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CHAPTER ONE

1.1 INTRODUCTION

Reading is an important language skill. In fact, it is one of the four basic language skills, the others are listening, speaking and writing. There is no doubt, if a child wants to survive in the learning environment, he has to learn how to read effectively. According to Harris and Sipay[1] children, who failed to read adequately, particularly, those who are severely disabled readers, are increasingly handicapped as they progress through school.

In the secondary schools and tertiary institutions, students spend major part of their study time in reading to learn. Thus reading comprehension is very important to their survival in the school. Apart from this educational value of reading comprehension, it also has economic,

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1. HARRIS, J. and SIPAY, E. R. (1985). How to Increase Reading Ability: A Guide to Developmental and Remedial Reading. Longman (Ltd.) New York.

political and personal values. And it increases in importance as society become more complex and industrialised. (Sipay and Harris).[1]

The ability to read and comprehend has also been described by Okedara[2] as the only know machine, that can recreate the event of the past and open up the fiestas of the future.

Contributing to the importance of reading Donald Moyle[3] said:

> In adult life, the non reader is a social outcast and often develops a large chip on his shoulder, feeling that all the plums of life are being denied him. He misses of course, the enjoyment which can be gained from reading and stimulation reading can give to emotional stability and development of personality. In intellectual sphere, he is also denied access to a good deal of store of human knowledge and can not go to the printed word to help him in the evaluation of his personal experience. Further, he is far

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1. Op. cit.

2. OKEDARA, C. A. (1980). "Fundamental Stages in Teaching of English As Second Language". West African Journal of Education. Vol. XX1 No 1.

3. MOYLE, D. (1969). The Teaching of Reading Hollen Street Press, London.

> more at the mercy of the propagandist and the mass media than one who has some mastery of reading skills.

On the basis of the quotation above, it is pertinent that reading should be made as a compulsory subject in the school curriculum. Children, on their part will neither be able to learn nor proceed to acquire the necessary reading skills, if left on their own devices, no matter how rich, the reading environment provided by the teacher. They must be given systematic instruction based on an accurate diagnosis of their individual needs throughout their school lives (Morris).[1]

At higher education level reading efficiency and reading comprehension have been found to correlate with academic performance. Abiri[2] said attainment of a suitable level of ability to comprehend spoken and written language is

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1. MORRIS, J. (1972). The First 'R' Yesterday, Today, and Tommorrow. A selection of papers from Conferences of I.R.A. U.K.

2. ABIRI, J. O. (1974). "Reading Ability As a prediator of performance in University Degree Examination" in African Journal of Education Research Vol. 1, No. 2.

invaluable for a student's educational development in a University. Also at higher level reading become more a matter of reasoning, involving the meaningful interpretation of verbal symbols such as words, phrases and sentences and requiring as well all types of thinking, evaluating, judging, imagining and problem solving. With these, an advanced learner needs to be well armed with reading skills, (Unoh).[1] This writer went further, to say that, reading is an indispensable tool in learning in various hierarchies of modern education systems, and it will be impossible for people at various wrungs of ladder to get on without possessing advanced reading skills.

It is clear from the literature in the area that, at advanced level, effective learning in and outside the school, demand the possession and application of at least the minimum skill required for specific reading tasks. And as Braam and

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1. UNOH, S. O. (1969). Reading To Remember: A Guide to Efficient Reading, Ibadan University Press, 1

Sheldon[1] opined, reading comprehension is a developmental process which can never be completely mastered. One therefore, needs to make a conscious effort to improve one's reading skills throughout one's life.

1.2 Background to the Problem

The learners of English as second language face a lot of problems in the process of learning and using the second language. One of these problems is reading comprehension. Some of the secondary school students in Nigeria today can not read and comprehend simple English passage. Unoh[2] moreover, they find it difficult to make correct sentences. According to scholars, there is a good deal of evidence to show that reading efficiency and reading comprehension are affected

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1. BRAAM, L. S. AND SHELDON, W. (1959). Developing Efficient Reading. Oxford University Press, New York.

2. UNOH, S. O. (1975). "Incidence and Patterns of reading difficulty among students in a Nigerian University" African Journal of Education Vol. 2, No 1.

by many factors, which include, the attitude of the teacher toward teaching reading comprehension, Unoh[1]; teaching method and facilities, Ayodele[2]. Omojuwa[3] said that, the influence of teachers materials and procedures on reading comprehension skills of their pupils is significant, and this could yield either positive or negative result. Also Astill[4] opined that some teachers assign texts without first ascertaining whether or not the students are reading. Unoh[5] in another study, said that bilingualism, the capacity to speak or communicate in two different languages can also have an undesirable effect on reading habit and

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1. Op. cit.

2. AYODELE, S. O. (1984). "Promoting Efficient reading in English Language at the Secondary School level in Nigeria" in Journal of literacy and Reading Vol. 2.

3. OMOJUWA, R. A. (1983). Implementing Educational Language policies Through Course, in Educational development. Nigerian Educ. Research Council, Vol. 3, No. 1.

4. ASTILL, P. (1987). "Reading to learn: Reading in Arts and the Scoial Sciences" A Monograph University of Ibadan.

thereby influence the ability to comprehend facts or information in a particular language (in this case target language). Other scholars such as Adelusi[1] and Sokan[2] found out that, the socio-economic background of the learner also contribute towards his reading comprehension ability. Thus all the problems mentioned compounds the inability of students to read and comprehend effectively in Nigerian secondary school system. The concern of this study then is to investigate if the teaching of some strategies by the class teacher can influence and enrich the performance of students in reading comprehension.

1.3 Statement of the Problem

In the preceeding section, it was revealed by various studies, that reading comprehension

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1. ADELUSI, I. O. (1980). "Home, School Environment and achievement in English as Second Language". An unpublished M.Phil Thesis, University of Ibadan.

SOKAN, B. (1983). "Comparism of Performance in English Language of Children who attended Nursery schools and those who did not. Unpublished M.Ed. Dissertation, University of Ibadan.

problems of students in Nigerian secondary school system are many; however findings are generally inconclusive about this. In addition the quality of teaching reading comprehension in our secondary schools are poor and performance of students in examination was unsatisfactory. (Ayodele)[1]. This situation suggests the need to improve the quality of teaching reading comprehension as well as students' performance in reading comprehension. The problem is therefore stated in the following questions:

1. Is there significant difference in the performance in reading comprehension of students taught the pre-reading strategy skills and those who are not taught?
2. What is the attitude of students taught prereading strategy skills and those who are not taught?

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1. AYODELE, S. O. (1988). The Problem of a Language for Educating Nigerian Learners"; Faculty Lecture series No 4, University of Ibadan.

3. Does the sex of students influence performance in reading comprehension?

1.4 The Scope of the Study

The present study is designed specifically to investigate the effect of pre-reading strategy skill teaching on students' achievement in reading comprehension. The study used teaching the skill of relating content to be read to previous knowledge to predict the achievement of students in reading comprehension. Also the attitude and sex of students are examined in relationship to achievement in reading comprehension. The study involved a limited number of senior secondary school one students, and thus the findings should be generalized with caution. As stated, the study relates mainly to teaching of how previous knowledge can be applied to the content to be read. There are other prereading strategy skills; such as setting of purpose, reading readiness etc.

1.5 The Significance of The Study

The research project is to benefit the classroom teachersof English language; specifically in the area of teaching reading comprehension. The work would also be of benefit to the teachers of content areas in Arts and Social sciences. The fact is that a teacher in content area, is not to teach History or Economics alone, but he must also teach students how to read and comprehend the textbook available on the subject.

The project will give ample opportunities to those who are concerned with language teaching and planning, to realise the fact that using prereading strategy such as previous experience and background knowledge will greatly help the students in reading and comprehension of material before them.

Also students, especially those in secondary schools will benefit immensely from the project. They would realise the fact that relating previous

knowledge to the content of a material, helps in identifying ideas and recognising the meaning of some of the words. And this will help with the overall comprehension of the material.

1.6 Operational Definition of Terms

All the terms defined here, are mainly operational and of particular reference to this study. They are therefore not to be regarded as universal definitions.

1. Pre-reading Strategy Skills: The pre-reading strategy skills are the skills, students will need to comprehend the content of a material; this will include, ability to relate content to be read to previous knowledge.

2. Teaching: This will include method and technique, which the teacher employes to inculcate or effect a meaningful change in the behaviour of the learner.

3. Reading Comprehension: This is used to mean the skills that are involved in ability to grasp the author's thought structure, ability to locate

needed information, distinguish major from minor points follow directions, interpret, summarize outline and utilize facts.

4. Attitude: This concept as used in this project refers to students mental readiness to respond in a particular way to reading comprehension.

5. Convectional Method: This refers to the popular method employed by secondary school teachers; by using class text to teacher reading comprehension.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

There has been extensive research into the area of functional reading or reading comprehension; the present study looks at prereading strategy skills that are needed for reading comprehension especially in the content area.

Here the literature review will cover:

1. The definition of reading
2. The reading comprehension skills
3. The role of attitude and motivation in reading comprehension
4. Pre-reading strategy skills teaching and reading comprehension in content area.
5. Previous knowledge strategy and reading comprehension.

2.1 Reading Comprehension

There has been considerable research into the area of reading comprehension in the studies such as that of Sconnell,[1] Dallmann,[2] Unoh,[3] Leedy,[4] Moyle,[5] Ayodele[6] and Astill.[7] Scholars have also been concerned with the necessary skills of reading comprehension and how these can help the learner in coping with academic work within the school system.

Harris and Sipay[8] in their attempt to define reading comprehension say:

> Reading is the meaningful interpretation of printed or written verbal verbal symbols... And reading comprehension is a result of the

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1. Sconnel, R. (1976). The Teaching of Reading: Longman, London.
2. Dallmann, M. et al. (1974). The Teaching of Reading (4th Edition) Holt Reinhart, N.Y.
3. Unoh, S. O. (1969). Reading to remember: A Guide to Efficient reading: Ibadan: I.U.P.
4. Leedy, P.D. (1956). Reading improvement for Adults McGraw Hill Book Co. New York.
5. Op. cit.
6. Op. cit
7. Op. cit
8. Op. cit.

> interraction between the perception of graphic symbols that represent language and readers language skills, cognitive skills and knowledge of the world.

Another Scholar Leedy[1] said reading is a matter of search for the thought that was in the mind of the author and which now lies in the meaning of the words which are before the reader.

To Bram and Sheldon[2] reading comprehension is the interpretation of printed material, this interpretation is based on the ability of the reader to understand the purpose of the author as well as what the author is saying. Thus, their contension is that reading is not only a rapid recognition of verbal symbols, but also an understanding of the thought and ideas which they stand for.

According to Unoh,[3] reading can be considered at various levels, and discussed from different stand points. For the beginner, reading is concerned

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1. Op. cit.
2. Bram, L. S. et al. (1976). Developing Efficient Reading, OUP, New York.
3. Op. cit.

with learning to recognise the printed symbols which represent speech, sound and meaning of words. For more experienced reader (say in Secondary School and Colleges) reading becomes less of a problem of recognising words and more of a matter of reasoning, involving the meaningful interpretation of verbal symbols (such as words, phrases and sentences) and requiring at a later stage all types of thinking, evaluating, judging, imagining and problem solving. Bond and Tinker[4] must have this kind of readers in mind, when they said "the reading process involves both the acquisition of meaning intended by the writer and reader's own contributions in the form of interpretation, evaluation and reflection on the meaning.

In another study by Unoh[1], he said, comprehension is an intelligent absorption or understanding of ideas or information at the time of reading or very limited time after. Thus to him comprehension

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1. Bond, J. and Tinker, M. (1967). Psychology of reading. Simpson Press, London.

means exactly what the word says; in addition he said:

> Comprehension is the ability to grasp the author's thought structure, not in isolated fragments, but as an organised whole. When you really comprehend what the author has said, you are able to relate main ideas, and to see the principal thought as a matrix in which all subsidiary ideas are contained. You are able also to outline the thought and demonstrate the relationship of one part to all the other parts.

Another psycholinguist, Clark[1] views reading comprehension as a problem solving process, whereby the listener/reader applies one or multiple strategies to relate the author's message to information he has in his memory.

In the second report of the united Kingdom National Committee on reading R. Morris[2] wrote as follows:

> A broader view of the nature of reading comprehension is that it involves the recognition of the

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1. Clark, A. L. (1980). Reading: Problem solving Strategy, O.U.P. New York.

2. Morris, R. (1937). Successes and Failures in Learning to read. Penguin, London.

> important elements of meaning in their essential relations, including accuracy and thoroughness. This definition while implying a thorough mastery of word recognition, attaches major importance to thought getting.

Morris further terms this responsive reading in that, the reader is called upon to make an active mental response to the content of the passage read. The reader is called upon, not only to understand the message of the authors but to reflect upon it; assess its value by comparison with previously learned concepts and finally to reach out in imagination to new realms as a result of stimulus to the text.

With the various definitions of reading comprehension above, it is certain, that meaningful response is at the heart of reading process. Thus for reading to be functional, the reader should be able to apply his cognitiveprocess to perceive the information that is being passed by the writer. Thus this present study is concerned with helping the reader to perform better in reading comprehension task.

2.2 The Reading Comprehension Skills

In an attempt to understand reading comprehension, scholars have directed search lights into various skills that are involved in the process. According to Moyle[1], currently, there is a good deal of discussions on the various skills that make up comprehension. To him there are different ways of considering the meaning an author presents, these include:

(i) reading the lines to get a clear idea of the meaning presented by the author;

(ii) Reading between the lines to assess the author's purpose, the quality of the argument presented and the presence of bias or omission of significant information; and

(iii) Reading beyond the lines to assess the implication, personal relevance and potential future value and use to the reader.

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1. Moyle, D. (1976). The teaching of reading Hollen Press, London.

Dallmann et al.[1] opined in the reading comprehension task, either within the classroom situation or outside the classroom, one is required to be able to do a number of things depending on the purpose of the reading.

(i) Selecting significant details.

(ii) Selecting significant ideas

(iii) Answering of questions.

(iv) Summarising and organising ideas.

(v) Arriving at generalisation.

(vi) Predicting outcome and be able to evaluate critically.

Binter and Diabal[2] identified some language skills and subskills necessary for reading comprehension of a material. These include:

(i) Word recognition

(ii) Comprehension

(iii) Work and Study skills

(iv) Thinking skills etc.

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1. Op. cit.

2. Binter, A. and Diabal, J. (1978). Readings on Reading: Huttinson (Ltd.) New York.

For Comprehension:

Sub-skills: Context clues and picture clues recognising facts, recalling the details identifying main ideas drawing inferences predicting outcomes.

Work and Study Skills

Sub-skills: Following directions, following spoken and wirtten instructions, oral reading, rate of reading (speed) Location and reference skills classifying and categorising. Understanding maps, diagrams charts and illustrations.

Thinking Skills

Sub-skills: Theorising

Generalising,

classifying

Cause and effect

Chronology and contrast

Coordination-subordination

predicting

concluding

evaluating

One can see that careful studies in the past have indicated that reading comprehension is not a general ability, but a composite of specialized skills. These specialized skills are required in various curriculum areas. According to Dallman[1], studies have revealed the fact that there is Correlation between general reading ability as measured by standardized tests and ability to read material in specialized field have usually been low. The examination of the various skills of reading comprehension will help to denote various skills that can possibly be developed by the reading teacher. This is in consonant with the concern of the present study.

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1. Op. cit.

2.3 The Role of Attitude and Motivation in Reading Comprehension

Reading specialists have examined the role of attitude and motivation in reading comprehension. Studies such as, that of Walker[1], Buttlerman and Franco[2], Miller[3], Goodman[4] examine the various emotional factors in reading comprehension.

Attitude and motivation are constructs of emotion of the learner, and they play a significant role in the learning situation. Gordon Alport[5] called attitude, the most distinctive and indispensable concept in contemporary social psychology, he gave the definition of attitude as a mental and neural state of readiness or organised through experience, exerting direct and dynamic influence upon the

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1. Walker, C. (1975). Teaching of Pre-reading skills Robert Ltd., London.
2. Buttlerman, H. and Franco, E. (1976). "Teach Content material, but teach reading too", Journal of Reading Vol. 19, No 1.
3. Miller, A. (1963). The readiness of Learner. Roseburd, London.
4. Goodman, K. S. (1984). "Is Linguist Approach an Improvement in Reading"? I.R.A., Delaware.
5. Allport, G. (1954). Psychology of Teaching and learning, O.U.P. London.

individual response to all objects and situations to which it is related. On the other hand Cretch and Cruthfield defines attitude "as an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect for some aspects of individual words.

And motivation in reading according to Walker[1] can be seen as the dynamic force that initiate, energize, sustain and directs the activities of the reader. Other scholars such as Adedipe[2], Hilgard[3] have found attitude and motivation to be an important factor in reading comprehension of a child. Walker[4] for instance, in his study identified various attitudes traits of young readers, this include:

(i) the timid child or reader

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1. Op. cit.
2. Adedipe, V. O. (1981). "Personological Correlates of Academic achievement at Secondary School. Nigerian Journal of Education Psychology No 1.
3. Hilgard (9977). An Introduction to Psychology. Macmillan No. 7.
4. Op. cit.
5. Op. cit.

(ii) the withdrawal of young reader;

(iii) the apparent dull child;

(iv) the severe under-reaction;

(v) the butterfly child etc.

Moyle[1] opined that many factors might be responsible for the attitude of a reader to the reading material. He analyzed this as:

(i) poor language environment;

(ii) depression;

(iii) the living condition; and

(iv) the attitude of parents toward education.

Other scholars identified factors within the school environment that might be contributing to the negative attitude of students to reading.

Also contributing to the discussion, Kifer[2] said the family background contributes considerably

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1. Op. cit.

5. Kifer and Surtain, A. (1981). Home Factor and Reading. Oxford University Press, London.

to the attitude of child to reading. He identified various variables:

(i) Status variable (e.g. socio-economic status) the socio-economic variable correlated with the child's achievement in reading at school.

(ii) Process Variables (e.g. achievement press, providing rich language environments), this indicates what parents do to encourage and support academic achievement of their children.

Thus according to Surtain[1] good readers tend to come from home environment that are psychologically comfortably foster positive attitude towards reading-learning and provide stimulating cultural and language experiences.

The present study also examine the influence of attitude of students to reading comprehension hence the above studies throw more light on it.

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1. Op. cit.

2.4 Pre-reading Strategy Skills Teaching and Reading Comprehension in Content Area

Studies have shown the importance of pre-reading skills in learning to read and reading to learn. The area of learning to read deals with reading at lower level specifically at elementary level. According to Walker[1] pre-reading at elementary level, comprise all the many activities used to develop the attitude and skills that the child will need before the reading process can begin. These include:

(i) Training in visual skills;

(ii) Training in auditory skills;

(iii) Oral language development; and

(iv) Emotional factor - reading readiness.

Pre-reading skills at advanced level of reading comprehension, entail all the various strategies and skills that are involved in helping the reader to understand the thought of the author.

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1. Op. cit.

In the United States, in the early 70s various pre-reading strategy skills were identified by scholars, for instance Manzo[1] developed a guided reading procedure in the content area. This was later developed into procedural steps for basal readers in reading comprehension. Ankey and McClurg[2] tested Manzo's 'G.R.P' in some schools in Atlanta around 1980. In the experimental study, they found out that the experimental group scored significantly higher than did students that use regular reading approach.

Also Simmons[3] developed P.S. R.T. A Reading comprehension strategy. P.S.R.T. accroynm for prepare, structure, reading, and think, is a reading comprehension strategy designed for use in subject area lesson, that require students to learn from expository textbooks. He explained the

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1. Manzo, A. V. (1975). "Guided Reading Procedure" in Journal of Reading Vol. 18, 1975.

2. Ankney, P. and McClurg, Pal (1981). "Testing Manzo's Guided Reading Procedure: The Reading Teacher. Vol. 34, No. 6.

3. Simmons (1989). P.S.R.T: A reading comprehension strategy" Journal of Reading, Vol. 32, No. 5.

steps that are involved as follows:

STEP 1: (i) identify concepts in the text.

(ii) use brain storming to find out what students already know.

(iii) Provide necessary background information.

STEP 2: Teacher should help students to see how the text is organised, to do this:

(i) prepare a graphic overview for students.

(ii) distribute blank overview to students

(iii) Draw blank overview on chalk board.

STEP 3: Have students read the text

(i) set purpose for reading

(ii) have students complete the overview

(iii) Have students read the text independently.

STEP 4: (i) Call on specific students to complete chalkboard overview.

(ii) Asks students to complete the text.

(iii) Asks students to summarize the text.

(iv) Asks questions that require students to think about the text.

Another reading scholar Davey[1] in his study develop a procedure for reading, comprehension. He called it 'M.R.T.' Multiple Response Technique.

(i) It enhances comprehension learning

(ii) It actively engages all students during questioning, not just a simple volunteer.

(iii) It also focuses on students strengths, students are not embarrassed or penalized for unwanted responses.

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1. Davey, A. (1989). "Active responding in Content Classroom" Journal of Reading. Vol. 33, No. 1, October.

(iv) It can be used to train students in reflectivity and self monitoring, and it allow for quick teacher evaluation of learning, leading immediate instructional adjustments.

According to the writer, the steps for teaching this strategy is as follows:

STEP 1: Assessment of prior knowledge.

(i) asks question to probe the minds of students.

(ii) statements made by students can be displayed on the board.

STEP 2: Pre-reading prediction setting. Here, the teacher displays key text book heading on an overhead, transparently, with options of predicting for what the text must discuss under each heading, this help students establish purposes for reading by making predictions and see models of possible predictions to guide them in eventually creating their own.

STEP 3: Post reading
(i) assessment of information are provided and compared with anticipated answers.

STEP 4: Skill checks.
(i) vocabulary review
(ii) response format
(iii) correct useage

STEP 5: Monitoring of understanding.
Students reflect on their personal understanding of the content and concept respectively.

According to Astill[1] right from junior secondary school through senior secondary to tertiary level, a large part of students school time is spent in reading text books to acquire information. Typically teachers assign pages for study and later test to see if students have learned the important information. The writer noted that too often, teachers especially in the

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1. Astill, P. (1987). "Reading to Learn: Reading in the Arts and Social Sciences". Mimeograph, University of Ibadan.

content area lesson do not ascertain whether or not student are ready for the reading assignment.

She went further to suggest, how students can be taught prereading strategy skills that are necessary for reading in the content areas. They are as follows:

(i) relating contents to be read to previous knowledge

(ii) building students' background knowledge

(iii) previewing

(iv) focussing attention

(v) setting a purpose.

There are specific teaching techniques, she highlighted for each strategy. For instance in relating contents to be read to previous knowledge. She gave the following steps for the teaching procedure.

(i) Read the selection that students are to read and decide whether or not they possess the relevant background knowledge.

(ii) Make students focus on that knowledge by either writing on the board a topic that is related to the contents

to be read or by asking them to read the heading of the chapter to be read.

(iii) Ask students to mention anything that comes to their minds about the topic or the heading.

(iv) Record students' contributions on the board under the topic or chapter heading.

(v) Ask the students to predict how much of what they mentioned is included in the chapter to be read. You may set either or both of the following tasks:

(a) compare the points on the board with those in the chapter.

(b) read and find out more about the points on the board.

In Lidens[1] model of generative learning, reading comprehension occurs when readers build relationship

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1. Laden, M. (1981). "The teaching of reading Comprehension, according to model of generative learning" Reading Research Quarterly I.R.A.

(i) between the text and their knowledge and (ii) among different part of the text. The model states that, the teacher can facilitate reading comprehension by inducing, the readers to attend to the text; relate their knowledge and experience to the text and build association, abstractions and inferences from it. This can be developed further, by inducing learner to generate relevant summary sentences, heading, inferences, main ideas, critical comment and evaluation.

The review of studies on teaching of pre-reading strategy skills has helped the study to see the various strategies employed by scholars in the past to enhance the reading comprehension. Specifically, the various skills that are needed for reading in the content areas. And, there must be conscious effort on the part of the teacher to help students develop these skills.

2.5 Previous Knowledge Strategy and Reading Comprehension

Previous knowledge is the knowledge and experience of the reader before reading a material. Although research for improving the role of previous knowledge in comprehension are scanty; scholars like Newell and Simmons[1] developed a theory in cognitive psychology; which states that behaviour is a function of an interraction between an organism and the task environment in which it seeks its goal. To achieve the goal, the organism selects and implements strategies. The organisms behaviour therefore is determined by the interraction which occurs between characteristics of the task environment. Thus the success or failure of the goal oriented effort is determined by the appropriateness of the strategy. This theory will explain the importance and position of previous knowledge in reading comprehension.

Nessel[2] contended in her study that it is important to activate students prior knowledge before

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1. Newell, A. and Simmon, H. (1972). Human Problem Solving. Englewood, N. J.

2. Nessel, D. (1988). "Channelling Knowledge for reading expository text". Journal of Reading Vol. 32.

the actual reading takes place i.e. students need to do some thinking about the topic before they read, so that they will interpret new information with what they already know. She went further to say that one way to prepare students for this kind of reading is to ask them what they already know about the topic.

In an experimental study in Albama U.S.A. Paul Ankney and Pat McClurg[1] investigate pre-reading strategy skills of 86 subjects, they found out that the experimental group, that was taught with pre-reading strategy skill scored significantly better on short term and long term than the control group.

Previous knowledge as pre-reading strategy skill is the focus of this study, the studies above throw light on the composition of this skill.

2. Appraisal of the Literature

The review of literature has shown the nature and the influence of reading comprehension on the learning of the child. Also the literature has taken a look at the pre-reading strategy skills

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1. Op. cit.

employed in reading in content areas, and their significant influence. The attitude of students toward reading comprehension especially in the content area has also been examined. A healthy environment that enhances healthy language development is an important factor that influences the attitude of a child to reading. The work of Day[1] disagreed with the notion of the uniqueness of the fact that pre-reading strategy skills help reading comprehension in the content area.

Also Brown and Capione[2] reported that, when students are trained in a specific study strategy, but are not told why they must act in this fashion, they often perform better on the experimental task, but these tricks fail to result in maintenance and generalization of the strategy. That is children neither use the activity subsequently on their own volition, nor transfer the activity to similar learning situations.

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1. Day, J. D. (1981). The development of /Summary test. Unpublished Manuscript, University of Illinois.

2. Brain, J. and Capione, D. (1980). Reading in Content area. Stevenson Ltd., New York.

So far, many of the studies on reading comprehension in content area, have only looked at the possible strategies that can be applied, none has specifically experimented with the influence of previous knowledge on reading comprehension. Thus this project set out to look at the relative effectiveness of the previous knowledge skill on reading comprehension achievement of the learner.

Thus the four hypotheses below shall be tested in the study.

2.7 Hypotheses

The null hypotheses to be tested are:

(i) There is no significant difference in the performance in reading comprehension of students taught pre-reading strategy skill and those who are not.

(ii) There is no significant difference in the attitude of students taught pre-reading strategy skill and those those who are not.

(iii) There is no significant difference between the performance of male and female in reading comprehension.

(iv) There is no significant difference between the pretest and post-test Achievement scores of subjects in the experimental and control groups.

CHAPTER THREE

DESIGN AND METHODOLOGY

The study aims at investigating the relative effectiveness of pre-reading strategy skill (i.e. relating content to be read to previous knowledge) on performance in reading comprehension.

This chapter therefore presents and describes the following:

(i) RESEARCH DESIGN
(ii) SELECTION OF STUDY SAMPLE
(iii) VALIDATION OF INSTRUMENTS
(iv) ADMINISTRATION OF INSTRUMENTS
((v) METHOD OF DATA ANALYSIS

3.1 The Research Design

In this study, the objective is to isolate the independent variable and then determine its effect on the dependent variable.

The independent variable is the pre-reading strategy skill teaching, namely relating contents to to be read to previous knowledge.

The dependent variable is the achievement of student in reading comprehension. As a result, it becomes necessary to control as much as possible factors that may affect the result of the study.

A pre-test - post-test experimental group design in which experimental and control groups are set up was employed. The basic design involve the format below:

O_1 X_1 O_2 (Experimental group)

O_3 O_4 (Control group)

where X_1 = Treatment given to experimental group; using relating content to be lead to previous experience.

O = Measurement

O_1 O_3 = Pre-test measurements

O_2 O_4 = Post-test measurements.

Therefore the experimental design can be schematised as thus:

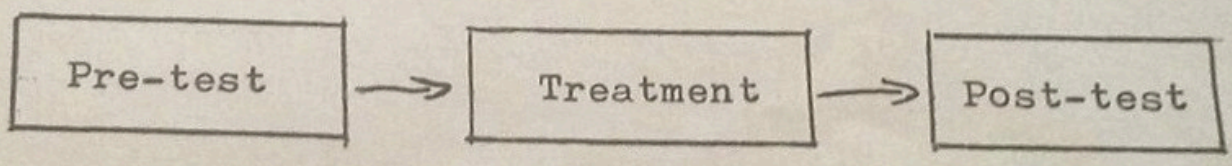


Figure I

It should however, be noted that the control group is not exposed to treatment, but will be exposed to pre and post tests. Moreover, the experimental design of this study will contentrate primarily on independent variables which involve ability to relate contents of a text to be read to previous knowledge.

TABLE 1: The Layout of the Research Design

GROUPS	TREATMENT BY RELATING CONTENT TO PREVIOUS KNOWLEDGE	USUAL CLASSROOM TEACHING	PRE-TEST	POST-TEST
I (EXPERIMENTAL)	✓	-	✓	✓
II (CONTROL)	-	✓	✓	✓

3.2 Methodology

This Section will be discussed under the following subheads:

(a) Selection of Study subjects
(b) Construction of data collecting instruments
(c) Administration of Instruments
(d) Method of data analysis.

3.2.1. Selection of Study Subjects

Two secondary schools were randomly selected from Ilaro, Egbado South local government in Ogun State. A pre-test was administered on the students in SS I (senior secondary school I) of the two schools (Egbado College, Ilaro and Anglican Grammar School, Ilaro) to determine the extent of the quality of the intact groups need for the study, In essence, from each school, one intact group was selected, the basic criteria for selection being their degree of similiarities. 96 subjects from the two schools are involved in the study.

TABLE 2: Distribution of the Subjects

SCHOOL	EXPERIMENTAL GROUP	CONTROL GROUP
EGBADO COLLEGE, ILARO	50	-
ANGLICAN GRAMMAR SCHOOL, ILARO.	-	46

3.2.2 Construction of Data Colleting Instruments

The four types of instruments used in the study are in three categories:

(i) An Instructional programme to teach students how to relate content of material to previous experience.

(ii) Questionnaire

(iii) Students' attitude scale

(iv) Achievement test (reading comprehension passage).

Previous Knowledge of Instructional Programme

In this programme, an instructional programme was designed to teach previous knowledge strategy to experimental group. The instructional programme

utilized the discussion/activity instructional approach, as identified by Astill (1987) with slight modification as relevant to the background of pupils within the study. The instructional programme took four weeks. In it students are taught how to relate their previous experience to the material before them (see Appendices 4-7).

Questionnaire

The questionnaire which was administered to the two groups before the treatment seeks information which throw more light on students background and their reading comprehension. In specific terms, the questionnaire was divided into three sections to have the following information:

Section A: which seeks information about name of the school, age, and sex.

Section B: seeks background information about the parents occupation, parents status etc.

SectionCC: contained five items intended to provide data on students

characteristics in reading
comprehension (see Appendix II).

Attitude Scale

This comprised of an elevel-item-likert type-scale; designed to elicit students' attitudes to reading comprehension. The questions has its scales namely Strongly Agree, Agree, Disagree and Strongly Disagree. The score were 4, 3, 2, 1, for positive, while the reverse for negative. (see Appendix I).

Achievement Test

Fourty minutes (pre and post-test) consists of reading comprehension paragraphs followed by 20 comprehension questions. To ensure, comprehensive testing, the achievement test was carefully designed to correlate with the instructional programme (see Appendix II).

3.3 Validation of Instruments

The instruments, namely lesson plans, questionnaire, attitude scale and achievement test, were validated with the help of experts from the Faculty. The instruments were later field tested before the actual research.

3.4 Administration of Instruments

Pre-test session: At a session preceeding the teaching section, all subjects in SS I in the selected schools were given pre-test, after which the two most comparable groups were selected, one from each school. Thereby forming one experimental group and one control group.

As the follow-up to the pre-test session, the intact groups selected for the study were administered, the questionnaire. The information derived from the questionnaire will enable the researcher to determine the following:

(i) Students reading comprehension problems

(ii) Students perception of pre-reading activities and characteristics.

Post-test: After the four weeks treatment of the experimental group, achievement test as also given to both the experimental and the control groups. Also, the experimental and the control groups were administered the attitude scale.

3.5 Method of Data Analysis

The major interest of this study was to investigate the relative effectiveness of pre-reading strategy skills i.e. relating content to be read to previous knowledge in reading comprehension. The statistical methods used for analyzing the data are:

(i) t-test

(ii) chi-square

(iii) correlated t-test

t-test

A t-test of independent groups was computed on the pre-test score of achievement to determine the homogenity of the subjects. In addition, a t-test was computed on the post-test scores of achievement to compare the mean scores of students taught the

pre-reading strategy skill and those who are not taught. The t-test was also employed to compare the pre and post-test attitudes of the two groups. The formular is:

$$t = \frac{-\bar{X}_1 - \bar{X}_2}{\phi \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where $\phi \sqrt{\frac{n_1 S_1^2 + n_2 S_2}{n_1 + n_2 - 2}}$

Chi-Square

The chi-square was also employed to investigate the relationship between sex and achievement in reading comprehension.

The formular is:

$$X^2 \quad \frac{(E - O)^2}{O}$$

$$X^2 = \frac{(O - E)^2}{E.}$$

CHAPTER FOUR

4.1 FINDINGS

The Findings of the study are presented in three parts. The first part provides the descriptive statistics of the pretest measure.

And part two report the post-test measure. Here the research hypotheses are discussed. The null hypotheses are:

(i) There is no significant difference in the performance in reading comprehension of students taught pre-reading strategy and those who are not.

(ii) There is no significant difference in the attitude of students taught pre-reading strategy and those who are not.

(iii) There is no significant difference between the performance of male and female in reading comprehension.

(iv) There is no significant difference between the pretest and post-test

achievement scores of subjects in the experimental and control groups. Part three is the summary of findings.

TABLE 3: Showing Comparison of Experimental and Control Subjects on Pre-Test Achievement And Attitudinal Levels in Reading

MEASURE OF COMPARISON	Experimental Group			Control Group			t-value	t-table 0.05	df
	N	$\bar{X}$	SD	N	$\bar{X}$	SD			
Achievement Level in reading Comprehension	50	9.7	2.3	46	9.1	2.4	*0.75	2.00	94
Attitude to reading Comprehension	50	7.7	6.8	46	9.2	6.2	*0.02	2.00	94

P < 0.05 *Not significant

Table 3 above shows that there is no significant difference between the experimental and control groups in pre-test achievement in reading comprehension. When

the (r) was also converted to t-value in order to further test its significance, the obtained t-value of 0.75 with degree of freedom of 94 at 0.05 probability level shows that, there is no significant difference between the two groups.

Also, from the table, one can see that there is no significant difference between the experimental and control group in pre-test attitudinal scores. The converted t-value further proved this. The obtained t-value of 0.02 with degree of freedom of 94 at 0.05 probability level shows that there is no significant difference between the two groups hence the homogenity of the attitudes of the two groups at initial stage.

TABLE 4: Showing Converted t-value For Experimental and Control Subjects on Post-test Achievement Level in Reading Comprehension

Group	Test Score	N	$\bar{X}$	SD	df	t-value	t-value 0.05
Experimental Group	Post Achievement	50	12.1	4.8	94	•5.50	2.00
Control Group	Post Achievement	46	9.4	2.5			

$P < 0.05$ •Significant

Table 4 above prove that, there is significance difference in the performance of the experimental and control subjects in the post-test achievement in reading comprehension. When the obtained (r) was converted to t-value of 5.50 given degree of freedom of 94 is highly significant at 0.05 probability level.

Consequently, the null hypothesis that, there is no significant difference in the performance in reading comprehension of stuaents taught pre-reading strategy skill and those who are not taught is hereby rejected.

TABLE 5: Showing Converted t-value of How Significant The Relationship Between Attitude of Experimental and Control Groups in Post-test Measures

Group	Test Score	N	$\bar{X}$	SD	df	t-value	t-value 0.05
Experimental Group	Post Attitude	50	9.4	98.5	94	*3.19	2.00
Control Group	Post Attitude	46	5.2	79.6			

$P < 0.05$ *Significant

The result presented in the above table, shows that, there is significant difference in the attitudinal scores of experimental and control group in post-test measures at 0.05 probability level and at a given degree of freedom of 94. The calculated t-value 3.19 was more than the table value of 2.00 at $P < 0.05$.

In view of the above result, the null hypothesis that, there is no significant difference in the attitude of students taught pre-reading strategy skill and those who are not taught is hereby rejected.

TABLE 6: Sex and Performance in Reading Comprehension of the Subjects in Experimental Group

Variable	Expected Performance	Observed Performance	df	Calculated value	Chi square table 0.05
Male	25	20	1	•15.1	3.84
Famele	25	30			

$P < 0.5$

•Significant

Table 6 above shows the expected and observed performance of male and female in reading comprehension. From it, one can see that there is significant difference between sex and performance in reading comprehension. Chi-square 15.1 with degree of freedom of 1 at 0.05 probability level shows that there is significant difference. The female performance is better than that of male.

Thus the hypothesis that, there is no significant difference between the performance of male and female is hereby rejected.

TABLE 7: Summary of Pre-test and Post-test Achievement Scores of the Experimental and Control Groups

Group	Text Score	N	X	SD	df	t-value	t-table 0.05
Experimental Group	Pre-test Achievement	50	9.2	2.3	49	•4.22	2.00
	Post-test Achievement		12.1	4.8			
Control Group	Pre-test Achievement	46	9.1	2.3	45	0.04	2.00
	Post-test Achievement		9.1	2.5			

$P < 0.05$ •Significant

The result presented in the table supports the earlier finding. The experimental group gained much from the treatment; the mean rise from 9.2 in the pre-test measure to 12.1 in post test measure. Where the (r) was converted to t-value in order to further test its significance, the obtained value of 4.22 with degree of freedom of 49 at 0.05 probability level shows that there is significant difference between the pretest score and post-test score.

But the result of the control group shows that there is no significant difference. The t-value 0.04 with degree of freedom of 45 at 0.05 proves this. Thus there is no significant different between pre and post Achievement scores of the control group. Thus the hypothesis which states that, there is no significant difference between the pre-test andpost-post-test achievement scores of subjects in the experimental and control groups is hereby rejected.

4.2 Summary of Findings

The summary of the findings of the study are as follows:

1. The experimental and control groups are the same in their levels of achievement at the pre-test measure. The t-value 0.75 with degree of freedom of 94 at 0.05 probability level shows that there is no difference between the two groups. This testify to the fact that the two groups are homogeneous in their achievement levels before the treatment.

2. The result of the comparison of the attitudinal levels of experimental and control subjects are the same before the treatment of the experimental group.
3. The post-test measure of the two groups (i.e. after the treatment of the experimental group) shows that, there is significant difference between the achievement of experimental group and the control group.
4. The result of post-test measure of the attitude of the two groups, show that there is significant rise in the attitude of the experimental group to reading comprehension (the attitude is positive and favourable).
5. The result of the observed performance of male and female in reading comprehension of the experimental group, shows that there is significance difference between sex and reading comprehension.

The female perform significantly better than the male.

6. The comparison of the means and standard deviations of pre and post-test measures of the experimental group show some gains. Perhaps this explain that, the treatment of the group with pre-reading strategy skill help to facilitate the reading comprehension of the group.

7. The comparison of the pre-test and post-test Achievement of Experimental and control groups - shows that there is significant difference between the pre-test and post-test achievement scores of subjects in experimental group. There is no significant rise in that of control group.

CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS, IMPLICATIONS, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDY

5.1 Discussion

The findings of the study show that, the experimental group performed better than the control group, after the treatment. And this collaborates with the earlier studies of Davey[1], Moule,[2] Olscharsky[3] and Crafton.[4] These studies emphasized the fact that relating previous knowledge to material to be read, makes reading more realistic, hence better performance in reading comprehension. They added that previous knowledge makes the content of the material more realistic and practical. The student will be able to see relationship between the writer's discussion and what he already knows. According to Tonjes[5] "comprehending written texts depends on our prior knowledge; what kind, how much and how well

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1. Op. cit.
2. Op. cit.
3. Olsharsky, J. (1977). "Read in the content area" in Journal of Reading.
4. Op. cit
5. Tonjes, A. (1987). "Everyday reading in the classroom# The Reading Teach. I.R.A. Vol 4

organised it is. Any new information must be related or integrated in some ways into what we already know".

The majority of students in our secondary school system do not bother to apply their previous knowledge to material before them said Unoh.[1] Even teachers do not make conscious efforts to teach strategic skills of relating previous knowledge to the content of material before them. Thus, lack of necessary skills of pre-reading is one of the contributing factors in reading comprehension problem.

Another major finding is in the area of the attitude of students to reading comprehension. The pre-test measure of the attitudinal levels of the two groups are more or less the same. But after the treatment given to the experimental group., their attitudes and outlook to reading comprehension developed positively. The mean of their attitudes and outlook to reading comprehension developed positively. The mean of their attitudes in pre-test measure was 9.4. Thus, this suggests that, the treatment of relating material to be read to previous knowledge contributes to the development of positive attitude to reading comprehension. In the studies

carried out by Allport[1], Anderson,[2] and Adedipe,[3] it is indicated that attitudes of students to reading play a significant role in comprehension. These studies went further to say that, there are lots of factors that influence the attitude of the child to reading comprehension. Walker[4] for instance, said that, home factors and emotional stability will determine the attitude of child to comprehension in the school. According to Omojuwa,[5] teacher's method and materials employed to teach reading comprehension contribute either positively or negatively to the attitude and performance of students in reading comprehension.

The findings also show that, there is a signifinant difference in the performances of male and female subjects. The female subjects in the experimental group perform significantly better than the males. This finding supports the earlier

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1. Allport, J. (1954). Psychology of Learning. Montana, New York.
2. Anderson, R. (1979). "Effect of Readers Scheme at different Point in time". Technical report No. 119, Urbana Centre forStudy of reading, U.S.A.
3. Op. cit.
4. Op. cit.
5. Op. cit.

study by Jacoby and Jacoby[1], which explained that females have left cerebrum (i.e. sphere that deals with verbal skills) more developed; while males have right cerebrum (i.e. sphere that deals with mathematical reasoning and spatial relationship) more developed. Thus, the result of this study on sex can be explained with this theory. perhaps, the female subjects are able to perform better than boys in reading comprehension because they have superior verbal skills or language skills.

5.2 Implications

The report of this sresearch has implications for language teachers, the teachers in content areas, the school authorities and the parents.

The language teachers need to know various strategies and techniques that will help the students in reading comprehension. Also the teachers need to be familiar with technique in teaching students how to relate their previous experiences to content of a material; with this,

they will be able to help the students in solving some of their problems in reading comprehension.

The content areas teachers e.g. the Economic teachers or social studies teachers need to realise the fact that their job is not only to teach the content areas, but also to teach how to read materials in the content areas. The content area teachers need to recognise the fact that students ought to be helped to be able to cope with reading of materials.

The school authorities need to realise the fact that reading and other communication skills play an important role in learning in the school. The authorities need to encourage teachers to attend seminars and workshops on language teaching and learning, so that language teachers will be able to keep abreast of the latest developments in the teaching of various skills of reading and comprehension.

The report of this project also has implication for the parents. The parents need to provide

stimulating and exciting experiences for their children at home, this will enrich the children knowledge and thus improve their academic performance in the school.

5.3 Recommendations

On the basis of the findings above, it is pertinent to make some recommendations; to language teachers, the content areas teachers, the school authorities.

The language teachers need to make a conscious effort to teach pre-reading strategy skills during the reading lessons. If students are familiarized with these strategies, they will be battle ready to attack any question on comprehension passage. They will also be able to transfer the knowledge gained from treading their content materials; for example in Geography, economics and social studies.

It is apparent from the findings also that students, that are taught pre-reading strategy skill perform much better than those who are not taught.

This is possible because during the treatment session with the experimental group, the teacher made the lesson exciting by asking students questions, which triger their perception. Thus the language teacher should make sure that the reading comprehension class is exciting and practical. The teacher should make an effort to develop materials with various styles for classroom use. The language lesson ought to be practical.

The teachers should also give students lots of exercises, so that they will be able to practice the skills they have acquired. There should also be feedback, that will enable the students to know how far they have gone in acquiring the necessary skills for reading comprehension.

It was also observed during the treatment period with the experimental group that, the teacher allowed the students to express their views. This method made the students to think and rationalize. A conscious effort was made by the teacher to

collate and organise logically what the students suggested earlier and compared it with the content of thepassage. If the language teachers can also employ this method in the classrooms, it will make students to participate in the lesson. Unlike the convectional method of teaching reading comprehension which is teacher centered.

The findings also show, that teachers in the content areas such as Geography, Biology, Economics etc. do not normally bother to teach the students how to read. Majority of this set of teachers believe that, their concern is to teach the content alone. But then, they need to be taught how to teach students how to read the textbooks. Thus the school authorities need to play a major role to orientate the content areas teachers. This set of teachers can help to reduce the problems of students in reading comprehension.

There is need by the school authorities to provide for more language teachers in our schools. Also there is need for developmental reading

programmes in the school. As noted earlier, one of the major problems of students in their academic work is language, most of them are unable to read and comprehend, especially materials in the content area, which are written in English language. Thus the school administration heads to provide for a viable reading programme to take care of various types of readers in the secondary school system. The programme should take care of teaching various comprehension skills such as identifying andusing information, use of library and how to analyse graphs etc.

The language teachers need to recognise the need of students in the classrooms. Students from different socio-Economic backgrounds, different levels of intelligence, emotion etc. Teachers ought to tailor their materials and methods to meet the needs of various learners. This will in turn, help to sustain the interest of individuals in reading.

There is need to teach the students, the technique of reading generally. And this general technique of reading can then be applied to reading

comprehension in the content areas. This will reduce the reading comprehension problems of students in language lessons and content areas lessons.

5.4 Limitations of the Study

The research does not claim that the findings of the study will serve as panacea to all reading comprehension problems in secondary schools. This is because, like most research works, it has some limitations. It specifically looks at relating previous knowledge to content of the material in reading comprehension. The study also use sample from defined area.

In the study, subjects are not randomly reassigned to the groups due to the length of time involved in the experiment. It was not possible to reassign subjects to the groups as this would disrupt the schools' routine.

5.5 Suggestions for further Research

As stated earlier, this study does not claim to have probed into all areas of pre-reading strategies. It has only looked at relating content to be read to previous knowledge. Future studies can be conducted to look at influence of background, experience, readiness of students, establishing purpose before reading, reading with appropriate speed and using appropriate techniques to read a text.

The study is limited to Ilaro, Egbado South Local Government in Ogun State; future studies can be extended throughout the state or the nation.

The subjects are also limited to two schools. This can be expanded. Other variables, such as intelligence, emotional factors and physical factors can be examined in relation to reading comprehension.

5.6 Conclusion

Reading comprehension isof fundamental importance in the process of learning. And it is very doubtful if one can be called literate or educated, if the person can not read and understand. This project has found out that the pre-reading strategy of relating knowledge to content of a material, helps to enrich the reading comprehension of students. The subjects of the experimental group, that are taught the pre-reading strategy perform significantly better than those who are not taught. Thus, the language teachers need to make conscious efforts to teach the students this pre-reading strategy in order to help the students in reading Comprehension, not only in language lessons, but also in the content area lessons. The teachers of the content areas subjects such as social studies, Economics and Biology need to make sure that they teach students how to read the texts in the content areas effectively by introducing them to pre-reading strategies.

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APPENDIX I

STUDENTS' ATTITUDE SCALE

NOTE: This questionnaire is to be completed by S.S. I students only. This questionnaire is intended to collect information on reading Comprehension.

INSTRUCTION: Fill this questionnaire as accurately and as honestly as possible. It is not a test, neither will it in any, count against you.

SECTION A

1. NAME OF SCHOOL:.....
2. SEX: Male ( ) Female ( )
3. AGE:.....

SECTION B

INSTRUCTION: Circle the letter A B C or D that is before the statement that best answers the question.

1. Which one of the Statements below best describes what you do when you don't seem to understand what you are reading?
   (a) I keep reading to the end
   (b) I try to find something easier to read
   (c) I re-read
   (d) I stop reading and do something else for a while
   (e) I ask someone to read and explain

2. Which of the following statements best describes the speed with which you aread?
   (a) I adjust my speed according to how difficult what I am reading is.
   (b) I adjust my speed according to my purpose
   (c) I adjust my speed according to my interest in the material I am reading.
   (d) I read everything at but the same speed.

3. When I want to get an idea of what a books is about
   (a) I read the book from the beginning to end
   (b) I consult the book index
   (c) I ask the Librarian or my teacher
   (d) look for the author's name

4. Which is your worst problem in reading?
   (a) understanding the main ideas
   (b) understanding of difficult words
   (c) remembering what I read
   (d) reading fast enough

5. Circle the answer that apply to you
   (a) I like to read almost anything
   (b) I like to read about a familiar topic
   (c) I do some reading, but I don't really like it
   (d) I don't like to read at all.

SECTION C

INSTRUCTION: Indicate with a tick ( ) to what extent you agree with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree
6.	I find it difficult to read and anwer questions on a passage.				
7.	I do not always understand a passage with a strange topic.				
8.	I do not always understand a passage when I read it aloud.				
9.	I do not always read a passage with previous knowledge of the topic.				
10.	I read instructions and questions the same way I read a newspaer.				
11.	We are given too many reading comprehension lessions.				
12.	Reading comprehension lessons are boring				
13.	I like the way my teacher teaches reading comprehn hension ppassages.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
14. Reading comprehension passages are always too difficult.				
15. I do not like reading comprehension lessons.				
16. My teacher always explain something about a passage before we read it.				
17. English teacher always urge us to read a passage and find more about it, before we read it together in the class.				
18. English teacher always make Reading Comprehension boring.				

APPENDIX II

PRETEST

INSTRUCTION: Read the passage, then read each question about the passage. You are to find the best answer to each question. (Circle the number of the correct answer.

Operations on thehuman body, and above all the brain, have always been dangerous. The manyn new drugs we have today, however have greatly decreased one of the dangers - that of infection, which may set in after an operation. A newly "Knife" has made surgery even safer by lessening the chance of excess bleeding and damage to healthy tissues. "The Knife" which is used in cryosurgery does nits work by freezing.

The cryoprobe, as the knife is made of metal and looks like a large needle. Inside it are channels through which liquid nitrogen flows. While nitrogen is a gas at ordinary temperature and makes up a large part of the air around us, it can be changed to a liquid by a standard process. In this form, it has a temperature of $320^{o}F$.

The handle of the cryoprobe is fully insulated, with only the tip left uncovered. Body cells touched by the tip are frozen instantly. By leaving it in place, the surgeon can let the freezing aspread to nearby cells, and in time break up and are carried off by the bloodstream.

QUESTIONS:

1. A cryoprobe looks like a.....

   (a) needle (b) tube (c) clamp (d) file

2. From this passage, it would seem that the prefix cryo means.....

   a. cold b. wet c. sharp d. safe

3. What advantages does cryosurgery have over regular surgery?

   a. It is more safely performed
   b. It is eless expensive
   c. It is less painful
   d. It is more quickly performed

4. What happens to Nitrogen at 320^{o}_{F}?

   a. It changes to a simpler element
   b. It becomes a liquid
   c. It freezes into a solid state
   d. It freezes, but does not solidify

5. If a Surgeon wished to destroy additional body tissue, he would....
   a. use a large cryoprobe
   b. apply more pressure with the cryoprobe
   c. uncover a wide area on the tip of the cryoprobe.
   d. leave the cryoprobe in place longer.

6. According to the passage, the tip of the cryoprobe is.....
   a. Insulated b. exposed c. razor sharp
   d. removable.

7. The writer's main purpose is to.....
   a inform the reader about a Surgical technique
   b. force his own views about surgery on the reader
   c. warn the reader about possible dangers in surgery.
   d. arouse the reader's curiosity about surgery.

8. In your Opinion Cryoprobe is....
   a. a good Surgical method
   b. an old Surgical method
   c. no better than theusual method
   d. not important in Surgery

9. Another word that can be used to replace 'decreased' in the passage is....
   a. reduced b. demoted c. turned d. made

10. Another word that can be used to replace 'damage' in the passage is .....
   a. humilate b. distruction c. eradication
   d. turn.

APPENDIX III

PART A - POST TEST

INSTRUCTION: Read the passage and answer the questions that follow: 30 mins.

Common understanding of Science does not mean just what is conveyed through the popular press or radio or television or films, much of which is now being done very ably and is introducing the ordinary person not only to the exciting developments of science but to the ways in which the scientist goes to work. Science has to be understood at all levels. If we are to have science effectively administered by governments and public bodies or by the boards of industries, we have to educate those who are to form the judgements about sciences and to decide priorities. Men of affairs have to be sufficiently well informed to know what it is that the Scientist is talking about, otherwise t they may find themselves carried away by the enthusiasm of the scientist, caught by the glamour of the last latest scientific cult' or just be amused by the jargon of science. Conversely much that is worth while goes a negging because those who have to take the decisions cannot properly understand.

This problem is one of education, at all ages. When people ask 'At what age do you teach a child sciences' the answere is simple. From the moment a child lips 'Why'? Innate curiousity has too be encouraged instead of the child being told: 'Wait until you know all about Kinetics and dynamics and you will understand? To fiscourage curiousity is to discourage scientific inquiry in later years.

Recently at an educational conference, I was asked to speak on 'Teaching Science in General education in the year A.D. 2000'. I said I hoped that we would not be teaching science as a subject in general education forty years from now, but that science would pervade - be as natural as the blood corpuscles - and that specialization would be reserved for much later in the students life. Moreover, every university student should be introduced to scientific method and given the background which will make him, even when ihe is not going to be a career scientist, capable of evaluating science.

An essential attribute of the rounded man isin this day and age is that he should know about the forces which are changing and dominating his life and affecting culture in all its aspects. This is a challenge to educators in every country - those which we call 'developing' as well as those which are highly developed scientifically and technologically.

The United Nations Conference on the Application of Science and Technology for the Benefit of Less Developed Areas, at Geneva in February 1963, spelled out what we know and what is needed. While we would be grateful for some new break through - giving to food problems, for example, the kind of answers which sulpha drugs, anti-biotics and DDT gave to medical services.

It was evident from that conference that there are answers already waiting to be applied, and that it is not a question of knowledge but of intention. It is a question of sharing knowlege and skills and resources that we already have at our disposal.

1. Why must science be thoroughly understood by public officials and business leaders?
   (a) When making all political and economic decisions, they cannot decide intelligently between alternatives. If they do not understand scientc at all levels.
   (b) The must understand science at all levels in order to perform scientific research which is a part of their work.
   (c) There is no decision today which is not a scientific one.
   (d) In order to ensure that all decisions with scientific implications are correctly made, they must understand science
   (e) No reason is suggested.

2. Which of the following is NOT mentioned as a danger facing the man of affairs who makes decisions on Scientic matters?
   (a) Making a decision based on enthusaism of a 'Scientist'.
   (b) Making a decision based on a misunderstanding of the language of science.
   (c) Making a decision based on the glamour of a Scientific cult'.
   (d) Making a decision based on a guess.
   (e) Failing to support a worthwhile scheme because of ignorance.

3. This author said that a child should be taught science
   (a) when he first babbles
   (b) when he begins to talk
   (c) When he begins to go to school
   (d) When he first ask questions
   (e) When he understands a few basic principles of science.

4. Which of the following is NOT mentioned as a desirable goal of science teaching in the future?
(a) science should enter into all general education.
(b) there should be no specialization in science at any level.
(c) there should be no teaching of science as a subject in general education
(d) every University student should be introduced to the scientific emethod.
(e) Science should be a natural part of education.

5. What is a characteristic of 'the forces' referred to in the sentece of italics?
(a) Economic
(b) Supernatural
(c) Scientific
(d) Historical
(e) Political

6. According to the passage, what is preventing a solution to the food problems in developing countries?
(a) Overuse of drugs and insecticides in maedical services.
(b) Lack of application of knowledge which exists
(c) Overpopulation brought on by new medical services.
(d) sharing the technological skills which increase agricultural problems
(e) Lack of knowledge.

7. Where did the writer of the passage presented a speech?
(a) Symposium (b) Conference (c) Lecture
(d) Debate

8. According to the passage the meaning of Science cannot be conveyed fully through
   (a) Examination
   (b) Dialogue
   (c) Media
   (d) Spreading of rumours

9. Give another word to replace Men of affairs in lin line 8.

10. Give a suitable topic to the passage.

PART B : POST TEST

THE ACCIDENT

Time 30 mins.

There was a birthday party for one of the Canon's children. Only the children of personage were expected but I passed the secret to Osiki had he turned up at the party in his best buba. The entertainments had been set up out of doors in front of the house. I noticed that one of benches was not peroperly placed, so that it acted like a see-saw when we sat on it close to the two ends. It was on obvious idea for a game, so, with thehelp of some of other children, we carried it to an even more uneven ground rested its middle leg on a low rockout crop and turned it into a proper see-saw. We all took turn to ride on it.

for a long time it all went without mishap.
then Osiki got carried away. He was a bigger boy
than I, so that I had to exert a lot of energy to
raise him up lifting myself on both hands and landing
with all possible heweight on my seat. Suddenly,
while he was up in his turn, it entered his head to
do the same. The result was that I was catapulted up
by very sharply while he landed with such force that
the leg of the bench broke on his side. I was flung
in the air, sailed over his head and saw, for one
long moment, the canon's square residence rushing
to meet me.

It was only after I had landed that I took much
notice of what I had worn to the party. It was a
yellow dansiki, and I now saw with some suprise that
it had turned a bright crimson, though not yet entirely.
But the remaining yellow was rapidly taking on the
new colour. My hair on the left side was matted with
blood and dirt and just before the afternoon was shut
out I fell asleep. I wondered if it was going to be
possible to squeeze the blood out of the dansiki and
pump it back through the gash which I had located b
beneath my hair.

The house was still and quiet when I woke up.
One moment there had been the noise, the shouts and
laughter and the bumpy ride of the see-saw, now
silence and semi-darkness and the familiar
walls of mother's bedroom. Despite mishaps, I
reflected that there was something to be said for

birthdays and began to look forward to mine. My only worry now was whether I would have recovered sufficiently to gotto school and invite all my friends. Sending time seemed t a risky business, she might choose to invite all her friends and pack my birthday with girls, I hardly even knew or played with. Then there was another worry. I had noticed that some of the pupils had been kept back in my earlier class and were still going theough the same lessons as we had all learnt during my first year in school. I developed a fear that if I remained too long at home, I would also be sent back to joint them. When I thought again of all the blood I had lost, it seemed to me that I might actually be bed-ridden for therest of the year. Everything depended on whether or not the blood or my 'dansiki' had been saved up and restored to my head I raised it now and turned towards the mirror, it was fiffieult cult to tell because of the heavy dbandage but I felt quite certain that my head had not shrunk to any ala alarming degree.

YThe bed-room door opened and mother peeping seeing me awake, she entered, and was followed by my father.

11. Osiki was probably
    (a) One of the children form the personage
    (b) One of the writer's sisters.
    (c) One of the Canon's children
    (d) One of the writer's friends

12. How many legs did the bench have?
(a) one (b) two (c) three (d) four

13. The word Mishap in line 9 probably means
(a) accident (b) dislike (c) quarrel
(d) interference

14. "Osiki got carried away" (line 9) probably means that Osiki
(a) fell off
(b) was thrown out of theparty because he was an intruder.
(c) got too enthusiastic
(d) was thrown off the see-saw.

15. Why was the writer catapulted off the see-saw?
(a) because he was not holding on tightly enough
(b) because the leg of the see-saw broke
(c) Osiki was bigger and copied the way the writer see-sawed.
(d) because Osiki was very much bigger than the writer.

16. From lines 16-22 we can tell that
(a) the writer was not really badly hurt
(b) his clothing suffered more than he did
(c) he was not badly hurt, although he was bleeding a lot.
(d) after his accident he almost immediately lost consciousness.

17. How long was it before the writer woke up after his accident?

(a) Only a moment probably

(b) Probably several hours

(c) Probably several days

(d) Twenty-four hours.

18. What three things worried the writer after he woke up? Write down your answers as clearly and concisely as possible.

APPENDIX IV

Lesson Plan I

CLASS: SS I

DURATION: 40 Mins.

OBJECTIVES: At the end of the lesson pupils should be able to

(i) Establish relationship between their previous knowledge and the topic to be read in a material.

(ii) Idnetify someelements in the passage which they are familiar with.

(iii) Relate their previous knowledge to the topic before them.

PROCEDURE

phase	Time	Teacher's activity	Pupils' Activity	Intructional maerial
INTRODUCTION	2min.	Open the passage and give some to students.		Teacher Instructional material
1.	2	Explain to students that they are going to look for a topic as they're in previous lesson.		A picture of rubber tapping.
2.	2	Ask pupils to read the topic aloud	Pupils read the topic "Rubber"	

Phase	Time	Teacher's activity	Pupil's Activity	Instructional Material
3	3	Ask pupils, what things are made from rubber.	Pupils give examples	
4		Teacher list some of these on the bla blackboard.	Pupi	
5.		Do you own anything in your house that is made of rubber?		
		Asks what is rubber made out of? What do we make rubber from?	Pupils give suggestions	
6.		List these on the board.		
7.	3	Who has seen a rubber tree/plant before?		
		Tell the students that the passage, the they are about to read is on rubber. They should not what it says about rubber and see if they are familiar with it.		
	10		Students read the passage silently	

Phase	Time	Teacher's activity	Pupil's Activity	Instructional materials
8	2	Ask the pupils what does the passage says about Rubber.	give suggestions	
9	2	Lists their suggestions on the board. Compare students ea earlier suggestions with the ideas from the passage.		

PASSAGE I - RUBBER

Rubber is the caogulated juice or latex of various tropical plants and trees, the Chief og which is the Hevea, a native of the Amazon forest. The Hevea three yields a high quality rubber known as Para rubber, para being the port at the mouth of the Amazon from which most of such rubber used to be exported. Rubber was intorudced into Europe early in the eighteen century, and for nearly a hundred years was only used for erasing of pencil marks. In the early nineteenth century, Mackintosh discovered that rubber would be used for making cloth water proof, and in 1839 a further impetus was given to the ususe of rubber by the discovery of the culvanising process, i.e. the addition of

sulphur which makes rubber hard. It was not, however, Until the end of the nineteenth and the beginning of the twentieth century that the demand for rubber really attained great proportions.

The rise of the bicycle, motor and electrical industries has resulted in a stupendous growth in rubber production. The old uneconomical method of tapping the irregularly distributed wild rubber trees in the equatorial forest has given way to the organisations of compact plantations.

The use of rubber plantations has led to the production of better quality rubber and higher yeild from each tree and easier collection of the products.

APPENDIX V

GROUP I

LESSON PLAN 2

CLASS: SS I

TOPIC: Relating contents to be read to previous knowledge (Reading Comprehension)

DURATION:

OBJECTIVES: At the end of the lesson, pupils should be able to:

(i) Establish relationship between their background knowledge and material to be read.

(ii) Identify some elements in the passage which they are familiar with.

(iii) Relate their previous knowledge to the topic and items presented in a given passage.

PROCEDURE

Phase	Time	Teacher's activity	Pupil's Activity	Instruction materials
Introduction	3	Tell the students about the previous lesson on reading Comprehension. How they discuss topic before reading it.		Teacher Instructional materials
1		Ask the pupils to read the topic aloud.	All of the pupi pupils read aloud "coal a source of energy"	
2		Teacher asks the student what is coal?	Students respond by explaining what they know about coal.	
3		Write some of the suggestions down on the chalk board		
4.		Asks students to mention where coal can be found	Students mention some sources such as trees and other plantations.	

phase	Time	Teacher's activity	Pupils Activity	Instruction material
5		Teachers also writes some of these on the board.		
6.		Asks the students to guess some of the words in the passage	They mention some such as locomotive train etc.	
7.		Asks the students to read the passage	Students read	
8.		Compare some of the suggestions with the items on the material		
9.		Ask pupils question on their comprehension of the passage.		

APPENDIX VI

GROUP I

CLASS: SS I

LESSON PLAN 3

TOPIC: COMPREHENSION (Relating Content to be read to previous knowledge)

DURATION: 40 mins.

OBJECTIVE: At the end of the lesson, pupils should be able to:

(i) Identify some elements in the passage which they are familiar with

(ii) relate their previous knowledge to the topic before them in a given passage.

(iii) Establish relationship between their previous knowledge and material to be read.

PRCCEDURE

Phase	Time	Teacher's Activity	Pupils' activity	Instructional material.
Intro Intro-duction	2	Asks the students to open the passage before them. And ask them to read t the topic.		
1		Teacher asks what is Medicine? What is the form of traditional medicine?	Pupils me mention various answers.	
2.		Asks, who are those that practice tra-ditional medicine	Pupils suggests	
3.		Teacher further asks Do people still take traditional medicine? What are the feelings of educated people about traditional medicine?	pupils say their view.	
4.		Write on the board students suggestions.		
5.		Tells students that passage before them is on Traditional African medicine in modern society. They should take note of what they are familiar with and wha is new to them, while they read silently.		

phase	Time	Teacher's Activity	Pupil's activity	Instruction material
6	10		Students read the passage silently	
7.	15	Asks Students the following question (i) What is the view of the educated people about Traditional African medicine? (ii) What name is given to tradi-tional && Medical Practitioner? (iii) What is the posi-tion of African Traditional medicine at president?	Students gives various answers	
8	5	Compare students earlier to the content of the passage.		

APPENDIX VIII

UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER EDUCATION

29.5.91

Dear Madam/Sir:

Letter of Introduction:

JIBOKU, A.O. (MR) MAT.NO.60339)

Bearer is a student in this Department. ~~She~~/He has a project which invclves data collection from our schools. I should be very grateful if you could please help ~~her~~/him as much as possible.

Thank you in anticipation of your kind gesture and in the interest of educational development in our country.

Prof. Ebo Ubahakwe.
PROFESSOR & HEAD,
DEPARTMENT OF TEACHER EDUCATION,
UNIVERSITY OF IBADAN,
IBADAN, NIGERIA

SEG*