write words that contained ow/ and /bl/.

Entry Behaviour: The children can identify the instructional material (a smartphone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by writing the /ow/, /bl/on the board</p> <p>She goes on to explain that she will be teaching them how to write ow/and /bl/correctly and words containing this sound using the application</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Two minutes.
Two	<p>Jolly Phonics: The teacher opens the application and taps on the /ow/ sounds and urges the pupils to do the same on their device. Preliminary exercise: She urges them to write/form the letters in the air as seen on their devices.</p> <p>Consonant Blends: She urges them to write/form the letters /bl/ in the air as seen on their devices.</p>	<p>The pupils open their application. They also tap on the /ow/, and watch the correct way of forming/writing it through the demonstration in the app.</p> <p>The pupils trace the formation of the sounds in the air or on their table as demonstrated in the app.</p>	Eight minutes.

Three	<p>Activity: Jolly Phonics The teacher taps words in her device and asks the pupils to write them down. She shares their books for writing.</p> <p>Consonants Blends: she asks pupils to write /bl/ blow, bliss, bless in their notes.</p>	<p>Activity: The pupils tap the words in the word bank in their devices, listen attentively, observe how the sounds are formed and write what they hear and see.</p> <p>Pupils write the /bl/ sound and bliss, blow, bless.</p>	Two minutes
Assessment	<p>Once the lesson is over, the teacher dictates a few words to the pupils to write.</p> <p>Owl, how, now, block, blissful</p>	<p>They all respond by writing in their books the following words from the app.</p> <p>Owl, how, now, block, blissful</p>	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment			

Homework –Write the following words in your exercise books five two times: owl, how, now, block, blissful.

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**JOLLY PHONICS AND CONSONANT BLEND INSTRUCTIONAL PACK (JPIPL &
CBIP) LESSON PLAN**

Class: Basic One

Average Age of Children: 5/6 year olds

Duration/Time: 20 minutes

Subject: Literacy (Reading)

Topic: Phonics – Tricky words/sight words

Instructional Materials: Jolly Phonics Mobile Application

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Call out words on sight without having to blend them.
- 2) Read short sentences that contain tricky words.

Entry Behaviour: The children can identify the instructional material (the mobile device as a phone).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduced the lesson by singing the rhymes to the sounds they've learnt so far.</p> <p>She goes on to explain that she will be teaching words that have no blending pattern such as where.</p>	<p>The pupils listen carefully and watch.</p> <p>They listen to their teacher attentively.</p>	Two minutes.
Two	<p>Grouping: The teacher arranges the pupils into groups of three each.</p> <p>She demonstrates how to open the application and she taps on the first menu under tricky words. She asks them to do the same.</p> <p>She goes round her class to observe how they engaging with the content of the app.</p>	<p>Grouped Activity: The pupils fall into groups</p> <p>The pupils open their application. They also tap on the first option under the tricky word menu</p> <p>This can be done as many times as required.</p>	Eight minutes.

Three	<p>Activity: The teacher taps the words in the tricky word bank and asks the pupils to repeat after her.</p> <p>The teacher goes through other menus to familiarize themselves with more words.</p> <p>there, she, he, me was, only, why, once, I, where, could.</p>	<p>Activity: The children tap the words in the word-bank in their devices, listens attentively and repeats the words as many times as is required together while members of the same group ask others.</p> <p>The pupils go through other menus to familiarize themselves with more words.</p>	Two minutes
Assessment	Once the lesson is over, the teacher goes through the word again and calls on children randomly to spell the word she taps on.	Pupils listen and wait to be called upon.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher's Comment	.		

Homework – Practice these words: there, she, he, me was, only, why, once.

APPENDIX II

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION

CONVENTIONAL METHOD OF TEACHING (CMT) SAMPLE LESSON PLAN

Class: Basic One

Subject: Literacy (Reading)

Average Age of Children: 5/6 year olds

Duration/Time: 30 minutes

Topic: Phonics - Identification of /ai/, /sn/

Instructional Materials: Flash Cards

Behavioural Objectives: By the end of this lesson, children should be able to;

- 1) Identify the /ai//sn/ sounds.
- 2) Pronounce the /ai//sn/sounds accurately.
- 3) Attempt to pronounce the /ai//sn/sounds when recognized within a word

Entry Behaviour: The children can identify the instructional material).

Presentation

Steps	Teacher's Activity	Pupils' Activity	Duration
One	<p>The teacher introduces the lesson by singing sound rhymes within the Jolly Phonic.</p> <p>She goes on to explain that she will be teaching them sounds using the flash cards and distributes a few to the pupils</p>	<p>The pupils listen carefully and ask questions if they have any.</p> <p>They listen to their teacher as she hands over some of the flash cards for the pupils to see and interact with.</p>	Five minutes.
Two	<p>Grouping: Whole Group Instruction</p> <p>She holds out the /ai/ flash card and says /ai/. She asks them to repeat after her while doing the action that goes along the sound which is holding the hands behind her ears as shown on the flash cards.</p> <p>Consonant Blends: The teacher pronounces the /sn/ sound and</p>	<p>Whole Group Activity:</p> <p>The pupils repeat the sound /ai/ after the teacher while holding their hands behind their ears as well.</p> <p>The pupils repeat /sn/ sound after the teacher.</p>	Five minutes.

	asks the pupils to repeat after her. She goes around her class to listen how well the pupils pronounce the sounds She helps out where necessary.	The pupils say the sound as she walks through the class.	
Three	Action: (Jolly Phonics) The teacher pretends not to hear well, cupping their ear, saying /ai/	Individual Activity: The pupils do the same as demonstrated by the teacher	Two minutes
Four	She teaches them the rhyme for the sound. ‘My ear hurt. I was in pain. /ai/? /ai/? My ear hurt. I was in pain What did you try to say?	Whole Group: Pupils listen to their teacher and sing after her over and over again. The pupils repeat after the teacher as she sings the song.	Five minutes
Assessment	Once the lesson is over, the pupils are asked to mention pronounce all the newly learned sounds. /ai/ & /sn//	They all respond individually.	Five minutes
Conclusion	The teacher goes over the lesson once more for sealing in concepts.	The pupils listen and ask questions.	Three minutes
Teacher’s Comment			

Homework –Practice and pronounce these sounds to your family at home: /ai/, /sn/

APPENDIX III

KWARA STATE UNIVERSITY, MALETE

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LITERACY ACADEMIC ACHEIVEMENT TEST (LAAT)

Below are Four (4) Sections [A - E] and you are to answer all questions in each section

SECTION ONE (A) Instruction: Identify and pronounce the following sounds:

- 1) /i/ 2) /p/ 3) /n/ 4) /sn/ 5) /ck/

SECTION TWO (B) Instruction: Carefully blend these sounds to form words:

- 6) b i n = bin 7) p a n = pan 8) spi t = spit 9) sn a p = snap 10) p i ck = pick

SECTION (C) Instruction: Read the following tricky words out loud:

- 11) only 12) one 13) like 14) once 15) this

SECTION (D) Instruction: Identify and pronounce

- 16) sn 17) sk 18) sp 19) tr 20) ck

SECTION (E) [i] Instruction: Read the following short sentences

21) Once upon a time, a little girl put a dust **pan** and a **bin** in a **sack** before she went to the **park**. The king had promised a gift for the most hardworking child. Her **skin** itched but she was bent on winning the prize.

[ii] Write all the sentences in section E.

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