



**EFFECTS OF SEMANTIC- MAPPING AND KNOW- WANT-LEARN STRATEGIES ON
PUPILS' ACADEMIC PERFORMANCE IN LITERACY IN IREPODUN LOCAL
GOVERNMENT AREA OF KWARA STATE**

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19/37MED/00002

**A THESIS SUBMITTED TO THE DEPARTMENT OF EARLY
CHILDHOOD AND PRIMARY EDUCATION, FACULTY OF EDUCATION, KWARA
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**KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)**

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DECLARATION

I hereby declare that this thesis titled Effects of Semantic-Mapping and Know-What-Learn Strategies on pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State is a record of my research. It has neither been presented nor accepted in any previous application for a higher degree.

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APPROVAL

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DEDICATION

This work is dedicated to the Lord Jesus Christ and my family .

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Abstract

Learning to read and write that are rudiments of literacy are not learnt proficiently in this 21st century in which there is an increase demands for Learners who are proficient in the writing language, this was evident in 2017 and 2018 common entrance examination in which few pupils performed to expectations while large number perform below expectations. The study investigated effects of Semantic - Mapping and Know-Want-Learn strategies on Pupils' Literacy academic performance in Irepodun Local Government Area of Kwara State. There were seven purposes for this study and in realizing this, seven hypotheses were also formulated and tested for this study and tested for this study at 0.05 level of significance. This study adopted pre – test and post – test, treatment and control group quasi – experimental design. The population of the study comprised 192 primary schools in Irepodun Local Government Area of Kwara State. Purposive sampling technique was used to select six primary schools of which 132 pupils of intact classes of primary two pupils were used for the study. Pupil's Literacy Academic Performance Test (PLAPT) was used to elicit information from the respondents. Face and context validity was ensured and reliability of the instrument was determined using test- retest method with reliability co-efficient of 0.76. The data were analyzed using descriptive statistics of frequency count and percentage and inferential statistics of (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The study revealed that there was significant main effects of treatment on Pupils' Literacy Academic Performance with. ($F_{(2,119)} = 6.21.831$; $P < 0.05$), there was no significant main effect of gender on pupils academic performance in literacy with ($F_{(1,119)} = .284$; $P > 0.05$), there was no significant main interaction effect of school type on pupils academic performance in literacy with ($F_{(1,119)} = .796$; $P > 0.05$), The study also revealed that there was no significant interaction effects of treatment and gender on pupils academic performance in literacy because ($F_{(1,119)} = .896$; $P > 0.05$), there was no significant interaction effect of treatment and school type on pupils academic performance in literacy with ($F_{(1,119)} = .479$; $P > 0.05$.), there was no significant interaction effect of gender and school type on pupils academic performance in literacy because ($F_{(1,119)} = .896$; $P > 0.05$), and there was no significant interaction effect of treatment, gender and school type on pupils' academic performance in literacy with ($F_{(2,119)} = .986$; $P > 0.05$.) It was concluded based on the findings that semantic-mapping and know-want-learn strategies were effective in teaching at primary level of education. It was recommended that teachers in the locale should attend seminar to enhance their teaching skills. Teachers in the targeted Area should adopt the use of Semantic-Mapping and know-want-learn strategies as part of strategies to be used in teaching literacy.

Keywords: Semantic-Mapping, know-want and learn, Literacy, and Academic performance.

Word count: 455

CHAPTER ONE

INTRODUCTION

Background to the Study

One of the major problems confronting young Learners in primary schools in Nigeria is poor academic performance in Literacy because there is a large percentage of young children who cannot Learn using literacy as tool for learning, in this 21st century in which there is an increased demand for learners who are proficient in writing language. In specific terms, only 33% of young children between age 6 to 14 years are proficient in literacy, this means that 33% of young children in Nigeria primary schools are literate. Report have it that, 40% of Pupils in 2017/2018 common entrance examination scored 50 marks and above while 60% score below 50 marks in literacy questions. Record also have it that 105 millions of young children in Nigeria are out of schools and these are children that may never acquire Literacy in school. This widespread poor academic performance in Literacy is attached to so many variables, such as parents' socio-economic status, Teacher's qualifications and experience, teachers' personality and Teaching strategies .

The word Literacy can be defined as the acquisition of skills such as listening, reading; writing and speaking that are to be learnt proficiently at the basic level of education. Literacy connotes acquisition of skills such as listening skill, reading skill, writing and speaking and the ability to understand rudiments of letters which are to be learnt properly at the preschool and at the basic level of education. Carol (2020) described Literacy skills as skills meant for reading and writing and awareness of sounds of letters, awareness of prints and relationships that exists between letters and sound, the use of words, spelling and comprehension.

Thanh (2018) opined that Literacy goes beyond the ability to read and write, it also includes the skills to connect, explain and clearly differentiate complex issues. In twenty first century, however, children who have good early literacy skills are known to have quality education. Learning literacy skills early with adequate support of family helps children to be exposed to high percentage of words compared to pupils who do not have such opportunities while developing, and children who have no such opportunity on time to communicate and develop the skills adversely influenced their literacy performance in school (Samantha, 2015). Literacy encompasses skills such as reading, writing, speaking and listening, and these skills are to be learnt properly at preschool and basic level.

According to United Nation Educational, Scientific and Cultural Organization, (2017) described Literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and non-printed materials associated with varying contents. It also stressed that literacy involves a continuous learning that enables individual to achieve their goals, to develop their knowledge and potentials that will make such individual to be useful to himself and to the community at large. Literacy skills can as well be defined as skill such as ability to use computer, basic numeracy, and sound, moving images and geographical elements in digital based interaction. The National Council of Teacher of English and the International Reading Association added visual representation to the list of competencies that constitute Literacy. (Eno, Uduak, Alice & Isioma, 2014). Oyitso and Olomukoro (2010) submitted that Literacy is an indispensable means of effectiveness, in social and economic institution that improves human development as well as way of raising one standard of living to a better status. Literacy helps an individual to be able to

contribute positively and to implement right judgment among people and it also addresses the need of everyone in the society (Adedokun, 2013)

Literacy is so crucial in that it is a means of instruction in Nigeria schools from Upper primary to higher institutions. The knowledge of content of school subject is transferred to learners at all levels of education through Literacy medium, or how proficient a learner is, will predict school academic performance, and at the same time how he or she can cope with the language of instruction thus, there is a significant influence of literacy proficiency on learner's academic performance.. Exposing children to Literacy skill improves early language development and it is a good attempt at invest in children's reading and writing skills in order to prevent social and behavioral problems. The level of learner's academic performance in school subject will be determined by the learner's level of proficiency in literacy skills, since Literacy is the language of instruction learner's success and proficiency in the language of the instruction will also determine his or her academic performance.

Aina and Olanipekun (2014) revealed that the competency in Literacy is the most important factor of learning excellence and performance especially in this part of the world and that reading skill in foreign language is practically determined by the learner's proficiency in the language. The level of learner's academic performance in school subject will be determined by the learner's level of proficiency in literacy skills. Since English language is the language of instruction therefore, learner's success or proficiency in the language of the instruction will also determine his or her academic Performance school subjects. In spite of the role of literacy in all human spheres of life as well as in learners academic performance, evidences abound that learners still experience

problems in the attempt to learn literacy skills in our schools and this is also apparent in the poor performance of learners in school examination, even their inability to compete favorably with their peers on many occasions, (Samantha, 2015).

However there numerous problems learners encountered in the process of learning literacy at the early years. Robby (2010) highlighted some of the challenges Literacy pose on pupils at the early years; these include the fear of Mistakes; which is one of the main problems that determine how well pupils develop reading and writing skills. Children at the early years also have challenges of decoding which means inability to distinguish phonemes also on many occasions slow oral pronunciation, problem of sounds recognition, inappropriate use of tenses and reading without proper expression (Klinger, 2011). Idiaka (2017) posited that often children experience difficulties in reading when faced with seemingly difficult and ambiguous language. It causes distraction that prevents learners from gaining meaningfully from what they read and such other problems includes comprehension, retention and reading. Records abound on inadequacies of pupil's knowledge of Literacy in our society 33% of children between 6 – 14 years in Nigeria are Literate which could be attributed to variables such as teachers' experience and qualifications, parents' social economic status, school characteristic. Teacher's personality and teaching techniques are not left out too.

Another variable of concern in this study are Know-want-Learn and semantics-mapping strategies. There are numerous learner - centered teaching strategies that could work for learners in as much as they will actually be involved in teaching and learning process and semantic-mapping and Know-Want-Learn strategy are among the teaching techniques that possess those characteristics. The word Know-Want-Learnt , is one of metacognitive strategies which could also

mean (what do I know? What do I want to know and what have I learnt, This strategy activate learners' prior knowledge and make it a starting point to the new information and knowledge that learner wants to acquire. It increases the learners self – confidence and learner's ability to plan and monitor his/her work (Alsoudi, 2017). Know-Want-Learn strategy stimulates learners thinking by reinforcing questioning, independent thinking and setting objectives which lead them to achieve their goal.

The strategies consist of 3 stages, what I know? What I want to know? And what I have learnt? The objectives of Know-Want-Learn strategy as determined by Ogle is to involve pupils in active reading process by asking questions and thinking about the concepts that they found through reading. Evaluation: Learners start to evaluate what they knew and understood (Atieh, 2009). While implementing Know-Want-Learn strategy, the teacher's main role is to motivate learners, encourage learners to determine what they need to know, identify the previous knowledge that is needed for the new knowledge to emerge, encourage learners to learn cooperatively with others and to be self – reliant in the classroom discussion (Atieh 2009).

Therefore, the role of the teacher in Know-Want-Learn is to determine the previous knowledge that motivate them to think about the new ideas by asking questions, classify the ideas about the new knowledge cooperatively with each other and groups will be led into discussion, correct mistakes about the new information as required (Khafaji, 2011). Know-Want-Learn strategy deepens learner's understanding about topics that they will find in text books, and then after the reading process, it increases their knowledge and helps pupils organize and arrange generally the information they have understood (Alsoudi, 2017). Siribunnam and Tayrauk–kam (2009) stated

that Know-Want-Learn strategy commonly concentrates on analytical reading through encouraging pupils in the classroom to use their thinking skills. Know-Want-Learn strategy is a procedure conducted by the teacher involving creative discussion about a topic of the lesson, followed by the use of papers, charts and a class board to record learners information about what they know (K), want to learn (W) and finally what they have learned (L).

In addition to the background, the word semantic mapping as strategy was discussed as a variable of concern in this study. Semantic-Mapping strategy is a visual representation strategy for vocabulary expansion and extension of knowledge by displaying categories of words related to one another. Hence, semantic-mapping is the arrangement of shapes such as boxes, triangles, circles, or rectangles connected through lines and arrows (Kholi & Sharifafar, 2013), Semantic-mapping contains verbal information within such shapes.

It is also a knowledge representation tools that should be read from top to bottom, from general to more specific ones. It is on record that it is an "instructional activities that allows for visual display of words that helps pupils to compare and contract new words to know which words can be a useful means of increasing vocabulary knowledge . Dbates and Tefera (2015) stated that Semantic mapping is one of the strategies meant to improve learner's vocabulary in order to help pupils to recall learned words for correct use. Semantic-Mapping involves drawing learner's attention to the interconnectivity between lexical items. It improves literacy learning performance when compare with other conventional techniques. However, semantic-mapping is a good teaching strategy that helps learners to recall and organize second language vocabulary, it promotes recollection of words or concepts that are known separately and in different situations .

There are so many factors affecting pupils academic performance in literacy. Such include anxiety, poor family structure, school type, gender (Ergikhuemen, 2015). Also, to add to the background knowledge of this study, it will also be of interest to describe the concept of Gender. The Word gender simply means male and female natural composition that may determine the role that an individual assumes in the society. Gender differences among many factors impact pupil's academic performance because gender gap reflects in many areas among learners, areas like interest; attitude, beliefs and motivation go a long way to determine the failure and success among pupils (Zeynali, 2012).

Another variable of concern in this study is school-type that in turn has a great influence on Pupil's academic performance. Public schools are institution set up by federal, State and Local Government while private schools are set up by group of individuals or single individuals. Literature have it that school characteristics such as type, facilities and location have a considerable influence on Pupil's Academic performance in Literacy skills acquisition. In this regard, The researcher investigated the Effects of semantic-mapping and Know-want-Learn Strategies on Pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State, Nigeria.

Statement of the Problem

Poor academic performance in Literacy as an important primary school subject might be as a result of inadequacies and inappropriate use of instructional strategies put in place by teachers of the subject, and this has been a source of concern to all the stakeholders in education simply because Literacy is a core subject in primary schools curriculum.

This poor academic performance in Literacy is apparent during competition in which young children find it difficult to express themselves orally. Literature affirmed that 33% of Nigerians who falls into primary schools category can either read or write. Report has it that, 40% of pupils who sat for 2017/2018 common entrance examination scored 50 marks and above while 60% scored below 50 marks in literacy questions. As if that was not enough, in the recent literacy report Nigeria was 62.2% which was the lowest in the whole Sub-Sahara. In the light of this, the researcher investigated the Effects of Semantic-mapping and Know-Want-Learn Strategies on Pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.

Although some researchers have investigated other factors affecting academic performance such as the effects of parents' socio-economic status, Teachers' qualifications, experience and teaching methodology. In spite of those efforts, the problem of poor academic performance in Literacy still persisted. This creates a research gap in Knowledge which this research wants to fill by examining the effect of Semantic-mapping and Know-Want-Learn Strategies on Pupil's Academic performance in Literacy In Irepodun Local Government Area of Kwara State Nigeria.

Purpose of the Study

The general purpose of this study was to find out the effect of semantic-mappings and Know-Want-Learn strategies on pupils academic performance in Irepodun Local Government area of Kwara State.

Specifically, the study :

- i. Examined the main effect of treatment on pupils academic performance in literacy

- ii. Investigated the main effect of gender on pupils academic performance in Literacy in Irepodun Local Government Area of Kwara State
- iii. Assessed the main effect of school type on pupils academic performance in Literacy in Irepodun Local Government Area of Kwara State
- iv. Determined the interaction effect of treatment and gender on pupil's academic performance in literacy in Irepodun Local Government Area of Kwara State.
- v. Investigated interaction effect of treatment and school type on pupil's academic performance in literacy in Irepodun Local Government Area of Kwara State.
- vi. Examined the interaction of effect of gender and school type on pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.
- vii. Accessed interaction effect of treatment, gender and school type on Pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State

Hypotheses

For the purpose of this study, the following hypotheses were tested to guide this study.

- Ho1. There is no significant main effect of treatment on pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.
- Ho2. There is no significant main effect of gender on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.
- Ho3. There is no significant main effect of school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.

- Ho4. There is no significant interaction effect of treatment and gender on pupils' Academic performance in literacy in Irepodun Local Government Area of Kwara State.
- Ho5. There is no significant interaction effect of treatment and school type on Pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.
- Ho6. There is no significant interaction effect of gender and school type on Pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.
- Ho7. There is no significant interaction effect of treatment, gender and school type on Pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.

Significance of the Study

The findings of this study, is to be of benefits to pupils, teachers, parents and other stakeholders like curriculum planners and policy Makers in education. This study will be made available for the teachers at both public and private Library and online after the publication for reading and to understand how effective the semantic-mapping and Know-Want-Learn strategy can chance the teaching and learning of Literacy at the primary school level.

The findings will be of great help to the pupils because these strategies promoted cooperation, collective thinking and problem solving skills that pave enough opportunities for critical thinking, creativity, social and intellectual development that will enhance better academic performance. Parents will also benefit from the findings of this study because, teachers in sample would organize workshop and seminar that will expose to parents work closely with the teachers to improve pupils' academic performance using semantics-mapping and Know-Want- Learn strategies as part of teaching methods while at home. To clarify the importance of the Semantic-mapping and

Know-Want-Learn on the teaching and learning of a child both in school and at home. The findings of this study is expected to be of great benefits to teachers in our schools because it reduces the teacher's work load of doing virtually everything in teaching and learning process, it helps teachers to learn from the pupils' wealth of knowledge . Learners are in charge of their learning that helps teachers to quickly archive the objectives of the lesson with little input from the teachers. Teachers are to guide the process of learning given learner the privileged of acquiring knowledge themselves.

The policy makers will be able to identify areas of concern and act in the best interest of the pupils. Also, the school management and administrators may also benefit from the study because the findings may challenge them to change their method of administration. The findings of this study will also be of great importance to other researchers who wants to further their research in the areas relating to effects of Semantic-mapping and Know-Want-Learn on the academic performance of pupils in Literacy.

Delimitation of the Study

This research work examined the effect of semantic-mapping and Know-Want-Learn strategies on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State Nigeria. The moderating variables involved are gender and school-type. The reason for involving gender and school-type is to determine if both will have effect on pupil's performance in Literacy. The study was delimited to selected schools in Irepodun Local Government Area of Kwara State and the focus was primary two pupils because it is also part of Lower basic education. Also, The study was limited to the use of semantic- mapping and Know-Want Learn strategies and

some topics in literacy, such as sound, Verb, Noun and preposition and reading comprehension.

The study was conducted in both private and public primary schools in Irepodun Local Government Area of Kwara state. The respondents were intact classes of primary two pupils.

Operational Definition of Terms

The following terms are operationally defined for the purpose of this study.

Semantic-mapping Strategy: It is a graphic organizer or web. It is a graphical representation of interrelated concepts.

Know-Want-Learn Strategy: It is a teaching strategy that activates pupil's prior knowledge as the starting point to acquire new information.

Literacy: This is the ability of primary school pupils to read and write and be able to use literacy concepts like verb, noun and preposition.

Academic performance: This refers to the result of pupils assessment in literacy that will be measured using Pupil's Literacy performance test (PLAPT)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature under the following sub-headings.

Theoretical Review

David Kolb's Experiential learning theory of (1984)

Jerome Brunner Constructivism Theory of (1966)

Conceptual Review

Concept of Literacy

Concept of Literacy and academic performance

Concept of semantic-mapping Strategy

Concept of Know--Want--Learn Strategy

Teaching techniques in literacy

Trends of academic performance in Literacy

Review of Empirical Studies

Semantic--mapping Strategy and Pupils' Academic performance

Know-want--Learn Strategy and Pupils' Academic performance

Gender and Pupils' Academic Performance

School-type and Pupils 'Academic performance

Appraisal of Literature

Theoretical Review

This study would be guided by David Kolb's Experiential learning theory of (1984)

David Kolb's Experiential Learning Theory of (1984)

Experiential learning theory was postulated by David Kolb as cited by Ajanaku (2021).

Experiential learning is an approach in which pupils learn from the experiences of learning activities. Kolb's experiential learning model was first published in 1984 with influence on the design and development of lifelong learning model, when he postulated that past experience is the source of learning and development.

Experiential learning deals with the knowledge and the skills acquired through observation, discovery and active learning participation. Kolb's built on the work of Dewey and developed four stages of circle involving concrete, experience reflection, observation, abstract conceptualization and active engagement with learning process. David Kolb's experiential learning model constructed learning circle in which experience leads to observation and reflection, followed by concept formation and these concepts in turn guides the learner's formation of new experience. Kolb's experiential learning theory is explained thus.

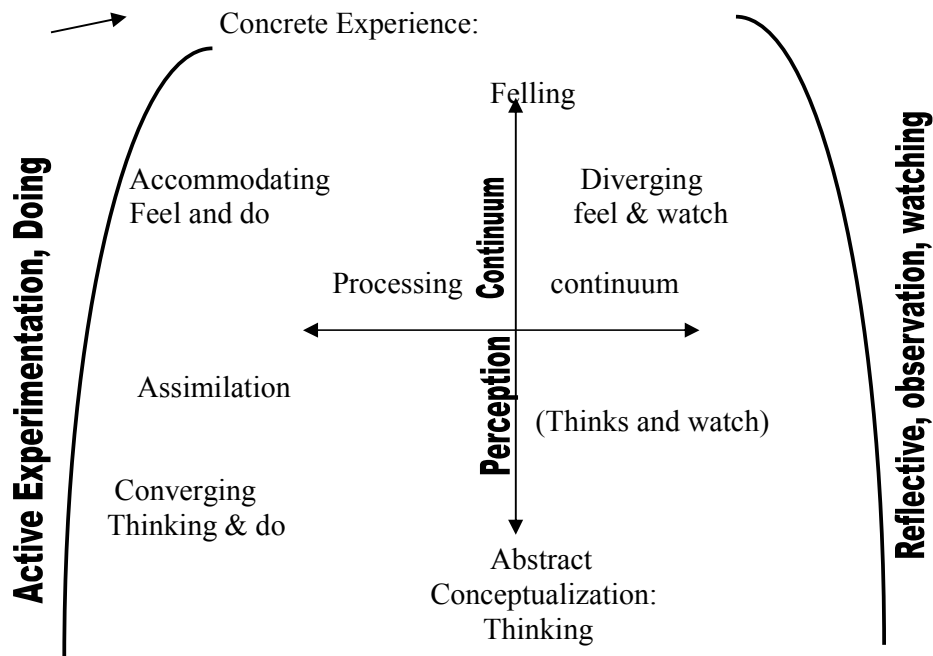


Figure 1: Adopted David Kolb's learning model (1984) source:

<http://www.simplyshyology.org/learning-Kolb.html>.

Knowledge is fashioned in a four-stage mechanism as Kolb's model. Concrete experience are in the front place, which reflects the concrete interaction that learners experience with semantic-map and know, want learn, strategies. The learners brainstorm during the process and make record. The first stage interaction leads to the second phase of observation and reflection. At this stage, it involves the use of senses that brings sensory stimulation. The stimulus activated leads to the third stage; which is the stage in which the stimulus is integrated into the consciousness of the learners. Hence, new perception and ideas would be developed by assimilation and contribute to the forth phase of creating new experiences.

The interactions create new knowledge that reflects the expected output as one lead to another. The four steps are interconnected. Kolb's regards learning as a frame work in which people move from real to abstract, conceptualization and reflective observation and active

experiential. This implies that effective learning therefore depends on how these stages can be effectively utilized to bring about meaningful learning experiences. Effective learning is achieved when learners go through this process of observing, interaction, that leads to logical ideas (analyze) a generalization (conclusion), which will later produce new experiences.

Learning should start from what the learners have known to what they need to know. Learning should be observable such that Learners can be able to see and feel so as to make Learning to be interesting. Learner should be actively involved in the teaching and learning process. Learners will be made to reflect on previous knowledge that will promote new discoveries and new knowledge. This model stresses creative and thoughtful approach to learning through observation, that is (feeling and watching) Assimilation (writing and thinking). It speaks about the right use of concept and application of problem solving skills. It fosters accurate decision making, resolution of problems and experiential of learning concepts. It involves thinking; contemplation used in adjustment (doing and feeling) in solving problems like we have in semantic-map and knows, want learn strategies. In addition, this theory also helps to promote sharing of ideas among learners while learning and as well as interaction with the learning environment that brings about discovery of new ideas.

Jerome Brunner constructivism theory of (1966)

Cognitive learning theorist was on the perspective that any subject can be transferred to children in an appropriate ways even at any level of development. This supply means that complexity of a topic does not dictates how children learn but the appropriate way in which such topic is being presented that matters. Following the spiral curriculum format, Burner presented his

view in three mode of representation. This mode of representation refers to ways knowledge is acquired and store in the memory.

The first is enactive that is between age zero to a year, it's the period of representation of knowledge through physical action. Followed by the iconic which is a period between age one and six years. It is a time of visual representation of knowledge stored via visual images and lastly, the symbolic age 7 years, which is a period of using words and symbols to represent or describe experiences.

This work is also hinged on Burner constructivist theory in that, learning should be in process using interactive learning activities. When learner begins to learn new materials, a child goes through the main stages of presentations and acquire knowledge from enactive to iconic and to symbolic representation. At enactive stage, the child needs action with materials in order to understand concept. This implies that learning will be packed with activities and full of exploration that will make children to retain the concepts learnt in the classroom. At iconic level children create mental representation of objects via visual images. This implies that learner store information through pictorial evidences but may not necessarily need to manipulate.

Finally, at symbolic level, learners strictly manipulate symbols and do not need to manipulate objects and by implication it means that learning should give room for abstract thinking skill to develop creative and critical thinking skill. In constructivist theory learning activities are in process where learners construct new ideas by building upon already acquired knowledge or “schema” as does in know-want-learn strategy in this study.

Conceptual Review

Concept of Literacy

The common definition of literacy is the ability to read and write, listen and to speak and the ability to explain things by oneself in English. But in the modern context literacy involves the ability to use and communicate in a diverse range of technologies. In general terms, Literacy is a condition whereby one can successfully function at certain levels in a society where literacy plays a role in providing access to power (Edem, Mbaba, Udosen & Isioma, 2011) Literacy enhances the status of women, reduces population rate, enhances environmental protection and generally raises the standard of living of individuals and the society.

Literacy can improve agricultural productivity, in Nigeria, government previously emphasized farmers need to be functionally literate in order for their efforts to be successful in the Fadama project sponsored by the world bank. According to United Nations Development programme UNDP (1999), a minimum of 4 to 6 years of education is required for increasing agricultural productivity. Literacy and numeracy allows farmers to adapt to new agricultural methods, cope with risks, document their yields and sales, respond to market signals and as well as mix and apply chemicals according to manufacturer's specifications. (Edem et al, 2011)

In modern society, education is perceived as the passport for good life. Nigerians wish their children to acquire quality education and to be gainfully employed after their studies. To fulfill this, many families sacrifice a large part of their income for their children's education in institutions that have among other things better teaching facilities. National unity, economic growth and

technological development in the country cannot be successful without recourse to literacy and effective interaction among populace (Edem et al, 2011).

Concept of Literacy and Academic Performance.

There is a substantial relationship between pupils' literacy and academic performance. (Brown, 2013). Literacy is one of the important skills that children must develop properly as they begin to learn. Literacy cuts across areas like phonological awareness, oral language skills, letter sound knowledge and printed and non-printed materials. Literacy begins early when factors like parent's support and appropriate strategy are put together to influence children Literacy skills that in turns predict the future academic performance. Literacy activities such as story, book reading help to improve literacy performance among children which at the same time prevent speech impairment among pupil's literacy learners. (Sawyer, 2014).

Reading fluency among children is attached to better reading success in school, children who are very good at oral fluency spend less time comprehending while reading and therefore have better understanding of what they are reading (Kostewicz & Kubina, 2010). It is important that teachers should expose children to literacy to enhance children to acquire strong reading skill because children who have proper exposure to Literacy reading skills are more successful when compared with those who are not exposed to reading skill. Exposing children to literacy using various strategies to encourage the development of literacy skills in young children is very important that will foster better academic performance in literacy. (Classens, Engel & Curran, 2014). Children need more skills of letter and print as a critical means of assisting children to develop Literacy, this vital knowledge should be provided using different strategies in order to

encourage Literacy performance among young children. Children that live in a supportive literacy learning environments using different strategies develops interest in reading that will improve academic performance (Robert 2014). Proficiency in the language of instruction simply means the ability of the learner to be able to possess writing skills, listening skills, reading skills and speaking skills with the language of instructions at high degree. American council on the teaching of foreign language (2008) exposes a line of demarcation between literacy proficiency and academic performance; It states that learners with limited Literacy proficiency are learners with learning difficulties in speaking, reading, writing whose difficulties may affect the individual from learning successfully in the classroom where the language of instruction is English. Academic performance means achievement of learners, and it can as well refers to the attainment of one's educational goals. Academic performance can be explained in terms of knowledge acquired, it is reflected by the extent to which a person acquired the skill of knowledge through training imparted on him/her. However, academic performance is measured after learners have taken an assessment test by ratings decided upon and applied by the school (Balan, Katenga& Simon, 2019).

There are other factors that affect academic performance apart from reading habits, Such variables include instructional strategies and quality teaching (Blazar, 2015) peer support,(Ganyyaupfu, 2013). Balan, Katenga and Simon(2013) observed that learners--centered learning environments are essential for producing better academic performances than the traditional teacher-centered instructional models. Smith (2018) in a study of 802 undergraduate university students, discovered that students peer support, satisfaction with the quality teaching and most

importantly, the purpose for obtaining an education played a role in students eagerness and effort to perform well in their academic pursuits.

Literature abounds that academic performance is a function of learner's proficient knowledge of literary skill (Annamalai & Muwiandy, 2013). Horbec (2012) confirmed that there is a strong relationship between reading habits and academic performance of children. The reading habits of learner significantly assist in their learning process and thereby influence academic performance. Falilord, Oyekoa, and Hameed (2017) posited that the importance of skill Literacy cannot be over emphasized because it goes beyond blackboards, maps pictures and even reading digital text, lesson taught through reading eventually will help learners to fix those lessons into memory for better academic performance (Singer & Alexander, 2017). It is a proven fact that recreational reading is a catalyst for developing grammar and vocabulary (Krashen & William 2012). Reading for pleasure has an enormous influence on the development and understanding of concepts, verbal fluency, comprehension, eloquence, vivid thinking that will enhance academic performance of pupil, (Whitten, Labby & Sullivan, 2016).

On the other hand, poor reading habit at any level results to poor academic performance. A study involving 227 pre-service teachers who had completed three years of their bachelor's degree who had poor reading comprehension because they dislike reading and did not appreciate assignment. Those who enjoyed reading had better scores (Benerides & Peterson, 2010). To support proper child's fluent literacy, it takes a whole lot of early intervention because each literacy skills of reading, speaking and writing changes as a child moves from one stage of learning to another. Young children literacy development requires the use of different measures and techniques

on developmental milestones. Literacy concept includes phonological awareness, letter names identification phonological decoding of written text as a predictor of academic performance. (Sarah,2016).

Concept of Semantic- Mapping

Semantic-mapping is one of those teaching strategies that help learners to learn and recall previously learnt words for current use. Semantic mapping is derived from the words semantic and mapping. There are various definitions of Semantic-mapping that have been proposed by different experts. Semantic mapping is a technique that allows learners to demonstrate their understanding of the relationships between ideas within a text by drawing a semantic (mental) map, He explained further that it is an overview of key vocabulary and concepts providing a link between what learners know and what they will learn when they read (Kasim &Wahyuni, 2016).

Semantic- mapping, means mind map, spider web. Idea mapping or word webbing is a graphic arrangement of words. It shows how new words and ideas are related to each other within a text, it can be defined as “a visual representation of knowledge, a picture of conceptual relationship (Boon-yih, 2017) Semantic- mapping is a categorical structuring of information in graphic form, mind mapping is a popular related technique, invented and copyrighted by Tony Buzan in the United Kingdom, he stated that mind maps consists of a central word or concept, 5 to 10 main ideas that relate to that word, and 5 to 10 main ideas that relate to each of those words (Boon-yih, 2017). Semantic-mapping is technique to represent graphical concepts, it is an effective diagnostic tool. It is also a visual and structured strategy for vocabulary development and knowledge expansion displayed in categories of words in relation to other words. It is an opposition to an unstructured

strategy for vocabulary development and knowledge expansion displayed in categories of words in relation to other words. It is an opposition to an unstructured strategy, in which students are free to generate ideas on paper randomly; brainstorming is an application of schema theory that explains how people incorporate new with the existing knowledge (Boon – yih, 2017).

Semantic-mapping is the main way of organizing lexical content because there is a straight forward organizationally principle and coherent real world situation that has clear advantages over randomly occurring words (Abate &Tefera 2015). Semantic-mapping, which involves drawing learners attention to the interrelationships among lexical items, is claimed to enhance Literary learning significantly when we compare it with other traditional approaches, Semantic- mapping notably improve Literacy learning of EFL learners (Amiri & Abdullazadeh, 2009). More also, there are merits of semantic-mapping that makes it to be above other strategies in teaching literary skill. It promotes words retention among learners, it fosters quick reflection of words and at the same time helps in organization of words (Baleghizadah & Naeim, 2011). Zarei and Adami (2013) concluded that learning literary with semantic-mapping causes changes in learner's cognitive structures in their mind. The researcher observed that most learners face problems in an attempt to read effectively in order to enhance academic performance. This failure to read might be due to lack of proper strategies used by the teacher can enhance better learning of literary skills.

Semantic-mapping strategy (SMS) allows Learners to explore their knowledge of a new word by creating a map using other related words or phrases similar in meaning to the new word. It can be done before, during and after reading by using two group instruction or by using co-operative learning groups or by individual learners. Also, semantic-mapping contains diagrams that

can be used to represent words, ideas, or other items linked around central key words or ideas from the text and that tells the relationship between the different parts of an idea to the main idea, i.e. the relationships of the parts to the whole (Kasim & Wahynni, 2016). From these numerous definitions, it may be concluded that semantic mapping is a map of knowledge or an organized arrangement of vocabulary which exposes what learners have known about a topic while brainstorming and what they find from the text in order to be able to easily comprehend it and these are procedures to be followed in implementing semantic mapping (Kasim & Waliyum, 2016).

Introducing the topic:- In this stage, the teacher announces the topic of the reading by drawing a large oval on the board and writing the topic inside it. To stimulate the thinking of the learners and to refresh their knowledge about the given topic.

Brainstorming:- The brainstorming phase allows learners to use their previous knowledge or experiences. The teacher requests them to think of ideas that might be related to the topic. The teacher lists the items on the board as they are identified in brainstorming phase. It is crucial that all response is accepted all along as they relate to the topic (Kasim & Wahyun,2016).

Categorization stage: The teacher encourages the learners to realize the relationships among the words suggested, point out the word that connects to the main idea using colour marker with questions (who, what, when, where, why) can be used to encourage them to be involved in this process.

Personalizing the map stage: Each learners has made a copy of the pre-assignment map, the class is provided with reading passage relating to the topic, which typically contain more information and vocabulary with more words than the learners had brainstormed. During the pre-reading activities,

as they read, they are allowed to decide what to add to or eliminate from the pre-assignment map.

New information is thereby integrated with prior knowledge (Kasim & Wahyuni, 2016).

Post-Assignment synthesis: This part of classroom activities integrates the personalized semantic map produced by the learners after the reading matters has been read and discussed with the one that was brainstormed pre-assignment. This can be done through a discussion on what information they have learned from the text and how it has changed or add to the ideas shown in the original map. From above stages it shows that semantic mapping strategy involve pre-reading, during reading stage and post reading stage.

Concept of Know-Want-Learn

Know-want-learn is one of metacognitive Strategies that speak about (what do I know? What do I want to know and what have I learnt) it is a strategy that activates pupils' previous knowledge and makes it a starting point to acquire new knowledge in order to have meaningful learning, it increases pupils' self – confidence and his/her ability to plan and monitor his/her work (Alsoud, 2017). Know-Want-Learns strategy stimulates students thinking by reinforcing questioning, independent thinking and setting objectives which lead them to achieve their goal. (Alsoud, 2017). Metacognitive is a concept that was first established by John Flavell in 1979 to refer to the effectiveness and meaningful learning. Different teaching strategies were emerged based upon metacognition and one of these is Know-.Want-.Learn which was established by Ogle Dona in U.S.A. this strategy utilizes previous pupils' knowledge to acquire the new knowledge and learning (AbuJade & Nofal, 2010).

The strategy consists of 3 stages, what I know? What I want to know? And what I have learnt? The objectives of Know-Want-Learn, as determined by Ogle is to involve students in active reading process by asking questions and thinking about the concepts that they found through reading (Abdalbari, 2010). In order to implement Know-Want-Learn in classroom, the teacher should follow the following steps

Clarifying the topic: by writing the lesson title on the board.

Determination of the previous knowledge needed for the new knowledge(K)What I want to know (W) the teacher should determine the instructional objectives of the lesson. Reading comprehension: The students have to read and understand the new topic

Post reading, students start reflecting on what they understand and ask questions about what they need to know.

Evaluation: Students start to evaluate what they knew and understand (Atieh, 2009). While implementing Know--Want--Learn strategy, the teacher main role is to motivate learners, encourage them to determine what they need to know, identify the previous knowledge needed for the new knowledge to emerge, encourage students to cooperate to cooperate with others and to be self – learners, encourage and lead classroom discussions, and direct the learners to achieve the instructional objectives (Atieh, 2009). Therefore, the role of the teacher in Know-want--Learn is to determine the pervious knowledge, think about the new topics issues, ask questions, classify the ideas about the new knowledge cooperate with others lead group discussion, correct mistakes about information he required (Khafaji, 2011).

Know-Want-Learn strategy deepens learner's understanding about a topic they find in text books, and then after reading process knowledge increases and it also helps pupils organize and arrange generally the information they understood (Alsoudi, 2017). Siribunnam and Tayrauk – kam (2009) stated that Know-Want-Learn strategy commonly concentrates on analytical thinking (2008) pointed out that Know-Want-Learn is a procedure conducted by the teacher involving creative discussion about a topic of the lesson, followed by the use of papers, charts, class board to record pupils information about what they know (K), want to learn (W) and finally what they have learned (L)

Techniques of Teaching Literacy

According to writer (2020), Literacy skills is an important aspect of learning which every child must go through while developing. It forms the foundation for success in every area of life. The critical thinking skills obtained from literacy works sharpens one's ability to serve as a highly functional person in the society. As children continue to change, the education stakeholders continue to study and experiment new ways to serve them better. Here is a roundup of the top five trends in literacy.

Tactile Literacy: Teachers at all levels are beginning to realize that the old tactics children were required to sit and learn is no longer effective. Children who learn through movements are no longer labeled as having behavioral problems. Instead, they are now perceived as children who learn differently. Teachers now incorporate movements in the classroom activities to facilitate effective learning for all children. This is quite advantageous given the fact that combining physical activities and literacy instructions boosts memory and help children retain new knowledge. We are

now seeing new strategies such as encouraging children to model clay for spelling words, tracing letters in shaving creams, using flashcards to read and dancing while reciting words. (Writer, 2020).

Video Education-Based Games:-The use of video and computer games has found its way in literacy. Researchers have realized that children learn new literacy each time they play video games. They learn new interactive languages that give them access to virtual worlds filled with engagement, intrigue and meaningful challenges. Schools have responded positively, and they are now introducing computer and video games to help children learn effectively. They use games whose functions are embedded in the construct of alphabetical and notational literacy to help the children make meaning and create actions out of them. This largely improves their reading, comprehension and writing skills (Writer, 2020).

Representative Text: Providing children with a wide variety of learning options in the classroom is important. Providing a platform that allows them to vary the assigned reading is equally important. That is why most schools are beginning to put more emphasis on texts that relate to the children's experience. This is vital because when students mirror themselves in the items they are learning and reading, they identify more with the materials and become more engaged. On the other hand, items that do not identify with their past experiences make them feel undervalued, leading to disinterest. It is thus the duty of every teacher to ensure that the lessons put in place promote connections for children. (Writer, 2020)

Media Literacy: Education stakeholders are increasingly becoming worried about the negative effects of the modern media on literacy. Educators are today spending more time helping children to recognize the credibility of contents in media and internet sources. Because of the increasing incidences of fake news, many schools have developed special programs to teach children to interrogate and assess the credibility of information they read. Rather than focusing on the actual content, the children are taught to focus on how the things reported in the media sources happened. This teaches them to think critically when reading and writing. (Writer, 2020)

Early Literacy: Teachers and parents are beginning to realize the importance of early literacy in preparing the children throughout their school life. Parents should begin to expose their children to literacy as soon as they can talk. This could be in the form of reading to them aloud often or telling them bedtime stories. Doing this exposes them to new words.

Trend of Academic Performance in Literacy.

The word literacy can be described as the ability to identify, understand, interpret, create, and communicate using printed and unprinted materials in varying conditions that helps an individual to achieve goals, to develop skill that will be useful to oneself and the community at large. (UNESCO, 2017) However, the importance of literacy cannot be over emphasized in that notable progresses in every human society language depend on it. It helps children to develop long life learning both within and outside the school community; (Njoku, Okore & Obadebe, 2020). It is a requirement for children to be able to access learning materials such as books and helping children to read road signs and also see available avenue to learn social and cultural values that are acceptable to the society in which the child found himself / herself.

Unfortunately, pupil's performance in this report as subject over the years was not encouraging in Nigeria as a whole and not all pupils are able to acquire this skill proficiently. UNICEF (2015) posited that in Nigeria 105 Million Children are out of school; these are children that will never acquire literacy in school being that attendance is one of the major avenues to develop literacy in Nigeria.

Below revealed that literacy rate in Nigeria is inconsistent between 2003 and 2018 instead literacy trend between these years is fluctuating which could be as a result of so many factors. It could be as a result of changes in teacher's strategies or stakeholders advocacies on how to improve literacy. (Micro-trend, 2021).

Table 1: Nigeria Literacy Rate-Historical Data.

Year	Literacy Rate	Annual Changes
2018	62.02%	10.94%
2008	51.08%	-19.12%
2006	70.20%	15.43%
2003	54.77%	- 0.67%
1991	55.45%	- 0.67%

Source: Macrotrend LLC 2021. Nigeria Literacy rate 1991-2021.

The table 1 revealed that Nigeria Literacy rate is poor compared to some other developing countries. Educators trainers and researchers have long been interested in exploring variables contributing to effective quality of learner's performance. These variables are inside and outside of the school and it affect pupils quality of academic achievement and these factors may be termed pupils or learners factors, family factors school factors and teacher's factors.

Empirical Review

Semantic- Mapping and Pupils' Academic Performance

There are numerous studies on the effect of semantic-mapping and letter sound Know - Want-Learn on pupil's academic performance in literacy skills. Research evidences have shown that the learning strategies play a significant role in the overall development of children.

Semantic-Mapping and Pupils' Academic performance

Abate and Tefera (2015) investigated the role of semantic-Mapping strategy training on students' vocabulary development. The sample of the study consisted of 112 students enrolled in two sections, which randomly selected from five sections and assigned to both treatment and control groups. Quasi-experimental design was used in the study. A vocabulary pre - test was given to both groups at the beginning of the study to make sure that they were equivalent and homogenous at the initial stage of the study.

The treatment group received semantic-mapping as necessary teaching learning technique, but the control group did not receive this treatment. At the end of the two groups investigated the effects of semantic-mapping vocabulary teaching technique in cultivating their word knowledge. The result revealed significant differences between the groups in favour of treatment group, that is, the treatment group outperformed the control group in vocabulary learning. Therefore, it can be suggested that semantic-mapping can be used as an efficient teaching technique for vocabulary teaching. Boon-yih (2017) examined effect of semantic-mapping: A visual and structured pre-writing strategy in the process of essay writing. The study aimed to amplify the students' feedback during and after the implementation of semantic-mapping in the essay writing process. The data

was collected via observation and interview. The findings showed that there was positive feedback received from the subjects on the use of semantic-mapping, a slow transition happens from word mapping to sentence production in association with the use of semantic-mapping like word association. Sense relation, parts of speech, super ordination, collation, and system of logic leading to essay writing.

Elahi (2017) studied the comparative effects of using semantic-mapping and mnemonics on English for foreign learners' vocabulary achievement. To fulfill this, male students aged 13 -16 were selected via administering key English test (KET) from among 70 conveniently sampled students of elementary learner from a public language school of Tehran. They were then randomly divided into two experimental groups namely mnemonics and semantic-mapping and received 12 sessions of instruction. The semantic-mapping group was taught how to utilize semantic-mapping, whereas the mnemonics groups was taught to make use of mnemonic flash cards, while learning vocabulary. Finally, a post – test on vocabulary was conducted on both groups and an independent sample t-test analysis was conducted to see whether the treatments had significantly different effects on learners' vocabulary achievement or not.

The results of the statistical analysis revealed that there was no significant difference between using mnemonic technique and semantic mapping strategy on EFL elementary learners' vocabulary achievement. In the past, vocabulary was usually learnt through note – learning memorization and repetition which were ineffective and tedious but based on the outcome of this study, learners can utilize vocabulary achievement techniques and strategies such as mnemonics and semantic-mapping which are influential and enjoyable. Vakiliford, Bahramlou and Mousarian

(2020) examined the effect of cooperative learning approach and semantic-mapping strategy on the acquisition of L2 Persian vocabulary. The study employed quasi--experimental design and included a control and three experimental groups. In each group, there were 30 intermediate learners of L2 Persian. The participants took a vocabulary pre – test and then read the tests each of which contained 10 potentially unfamiliar words. The control group learned vocabulary through direct oral translation (DT). In the experimental groups, the words were learned through co-operative learning approach (CL), semantic-mapping strategy (SM). A posttest was used to measure vocabulary learning.

Results revealed that, in comparison to the control group, in experimental groups, the learners acquired significantly more vocabulary, in terms of mean score on the post – test, SM groups ranked first. It is recommended that L2 Persian materials developers and instructors considered alternative methods vocabulary such as semantic-mapping strategy and cooperative learning approach. Kasim and Wahyuni (2006) investigated the implementation of semantic-mapping strategy (SMS) in teaching reading comprehension to second year students from a Junior High School in Aceh Besar. The objectives were to find out whether students taught with reading comprehension through Semantic-Mapping strategy would get better results than those who were taught using the Grammar translation method (GTM), the type of reading sub skills that they would master better by using the SMS, and their responses towards the use of the SMS in reading comprehension classes. The sample for the research was two classes, one as the control group (CG) and another as the experimental group (EG). The classes were selected using a random sampling technique. The research instruments used to collect the data for the study were reading

comprehension tests was (pre – test and post – test) and a questionnaire. The results of the study showed that the students in the experimental group who were taught using semantic-mapping got better results than the students who were taught reading comprehension using the G.T.M. the study further revealed that, the reading sub skill where the students got better results through using (SMS) were main ideas and specific information; finally, the students responded positively to the implementation of SMS in their reading comprehension classes. Thus, it can be said that the SMS was proven an effective strategy to be used for teaching reading comprehension to the second year student of the school.

Zainal and Supramaniam (2014) Investigated the effects of Semantic-Mapping on reading comprehension of lower secondary school learners. The research questions include. (1) Does semantic-mapping strategy have an effect on reading comprehension (2) What are the perceptions of students towards semantic-mapping strategy in reading comprehension? The participants of this study were ten form two students. Test 1 (pre – test), Test 2 (Post – test) and an interview were conducted in this study. Test 1 was administered before students were exposed to the semantic-mapping strategy. After two weeks of semantic-mapping strategy exposure, test 2 was administered to examine the effectiveness and improvement of the learners reading comprehension using mean scores. Results showed that learners performed better in Test 2 than in test 1, indicating the effectiveness of employing semantic-mapping strategy in reading comprehension.

Many research findings revealed that semantic-mapping is one of the effective Literacy teaching techniques that helps learners to learn Literacy skills meat for effective language proficiency. Abate and Tefera (2015) examined the role of semantic-mapping in cultivating the

vocabulary competence of pupils in Senegallis 1 Elementary school. The sample of the study consisted of 112 students enrolled in two sections, which were randomly selected from five sections, and assigned to both treatment and control groups. Quasi experimental design was used in this study. A vocabulary pre-text was given to both groups at the beginning of the study to make sure that they were equivalent and homogeneous at the initial stage of the study. The treatment group received Semantic-mapping as vocabulary teaching/learning technique, but the control group did not receive this treatment. At the end of the study, the same test was given to the two groups to investigate the effects of semantic-mapping vocabulary teaching technique in cultivating their words knowledge.

The result revealed that there is significant differences between the groups in favor of the treatment group, that is, the treatment group but performed the control group in vocabulary learning, therefore, it can be suggested that semantic mapping can be used as an efficient technique for vocabulary teaching. A study examined the effectiveness a phonological awareness training intervention on pre-reading skills of retarded children. A total of 47 children with mental retardation participated in this study, the sample was randomly divided into two groups, experimental (n=24, 19 boys, 5 girls) and control group (n=23, 20 boys and 3 girls). ANCOVA and repeated measures Analyst was employed for data analysis. Findings from the study indicated effectiveness of the programme employed in improving pre-reading skills in the target children (Elisa, 2013) Baleghizadeh and Naeim (2011) studied two reasons for the effective use of semantic-mapping for vocabulary teaching strategy. First, semantic-mapping has both a meaningful and a mechanical aspect, it is meaningful in the sense that words are presented according to the meaning

based relationship among them and it is mechanical in the sense that the words still need to be practiced out of context. The second reason that make semantic- mapping effective is its cognitive feature because other approaches like conventional approach and contact the approach are less effective, but has a great impact on literacy learning in that it motivates learner to call back their previous knowledge of new words and to create lexical network among words.

Balan, Katenga and Simon (2019) worked on reading habits and their influence on academic achievements among students at pacific international university Malik lek, Thailand. A convenience sampling method was used to select 250 individuals who responded to a survey questionnaire, a statistical package for social science (SPSS) was used to analyze the data. A multiple regression and correlation matrix analysis checked the influence of reading habits on academic achievements. Among the five variables, the study confirmed that the purpose of readings indicated significant relationship with academic performances. Furthermore, the findings indicated that the majority of the respondents value the importance of reading habits. This includes providing resources to encourage students to take up reading.

Kasim and Wahyum (2016) examined the implementation of semantic-mapping strategy (SMS) in teaching reading comprehension to second year students of a junior high school in Acch Besar. The objectives were to find out whether students taught reading comprehension through SMS would get better result than those who taught using the grammar translation method (GTM), the types of ready sub skills that they would master better by using the SMS, and the responses towards the use of the SMS in reading comprehension classes, the sample for the study was two

classes, one as the control group (CG) and another as experimental group (EG). The classes were selected using a random sampling technique.

The research instruments used to collect the data for this study were reading comprehension tests (pre-tests and post-tests) and a questionnaire. The result of this research showed that the students in the (EG) who were taught reading comprehension using the SMS got better results than the students in the CG who were taught using the GTM. Furthermore, the reading sub-skills where the students got better results through the use of SMS was "main idea" and specific information! The students responded positively to the implementation of SMS in their reading comprehension classes. Therefore, SMS was proven to be effective strategy to be used for teaching reading comprehension to second year students of the school

Rafiu and Ngozi (2016) worked on the effect of English language proficiency on students' performance in cataloguing and classification courses in Polytechnic based Library schools in Nigeria. Descriptive survey method was adopted while a questionnaire, entitled English Language proficiency Test was used to select all 1019 HND students from four purposively selected Nigeria polytechnics. Data was analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The study revealed that English language proficiency has a significant correlation with performance in cataloguing and classification courses. The study recommended that secondary school authorities in Nigeria should provide adequate resources for teaching English language so that the potential polytechnic students will have a good background in English language to enhance their performances in cataloguing and classification. Ogunsiji (2009) examined the extent to which Nigeria secondary school student's proficiency in English predicted their overall academic

achievement. They proportionately sampled 400 students from eight randomly selected secondary schools, they found that English proficiency has significant impact on students overall academic achievement.

David, William, Smith, Olinger & Mary (2018) examined letter - naming, phonological awareness and spelling knowledge on 2100 kindergarten pupils attending 63 schools within Language urban school district, pupils were assessed between December, February and May of the kindergarten pupils. Results revealed that by May, 71.8% of the learner had attained full letter - naming knowledge. Phonological awareness emerged more knowledge slowly with 48% of the pupils were able to reliably segment and blend phonemes in words spelling development, a measure of phonic knowledge, found that, by May 71.8% of the pupils were in the partial alphabetic phase. A series of regression analysis revealed that by the kindergarten both letter - naming and phonological awareness were significant predictor of spelling knowledge ($b = 332$ and 518 for Lkad P.A ep) explaining 52.7% of the variance.

Sarah (2016) worked on predictive validity of alphabet knowledge and phonemic awareness assessment on word reading fluency. The participants were approximately 900 kindergarten children from suburban school district in Oregon. The study used extent curriculum based measure (CBM) reading assessment data collected during 2013 - 2014 school year to examine the predictive validity of measure of letter naming fluency (LW) Letter sound (LS) and Phoneme Segmentation fluency on word reading fluency (WRF). Linear regression was employed to examine the amount of variance that early reading skills (LN, LS, PS), measured during the fall and winter, explained in (WRF) measured in the spring of kindergarten. The relation of non-

performance demographic data to students spring WRF was examined. Result of this they are intended to inform professional implementing early reading instruction and intervention through an equity lens.

Know-want-Learn-Pupils' Academic performance

Alsoudi (2017) worked on the effects of using Know-Want-Learn strategy upon acquiring religious concept among 8th grade students in Jordan. The study sample consisted of 139 students (4 sections) the sections were chosen randomly from 8th grade students from Tafila directorate of Education. 2 sections formed the experimental group (1 section for males and 1 section for females) they were taught using Know--Want--Learn strategy while the control groups consisted of 2 sections of 69 students (1 section for males and 1 section for females), they were taught using the ordinary teaching strategy and the result showed that the difference in achievement was statistically significant in favor of experimental groups ($\alpha = 0.05$), and there was no statistical significant differences in achievement attributed to gender or to the interaction between gender and the teaching strategy.

Abdullah (2010) investigated the effects of Know-Want-Learn teaching strategy upon achievement in geometry and geometrical thinking among 8 grade students. The study sample consisted of 80 students from Egypt, they were divided to experimental group and control group, the experimental group was taught geometry by using Know-want-Learn strategy, while the control group was taught by using the traditional method of teaching. The result showed statistical significant difference in achievement test and in geometrical thinking test in favour of experimental group. Zahram(2011) investigated the effect of Know-Want-Learn upon achievement in English

language among 7th grade students in Mecca, the study sample consisted of (62) students, they were divided into 2 groups: experimental group and control group. Know-Want-Learn was used in teaching the experimental group, while the control group was taught by using traditional method of teaching. The result showed that there exist a significant difference in means in favor of experimental group. Abusutan (2012) studied the effects of Know-Want-Learn. on developing mathematical thinking and concepts among 9th grade female students in Sheik Ajleen School in Gasa (76 students), she divided them into experimental and control group. She found that the differences in means were statistically significant ($\alpha = 0.05$) in favour of experimental group. Aram (2012) used experimental design to investigate the effects of Know-Want-Learn upon acquiring scientific concepts and critical thinking among 7th grade students in Khan Younes. The results indicated statistically significant differences in mean in favour of the experimental group taught using Know-Want-Learn strategy.

Alsahi (2019) examined the effects of Know-want-Learn strategy in fourth grade students' achievement in science and their attitudes towards the use. The study was conducted using quasi-experimental design case study. The participants of the study was 62 students, divided to two groups: one experimental group ($n = 31$) and other a control group ($n = 31$). An achievement test and questionnaire were designed to confirm the study validity and reliability. Test-retest method was used to analyze the data. The findings revealed that there were statistically significant differences between the experimental group and control group, in favor of experimental groups and attitudes, were also more positive towards the use of the strategy. The study recommended further that research into using the Know-Want-Learn strategy in primary stage education. Deck (2012)

examined the effect of using Know-Want-Learn strategy on the number of comprehension questions answered correctly on a test administered immediately after a science passage was read aloud to ELL, middle school students. Test accuracy during base line conditions and during Know-Want-Learn condition was compared. The participants in the study were middle school students in an ELL classroom at a sub urban school located in Western ville. OH. The student's range in age was 11 to 15. All students lived in the United States for less than three years and came from a country in which a language other than English was spoken. A reversal design demonstrated increased reading comprehension for all six students. Reading comprehension was measured by immediate recall on same day quiz accuracy, each student was taught the Know-Want-Learn procedure before the initial intervention phase.

The findings indicated that same day quiz accuracy improved during the initial Know-want-Learn intervention and during the return to intervention phase. Hamdan (2012) investigated the effectiveness of Know-want-Learn plus strategy on the performance of Jordanian tenth Grade students in reading comprehension. To achieve this aim, the sample for the study was selected from a private school and a public school. The participants were divided into experimental group and control group. All the public school students represented the experimental group whereas the private school students represented the control group. The experimental group was taught reading with the Know-want-Learn strategy, while the control group was taught with the conventional reading strategies. To collect the data, pre-test and post-test reading comprehension test was administered. The pre-test was conducted prior to the application of the strategy, and the post-test was given to the students in the two groups after the application of the strategy. Data were analyzed

by using mean scores, standard deviation, t-test and covariance. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-test than their peers did in the control group. The researcher concluded that the strategy was effective in improving the reading comprehension performance and recommended that the strategy should be integrated into the English curriculum of the Jordanian schools.

Gender and Pupils' Academic performance

Ajayi(2017) conducted a study on gender differences in the academic performance of pupils' data was collected from 240 students who passed the district level standard exam of grade eight in 2016 and were studying in grade nine in public and private school in Lekinah Municipality, Kaski, Nepal. Data on the characteristics of the pupils, their parents, pupils' behavior, perceptions, family environment and school environment were collected from the students, and their parents using a structured questionnaire. The data on pupils result and divisions scored by pupils as measure of academic performance of the pupils were obtained from the district education office (DEO) of Kaski. The study found significant gender differences in the academic performance of students. The female pupils were found better than their male counterparts. The study also revealed that a large number of students scored first division or higher with relatively an outstanding performance are private school compared to public schools.

Another study of Charles, Oguka and Munyua (2021) on the effects of gender on students' academic achievement in public secondary school in Narakwet East sub country, Kenya. The study adopted mixed method of research Expost facto, causal comparative research design, the study focused 18 public secondary school, 18 directors of studies and 140 teachers within Marakwet East sub country. the study used stratified and simple random sampling to select a sample of 72 secondary school teachers, 10 secondary schools, 10 directors of studies and 10 secondary school principals,. The data were collected using questionnaire to teachers, interviewing principals and directors of studies, observation and document analysis, descriptive and inferential statistics were used to analyze data collected quantitative data was analyzed using (ANOVA). Quantitative data was analyzed through thematic and in-depth descriptions of observed and recorded data. Frequency tables and graphs were used to present the data. The findings revealed that there is a need to embrace gender equality for advanced academic achievement.

In a study of Olayemi (2018) on the effects of school type and gender on academic performance revealed that there was a significant difference in student academic performance on basis of gender which was in favour of female students in private schools.

Joseph, John, Eric, Yusuf and Olubunmi (2015) conducted a study on effect of gender on students Academic performance in computer studies in secondary school in New Bassa, Borgu Local Government Area of Niger State. A set of Questionnaire which consists of 30 multiple-choice items from senior school certificate Examination past Questions as set by West Africa Examination Council, the Questionnaire was administered to 275 students from both private and public schools in the study area. The research used independent t-test to analyze the study and finding revealed

that many students had slightly better performance compared to female students, and at the same time better performance is pronounced in the private school which was shown to possess best male brain found in the study area.

Dania (2014) worked on the effect of gender on pupils' Academic Achievement in secondary school social studies. The study adopted a quasi-experimental design (2x2 non-randomized pre-test, post-test control group) comprising six groups made up of four experimental groups and two control groups. Six schools and one hundred and eighty (180) upper basic 2 students in Delta and Edo states made up the sample for the study. Six intact classes were randomly selected and assigned to experimental and control groups. The instrument used in this study is the achievement instrument tagged "Social Studies Achievement Test(SSAT).The validity and reliability coefficient (r) and the reliability coefficient was 0.79 means , standard Deviation, Analysis of covariance(ANCOVA)was used and result revealed that gender had no significant effect on pupils achievement in social studies. Amedu (2015) investigated the effect of Gender on the achievement of students in Biology using the Jigsaw method. The sample was made up of 87 students in SS1 in a secondary school. The study utilized an intact class because the study took place in a normal school term. There were 39 males and 49 females.

The Biology achievement test (BAT) was constructed from the Past WAEC questions, the questions are standardized test and so were not subjected to further reliability test. The researchers administered the BAT as pretest and the results were collated by gender. At-test analysis showed that there was no significant difference between the means score of boys and girls. The class was taught micro-organism for 12 weeks. At the end of the 12 weeks, the BAT was administered as post

test. The data were analyzed using the t-test at 0.05 level of significance. Results showed that there was a significant difference between the mean scores in favour of males. In L1 acquisition females are better than males and at the same time females are always superior in L2 verbal expression (Saidi, 2012). Male and female learn language at different pace due to motivation in language learning classroom; girls often perform better than boys in many areas and this reflects in the fact that females on many occasions obtain high marks than boys (Zoghi, 2013).

In verbal expression, females are found to be of better off in performance than males and this has created a wider margin between male and female score in twenty two countries in national literacy test in British school (Saidi, 2012). This also is in line with the United Kingdom Department of Education (2012) which posited that there is 15 – 19% lower in the number of boys compared to girls who met the operational standard of writing as they leave United Kingdom primary schools at age 11. Females are known to be better in Literacy skill compared to boys following Literacy based intervention, and this skill becomes better among female as a result of superb writing skills. (Adams & Simmons, 2018).

Another variable of concern in this study is School characteristics such as school type which has been found to have lasting value on academic performance of learners (Fischer, 2013). Schools around a child are of various categories in that resources available for learners which may include facilities like Libraries and Learning materials have a way of predicting literacy performance of learners which may be as a result of the parent's background on learning. School type (private or public school) could also have a considerable learning effect on learners depending on many factors which the school may be responsible. More also the study was also interested in

finding out the differences that exist in the academic performance of pupil's in literacy skills based on gender and school type, and the results showed there was no significant effect on pupils' academic performance based on gender.

In a study of Abdullahi and Bichi (2015) results showed that private school pupils perform below average and that significant gender differences exists in literacy skills performance. Significant gender differences were also observed with respect to short location; the females performed above average in both urban and rural schools while male's learners performed below average. In the work of Raheem (2017) it was revealed that male and female students performed equally in English language. Male students performed better than female in mathematics, science and social science while female also did better than males in Art except in Yoruba. Joseph, John, Eric, Yusuf, and Olubunmi (2015) in their study they found that male students had slightly better performance when compared with female students, and at the same time better performance is pronounced in the private school which was shown to possess best, male brain was found in the study area. Dania (2014) in a study found that gender had no significant effect on pupil's achievement in social studies. In contrary to the above Amedu (2015) in a study conducted showed that there was a significant difference between the mean scores in favor of males.

School-Type and Pupils' Academic performance

Ehang (2020) worked on school effectiveness as factor at improving students' academic performance and the finding revealed that school of high socioeconomic status, with none academically proficient students and with more complete school facilities are more effective in improving students' academic performance. In another study by Okon and Archibong (2015) on the

effects of both private and public schools on the academic performance of students in Akwa Ibom state Nigeria, research questions were formulated to guide the study. The sample size was 940 respondents gathered from both private and public schools. Ex-post facto design was used for the study and t-test analysis was adopted to analyze the data. The findings of the study revealed that students in private school performed better in social studies than those in public schools.

Alimi et al (2012), worked on school types, facilities and academic performance s of students in secondary schools in Ondo state. Descriptive survey design was used. Proportionate random sampling technique was used to select 50 schools in Ondo State. Two sets of research instruments were used, T-test was used to analyze the data. All hypotheses was tested at a significant level of 0.05. The study revealed that there was a significant difference in the facilities available in public schools and that there was no significant difference in the academic performance of students in the two types of schools. David (2005) investigated the effect of school type on academic achievement in Indonesia junior secondary school students. (Grade 7-9).Students that graduated from public junior secondary school for a variety of other characteristics score 0.15 to 0.3 standard duration higher on the privately schooled peers.

The findings was robust to OLS, fixed effects and independent variable estimation strategies students a handing Muslim private schools, industry madrasahs were on average those students attending secular private schools. There result provide indirect evidence that higher quality inputs at public junior secondary schools promote higher test scores Babatunde and Oluwole (2012) Studied the influence of school types. Facilities and academic performance of students in secondary schools in Ondo State, Nigeria. Descriptive survey design was used. Proportionate random

sampling technique was used to select 50 schools in Ondo State. Two sets of research instruments named School facility description and students performance questionnaire (SFDAPQ) for principals and school facilities description questionnaire (SFDQ) for the teachers were used for study. T-test was used to analyze the data, all the hypothesis was tested at a significant level of 0.05 the study revealed a significant difference in facilities available in public and private school in Ondo State. It further indicates that no significant different in performance of students in two types of secretary schools. David and Mburu (2013) examined on effect of school type attended on students' academic performance in Kericho and Kipkelion districts, Kenya international joint of humanities, and socio science volume 3 and 4 special issue – February (2013).

David and Mburu (2013) worked on the influences of school type and societal socialization experience on the academic performance of student in Kenya. The study used descriptive research design and two questionnaires for data collection. The finding revealed that school type attended altercated students' academic performances. Harry (2016) investigated the effects of school type on academic performance evidence from the secondary school entrance assessment exam in trained controlling for demographic, personal and administrative differences, the analysis finds no meaningful differences in academic achievement between students in assisted schools versus students in government schools.

In a study conducted by Alimi, Babatunde and Oluwole (2012) on the influence of school types, facilities and academic performance of students in secondary school in Ondo state. They found that there is no significant difference in performance of pupils in the two types of schools. In another study conducted by David and Mburu (2013), on the influence of school type, societal

socialization and experience on the academic performance of students in Kenya. They found that school type attended authenticate students' academic performances. Harry (2016) investigated the effects of school type on academic performance and found that there is no meaningful difference in academic achievement between pupils in private schools and those in Public schools.

Appraisal of the Reviewed Literature

The literature reviewed on David Kolb's Experiential learning theory of 1984 and Jerome Bruner Cognitive Theory of 1966 served as theoretical review that guided this study in general. This was followed by a critical review of conceptual studies such as concept of Literacy, concept of Literacy and academic performance, concept of Semantic-mapping and academic performance, Concept of Know-Want-Learn Strategy and academic performance.

It was established that Pupils develop and learn Literacy proficiently when they are actively involved in the process. As learners learn through observation, collective thinking and in sharing of Ideas, they develop gradual Literacy concepts for academic performance. The reviewed literature did not ascertain how the variables of gender and school type could influence Pupils' academic performance in Literacy. This apparent negligence is what necessitated this study.

On the independent Variable Semantic-mapping and Know--Want--Learn Strategies, The literature search was able to situate the review according to authors' view on their conceptual meaning, procedure for implementation and possible drawback of the Strategies. Also to give the review a broader focus, empirical studies were reviewed to show the degree to which previous findings could be evaluated in relation to the problem of this study as stated in chapter two. Several

studies have been carried out on Semantic-mapping and Know-Want--Learn Strategies in foreign educational system in subjects such as social studies, social sciences and Literacy.

The researcher discovered during the extensive literature review on Semantic-mapping and Know-Want-Learn Strategies on Literacy performance, that the Strategies provide children with opportunities to develop cooperative Learning skills, good retentive memory, reading and writing proficiency, peers interaction. Lastly, moderating variables such as Pupils' gender and school-type considered in this research study were established to have no impact on Pupil's Academic performance in most of the school subjects both at primary and tertiary level. At this point, the researcher voice in this study is always informed by the view, opinions and findings as presented by the literature reviewed.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the procedures employed by the researcher to conduct this study.

The chapter is presented under the following subheadings; Research Design, Population, Sample and Sampling Techniques, Research Instrument, Validity and Reliability of the instrument, Procedure for Data collection and Method of Data Analysis.

Research Design

The design used in this study was Pre-test, Post-test, control Quasi-experimental design. The design was considered appropriate because it aims to establish cause and effect relationship between independent variable and dependent variable. Data was collected from small group of respondents on the effects of semantic-mapping and Know-want-Learn strategy on the basic school pupils' academic performance in literacy in Irepodun Local Government Area of Kwara State.

A factorial design of 3 x 2 x 2 was adopted to test the null hypotheses for the study. The first level was the two experimental groups (semantic-mapping and Know-want-Learn strategy) and the control group. The second factorial level was based on gender (Male and female), while the third factorial level was for the school type (public and private). This designs allowed experimental groups to receive treatment (semantic-mapping and Know-Want-Learn strategy) while the control groups were not to receive any treatment though control group but they were taught the same topics as the experimental group using conventional method. However, both the experimental and control groups received pretest and post-test.

Variables for this study

Table 2: Factorial matrix 3 x 2 x2 for the variable for the study

Treatment/ control	Gender	School
Experimental group 1	Male	Public & Private
	Female	
Experimental group 2	Male	Public & Private
	Female	
Control group	Male	Public & Private
	Female	

Table 3: Factorial design on semantic-mapping and Know--want--Learn strategies for a control group.

Varies	Gender	School type	Academic performance
	Male & female	Private & Public	
	Pre-test	Treatment	Post- test
Experimental group 1	01	× 1	02
Experimental group 2	01	× 2	02
Control groups	01		02

Population of the Study

The population of the study comprised all the primary school teachers and pupils in Irepodun Local Government Area of Kwara State. The total Number of primary schools in Irepodun Local Government Area is 192 with 150 in public schools and 42 in private schools. The total number of pupils in Irepodun Local Government Area of Kwara State is 84,203 with 17,312 in private schools. At the time of this study. The target population of the study while primary two pupils, in the locale, public primary schools have total number of 2,973 pupils and private schools

have a total of number of 8002 pupils in Irepodun Local Government Area of Kwara State. As recorded in Kwara State school census report in 2018/2019, season.

Sample and Sampling Technique

Purposive sampling technique was used to select six mixed public and private primary schools (boys and girls schools) to be able to get specific characteristics from the population of the study based on school type as well as mixed pupils of 132 in total were used as respondents. The sampling technique was considered to be appropriate for this study in order to ascertain some specific characteristics from the respondents and compared the result among variables.

The private schools as well as the public school pupils were purposely selected as the experimental group and control group. (one private and one public as experimental group 1) and another (private and one public school as experimental group 2) and control group (one private and one public school) which was selected based on the number of zone in the area and intact classes of primary two pupils of these schools were used as the treatment groups as well as control groups because the strategy kept them actively involved throughout the learning period as young learners that are part of Nursery school setting who hardly learn in abstract.

Research Instruments

Three instruments and the instructional guide were used to elicit information from the respondents. These were:

Pupils Literacy Academic Performance Test (PLAPT)

Instructional Guide on Semantic-mapping Strategy (IGSM)

Instructional Guide on Know-Want-Learn strategy (IG-K-W-L-S)

Instructional Guide on conventional method (IGCM)

Pupils' Literacy Academic Performance Test (PLAPT) was constructed by the researcher with the help of primary two scheme of work. It consisted of two sections, A & B. Section A captured the demographic data of the respondents like school, school type, class, gender and subject. Section B comprised 20 multiple choice items with four options based on the topics addressed such as, Verb, letter and sound, Noun, reading comprehension, the instrument was constructed to measure respondents knowledge, and application.

Table 4: Table of Specification

Topic	Knowledge	Understanding	Application	Total
Verb		4		4
Adverb	3			3
Noun	4			4
Reading comprehension	5			5
Sound identification			4	4

Instructional guide for semantic-mapping (IGSM)

The instructional guide designed by the researcher guided the researcher and the research. The instrument in the experimental group1, consisted of the conceptual stage, brain storming stages and evaluation stage, lessons conducted with the treatment packaged lasted for 6 weeks. First week for the training of research assistants and for administration of pre-test and 4 weeks for actual treatment. At the 6th week post-test was administered.

Instructional Guide for Know-Want-Learn Strategy

The instructional guide designed by the researcher was used to guide the researcher and the research processes. This was used to guide research assistants in the experimental group 2. It consisted of three steps, as in K for what known, W for what to know and L for what learned. The treatment package lasted for Six weeks. One week for training of research assistants and for administration of pre-test and the rest 4 weeks was for the main exercise. At the sixth week post-test was administered. The instrument was validated by six selected Literacy teachers in primary schools, researcher's four lecturers in the department of early childhood and primary education, Kwara State University, Malete.

Instructional Guide for Conventional Method, (IGCM)

This was used to guide the class teacher who was the researchers' assistant in the control group. It consists of five stages introduction, presentation, classification, and education and homework. The exercise lasted for 6weeks, the first week was for the training of research assistants and administration of pre-test, the next 4 weeks were for the treatment and 6th week was used for post-test administration.

Validity of the Instrument

Face and content validity was done by the Literacy teachers in primary schools, researcher's supervisor, co-supervisor and other departmental lecturers to vet and make suggestions. There suggestions and observation were effected before the instrument was used along with the use of the following instructional guide.

Pupils Literacy Academic Performance Test (PLAPT)

Instructional Guide on Semantic-mapping Strategy (IGSMS)

Instructional Guide on Know-Want-Learn strategy (IGKWLS)

Reliability of the Instrument

In order to ascertain the reliability of the pupils' Literacy Academic Performance Test (PLAPT), 25 copies of the final drafted instrument was administered twice within an interval of two weeks outside the sampled schools. Then, test- re test method was used to establish reliability index at 0.76 for (PLAPT) . The coefficient was having high making the instrument to be reliable.

Procedure for Data Collection

The researcher obtained a letter of introduction from the head of Department Early Childhood and Primary education, Kwara State University, Malete, which was taken to selected sampled schools to enable the researcher to seek the permission of the school authority and class teachers (Primary two). Research assistants who were class teachers of primary two pupils in the selected schools and some researcher's colleagues. They were trained in their various schools by the researcher prior to the treatment period to inform them of the instructional guide.

Research assistants were supervised by the head teacher of each school. The study was carried out in the first term of 2021/2022 academic season. The constructed consent form was given to the pupils for their parents/guardians. Participants can withdraw his / her consent at any time. One week was for the training of the research assistants and administration of the pupils literacy academic performance test (PLAPT) as the pre-test for both experimental and control groups. Treatment for the groups took place for the period of 4 weeks while the pupils' literacy academic performance test (PLAPT) was administered as post-test to all the groups both

(experimental and control groups) in the 6th week. The class teachers taught control groups using conventional method

Method of Data Analysis

The data collected were analyzed using both descriptive and inferential statistics. The demographic data were analyzed using frequency count and percentage, while all the 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 the study. Demographic profile of the participants were presented using frequency counts and percentages. Inferential statistics of Analysis of Covariance (ANCOVA) was adopted to test the formulated research hypotheses at 0.05 level of significance.

Table 5: Distribution of participants based on group

Groups	No of Participants	Gender	Frequency	Percentage
Experimental Group One	47	Male	20	15.2
		Female	27	20.5
Experimental Group Two	48	Male	21	15.9
		Female	27	20.5
Control Group	37	Male	16	12.1
		Female	21	15.9
Total	132		132	100.0

Table 1 shows the demographic data of the three groups. There were forty-seven (47) participants in experimental group one in which 20 (15.2%) were males and 27(20.5%) were females. Similarly, there were forty-eight (48) participants in experimental group two in which 21 (15.9%) were males and 27(20.5%) were females. And there were also thirty-seven (37) participants in the control group in which 16 (12.1%) were males while 21 (15.9%) were females. There were 132 participants altogether.

Research Hypothesis One: There is no significant main effect of treatment on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 6: Table showing the effect of treatment on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Source	Type III Sum		Mean		
	of Squares	df	Square	F	Sig.
Corrected Model	1472.109 ^a	12	122.676	107.379	.000
Intercept	15.747	1	15.747	13.784	.000
Pretest	4.116	1	4.116	3.603	.060
Treatment	1420.823	2	710.412	621.831	.000
School type	.077	1	.077	.067	.796
Gender	1.322	1	1.322	1.157	.284
Treatment * School type	1.094	2	.547	.479	.621
Treatment * Gender	1.878	2	.939	.822	.442
School type * Gender	.019	1	.019	.017	.896
Treatment * School type * Gender	.031	2	.016	.014	.986
Error	135.952	119	1.142		
Total	35914.000	132			
Corrected Total	1608.061	131			

Table 6 shows the effect of treatment on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was significant effect of treatment on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(2; 119)} = 621.831$; $P < 0.05$). 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 effect on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. Table 3 revealed the source of the difference in pupils' academic performance in Literacy.

Table 7: Summary of Bonferroni's Post Hoc pair wise comparison of the scores within the three groups

Treatment	Mean Scores	Experimental Group 1	Experimental Group 2	Control Group
Semantic strategy	19.12		*	
Know-what-learn strategy	17.19			*
Conventional method	10.97	*		

Table 3 shows that the significant effect exposed by table 2 was as a result of the significant difference among:

1. Semantic mapping strategy
2. Know-what-learn strategy
3. Conventional method

This implies that those exposed to Semantic-Mapping Strategy (Mean = 19.12) performed significantly better than those exposed to Know-what-learn strategy (Mean = 17.19) while those exposed to Know-what-learn strategy performed better than those exposed to conventional method (Mean = 10.97).

Research Hypothesis Two: There is no significant main effect of gender on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 7 also revealed the effect of gender on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant main effect of gender

on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(1; 119)} = .284; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Three: There is no significant main effect of school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 7 also revealed the effect of school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant effect of school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(1; 119)} = .796; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Four: There is no significant interaction effect of treatment and gender on pupils' academic performance in Literacy in Irepodun Moro Local Government Area of Kwara State

Table 7 also revealed the interaction effect of treatment and gender on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant interaction effect of treatment and gender on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(2; 119)} = .442; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Five: There is no significant interaction effect of treatment and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 7 also revealed the interaction effect of treatment and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant interaction effect of treatment and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(2; 119)} = .621$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Six: There is no significant interaction effect of gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 7 also revealed the interaction effect of gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant interaction effect of gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(1; 119)} = .896$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Seven: There is no significant interaction effect of treatment, gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State

Table 7 also revealed the interaction effect of treatment, gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant interaction effect of treatment, gender and school type on pupils' academic

performance in Literacy in Irepodun Local Government Area of Kwara State ($F_{(2; 119)} = .986$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Summary of the Findings

1. There is significant main effect of treatment on Pupils 'academic performance in Literacy in Irepodun Local Government Area of Kwara State.
2. There is no significant main effect of gender on Pupils' academic in Literacy in Irepodun Local Government Area of Kwara State.
3. There is no significant main effect of school type on Pupils 'academic performance in Literacy in Irepodun Local Government Area of Kwara State.
4. There is no significant interaction effect of treatment and gender on Pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.
5. There is no significant interaction of treatment school type on Pupils 'academic performance in Literacy in Irepodun Local Government Area of Kwara State.
6. There is no significant interaction effect of gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.
7. There is no significant interaction effect of treatment, gender and school type on pupils academic performance in Literacy in Irepodun Local Government Area of Kwara State.

Discussion of Findings

The study determined the effects of semantic mapping and Know – What – Learn strategies on pupils' Literacy academic performance in Irepodun Local Government Area of Kwara state. The research findings for this study were discussed one after the other in this section.

The finding of this study showed that there was a significant main effect of treatments on pupils' Literacy academic performance in Irepodun Local Government Area of Kwara state. This might be as a result of the fact that pupils' exposure to teaching strategies that allow active participation and equal involvement of all the pupils in the process of teaching and learning in the study Area. This concord with the study of Abate and Tefera (2015) who reported that there was a significant difference in the performance of pupils who were exposed to Semantic – Mapping as teaching strategy to those that were not. It is also in line with the findings of Alsoudi (2017) who found that pupils who were taught using Know-What-Learn strategy significantly performed better in academic performance than those that were taught using Conventional method. Significant performance in Literacy in the study area might also be as result of the fact that the Strategies made pupils' to solve problems themselves that quick retention of what is learnt in the class room. This as well agreed with the findings of Aram (2012) who explained that pupils taught with Know – What – Learn strategy shown a result that is significantly different in academic performance

Another factor that beings about success in the two treatment might be that, semantics-mapping provided visual representation that helps easier retention of knowledge acquired in Literacy, and not only that each learner make a copy of what discussed in the conclusion stage for easier remembering of the concepts learned which will enhance future academic performance.

Finding of this research study further showed that there was no significant main effect of gender on pupils Literacy academic performance in Irepodun Local Government Area of Kwara State. This implies that gender as a variable in this study has no significant effect on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara state, this might that all the Learners learn at the same level that does not give room for differences in the mean scores, not only that, it may as be as a result of equal opportunities given to all Learners during the treatment period.

This was supported by Ganiyu (2016) who postulated that there was no significant main effect of gender on pupils' academic performance in Literacy. This finding was corroborated by Okoye (2008) who submitted that gender have no significant effect on pupils' academic performance but rather personality is the determination pupils' academic performance. Also in agreement with Umar, Yagana, Hajjaand Muhammad (2015) who conducted a study on gender differences on students' academic performance in colleges of Education in Borno State and found that there was no significant effect of gender on academic performance of college of Education student.

It contradicted Ghazvini and Khajehpour (2011) who worked on gender differences as factors affecting academic performance of high school and reported that gender has significant effects on academic performance of pupils'. Support by the findings of Adigun et al (2015) who concluded that gender has a tremendous effect on pupils 'academic performance Schools. In another study of Amuda, Ali and Durka (2016) who worked on gender and academic performance

of SSCE students in 2010 season. The findings revealed that gender has significant effects on pupils 'Academic performance in favour of male pupils.

However, this finding negated the findings of Ajayi (2017) that reported that female pupils performed significantly different than their male counterpart .This was corroborated by Omega and Nasango (2010) who conducted a study on gender and academic performance and found that gender has significant effects on pupils' academic performance, this was as a result of the fact that home activates influence learning of female pupils that in turn affects female academic performance. Another study of Anderson (2012) reported that gender has significant effects on pupils' academic performance in United Arab Emirates (UAE). This was as a result of female Teachers familiarities with female students. Dania (2014) agreed that there was no significant difference in the academic performance of both male and female

Another finding of this study showed that there was no significant main effect of school type on pupils academic performance in literacy in Irepodun Local Government Area of Kwara State. This showed that school-type had no significant effect on pupils' academic performance in Literacy. This could be as a result of the time allotted for the training, it met the requirements for study but it might be reason why gender had no significant effect on academic performance of Pupils' in Literacy in the study area. However, if it takes a longer time, may be the p- value might be lesser than 0:05 level of significance. Also might be as a result of the fact that the study was not conducted in the major cities where private and public schools are well equipped. This finding do agreed with the findings of Alimi, Ehinda and Alabi (2012) who revealed in a study conducted that there was no significant difference in the performance based on school type.

It was corroborated with study of Alimi, Eniola and Babatunde(2012) who conducted a study on a School-type and facilities on academic performance of secondary school students in Ondo state and the results revealed that school-type has no significant effect on pupils' academic performance. This was disagreed with the study of Philius and Wanjobi (2011) who opined that school-type had significant effect on pupils' academic performance in school. Supported by the study of Cynthia and Megan (2008) who concluded that school-type had significant effect On pupils' academic performance . In the contrary, this finding negated that of Okon and Achibong (2015) who opined that school type has no significant effect on pupils' academic performance in Literacy. Newhouse and Beegle(2005) also concluded school type had a significant effect on pupils' academic performance in Literacy.

Finding of this study further showed that there was no significant main interactional effects of treatment and gender on pupils academic performance in literacy in Irepodun Local Government Area of Kwara state. This result negated the findings of Amedu (2015) who reported that there was a significant main effects of treatment and gender on the literacy academic performance in favour of male pupils and Saidi (2012) concurred that female performance significantly better in language than male. Another null hypothesis revealed that there was no significant interaction effect of treatment and school type on pupils' Literacy academics in Irepodun Local Government Area of Kwara. This means that school-type had no significant effect on pupils' academic performance in Literacy. The finding negated the findings of Okon and Archibong (2015) that revealed that pupils in private school performed better in academic than those in public schools.

In another finding of this study, which revealed that, there was no significant interactional effects of gender and school type on pupils Literacy academic performance in Irepodun Local Government Area of Kwara State. This revealed that in this study, gender and school type had significant effect on pupils' academic performance. This finding disagreed with the findings of Didem and Saglam (2010) that opined that gender and school type have significant main effect on pupils' academic performance.

There was no significant interactional effect of treatment, gender and school type on pupils literacy academic performance in Irepodun Local Government Area of Kwara State. This stipulated that there was no interaction between gender and school type on pupils' academic performance in Irepodun Local Government Area of Kwara state. The finding agreed with the findings of Saadu, Obafemi and Yusuf (2020) who explained that there was no significant effect of gender and school type on pupils academic performance. The findings also negate the findings of David and Mburu (2013) who revealed that school type significantly authenticate pupils literacy academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusion, recommendations, Limitations of the study and suggestions for further studies.

Summary

The research work investigated the effect of semantic-mapping and Know-Want- Learn strategies on Pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State .There were seven purposes for this study, and in achieving the above purposes seven hypotheses were formulated and tested for this study at 0.05 level of significance. The Instrument titled Pupils' literacy academic performance tests were used to elicit information from the respondents(PLAPT).Instructional Guide for semantics-mapping(IGSM), Instructional Guide for Know- Want- Learn (IGKWLS) and Instructional Guide for Conventional Method were used to guide to guide the research processes.

The findings of this study revealed the following.

There was significant main effect of treatment on Pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State. There was no significant main effect of gender on pupils' academic performance in Literacy, there was no significant main effect of school type on pupils' academic performance in Literacy, there was no significant interaction effect of treatment and gender on pupils' academic performance in Literacy, there was no significant interaction effect of treatment and school type on pupils' academic performance in Literacy and

lastly there was no significant interaction effect of treatment, gender and school type on pupils' academic performance in Literacy in Irepodun Local Government Area of Kwara State.

Conclusion

Semantic-mapping and Know-What-Learn strategies are effective in teaching Literacy in Irepodun Local Government Area of Kwara State. This implies that these strategies could be adopted in teaching literacy to improve academic performance at primary school level.

Recommendations

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

1. Since Semantic-Mapping and Know-What-Learn strategies were effective in teaching Literacy in primary school, teachers and administrators in both private and public schools should adopt the use of Semantic-Mapping and Know-What-Learn strategies for its effectiveness
2. Teachers should enhance their professional development through seminars, workshop, conferences and other training programme that support utilization of Semantic-Mapping and Know-What-Learn strategies and other 21st century's strategies for teaching young children.
3. The teachers should make sure that there will be no gender discriminations in schools in order to motivate all pupils during teaching and learning process.
4. The school authorities should provide age appropriate learning environment to enhance appropriate teaching strategy for literacy.

5. The Government should provide adequate funding and equipment/materials to public schools so as to encourage utilization of Semantic-Mapping and Know-What-Learn strategies to improve teaching and learning process.
6. Parent-Teacher Associations, Non-Governmental Organizations and Volunteers should provide self-directed and corrected concrete materials or objects to the schools in order to encourage teachers or childhood educators to utilize them accordingly.
7. Policy makers and curriculum planners should budget enough fund for the education sector to encourage teachers.

Limitations to the Study

One of the constraints that was encountered in the course of carrying out this study in Irepodun Local Government Area of Kwara state, was lack of cooperation by school teachers because of their normal school activities. The researcher persuaded the teachers on the benefits they will gain in taking part in the exercise, they eventually agreed and provided the assistance. Also Six schools (three public and three private) were sampled out of 192 Government approved schools in Irepodun Local Government Area Kwara State due to the nature of research (quasi-experimental). It was carried out for a period of six weeks (One week for the training of research assistants and pretest, 4 weeks for actual treatments and 6th week for Post- test). Due to the limited number of sampled schools used for the study, it may limit its generalization. More so, it was conducted at the primary school level of education in rural areas alone.

Suggestions for Further Studies

Researches always open new and relevant avenues for researchers in various fields of study. Since, researches are continuous exercises as far as human existence is concerned.

Therefore, the researcher makes the following suggestions for further studies:

1. Related studies may be carried out in primary schools in other Local Government Area of Kwara State or other States of the country.
2. The number of schools and pupils may be increased by future researchers.
3. The location of this study was rural area, therefore other researchers may conduct their studies in another area (urban or even neighboring accessible African countries).
4. Further studies may be replicated in secondary schools in Kwara State and other State because, the strategies can be used to enhance students academic performance.

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APPENDIX 1



KWARA STATE UNIVERSITY, MALETE
P.M.B. 1530 Ilorin, Kwara State
DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Our Ref: _____ Your Ref: _____ Date: _____

21th June, 2021

Dear Sir/Ma

LETTER OF INTRODUCTION

The bearer D.O. Fagunwa with Matriculation number 19/37MED/00002 is a postgraduate student in the Department of Early Childhood and Primary Education, Kwara State University, Maletе. He/she is presently undergoing a research study which will require him/her to collect information from the teachers and pupils in your institution of learning. This is part of his/her requirement for graduation in the University.

Kindly assist him/her in any form. Thanks for your cooperation.

Warm regards

Dr Usman Tunde Saadu
Head of Department

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EDUCATION,

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

INSTRUCTION

The pupils Literacy Academic Performance test is designed to get information on a study title: Effects of Semantic Mapping and Know, Want and Learn Strategy on pupils' Academic Performance in Literacy skills in Irepodun Local Government Area of Kwara state. Your response will be highly confidential and will be useful only for the research purpose.

Thanks.

Fagunwa Dada Olabode

Researcher

SECTION A: Demo graphic information.

Please answer the questions below with a tick

School type: Public () private ()

Number: _____

Gender: Male () Female ()

Section B: Pupils Literacy Academic Performance Test

COMPREHENSION: WHY TORTOISE'S SHELL IS NOT SMOOTH

Instruction: Choose the correct answer from the Options

A long time ago, all the birds were invited to a party in the sky. They were very happy and began to prepare themselves for the great day. Tortoise saw all the preparations and soon found out what it all meant. Tortoise was full of tricks. So, as soon as he heard about the party, he began to think of how he would go to the party with the birds. But Tortoise had no wings. He went to the birds and asked if he could be allowed to go with them. At first, the birds did not want him to go with them, but he begged them. Then, each bird gave him a feather with which he made two wings.

‘There is one important thing which we must not forget,’ Tortoise said as they flew on their way. He asked them to take new names for themselves. The birds agreed and so they took a new name each. Tortoise also took a new name. He was to balled, “All of you”. At last, they all arrived in the sky and the people of the sky were happy to see them. Tortoise stood up and thanked the people. The people of the sky thought he was the kings of the birds.

After kolanuts has been served, hot soup was brought out from the fire. It was full of meat and fish. There was pounded yam and also pots of palm wine. When everything had been set before the birds,

the people of the sky asked them to eat. But tortoise jumped to his feet and asked, “for whom have you prepared this party? ‘For all of you, replied the people of the sky. Tortoise turned to the birds and said, “you remember that my name is “All of you”. So tortoise ate the best part of the food and drank two pots of palm wine. He was full of food and drink. The birds ate what was left and some of them did not eat because they were angry. They choose to fly back home hungry. But before they left, each took back the feather he had lent to tortoise. He was left in his shell without any feathers to fly home. Tortoise asked the birds to take a message for his wife. At first they all refused parrot later agreed to take a message to his wife. ‘Tell my wife to bring out all the soft things in my house so that I can jump down from the sky without danger,’ Tortoise said. When parrot got to Tortoise’s house, he told his wife to bring out all the hard things in the house. So she brought out hoes, guns and machetes. When all was ready, Tortoise jumped from the sky and fell on the hard things in the compound. His shell broke into pieces. A medicine man helped to put all the pieces of the shell together. That is why Tortoise’s shell is not smooth.

1. All the birds took back their feathers (a) Yes (b) No (c) Nom (d) all
2. Where was the party took place? (a) Tortoise’s house (b) In a sky (c) On the land
3. Who went to the party with birds? (a) Lion (b) Birds (c) Tortoise
4. What name did Tortoise take? (a) Everybody (b) All of you (c) Tortoise
5. What happened to Tortoise (a) Fell and broke its shell (b) Too greedy (c) sent message to its wife

Choose the correct word that Match the sound

6. /ai/ appears as in (a) Bleed (b) Tried (c) Book
7. Some schools _____ are broken (a) beaches (b) bench, (c) both
8. Ojo took away some _____ (a) boxes (b) box (c) box
9. /ai/ appears as in (a) Boot (b) Kicks (c) Try
10. /ai/ appears as in (a) Sticks (b) Eye (c) Band

Choose correct adverb from the Options

11. She _____ saved money (a) Always (b) Money (c) Saved
12. She _____ work (a) Rarely (b) Rare (c) A & B
13. She worked _____ (a) Constant (b) Constantly (c) A & B

Choose correct simple present tense.

14. Mrs. Kayode _____ a fruit trader (a) Is (b) Will (c) Was
15. Who _____ to her Customers? (a) Attended (b) Attending (c) Attends

COMPREHENSION: THE COMPUTER

The computer is a machine that can process, store and show information. It works automatically. That is, it does a lot of work and calculations by itself. You can also use the computer to read about and see things happening in other parts of the world. This is when the computer is connected to the internet.

The computer has two main components hardware and software. Hardware refers to the physical parts of the computer. These are the parts we can touch. They are the monitor, mouse, keyboard, hard disc and chips. The software refers to the instructions that are stored in the computer, or that can be run by the computer. Other parts of a computer are the motherboard, central processing unit (CPU), power cord, and computer case.

The computer can be a desktop type. This is the type of computer that cannot be carried about. It is heavy and is used in big offices and business centers. Another type of computer is the laptop. A laptop is a personal computer that uses a battery. It is small and suitable for use while moving or travelling. It is called laptop because it can be placed on your lap while you are using it.

Nowadays, smaller computers than the laptop are in use. These are called pads, tabs, minis and notebooks.

Answer these questions

16. The physical part of computer is called what? (a) keyboard (b) hardware (c) software
17. A laptop is a computer that uses .(a) water (b) a battery (c) coal
18. Which of these words carried this sound /iə/ (a) here (b) bleed (c) split
19. One of these words is in the past tense (a) open (b) opened (c) will open
20. There are _____ main religions in Nigeria (a) four (b) five (c) three

KWARA STATE UNIVERSITY, MALETE
FACULTY OF EDUCATION
DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION ,
Marketing Guide for pupils Academic performance Test
ANSWER FOR PLSPT.

- A
- B
- C
- B
- A
- B
- A
- A
- C
- B
- A
- A
- B
- A
- C
- B
- B
- A
- B
- C

APPENDIX II
INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II
Instructional Guide for Semantic-Mapping (IGSM) for primary II
LESSON 1

Subject: Literacy

Date:

Class: Primary II

Topic: Noun

Sub Topic: Plural Noun with “es” ending

Average age: 7 years

Duration: 35 minutes

Strategy: Semantic -mapping

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

1. Understand noun in plural form
2. Change singular noun to plural noun ending with “es”
3. Use plural noun in sentences

Instructional Material:- A chart containing picture of plural noun

Reference material:- Learn Africa, Nigerian Primary English II, 3rd edition

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
Introduction	The teacher introduce the lesson by asking pupils to define a noun	The pupils responded by saying that noun is a name of a person, animal, place or thing	2-3 minutes	
Presentation Step 1	The teacher presents the lesson by drawing a rectangle containing the topic	The pupils also copied in response	2-3 minutes	
Step II	The teacher asks pupils to mention name of things	The pupils responded by mentioning names such as box, bench, bus, tomato, potato	2-3 minutes	
Step III	The teacher drawn line representing each noun	The pupils also copied the same	2 minutes	
Step IV	The teacher asks pupils one after the other to add “es” to each word	The pupils responded	2-3 minutes	
Step V	Teacher asks the pupils to raise up pronounce the words formed such as box, boxes, bench, benches, church, churches etc.	The pupils responded one after the other		
Evaluation	Teacher asks the pupils to form sentence each	The pupils responded by (1) All churches are open on Sunday for worship. (2) Our class benches are broken	2-3 minutes	
Summary	The teacher revisits the topic again for clarity	The pupils paid rapt attention	2-3 minutes	
Home work	The teacher ask the pupils to list five form		2-3 minutes	

	of plural noun and use them in sentences			
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INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for Semantic-Mapping (IGSM)

LESSON 2

Subject: Literacy

Date:

Class: Primary II

Average age of the pupils – 7 years

Topic: Letter-Sound

Duration: 35 Minutes

Strategy : Semantic- Mapping

Behavioral objectives: At the end of the lesson the pupils should be able to:

- Identify the sound /ai/
- Identify the words that carry the sound
- Understand the spellings forms & the sound
- Differentiate the sound in various forms

Instructional Materials: The chart containing the sound and words that forms the sound

Deference Materials: Learn Africa, Nigeria Primary English 11. 3rd, Edition

Stages	Teachers Activities	Pupils Activities	Duration	Remark
Introduction	The teacher introduces the lesson by asking pupils to mention sounds that they are familiar with.	Pupils responded by mentioning them.	3-5 minutes	
Presentation Step I	Teacher asks the pupils to draw Circle that Carries the /ai/ sound	The Pupils drawn the circle that forms other words.	2-3 minutes	
Step II	The Teacher asks the pupils to draw a stick each from the circle to Form different spellings & sounds.	The pupils actually responded to the activities carried out by the Teacher	4-5 minutes	
Step III	The teacher Pronounce the sound /ai/	The pupils pronounce after the teacher.	2-4 minutes	
Step IV	The teacher gives different forms of the sound i.e.as, in cries igh, as in high, y as in cry, eye as in eye, I as in mice	The pupils pronounced after the teacher. The pupils pronounced and copied the words into their note	3-4 minutes	
Evaluation	The teacher asks the pupils to mention	The pupils responded to the	5-6 minutes	Most of the student

	other words that carry this sound with different spellings	question base on what they have learnt		responded to the topic, that shows they understand.
Summery	Teacher revisits the topic for pupils to understand better both fast and slow learners together	The pupils are happy because they are actually involved.	2 minutes	
Home work	Write three words each for the following forms of /ai/ sound - ie as in---- - y as in---- - I as in ---- - igh as in ----	The pupils wrote the questions into their notebooks.		

INSTRUCTIONAL GUIDE FOR LITERACY SKILL FOR PRIMARY II

Instructional Guide for Semantic-Mapping.

LESSON 3

Subject: Literacy

Date:

Class: Primary II

Topic: Verb

Average of the pupils: 7 years

Duration: 35 minutes

Strategy : Semantic- Mapping

Behavioral objectives: At the end of the lesson the pupils should be able to:

- i. Define a verb.
- ii. State kinds of tenses
- iii. Use verb in tenses
- iv. Identify the position of the verb in the sentences

Instructional Methods: A chart showing different position of the verb in sentences with maps.

References materials: Learn Africa, Nigeria Primary English II. 3rd Education.

Stages	Teachers activities	Pupils Activities	Duration	Remark
Introduction	The teacher introduces the lesson by asking the pupils what are the pupils doing	The pupils responded that they were on seat.	2-3 minutes	
Presentation Step I	The teacher makes the pupils to understand that verb is an action word	Pupils repeat after the teacher what a verb is.	2-3 minutes	
Step II	The Teacher draws a circle that represents verb	The Pupils also draw the circle for verb	2-5 minutes	

Step IV	The teacher draws a circle representing different forms of verbs tenses such as present, past and future	The pupils also draw the Circle for verb. Pupils also draw lines that ends with circle to Represent verb tenses	3-5 minutes	
Step V	The teacher gives examples of present tense e.g. Ojo is walking 1. Bola and Tunde are fighting	Pupils also gave more example and copied them into their notebooks		
Step VI	The teacher gives example of action that is already performed i.e. past tense e.g. Ojo was in school yesterday. Ade went to market	Pupils also gave more examples of past tenses as they copied it.		
Step VII	The teacher gives example of action that is yet to take place i.e. future tense. Example Ojo will go to school tomorrow. She will bring the bag tomorrow	Pupils also gave more example and they copied the note book		
Evaluation	The teacher as the pupils to define present, past and future tense in simple ways	The pupils responded joyfully		

Summary:- The teacher revisits the lesson again for clear understanding.

Home work:- Pupils are ask to write three sentences on each of the verb tenses e.g. Past tense, present tense and future tense

INSTRUCTIONAL GUIDE ON LITERACY SKILLS FOR PRIMARY II

Instructional Guide For Semantic-Mapping.

LESSON 4

Subject: Literacy

Date:

Class: Primary II

Topic: Sound/ɔ/

Average age of the pupils: 7 years

Duration: 35 minutes

Strategy: Semantic-

Mapping

Behavioral Objectives: At the end of the lesson the pupils should be able to:-

- Identify the symbol of the sound /ɔ/
- Identify the words that have the sound or letters that carries the sound /ɔ/
- Pronounce the sound correctly.

Instructional materials: A chart containing the position of the mouth while pronouncing the sound and its words.

Reference materials:- Learn Africa, Nigeria Primary English for Primary II. 3rd edition.

Stages	Teacher activities	Pupils activities	Duration	Remark
Presentation Step I	The teacher presents the lesson by asking pupils to mention sounds that they are familiar with	The pupils responded by mentioning some of the sounds they are used to	2-3 minutes	
Step II	The teacher writes the sound, pronounce the sound and circle the sound	The pupils also wrote the sound pronounce the sound and also circled it	2-3 minutes	
Step III	The teacher asks the pupils to mention word that have the sound	The pupils mentioned them one after the other. E.g. King, wing, blink, sing etc.	2-3 minutes	
Step IV	The teacher draws lines from the circle to show various forms of the sound i.e. <u>ng</u> = <u>singer</u> n as in <u>thank</u>	The pupils did the same and copied the words into their notebooks	3-4 minutes	
Step V	The teachers asks	The pupils responded	3-5 minutes	

	pupils to mention more words with the sound /ŋ/	by mentioning words like <u>si</u> ng, ng as in <u>ki</u> ng, ba <u>ng</u> , so <u>ng</u> , ri <u>ng</u> , ba <u>ng</u> , lo <u>ng</u> , tongue also in <u>un</u> cle, ta <u>nk</u> , a <u>ng</u> le, tha <u>nk</u> , fi <u>ng</u> er, thi <u>nk</u> , ba <u>nk</u>		
Evaluation	The teacher asks the pupils to identify /ŋ/ sound from the sentences.	The pupils responded joyfully	2-3 minutes	
Home work	The teacher asks the pupils to underline the sound /ŋ/ from the sentences i. The young singer bowed and thanked every one for coming.			

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for Semantic-Mapping (IGSMS)

LESSON 5

Subject: Literacy

Date:

Class: Primary II

Topic: Verb "Have"

Average age: 7 years

Duration: 35 minutes

Strategy: Semantic-Mapping

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

1. Understand the singular and plural forms of have and has.
2. Understand the past tense of have and has
3. Able to use the verb have, has in sentences
4. Use them in future tenses.

Instructional Material:-A chart containing pictures indicating possession of objects.

Reference material:- Learn Africa, Nigeria Primary English II 3rd edition

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
	The teacher introduces the topic by asking pupils what a verb is	The pupils responded by given the definition of a verb	2-3minutes	
Presentation Step I	The teacher presents the lesson by drawing a map of verb (have)	The pupils copied the circle in their notes	2-3minutes	
Step II	The teacher drawn three line from the circle to indicate present, past and future tenses of the verb "have"	The pupils also copied into their notes		
Step III	The teacher explains that have comes have with more objects i.e. plural but has with singular such as I have, they have, she has, he has etc.	The pupils listened and copied the note	2-3 minutes	
Step IV	The teacher asks the pupils to use verb have in present tense	The pupils responded by mentioning sentences like, I have a big pen. She has a bag. They have many books. We have many shoes.	2-3 minutes	
Step V	The teacher writes the past tenses of those words such as 1. I had a big pen 2. She had a bag 3. They had many books	The pupils listened and copied their note	2-3 minutes	
Step VI	The teachers explains that the future tense will carry the helping verb			

	“will” before the verb have			
Step VII	The teacher asks the pupils to form sentences with it	The pupils responded by saying 4. I will have a big bag tomorrow 5. They will have many books next week etc		
Evaluation	The teacher evaluate .the lesson by asking the pupils the differences between the present, past and the future tenses	The pupils responded by telling what makes future tenses different from present and past tenses		
Summary	The teacher revisits the topic again for clarity	The pupils responded by telling what makes future tense different from present and past tenses		
Home work:	<ul style="list-style-type: none"> i. My brother _____ three dogs ii. My aunt _____ four children iii. I _____ a white cap iv. They _____ five toys v. Ade _____ a gentle voice 			

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for Semantic-Mapping (IGSMS)

LESSON 6

Subject: Literacy

Date:

Class: Primary II

Topic: Sound

Sub-topic: /w/

Average Age of Pupils: 7 years

Duration: 35 minutes

Strategy: Semantic-mapping

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

- Understand the symbol of the sound
- Understand various spellings of the sound
- Form words with the sound.

Instructional Materials: Chart contains pictures of the objects that carried the letter of the sound.

Reference Materials: Learn Africa, Nigeria Primary English II. 3rd Edition.

Stages	Teacher Activities	Pupils Activities	Duration	Remark
Introduction	The teacher introduces the lesson by asking pupils to Mention those sound they are familiar to.	The pupils responded by mentioning some of the sound they are familiar with joyfully	2-5 minutes	
Presentation Step I	The teacher presents the lesson by pronouncing the sound and circles it on the board.	The pupils also Pronounce and copied the same to their note book	2-3 minutes	
Step II	The teacher drawn two lines from the circle to indicate various spellings of the sound	The pupils also did the same to indicate words that carried the sound	2-3 minutes	
Step III	The teacher writes the words under each line e.g. W as in Wash, Window, Win, Wing, Weed, Wet and Wh as in When, Where, What, Whom and White. Etc	The pupils also pronounced this words and copied them into their note	2-3 minutes	
Evaluation	The teacher asks the pupils to complete the Missing sound. Example	The pupils responded by filling the missing	2-5 minutes	

	S__eep, __ash __all, __indow,	letter that carried the sound		
Summary	The teacher revisits the topic again and make clarification where necessary	The pupils listened and wrote down what is clarified.		
Home work	The teacher asks the pupils to write down other words that carried the sound.			

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for semantic-Mapping (IGSM) for primary II

LESSON 7

Subject: Literacy

Date:

Class: Primary II

Topic:

Sub Topic:

Average age: 7 years

Duration: 35 minutes

Strategy: Semantic -mapping

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

- vi. Identify the symbol of the sound
- vii. Should be able to pronounce the sound
- viii. Understand various forms of the sound in words.
- ix. Should be able to spell the words that carry the sound.

Instructional Material:- A chart containing picture and forms of the sound

Reference material:- Learn Africa, Nigerian Primary English II, 3rd edition

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
Introduction	The teacher introduce the lesson by asking pupils the sound they are familiar with	The pupils mentioned those sounds they are used to	3-4 minutes	
Presentation Step 1	The teacher presents the lesson by writing the sound /ə/ and circle it and then pronounce it	The pupils also wrote the sound, circle it and pronounced it also	3-4 minutes	
Step II	The teacher drawn line from the circle to show various forms of the sound such as <u>ear</u> , eer, ere, ea	The pupils pronounced and wrote the forms of the sound /ə/ in its form		
Step 3	The teacher writes and pronounces words that form the sound e.g. ear as in <u>tears</u> . ea as in <u>idea</u> eer as in <u>peer</u>	The pupils copied and pronounced those words that forms the sound /iə/		

	ere as in <u>here</u>			
Evaluation	The teacher evaluates the lesson by asking pupils to mention other words that can carry the forms of sound /iə/	Pupils mentioned other words like ear = year, fear, dear, ere:meer, here Eer: cheer, steer etc.	3-5 minutes	
Summary	The teacher revisits the topic for clarification		3-5 minutes	
Home work	The pupils are asks to write three words that carry the forms of the sound		3-5 minutes	

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for semantic-Mapping (IGSM) for primary II

LESSON 8

Subject: Literacy

Date:

Class: Primary II

Topic: Verb

Sub Topic: Verb

Average age: 7 years

Duration: 35 minutes

Strategy: Semantic- mapping

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

4. Define a verb
5. Change a present tense to past tense
6. Identify which of the words in the present tense or past tense

Instructional Material:-A chart containing picture of people in various action mood

Reference material:- Learn Africa, Nigeria Primary English II 3rd edition.

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
Introduction	The teacher introduce the lesson by asking pupils to stand up, seat down, jump up, clap head	The pupils responded joyfully to all the actions word	3-5 minutes	
Presentation Step I	The teacher presents the by define a verb as an action word	The pupils repeated the definition and wrote it down	3-4 minutes	
Step II	The teacher shows the pupils numerous action pictures that come from alphabet D to Z. e.g. B = beat, C = Cut, D = Divide, E = eat, etc. U =Use	The viewed and copied some of the words from B – Z		
Step III	The teacher draws a circle on the topic verb tense	The pupils copied the same	3-4 minutes	
Step IV	The teacher draws two lines from the topic to	The pupils also did the same		

	indicate past tense and present tense			
Step V	The teacher asks pupils to mention some of the action words they viewed from the chart	The pupils mentioned words like run, fight, take, join, open etc		
Step IV	The teacher put those words under present tense. The teacher explains the verb change its position from present to past tense	The pupils copied the same in their notebook The pupils listened as the teacher explains		
Step V	The teacher changes those action verbs to past tense such as run to ran, fight to fought, join to joined, open to open	The pupils pronounced the verbs and copied into their notebook	2-3 minutes	
Evaluation	The teacher evaluate the lesson by asking the pupils to mention one present tense and other pupils to give its past tense of it	The pupils mentioned present tense and the past tense of it joyfully	3-5 minutes	
Summary	The teacher revisits the lesson again for easier understanding	The pupils get more understanding about the topic		
Home work	The teacher asks the pupils to write the past tense of these words 1. Take = 2. Have = 3. Open = 4. Sleep =			

APPENDIX III

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for K.W.L (IGKWLs)

Lesson 1

Subject: Literacy

Date:

Class: Primary II

Topic: Reading Comprehension

Sub topic: Obedience

Average Age of Pupils: 7 years

Duration: 35 minutes

Strategy: Know-.Want-.Learn

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

- i. Understand central theme of the story
- ii. Mention what evil people do to little girls
- iii. Mention what they use to attract little girls
- iv. Mention what to do to escape from bad people.

Instructional Materials: A chart containing pictures of bad people dragging a girl into a room and into a car.

Reference Materials: Learn Africa, Nigeria Primary English II.3rd Edition.

Stages	Teacher Activities	Pupils Activities	Duration	Remark
Introduction	The teacher introduces the lesson by asking pupils what they seen people do against little girls	The pupils responded by mentioning many things they have known people do to little girls	3-5 minutes	
Presentation Step I	The teacher ask the pupils to write those things that people do to little girls in the known column	The pupils responded by writing them in K Column	2-3 minutes	
Step II	The teacher asks the pupils to create another Column "W" and write what they want to know from the passage	The pupils responded and put down what they want to know from the passage	2-3 minutes	
Step III	The teacher reads the passage slowly for pupils to understand	The pupils listened to get the main things from the story		
Step IV	The teacher asks pupils some questions about the passage E.g. Who are the	The pupils responded with right answers	2-3 minutes	

	bad people, How did Binta escape from bad people	based on what they have learned from the passage		
Step V	The teacher asks the pupils to compare what they have in the “W” column and what they have learned	The pupils responded joyfully because they have learned through the passage	2-3 minutes	
Evaluation	The teacher evaluates the lesson by asking these questions from the pupils. 1. Mention what bad people give children? 2. What do bad people do to little children in their rooms? 3. What did Binta do to escape from bad people.	The pupils also responded actively because they have known the story well		
Summary	The teacher revisits the topic again for pupils to understand better	The pupils listened as teacher clarified some aspects clearly for pupils to know better		
Home work	If you were Binta, what advice would you give to your friends? 6. Who is the girl mentioned in the story			

INSTRUCTION GUIDE ON LITERACY SKILL FOR PRIMARY II
Instructional Guide for Know--Want--Learn(I G K W L)
Lesson 2

Subject: Literacy

Date:

Class: Primary II- Topic Reading why Tortoise shell is not smooth

Average age of the pupils: 7 years

Duration: 35 minutes

Strategy: Known, want and learn.

Behavioral objectives: At the end of the lesson the pupils should be able to:

- viii. Able to read the passage
- ix. Understand the meaning of some difficult words in the passage
- x. Use some difficult words in sentences
- xi. Answer some question that relate to the central theme of the story
- xii. Use simple past ten

Instrumental Material: chat contain the picture of tortoise and other birds and a chat that contain known, want and learn column .

Reference Materials: Learn Africa, Nigeria primary English II. 3rd Edition.

Stages	Teacher Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson by asking pupils to mention stories they have read before	The pupils responded by mentioning them one after the other	2-3 minutes	
Step I	Teacher informs the pupils about the topic	The pupils were interested to learn about tortoise	2-3 minutes	
Step II	The teacher shown the table contain known, want and learn about tortoise	The pupils made the copied of the table in the note-books.	4-5 minutes	
Step III	The teacher ask the pupils to mention and write what they know about tortoise in the "K" column	The pupil mentioned the orderly and wrote them along with teacher in the "K" column.	4-5 minutes	
Step IV	The teacher asks the pupils to mention other things they want to know about tortoise in the "W" column	The pupils mentioned some of the things they want to know about why tortoise shell is not smooth in the "W" column.	4-5 minutes	
Step V	The teacher read the passage along with the pupils	The pupils read along with the teacher	2-5 minutes	
Step VI	The teacher ask the pupils to write what they have learnt about tortoise in the learn it column	The pupils expanded by copying what they learned in the "L"	2-3 minutes	

		column		
Evaluation VII	Teacher ask the pupil to compare what are in the want column and learned column to see what remain to learn and what learned.	The pupils joyfully compared what learned to what they want to learn	2-3 minutes	
Summary	The teacher read through the passage and explain difficult words for better understanding	The pupils responded by listening	2 minutes	
Home work	Answer the following Questions <ul style="list-style-type: none"> • Did all the birds take bake their feathers? _____ • Who went to the party with the birds? • What name did Tortoise take _____ • What happened to tortoise 			

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for Know-Want-Learn (IGKWL)

LESSON 3

Subject: Literacy

Date:

Class: Primary II

Topic: Reading comprehension

Sub Topic: Computer

Average age: 7 years

Duration:

Strategy: (KWL) known, want and learn

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

- Identify a computer
- Differentiate between a desktop and laptop computer
- Name different parts of a computer
- Understand some words that are familiar with computer.

Instructional Material:-A chart containing different parts of computer, laptop and smart phone.

Reference material:- Learn Africa, Nigerian Primary English II

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
	The teacher introduces the lesson by asking them to mention what they have known about computer	Pupils mentioned what they know about computer	2-3 minutes	
Step I	The teacher presents the lesson by asking pupils to create a column for what they known about computer "K"	The pupils created the column and write what they have known about computer	2-3 minutes	
Step II	The pupils are to be asked to write what yet to be known in the "want" column	The pupils created the "want" column and wrote what they intended to learn in the		

		column		
Step III	The teacher read through the passage along with the pupils	The pupils also comprehended what is in the passage about computer		
Step IV	Teacher asks the pupils to check what they write in the “W” column and what they have written in the learned column to see what to clarify	The pupils compared what they want to learn about computer and what they have written in the learned column		
Evaluation	The teacher asks the pupils to use some of the words about computer in sentences	The pupils responded joyfully by using them in sentences		
Summary	The teacher revisits the topic for clarification.			
Home work	Mention the different parts of computer			

INSTRUCTIONAL GUIDE ON LITERACY SKILL FOR PRIMARY II

Instructional Guide for Know-Want-.Learn Strategy (I.G.K.W.L)

Lesson 4

Subject: Literacy

Date:

Class: Primary II

Topic: Reading comprehension

Sub Topic: Our Religions

Average age: 7 years

Duration:

Strategy: (K.W.L.) Known, want and learn

Behavioural Objectives: At the end of the lesson the pupils should be able to:-

- v. Understand words related to religions
- vi. Understand the central theme of the passage
- vii. Mention some religions that we have in Nigeria.
- viii. Who do Christians and Muslim believe in.

Instructional Material:-A chart containing pictures of various worship centers and the book they believe in.

Reference material:- Learn Africa, Nigeria Primary English II

Introduction	Teacher Activities	Pupils Activities	Duration	Remarks
Presentation Step I	The teacher presents the lesson by asking pupils to mention what they knew about some religions such as Christian religion, Muslim religion and traditional religion	The pupils mentioned some of what they knew about them.	3-5minutes	
Step II	The teacher asks the pupils to write what they have known in the “K” column	The pupils copied them in the “K” column. Such as worship of creator, Jesus, Allah, Prophet Muhammed, Ogun, Ifa,	2-3minutes	

		Olokun		
Step III	Teacher asks the pupils to write down in the want column what they want to learn from these religions	The pupils copied down what they want to learn from the passage	2-3 minutes	
Step IV	The teacher reads the passage slowly for pupils to understand and explain some of hard words	The pupils listened while the teacher reads through the passages	2-3 minutes	
Step V	Both teacher and the pupils compared what they have in the want column and learned column to see if pupils have learned something	The pupils compared what they have learned and what they have in the want column to see what to learn more	2-5 minutes	
Evaluation	The teacher evaluates the lesson by asking the pupils to mention the worshippers that believe in the Bible, Quran and in Shrine	The pupils responded by mentioning them one after the other.		
Homework	The teacher asks the pupils to answer the following questions i. How many religions do we have in Nigeria _____ ii. Which prophet started Islam _____ iii. Where do the Christian worship? _____			

APPENDIX IV**CONSENT LETTER**

Department of Early Childhood and Primary Education
Faculty of Education
Kwara State University, Malete.

Dear Parent/Guardian

REQUEST FOR YOUR CHILD/WARD TO PARTICIPATE IN RESEARCH STUDY

I humbly request for your authorization to allow your child/ward to participate in a research study entitled: **Effects of Semantic-Mapping & KWL Strategy on pupils' Academic Performance in Irepodun Local Government Area, Kwara State**. The research is to be conducted in partial fulfillment of the requirement for Master degree in education.

I am pleased to inform youth at no risk is involved in the study. Your child/ward will be protected from many physical and mental discomfort, harm and danger. The service from your child/ward is just to participate in teaching and learning process. A pre-service explanation of the nature and the general purpose of the research procedure will be given to the child/ward and he/she reserves the right to decline. Further, he/she may terminate his/her service in the research at anytime he/she so desires.

Information that will be obtained in the course of the research will be treated with utmost confidentiality unless otherwise agree upon in advance. Attached here with is a copy of consent form to signify your authorization to allow your child/ward participate in the study.

I shall be most grateful if this request is granted.

Thanks in anticipation.

Yours faithfully,

Dada Olabode FAGUNWA
Researcher

APPENDIX V

CONSENT FORM

AUTHORIZATION FOR MY CHILD/ WARD TO SERVE AS A PARTICIPANT IN RESEARCH

I authorize the service of my child/ward named-----
-----as a participant in there search investigation titled: **Effects Of Semantic-Mapping and Know-Want-Learn Strategy on pupils' Academic Performance in Literacy skill Irepodun Local Government Area, Kwara State.**

The nature and the general purpose of the research procedure have been explained to me. I understand that..... (Child name) will be given pre-service explanation of the research and that he/she may decline to serve. Further, I understand that he/she may terminate his/her service in this research at anytime he/she so desires.

Signed-----

Date----- (Parent/Guardian)

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