

**PSYCHOLOGICAL FACTORS, CLASSROOM ENVIRONMENT
AND TEACHING METHODS AS CORRELATES OF SENIOR
SECONDARY SCHOOL STUDENTS' LEARNING OUTCOMES IN
ENGLISH READING COMPREHENSION IN ONDO STATE**

BY

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ABSTRACT

English Language is the medium of instruction in secondary schools in Nigeria and as a global language, it enables students to communicate effectively with the wider world. Reading comprehension is one of the important skills in English Language and learners' academic attainments depend largely on their level of competence in it. However, available data shows that students' persistent failure in it could be attributed to their lack of factual and contextual knowledge of the target skill, personal characteristics and methods adopted by the teachers. Based on this, it becomes imperative to examine variables that contribute to students' learning outcomes in English Reading Comprehension. Therefore, this study examined the correlates of psychological factors, classroom environment and teaching methods in students' learning outcomes.

The study was a correlational research. Multistage sampling technique was adopted in selecting seven local government areas across the three senatorial zones in Ondo state. A teacher of English language from each of the 54 selected schools and a total of 2,055 students participated in the study. Six research questions were formulated and answered. Data were collected using six valid and reliable instruments: Reading Anxiety Scale ($r=0.91$), Reading Motivation Scale ($r=0.94$), Students' Attitude towards English Reading Comprehension Scale ($r=0.88$), English Reading Comprehension Classroom Environment Observational Checklist ($\pi=0.88$), English Reading Comprehension Teaching Methods Observational Scale ($\pi=0.86$) and English Reading Comprehension Achievement Test ($r=0.84$). Data were analysed using descriptive statistics and multiple regression.

Students' attitude towards English Reading Comprehension was high as 87.1% of the respondents agreed that Reading Comprehension was an important aspect of the English Language. The combination of the independent variables showed that there was a positive relationship among psychological factors (reading anxiety and reading motivation), classroom environment and 12 teaching methods (mastery learning, advanced organiser, problem solving, demonstration, laboratory, discovery, lecture, concept mapping, discussion, mental imagery, cooperative and questioning), and students achievement scores ($R=0.381$, $F_{(15,1959)}=22.156$, $p<0.05$). The composite contributions of the independent variables showed strong positive relationship among the 15 independent variables on students' attitude; ($r=0.916$, 83.9%, .839, $F_{(15,1959)}=684.74$; $p<0.05$). Among the variables that contributed relatively to students' achievement in order of significant magnitude of beta weights were mastery learning ($\beta=0.152$, $t=6.490$, $p<0.05$), mental imagery ($\beta=0.091$, $t=3.736$, $p<0.05$), classroom environment ($\beta=0.096$, $t=3.728$, $p<0.05$), questioning ($\beta=0.068$, $t=2.902$, $p<0.05$) and lecture ($\beta=0.063$, $t=2.645$, $p<0.05$). Those that had relative and significant contributions towards students attitudes were motivation ($\beta=0.759$, $t=75.763$, $p<0.05$), discovery ($\beta=0.102$, $t=16.439$, $p<0.05$), discussion ($\beta=0.079$, $t=7.616$, $p<0.05$) and mastery learning ($\beta=0.065$, $t=6.144$, $p<0.05$).

Psychological factors, classroom environment and teaching methods are very important to students learning outcomes. Reading motivation could be increased with the provision of appropriate instructional materials by education stakeholders. Teachers of English Language should adopt teaching methods that will maximize competence of the learners given the variations in their verbal ability and background knowledge.

Key words: Reading motivation, English reading comprehension, Teaching methods, Students learning outcomes, Ondo State.

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DEDICATION

This work is dedicated to the Almighty God, the owner of my life, who beautifies me through the Lord Jesus Christ.

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CERTIFICATION

I certify that this work was carried out by Obinegbo, Winifred Chinwe in the Institute of Education, University of Ibadan, under my supervision.

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ABBREVIATIONS

APA:	American Psychology Association
CIQ:	Cognitive Interference Questionnaire
CORI:	Concept – Oriented Reading Instruction
DRP:	Degree of Reading Power.
ELLS:	English Language Learners.
ERAS:	Elementary Reading Attitude Survey
ERO:	Education Review Office
FL:	Foreign Language
FLRAS:	Foreign Language Reading Attitude Measure
GPA:	Grade Point Average.
L1:	First Language
L2:	Second Language
MBRAM:	Mikulecky Behavioral Reading Attitude Measure.
NCAC:	National Center on Accessing the General Curriculum
OECD:	Organisation for Economic Co-operation and Development
RASDA:	Reading Awareness Society for Development in Africa.
RTRAS:	Reaction Towards Reading Attitude Scale.
SLA:	Second Language Acquisition.
SSR:	Sustained Silent Reading.
UBEC:	Universal Basic Education Commission.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the teaching and learning of English Language, the acquisition of the four basic skills of listening, speaking, reading and writing is considered important. However, the reading skill is by far one of the most important because it is highly complex and dynamic as it involves multiple interactions among readers' language literacy, language literacy background, language proficiency, background knowledge, knowledge of genre and pragmatics, meta-linguistic knowledge, motivation, meta-cognition and strategy use (Anderson, 2000). According to Gray (2000), reading is a highly complex activity, including various important aspects, such as recognizing symbols quickly and accurately, comprehending clearly and with discrimination the meanings implied by the author. It also involves reacting to and using ideas secured through reading in harmony with the reading purposes and integrating them to definite thoughts and action patterns (Herns 2000). Reading is also regarded as the proof of intellectual development because its acquisition is the first step towards literacy (Adeniyi, 2011).

As the most concrete and systematic of the language skills, it is important particularly for students in the context of language teaching and use (Lang 2007). The more developed the reading skill, the more systematic the individual's overall use of language. By this way, a person can speak, read and listen in a more accurate and effective way (Bryson, 2003 & Enuoba, 2010). Among language skills, reading which is very important from the first phase of formal education is one of the first skills to be learnt. It is also known that in the learning process, there is a high correlation between reading comprehension and academic achievement. Students can learn by reading and a teacher can teach by reading or having students read (Yalcin, 2002). This is because reading is highly interrelated with the educational process. The success of learning at all levels banks upon the students' ability to read written language with a relatively good comprehension (Lang, 2007). In addition, comprehension of a variety of text types is the ultimate goal of reading instruction. At no time in history have solid reading skills been more important than at present. As many former blue collar jobs are being automated, large portions of this nation's economy are being shifted to a knowledge-based economy that places increasingly high critical thinking, problem-solving, communication, and reading skills on the work force (Adams, 2006). The

increase in advanced levels of literacy extends beyond the professional realm into everyday private life.

To be fully functional members of today's fast-paced, fast-changing global society, people of all socio-economic classes have to be able to read and comprehend extensive amount of traditional, print-based texts, as well as the new electronic and multimedia information that surround them (Antunez, 2002). Also, in courses for academic purposes which extensively use English reading texts, the acquisition of literacy skills is highly required. This has undoubtedly put reading as one of the most important skills that students need to master.

However, it should be noted that it is not easy to acquire reading skills as they cannot be learnt overnight. As Adegbile (1999) points out, reading is the most complex process which requires a very specialized skill on the part of the reader. It poses demanding processes on the readers' cognitive systems (Sellers, 2000). Thus, in view of the complex nature of the reading process, it is somewhat not surprising to see many of the students experience problems in performing reading comprehension tasks especially in examinations where the acquisition of literacy skills is highly required in order to be able to excel. Pedagogy to be adopted in the teaching process should ensure both accurate comprehensions, correct and effective self-expression by students during reading activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments (Afolabi, 2009). Curricula for teaching this skill according to student-centred teaching approach require use of strategies, methods and techniques complying with a constructivist approach and involving active student participation in the learning process.

Previous researches have equally identified a few problems that hinder students' comprehension from taking place. Agwu (2004) states that one of the reasons why the reader fails to comprehend may be that the passage contains words or phrases that the reader cannot adequately comprehend or is unable to understand because of serious problems with the syntax or semantics of the language. This is a common problem faced by students as the topics that they have to read often contain new or unfamiliar words. Another problem is the lack of background knowledge on the topics discussed. Lack of socio-cultural, factual and contextual knowledge of the target language can also present an obstacle to comprehension because language is used to express culture (Anderson, 2000). This indicates that background knowledge plays an important role in interpreting meaning, as this forms a foundation for readers to connect new information to their existing knowledge. Background knowledge

relates to the real world experiences and expectations that one has. This knowledge is very important when language processing problems of students is considered.

This unfortunately has affected society's demands of students' reading skill and their actual performance which never seems to connect well. Scores on state, national, and international standardized achievement measures demonstrate that many Nigerian students do not possess the necessary reading skills to succeed. The Chief Examiner's report of the West African Senior School Certificate Examinations (WASSCE, 2010) on students' areas of deficiency showed that students' least understood concept was summary which needed not only understanding, but sound background knowledge before a student could answer it. Over a quarter of these students performed below a basic mark for their grade levels, Uwadiae (2010). Okpala (2011), also, reported that 80% out of the 256,827 candidates that sat for the 2010 November/December Senior Secondary School Examinations in English language failed the subject. This indicates that the majority of the students who write examinations every year do not possess partial mastery of the prerequisite skills and knowledge necessary for proficient work. The students poor performances also reflect on international assessments compared to less developed countries (Organisation for Economic Co-operation and Development, OECD, 2010).

English language learners struggle with academic achievement, in particular with reading performance, for myriad of reasons. These reasons include difficulty with oral and vocabulary skills, low English academic language skill, inability of the students in answering the comprehension, essay writing and summary passages that carry the highest percentage of the marks (Vawuz, 2010). The majority of the students find it difficult to answer questions from these areas based on what they termed the obscure nature of the questions especially the summary and comprehension passages where they are supposed to think logically, explain, analyse as well as criticise and interpret expressions. Even where they claimed to have credit and distinction passes in English, their actual performance in the oral and written discourse in the language negates and makes nonsense of such results and certificates (Miller, 2008). According to Adekola (2012), most students perform abysmally poor in Reading Comprehension due to the fact that they lack the techniques involved in reading. This poor performance of students in English reading comprehension calls for urgent attention especially when one considers the crucial roles the skill plays.

Table 1 below illustrates the performance of students in English language from 2000 to 2009 in Nigeria.

Table 1.1: Performance of Students in May/June WASSCE English Language (2000-2009)

Year	Total entry for English language	(Credit level(A1–C6)	Pass (7-8)	Fail(F9)
2000	636064	68792 10.82%	159029 25.0%	408243 64.18%
2001	1025027	267261 26.07%	316767 10.9%	441009 43.02%
2002	909888	223568 24.6%	298562 32.8%	387758 42.6%
2003	939507	269824 29.03%	320185 43.45%	314225 42.6%
2004	844540	252271 30.2%	257054 30.85%	323879 38.87%
2005	114818	274374 26%	373205 35.33%	3971615 37%
2006	1181505	386204 33.5%	407053 35.02%	351185 30%
2007	1,252,570	379,831 30,32%	466,378 37.23%	379,006 30.25%
2008	1,274,166	446,285 35,02%	405,942 31.85%	400,126 31.40%
2009	1,355,725	563,294 41.55%	400,424 29.54%	314,965 23.23%

Source: WAEC Office Lagos

From Table 1.1, it is clear that from the May/June WASSCE English Language examination results of 2000-2009, of the total entry of candidates in 2000 examination, only 10.82% obtained grades between A1 and C6 while 64.18% of the candidates had F9. It can also be observed that in 2001, only 26.07% of the candidates obtained grades between A1 and C6 while 43.02% had F9. In the 2009 May/June SSCE English language results, although the performance was fair, it was not too good either as only 41.55% of the candidates obtained grades between A1 and C6 while 23.23% had F9. The result for 2010 showed that out of 1,321,545 students that registered for the exam only 47,2320(35.74%) had A1 and C6, while the rest obtained D7 to F9 showing a sharp decline in their performances. Akande (1996) stated that the performance of secondary and post secondary school students in

English has been deteriorating over the years. The Chief Examiners' Report each year, especially in 2011, shows that the objectives of English Language as stated in the National Policy on Education and the aims of the West African Examination's Council on English Language especially English Reading Comprehension are yet to be achieved. This he attributed to shallow knowledge of the subject matter, disregard for rubrics and incorrect interpretation of questions due to the students' poor comprehensive skills.

However, deficiencies in English Reading Comprehension performance among students are not attributable to language proficiency alone. Numerous studies which have investigated the factors that contribute to these include school quality, Obemeata (1980), teacher quality, and poor implementation of education policy and provision of resources. Adegbile (2001) blamed students' poor performance in English on the neglect in the teaching of reading and speaking skills. Kolawole (2005) blamed it on the inability of the students to write good and acceptable sentences. Onukaogu (2002) believed that it was due to the poor way in which reading was taught; Fakeye (2006) claimed that it was on the improper manner which vocabulary has been taught, Adisa (2004) opined it to poor learning environment while Amuseghean (2007) attributed it to the over-loaded curriculum. The West African Examinations Council (WAEC) attributed the poor performance of students to shallow knowledge of the subject matter, disregard for rubrics and incorrect interpretation of questions, poor command of the English Language, lack of manipulative skills, poor knowledge of examination techniques, illegible handwriting, spelling errors, among others (Nigeria Examinations Committee, NEC, 2011). Individual differences in relation to comprehension performance among students show that some other factors which could influence their performance in reading are anxiety, motivation, interest, and self-esteem which are psychological in nature (Sellers, 2000).

Other research findings are characteristics such as orientation, classroom environment, methods of teaching English reading comprehension and linguistic factors such as the constraints posed by the orthography, the mother tongue structure and the social ridicule from the less privileged ones (Ayodele & Adegbile, 2007). Learners ought to have overcome all these problems before they get to tertiary institutions just as Ayodele (1981) remarked that at the pre-tertiary level in Nigeria, learners are expected to have shed off these constraints if they are to be deemed efficient enough to function at the academic level expected of them and are to progress further.

It is, therefore, certain that if students are not taught important skills in reading comprehension, they cannot perform effectively. Vaughm (2004) said that there are some

physiological and psychological problems which he (the learner) must overcome in order to achieve maximum reading efficiency. He further emphasized that comprehension is rooted in and is synonymous with intelligence, the ability to make thorough logical analysis of conceptual or cognitive relationships. One can infer from this that English reading comprehension is a complex process involving the coordination of multiple factors such as text features, task demands and personal characteristics. In order to do these effectively, a skillful reader must harmonize the necessary comprehension skills which Bewadji (2000) regarded as an aggregate of many skills.

The essence of reading is comprehension whose purpose is to connect the ideas on the page to what one already knows. If one does not know anything about a subject, then pouring words of text into his mind is like pouring water into one's hand. He does not retain much (Martin, 1984). People comprehend at various levels. Some language scholars have identified different levels of comprehension. Adegbile (1999) identified three levels of comprehension. They are literal, interpretative and critical comprehension. Literal comprehension demands understanding of ideas and information explicitly stated in the passage. The skills involved include knowledge of word meaning, recall of details, directly stated or paraphrased in the writer's own words and understanding of grammatical clues. Interpretative comprehension demands understanding of ideas or information not explicitly stated in the passage. The relevant skills here include reasoning with information presented to enable one understand the author's tone, purpose and attitude, infer factual information, main ideas, comparison, cause and effect relationships not explicitly stated in the passage and summarizing of the story content.

The critical comprehension requires analysing, evaluating and personally reacting to information presented in the passage. The skills involved are the reader's ability to react personally to information in a passage, indicating its meaning to the reader and so on. The ability of a child to answer a question set on a text correctly is often an evidence that the text has been fully understood. The question now is; what is involved when a question is asked about a particular text? According to (Gurrey, 1995 & Kolawole, 2005) questions aimed at a particular bit of text ought to develop in three stages. These are: stage 1: questions which are textually based and superficial. In this stage, the answers are all obvious from the text. In stage 2, questions are concerned with relations between the lexical items in a text, grammatical relations in the text and logical relations within the text. Stage 3; questions are concerned with the relationships between the passage and its context. The relationships here include the set of relationships that exist between the reader and the text and the set of

relationships between the text and the culture of the community in whose language the text is written.

Research views Reading Comprehension as a dynamic process in which the reader constructs meaning based on information he/she gathers from the text. Reading expert Grabe (2009) defined reading comprehension as a holistic process of constructing meaning from written text through the interaction of the knowledge the reader brings to the text, that is, word recognition ability, world knowledge, and knowledge of linguistic conventions; the reader's interpretation of the language that the writer used in constructing the text; and the situation in which the text is read. In other words, the major objective of reading instruction is to foster in each student the ability to understand printed language. So, the quality and quantity of such understanding depend largely on all aspects of reading instruction as well as individual characters of the learner. Juel (2008) maintained that at the heart of understanding the comprehension process is the realization that it is an internal mental process that cannot be studied directly. Many investigators relate reading to thinking and argue that both of them are inseparable in understanding the printed language (Miller, 2009).

Reading Comprehension can be regarded as the ultimate reading skill. Yusuf (2009) observed that without comprehension, words are a series of lifeless symbols. Adegbile (1999) saw Reading Comprehension as the processing of written language to get ideas, relating ideas to experience and utilizing them. The reader must have some basic intellectual equipment in order to comprehend. He must have intelligence, language and experience. Only a small portion of instruction needed to comprehend comes from the printed page while the large amount of the information is stored in the brain. (Snow, Burns, & Griffin, 2008) said that reading comprehension is fundamental to academic learning in all content areas. It is integrally related to foundational skills such as listening comprehension, oral language, and phonological awareness. It requires more advanced skills in word recognition and fluency, and the development of vocabulary. It also consists of several levels of understanding, beginning with an understanding of the literal meaning of text. Caldwell (2002) stated that reading comprehension not only includes linguistic recognition and cognitive understanding (semantic comprehension at both surface and deep structure levels), but also tends to be affected by the readers reactions to the content, which affect the readers evaluation and appreciation, which become a part of the readers reading comprehension.

From the foregoing, it is much apparent that by the full range of ideas, the student should have a very thorough understanding of the text as each stage would have led him to a more profound and comprehensive level of understanding. The most essential skill that a

candidate needs in answering comprehension questions is paraphrasing, restating what the writer has said in his own words to show that he understands what has been said (Adegbile, 2001 & Miller, 2009). This skill is embedded in semantic mapping which is a strategy that enhances maximum understanding of any given passage. No one can paraphrase or say on one's own words what has not been understood. This explained why it was intended in this study to consider certain factors that could influence students learning outcomes in the English reading comprehension

Some of these could be the nature of the reading material as well as the psychological aspects of individuals such as anxiety and motivations. According to Ma-lihua (2011), psychological factors refer to those factors not directly involving cognitive processes such as students' interests, attention, learning emotions, anxiety, motivation, attitudes and will power. These non-mental factors are directly influential in the student learning outcomes. They play a part in promoting and controlling learning effectiveness. Krishna-Agrawala (2009) defined psychology as the study of the mind which focuses on both individual and group behaviour. Psychological factors involve various aspects of emotion and feeling of the learner positively or negatively. Learners sometimes get confused, since they find it hard to achieve complete comprehension even when they knew every word of a passage, or they believe that they have understood a text quite well. Krishna -Agrawala (2009) opined that psychological factors can influence the ability to read and comprehend. It is an interaction process of language knowledge and psychological activities. If a student is anxious and suffers from a learning disability, to read and comprehend can be a drawn-out and painful process.

Additionally, if a student does not see others valuing reading, it can influence him to disparage reading as something to be endured rather than enjoyed (Ma-lihua, 2011). Psychologists attempt to understand the role of mental functions in individual and social behaviour, while also exploring the physiological and neurobiological processes that underlie certain functions and behaviours in individuals. The most feasible way to integrate is meta-cognition into the teaching of reading which tries to encourage and train students to use reading strategies in their reading activities (Cain, 2009). In strategy training, teachers can make their students be aware of their learning methods, appraise their learning behaviour and monitor their psychological activity to improve reading performance. In view of this, the students are made to always actively engage in texts in a meaningful way even when they encounter a lot of difficulties in their reading processes (Cain, 2009).

The success of reading comprehension in this lies in the extent to which the relevant schemata are activated. This shows that reading comprehension is a process in which readers

integrate appropriate skill to fill in new information so as to concretise their schema. Thus, a right understanding of these in comprehension can lead to more effective language learning and teaching that will improve students' learning outcomes in English reading comprehension and also aid researchers continued search for variables (personal and environmental) that could be manipulated in favour of academic gains. Of all the variables that have attracted attention in this area of educational achievement, reading anxiety and reading motivation seem to be very crucial (Yan, 2004).

Reading anxiety is a specific phobia, toward the act of reading. It has been defined as an unpleasant emotional reaction toward reading that results when the student's intellectual drives of curiosity, aggression and independence become associated either singularly or in combination with significant disapproval of the reading process (Adams & Hyessk, 2007). Significant disapproval order is defined as a person or persons who have a significant emotional influence over the student's behaviour or belief system. A student who suffers from reading anxiety can exhibit a variety of symptoms that result from the inhibition of their intellectual curiosity, aggression or independence. Students who exhibit an inhibition of their intellectual curiosity typically manifest a non introspective/non reflective intellectual demeanour. These students often reside in social emotional environments that view learning and curiosity as something threatening. Reading anxiety, being a phobia, is associated with a strong negative emotional reaction toward reading. When the student's intellectual curiosity and attempts to read become linked to the disapproval of these significant order (such as a teacher, parent, or friend) anxiety sets in (Philips, 2010).

Usually anxiety is classified into trait anxiety, state anxiety and situation-specific anxiety. Trait anxiety, as Scovel (1978) noted, refers to a more permanent predisposition to be anxious" while state and situation-specific anxiety are usually experienced in relation to some particular event or situation (Brown, 2001). Reading anxiety, the research target of this work, belongs to the last category, which refers to the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient (Gardner & MacIntyre, 1993).

Unfortunately, little research has been conducted to date on the role of Reading anxiety in English Reading Comprehension (Sáenz, & Fuchs, 2002). Her studies were done on Spanish and not on English Reading Comprehension. Another one carried out on Japanese ESL students tried to find the relationship between foreign language classroom anxiety scales and foreign language reading anxiety scales. The two measure completely different components. It would be interesting to carry out a study in another setting where English is

one of the spoken languages. Therefore, the pervasive impact of anxiety on the reading comprehension process makes the identification of reading anxiety an important component of research. In this respect, this study shed considerable light on the reading anxiety phenomenon by investigating the reading anxieties of students of different proficiency levels. On the other hand, being a complex, multidimensional phenomenon, reading comprehension anxiety manifests itself in students differently, almost unavoidably, intricately intertwined with other factors, among which reading motivation is one.

The strength of reading motivation is a predictor of English Reading Comprehension learning performance that can have a conducive contribution on the quality of learning outcomes (Adams, 2006). The study was initiated by (Gardner, 1986). Motivation plays an important role in comprehending a text. Reading motivation is defined as the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading (Guthrie & Wigfield, 2000). Students' are motivated to read when they feel that they need something from the text. According to Polocco (2011) reading motivation is the key to unlock a student's desire to learn to read. Motivation is the fuel to reading. Brown (2001) divided the motivation theory into two kinds: intrinsic and extrinsic motivation. Edward Deci in Brown (2001) defined intrinsic motivation, as activities from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about internally rewarding consequences, namely, feelings of competence and self-determination. Extrinsic motivation itself was defined by him as extrinsically motivated behaviours that are carried out in anticipation of a reward from outside and beyond the self, such as; money, prizes, grades, and even certain positive feedback.

As opined by Poloco (2011), there can be little doubt that reading motivation is a compelling factor in English Reading Comprehension. Its contributions are obviously to be seen on the success of English reading skill. It seems easy to accept the assumption that learning is most likely to occur when we want to learn. However, the concept of motivation is with ease overlapped with other attributes. Thus, a crucial but complicated reading motivation is always the object of research since success or failure in English Reading Comprehension can be attributed to motivation.

On English Reading Comprehension classroom environment, Lawal's (2004) study revealed that free flow of communication interaction by teachers and students has positive effects on students learning achievement and attitude. In addition to this, Olorukooba (2002) advocates for subject matter mastery of teachers since it enhances or limits learning

achievement while Amuseghan (2007) believes that English lesson should be activity based to make it learners oriented. Abiodun (2009) established that classroom climate affects learner's achievement.

The English Reading Comprehension classroom environment on its part is the suitability of the classroom and the physical structures, which depict the existence of a learning environment. It is the type of environment created for the students by the school, teachers and peer group. It is the setting for, or surrounding of all forms of interactions. According to Marshall et al (2004) a reading comprehension classroom environment can either facilitate or inhibit students' achievement and attitude. Cynthia and Strange (2006) believe that conducive classroom environment has positive effects on students and brings about high learning outcomes among them.

Yoon (2007) stated that students need plenty of space and opportunity for cooperative learning experiences that support their social, emotional, linguistic, physical and cognitive development, and also supports their emerging cultural identities. Lack of these experiences prevents students from processing new information which enables them to make more substantive connections in their learning environment. The level of interaction provides students ample opportunity to speak with their peers and build their reading skill, which is particularly helpful for adequate and positive learning outcomes.

Abiodun's (2009) study opined that it is important to incorporate time into the daily routine for students to freely choose their learning experiences. Creating a welcome environment that students can connect with make for a more productive learning environment. Among the many strategies to accomplish this, a recommended approach is to have the classroom materials (including items from home or other "real-life" objects). These will help the overall learning environment reflect the diverse cultures and assets students bring from home. In addition, it can be helpful when areas are organized so students can readily access learning materials throughout the classroom, particularly for students with disabilities (Akube, 1991). Cummings (2000) suggests that labelling areas and materials in the English reading classroom environment would be one that assist students with making choices and identify how specific areas and objects are organized. In addition, the classroom should include quiet spaces that allow students to relax during stressful times. Resting places also should be comfortable, welcoming, and infused with fabrics and textures familiar to students' home lives.

The teacher's knowledge of the subject matter and the teaching methods are known to be highly important in bringing about good performance among students (Grabe, 2004).

Mourad (2009) stated that for learning to be effective, a method for presenting the language material to be learned should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers. Yusuf (2009) stated that most teachers of English language do not have the knowledge of the appropriate method/technique to use in teaching students reading comprehension. Reading comprehension lessons can always be meaningful if teachers encourage and stimulate students to always make use of their relevant schema (i.e. background knowledge/experience) to make and confirm predictions as they read the reading comprehension texts. Meaning does not always reside in the text. The reader has to activate his/her schema to make meaning out of print. The language teacher needs to guide children to achieve this by using interactive activities, active participation and collaboration and co-operative teaching/learning techniques.

When deciding what teaching method to use, a teacher considers students' background knowledge, environment, and learning goals knowing that they learn in different ways, but almost all respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use methods which cater to multiple learning styles to help students retain information and strengthen understanding (Obanya, 1980). A variety of methods are used to ensure that all students have equal opportunities to learn; dramatisation, miming, demonstration, pair reading, group work and interactive question and answer sessions which encourage pupils to perform different activities before, during and after reading to enhance language proficiency. A lesson plan may be carried out in several ways: questioning, explaining, modeling, collaborating, and demonstrating. For instance, a teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another method of questioning. A teacher tests the student on what was previously taught in order to identify if he/she has learned the material.

Whatever method/ methods a teacher adopts in teaching a lesson is based on some major ingredients upon which his classroom processes hinge on. These are the lesson objectives, the lesson content, the learners' activities and the lesson evaluation. Yusuf (2010) explained how these four variables are interrelated in a classroom teaching learning processes. Yalcin (2002) defined behavioural objectives as the intended learning outcome of the learners while Akinbobola (2006) said that objectives provide the starting point on which

all other learning experiences are based and these in turn are the materials of evaluation. The content or the subject matter is also a vital part in a lesson. It is the soul of effective teaching and learning. For a successful lesson to occur, the teacher has to present the subject matter in a proper sequence, following the maxims of teaching and make use of relevant instructional materials to aid his presentation (Afolabi, 2009).

According to Rothenberg et al (2007), certain fundamental instructional criteria must be considered before any teaching method can be operationally implemented. He said that the selection of any method should adhere to these five educational principles:

- The teaching technique should be suited to the readiness and maturity of the students;
- The method of presentation should be guided by the objectives of the subject matter (and of the topic) and the purpose of the school;
- Adequate equipment should be made available to ensure effective implementation;
- The procedure should be provided for sequential growth and development through a planned progression of activities and concepts; and
- There should be adequate planning and preparation on the use of any instructional approach

The choice of any teaching method depends on many factors. Aggarwal (2001) discussed some of the criteria for the choice of teaching methods. These criteria can be categorized according to their similarities under four main factors. These are: student's factors such as age, maturity, intellectual, capability learners' need and attitude. Subject matter factors include: nature of the subject, topic, behavioural objectives and environmental factors such as class size, instructional materials and societal perception.

Researchers have identified other factors as influencing reading comprehension learning outcomes. Perhaps the most important of these factors is the question of attitude on the learner. According to (Adeniyi & Bello, 2006), attitudes are positive or negative feelings that an individual holds about objects or ideas. In his own submission, King (2007) declared that attitudes are generally regarded as enduring though modifiable by experience and or persuasion and are also learnt rather than innate. King (2007) referred to students' attitude as the degree to which students have strong senses that they can be successful in meeting academic and school demands, Students' attitude also reflects the level of confidence or competencies a student has in completing or succeeding in academically related tasks (Adams, 2006).

Students' attitude reveals the type of behaviour a student will put on in achieving success in English Reading Comprehension. Attitude is an all – encompassing part of everyday life. Adeniyi (2007) defines attitude as a mental state that exerts influence on a person's response to people, objects and situations. Attitude is a complex collection of feelings, beliefs and expectations regarding people, organizations and things we encounter. In other words, (Lawal, 2004) defines attitude as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. He further asserts that attitude is an enduring structure of belief that predisposes the individual to behave selectively towards attitude referents such as any object, events and even constructs. In his opinion, such affective behaviour has been recognized to be central to both the means and end of the educational process. It is therefore, considered to promote or inhibit students' behaviour in the classroom and the home and ultimately learning and the choice of career. To this effect, attitude remains a variable of concern in educational research. Attitude towards a subject greatly influences achievement in that subject. Evidence has shown that positive attitude promotes learning while negative attitude debases it (Yoon, 2002).

Studies have revealed that students' attitude towards English Reading Comprehension is very important in the teaching – learning processes as well as in learning outcomes. (Yoon, 2007). He emphasized that by and large the teaching-learning context is significantly affected by our value systems or attitude. In his opinion, teachers are role models whose attitudes easily affect the students. Evdeyi (1991) stated that students' negative attitude towards a subject describes the growing index of dislike and unstable performance in the subject as well as the low moral attitudes and loss of essence of human value by the society.

Researchers have stressed the importance of developing favourable attitudes as a means of enhancing performance in the learning of English. Ige (1996), in relating attitude to achievement under some teaching strategies, concluded among other things on the relationship between academic ability and students' achievement in English Reading Comprehension. He stressed that students' attitude will guide teachers to plan their lesson for different ability groups in the class. He concluded by saying that factors like reading anxiety and lack of reading motivation produce poor achievement which in turn produce negative attitude to the subject.

Another immediate outcome of learning is student achievement. Achievement is generally a pedagogical terminology that measures learners' success in education through reports, examinations, researches and ratings with numerous factors or variables exerting influences. A key question then is how variables like reading anxiety, reading motivation,

classroom environment and methods of teaching influence learning outcome? The answer provides a basis for considering the ways in which the classroom environment and some other variables contribute to achievement, and how they use information about achievement to review and improve those aspects of its performance most likely to contribute to students' learning. Studies suggest that the aforementioned external factors including students' innate ability, environment and other factors account for 40 to 65 percent of students' learning outcomes (Education Review Office 2002).

In addition to the search for academic achievement and improvement, it is seemingly necessary to explore in predictive terms, students' personal characteristics because most human activities involve psychological constructs which may develop right from birth or in the course of learning. As Chauhan (2003) puts it, poor achievement is a behavioural deviation that is symptomatic. Similarly, national policy on education (FRN, 2004) and Okegbile (2000) noted that students' achievement is not only focused at preparation for useful living but also eligibility for higher education which are attainable through good study skills, attitudes or methods. Essentially, the national policy on education (Federal Republic of Nigeria (FRN) 2004) identified achievement contents according to school subjects while scholars and teachers advanced possible causes of low or high achievement of students in school subjects, textbooks used, teachers' method, personality, difficult concepts, curriculum contents, poor motivation, poor study habit, poor attitude, poor adjustment, lack of self concept, among others as possible causes of poor academic achievement (Edozie, 2001)

In the study of Papulova (2007), sociologists and developmental social psychologists have realised that the environment that values academic achievement and promotes intellectual activities achieve better academically. In students' achievement, one talks of the degree to which students have strong senses that they can be successful in meeting academic and school demands (Johnson, 2004). Several scholars reported a link between academic ability and achievement in the learning of English Reading Comprehension. Using a variety of Intelligence Quotient (IQ) tests and different methods of assessing language learning, Ige (1996) and Fakeye (2006) in their study concluded that intellectual ability (academic ability) was a good means of predicting how successful a learner would be in English. In his own submission, Lightbown (2003) submitted that intelligence is more strongly related to the development of reading, grammar and vocabulary. Findings by Layne (2009) indicated that high achievement and high attitude in students were positively associated with high achievement and high attitudes in their reading while in the pupils with low achievement and

low attitude, achievement was low, but attitudes were more favourable than those expressed by the pupils of middle achievement.

Most of these studies so far carried out looked at areas of academic ability, students' problems on comprehension and essay writing. Not much work has been done in the areas of appraising how psychological factors, classroom environment and methods of teaching contributed to students' English Reading Comprehension. Hence, this study considered the various ways necessary to fill these gaps by bringing some of the factors that influence English Reading Comprehension in senior secondary schools together to search for notable ways that would elicit positive learning outcomes.

1.1 Statement of the Problem

Learning is a complex process with a predictable end result. Reading comprehension is an aspect in English Language learning, but the inability of Nigerian secondary school students to match this aspect with learning contexts has affected their overall performance in examinations. Most of them exhibit gross deficiency in ability to interpret comprehension correctly to reflect the intended meaning of comprehension passages.

Studies carried at univariate levels attributed this ugly phenomenon to certain factors which were psychological, the environment of the child's learning and even the methods adopted by the teachers in teaching their lessons. None has been done at the multivariate level. Thus, this researcher pulled all the variables together to estimate how these factors correlated to English Reading Comprehension. This study, therefore, investigated the extent to which psychological factors (reading anxiety and reading motivation variables), the child's English Reading Comprehension classroom environment and the teacher's teaching methods contributed to Senior Secondary Students' learning outcomes in English Reading Comprehension.

1.2 Research Questions

Within the context of the stated problem, this study found answers to the following research questions:

1. What is the attitude of students towards English Reading Comprehension?
2. What is the status of an English Reading Comprehension class?
3. What are the composite contributions of psychological factors (reading anxiety and reading motivation), classroom environment, and teacher's teaching methods to students' achievement in English Reading Comprehension?

4. What is the relative contribution of psychological factors (reading anxiety and reading motivation), classroom environment and teacher's teaching methods to students' achievement in English Reading Comprehension?
5. What are the composite contributions of psychological factors (reading anxiety and reading motivation), classroom environment and teacher's teaching methods on students' attitude towards English Reading Comprehension?
6. What is the relative contribution of psychological factors (reading anxiety and reading motivation), classroom environment and teacher's teaching methods on students' attitude towards English Reading Comprehension?

1.3 Scope of the Study

The study found how reading anxiety, reading motivation, classroom environment and the teacher's teaching methods acted as correlates towards students' learning outcomes in English Reading Comprehension in Ondo State secondary schools. It covered seven Local Government areas in the three (3) senatorial zones of the state.

1.4 Significance of the Study.

The findings of the study would provide empirical data useful for formulation of policy that would help raise the proficiency level of Nigerian secondary school students and also improve their reading competence in English Reading Comprehension. The curriculum planners and all stakeholders in Education would be sensitized on the indispensable position of English Reading Comprehension in the overall knowledge acquisition process in formal education.

Education stakeholders would be sensitized to the important need of providing necessary infrastructure in the English Reading Comprehension classrooms for conducive and adequate teaching and learning.

The teachers of English language would be sensitized to the need to imbibe pragmatic competence as an important ability for overall reading competence. It would also ultimately improve the quality and standard of the use of English language among Nigerian students.

The findings would emphasize the essence of seminars and workshops for the teachers of English language.

1.5 Conceptual Definition of Terms

- Psychological Factors** These refer to actions or reactions that can be measured or observed such as students' interests, attention, learning emotions, anxiety, motivation, attitudes and will power in order to understand the learning process.
- Reading Comprehension:** It is a process involving the coordination of multiple factors such as text features, task demands and personal characteristics that a learner must harmonize.
- Attitude:** These are positive or negative feelings that a student holds about objects or ideas.
- Achievement** This is a pedagogical terminology used while determining learners' success in formal education and is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences.
- Reading Anxiety:** It is an intense apprehension or worry which makes language learners nervous, afraid or frustrated and which may directly or indirectly contribute to poor performance.
- Reading Motivation:** It is a process of influencing behaviour in language learners in such a way that the person is compelled to participate willingly towards the accomplishment of the goals of comprehension.
- Choice of teaching methods:** This refers to the methods the teacher chooses and makes use of due to the prevailing circumstances around him
- Learning Outcomes:** These are measurable behavioural expectations from students in terms of attitudes and achievements in English Language.
- Performance:** This is a measure of a person's learning outcomes with respect to either achievement or relation or both.
- Reading Classroom Environment:** This comprises seating arrangement, instructional materials, language books, language charts, resource centre, electronic gadgets and students' projects

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature on this study was reviewed along the following headings:

- Theoretical Framework on Reading Comprehension
- Importance and status of English Language in Nigeria.
- Background Knowledge to English Reading Comprehension
- Importance of English Reading Comprehension to Language Learning
- English Reading Comprehension Models
- English Reading Comprehension Problem
- Students English Reading Comprehension Anxiety
- English Reading Comprehension Motivational Aspects
- English Reading Comprehension Teaching Methods
- Students' Attitude towards English Reading comprehension
- Achievement in English Reading Comprehension
- English Reading Comprehension Classroom Environment and Students Achievement
- English Reading Comprehension Classroom Environment and Students Attitude
- Appraisal of Reviewed Literature

2.1 Theoretical Framework on Reading Comprehension:

Just like teaching methodology, reading comprehension theories have had their shifts and transitions. Starting from the traditional view which focused on the printed form of a text and moving to the cognitive view that enhanced the role of background knowledge in addition to what appeared on the printed page; they ultimately culminated in the metacognitive view. This is based on the control and manipulation that a reader can have on the act of comprehending a text which is a very complex process that requires many different skills (Hancock, 1998 & Brantmeier, 2005). Because of its complexity, researchers have studied and examined many different areas of reading comprehension. Some studies looked

at the effects of prior knowledge in reading comprehension while others like (Williams & Burden, 1997 in Phakiti, 2003) articulated contemporary views on learning when they stated that learning must focus on the learner, emphasising learner participation in the learning process as joint course-designer, decision-maker, and evaluator.

In this study, the researcher's focus was on the work of four theorists and their relationships with her work. These were Schema's theory of Reading Comprehension, Brunner's Theory of Instruction, Ausubel's Theory of Organization of Knowledge and Dunn and Dunn Theory of Environment.

The schema theory posits that comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehension of the text requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As Anderson (1977) points out the more knowledge of the world one has the better comprehension he gets about the text. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories. During the reading process, the reader brings information, knowledge, emotion, experience, and culture to the printed word to make decisions about what something means (Nassaji, 2002).

From this theory, it is clear that meaning is not fully presented in a text passively waiting to be decoded by the reader. Meaning is reconstructed or created during the reading process through the interaction of text and the reader's background knowledge. So what the teacher of English language should do is to be sensitive to potential comprehension difficulties which readers may encounter with a text due to a lack of familiarity with the content the text presumes and teach the students to link their prior knowledge with the text. The teacher moves from the known to the unknown. By doing this, the students can better understand the global meaning of the text.

Ausubel, D.P. (1968)'s in his Theory of Organization of Knowledge which has been of utmost importance to teachers while choosing the methods for their lessons referred to knowledge as what the learner should know or knows and which must be systematically arranged in a hierarchical order, that is, from simple to complex. With this, the learner may be spared the frustrations of trial and error or blind learning. He believed that each subject has its peculiar language and methodology to which the learner can be initiated. Durojaye (1970) cited in Ubom (2002) discovered that the readiness of a person to undertake an action

and sustain the effort required depends on the teachers methodology and the extent to which the student is motivated. For effective teaching, teachers of English language must use differential teaching methods that would help both low and high students in attaining positive academic achievement. They should imbibe the Skinner's (1957) theory of motivation and environment which advocated that teachers should create (with student input, if necessary) a system of positive incentives for individual, group, and class behaviour.

- Reward positive behaviour before reprimanding negative behaviour (for example, instead of punishing one student for not turning in homework, give all other students who did turn in homework consistent rewards until that will induce that one student to follow suit with the rest of class).
- Ensure that positive reinforcement is immediate so that it can be associated with the positive behaviour. This is crucial especially when secondary teachers see students for such a small portion of each day.
- Recognize the unique instructional needs of individual students and individual periods and modify instructional material and methods appropriately.
- Provide feedback as students' work, not just after they are finished with a particular task.
- Ensure that students have mastered prerequisite skills before moving on, even if this puts different periods of the same class on different tracks.

On Bruner (1966), his theory of instruction is structure, sequence, motivation, reinforcement and evaluation. To him, instruction refers to an effort to assist and shape intellectual growth and also as the systematic imparting of knowledge, skills and appropriate model of conduct of any material meant for learning. He sees learning as a generation of problems and active search for solutions. When ambiguities are dictated in lessons, the teacher directs the students to discover the solution to the problem created by utilising differential methods of learning of assimilation and accommodation. These energise the student and reading anxiety which is a factor that inhibits reading comprehension is easily erased. With the use of methods that could inform a child, the emotional state of "I can never read fluently or comprehend the passage will become; I can read fluently and comprehend all passages"

Dunn and Dunn (1998) proposed a theory that includes environmental, emotional, sociological, and physical stimuli as elements of learning style. Environmental stimuli are exterior to the person and include sound, light, temperature, and design. Physical stimuli are

seen as internal and include perceptions (per the five human senses), intake and time. Chamot (2005) claimed that studies conducted during the last decade have found that students' achievement increase when teaching methods match their learning environment. Eskey (2005) also proposed that a well-designed, well-structured learning environment provides the scaffolding for problem-solving. Miller (2008) believes that classroom environments are most effective when they are literate and purposeful, organized and accessible, and, most of all, authentic. He states that classroom environments must be attractive, comfortable, and purposeful, providing materials that support work with children, structuring time to support their goals, in order to surely reap the results of their efforts. The arrangement of an English reading comprehension classroom environment helps determine the type of teaching that will take place there (Weinstein, 2001).

Evans (2005) believes that designing the reading classroom is a top priority in a balanced literacy classroom since the environment directly contributes to the teaching and learning that takes place in it. Although balanced literacy reading classrooms may vary somewhat in their layout, they are always welcoming, joyful places that promote conversation, collaboration and inquiry. In a balanced literacy classroom, students are actively engaged in their pursuit of knowledge and view themselves as readers, writers and explorers.

In the light of the above assumptions of the theorists and studies carried out at various levels, which were mainly at univariate levels, this study, however, was different since it was done at multivariate level and the analysis considered from the users end. This, therefore, made it unique as all the variables were correlated to determine students learning outcomes in English reading comprehension. The study, posited within the theorists' views, shared some common principles with the researcher's work which focused on the contributions of;

- psychological factors (reading anxiety and reading motivation) to students learning outcomes.
- the environmental stimuli (English reading comprehension classroom environment) on students learning outcomes
- the teachers' teaching methods to students' learning outcomes,
- contributions of all the variables put together to Senior Secondary School 2 students learning outcomes in English reading comprehension.

The researcher's view represented Anyakwo (2004) submission which emphasized the understanding of the internal operation of the learner which results in learning as a necessary means of controlling the stimulus and of determining the response for proper

comprehension of any learning material. The above approaches are certainly helpful to enhance the students' prior knowledge and guide them to link their existing knowledge to the new world so as to reach a global understanding of the text. This, fueled with adequate methodology and conducive learning environment are also bridges connecting input and output. They help students to receive the new easily, and also promote students to produce their thinking, which improves their comprehension ability.

2.2 Importance and status of English Language in Nigeria

Language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system of communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas specifically, human speech, and the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

English Language is the instruction language in schools and colleges in Nigeria which enable student to effectively communicate with the wider world. Literature has revealed that English language plays a prominent role in the society. It serves as an official language that is used for the purposes of administration and governance. By implication, government records and all other documented records of both federal and state governments are written in English language. It is used as a second and an official language in Nigeria. It is also used in government, business, commerce, mass media as well as a medium of instruction and expression in Nigerian schools, (Adepoju, 1998 & Awonusi, 2004). English Language is an instrument for effective teaching and learning so as to improve learners' academic performance. Isiugo-Abanihe and Labo-Popoola (2004) observed that the main aim of teaching English in Nigeria especially at the secondary school level is to inculcate in learners permanent literacy in the language and also to lay a solid foundation for their higher academic pursuits.

Baugh and Cable (1993) cited by Adegbile (1999) revealed that English Language is one of the most important languages of the world. According to them English is the largest of the accidental languages and spoken by more than 370 million in United Kingdom, USA and the former British Empire. They also submitted that French and English are both languages of wider communication. According to Tomlinson (2006) Britain, Australia, New Zealand,

Canada and the United States speak English as their first language while Norway, France, Italy, Spain and Germany, Brazil, Zaire and Senegal accommodate English as a foreign language. Among the countries that employ English as a second language are Nigeria, Ghana, Zambia, Singapore, Hongkong, Fiji and Malawi (Urua, 2004). English language is one tool to establish one's viewpoint. One can learn from others' experience, check the theories of foreigners against his experience, reject the untenable and accept the tenable. One can also propagate his theories among the international audience and readers.

One can make use of English to promote his worldview and spiritual heritage throughout the globe. Generally, Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as World English

English Language has become an indispensable tool through which Anglo-phone African countries engage in the world and this has made the mastery of English Language both in the spoken and written imperative Oyejola (2007). English language became an official language when colonialism began in Nigeria. Since that time, English became greatly important in the affairs of the nation. Bamigbose (1999) reveals that English Language is a linguistic tool which links all the 140 million people with about 400 indigenous and mutually unintelligible languages together in Nigeria. Moreover in the mass media, English is used in all the national newspapers, on the television, for radio news and announcements

Urua (2004) stated that English has assumed an important status in Nigeria. It is the language which unites the 515 ethnic/linguistic groups in the country. It is Nigeria's national and official language, that is, it is used to transact government business; in educational institutions; in trade and in the judiciary. Crystal (2003) says that English ranks first among the top 20 languages in the world adopted as official languages, and spoken as first language by many technologically advanced countries of the world. English Language promises to be an effective tool for technological advancement in Nigeria.

According to Crystal (2003), language is not only thought, but also an instrument of thought about Western technology, which Nigeria seeks to acquire. Thought is done mainly in English, hence, the crucial role of English in Nigeria's quest for technological

breakthrough. Ifenesia's (1998) findings further revealed that only about 10% of Nigerians speak and think in their various 515 indigenous languages. As a unifying language among the different linguistic groups, English promotes nation-building and progress in Nigeria. Certainly, English is Nigeria's language of international diplomacy, politics, communication, and co-operation. It is a language of broadcasting; a requirement for entry into tertiary institutions and high government employment in the country. There is therefore an urgent need for sincere teaching and learning of all the skills especially the reading comprehension aspect of the language so as to accord its pride of place in our national scheme of things. Without doubt, the copious roles of English in Nigeria's national integration, aspirations and progress guarantee a future for English in Nigeria.

2.3 Background Knowledge to English Reading Comprehension

According to (Brantmeier, 2005; Martin-Chang & Gould, 2008) reading comprehension is the intentional thinking during which meaning is constructed through interactions between the text and the reader. This construction of meaning during reading is a complex merger of skills, background knowledge and text mediated by the language skills, motivation and interest of the reader which according to (Brantmeier, 2005; Robinson, 2006 & Pulido, 2007) covers the full spectrum of Bloom's taxonomy in critical thinking including knowing facts, understanding concepts, application, analysis, synthesis, and evaluation.

Background knowledge is an important aspect to successful reading. In second language research, there is evidence that having this prior knowledge plays a significant role in comprehension (Johnson, 1982; Lee, 1986; Hammadou, 1991, 2000; Nassaji, 2003; Brantmeier, 2005; Pulido, 2004, 2007). For example, Johnson (1982) finds that a lack of cultural familiarity in ESL students has a greater impact on reading comprehension of a passage on Halloween than the pre-teaching of vocabulary. Lee (1986) has studied the effects of background knowledge in reading, understanding and recalling of text in second language learners and finds that the learners' ability to recall is enhanced when they are presented with one of the three components of background knowledge, context, transparency, and familiarity. One theory concerning why background knowledge affects comprehension is the ability of the students to make inferences. According to Hammadou (1991) inference refers to a cognitive process used to construct meaning through a thinking process that involves reasoning beyond the text through generalization and explanation. In the study, Hammadou (1991) examines inference strategies used by students and finds that background knowledge affects the comprehension process. The results of the study show that beginner readers use a

greater amount of inference in recall than advanced readers. Because greater inference is used by novice readers, this is an indication that the readers' background knowledge affects the comprehension process and that recall and comprehension are not the products of the text alone.

Kolawole (1998) opines that comprehension involves the construction of coherent mental representations of information. Constructing this mental representation through reading requires readers to process the meaning of individual words and phrases and to figure out how these words and phrases relate to each other not only within the text itself, but in relation to an already established knowledge base. The contribution of background knowledge to English Reading Comprehension became an active area of inquiry from the 1980s by the proponents of top-down theories in form of schema theory, because they favoured a view of the reading process in which the activation of higher order ideas triggers thinking about finer details (Pressley, 2000). Students with high levels of background knowledge will be able to de-code and understand the reading passage better than students with low levels of background knowledge (Nation, Clarke, Marshall, & Durand, 2004).

Schema theory assumes that knowledge and experiences are organized in large, abstract, mental frameworks which are stored in long-term memory. When a reader comes to a part of the text that requires his attention, he activates his schema based on prior experience with the topic or text type. As soon as the connection is made, reading continues, and the new piece of information becomes part of the schema. Over time, new conceptualizations are built, and these new mental representations contribute to the understanding of text encountered at a later time. While this conceptualization of the reading process appears logical in view of cognitive learning theories, schema theory has encountered its share of criticism (Grabe, 2009). Those critical of schema theory do not question the role of background knowledge in reading comprehension. Instead, they argue that the reading process also consists of facets that do not require the activation of massive abstract knowledge that is at the centre of schema theory (Pressley, 2000 & Grabe, 2009).

One point that both proponents and critics of schema theory agree upon is that background knowledge is multifaceted and is activated from within the text (Alderson, 2000). As Dole and her colleagues state, all readers, both novices and experts, use their existing knowledge and a range of cues from the text and the situational context in which the reading occurs to build, or construct, a model of meaning from the text. According to this view, even novice readers can behave like experts when presented with texts and tasks for which they possess appropriate knowledge. Conversely, even expert readers can be reduced to novices

when presented with obscure or ambiguous texts. (Dole, Duffy, Roehler & Pearson, 1991; Grabe, 2009) proposed that there are four types of background knowledge, namely world knowledge, cultural knowledge, topic knowledge, and content knowledge. Hussein (2005) only listed two types of knowledge. In their view, content knowledge consists of the breadth of the knowledge in a specialized field (e.g., History, Physics & Mathematics), whereas topic knowledge is related to the readers' familiarity with the subject or concepts contained in the passage to be read (e.g., democratic forms of government, force and motion, surface area calculations).

Cultural knowledge of the information presented, which represents the second type of background knowledge proposed by Grabe (2009), has repeatedly been found to be a determining factor of text comprehension in studies with second language readers (Pritchard, 2008). In his regularly cited study on the effect of cultural background knowledge on reading comprehension strategies conducted with American and Palauan eleventh grade students, Pritchard (2008) identified two main findings. First of all, the students recalled significantly more text units in the culturally familiar passages than in the culturally unfamiliar ones, and the cultural familiar passages caused them to produce more elaborate recalls. Secondly, the cultural schemata appeared to influence the types of strategies that the students deployed.

Johnson's (1992) research also bears mention in relation to cultural content familiarity, even though her study was conducted with 72 advanced university ESL students. She studied the effect of students' prior cultural experience with a familiar aspect of a common American custom, Halloween, compared to information related to an unfamiliar aspect of the custom, and investigated whether pre-teaching of unfamiliar vocabulary words would impact recall as opposed to the presentation of the vocabulary during the reading event. The results of the study did not support the notion of benefits derived from vocabulary instruction prior to reading, as the exposure to the target vocabulary did not impact prior knowledge sufficiently to have a significant effect on reading comprehension. The only determining factor appeared to be prior existing knowledge. Having established the importance of content and topic knowledge as well as cultural background knowledge, the question that arises next is whether there are certain other features within a text that require a reader's attention to the point that background knowledge needs to be activated.

First, are the linguistic features; the variables that impact text complexity for individual readers from a linguistic point of view consist of vocabulary and syntax (Alderson, 2000; Koda, 2005). Numerous studies have shown strong reading-vocabulary relationships with students at various age groups and across different cultures and languages. For example,

in their study of twenty-seven elementary school children who received 5 months of intensive vocabulary instruction through semantic categories, Beck and her colleagues (Beck, 1999) established that the experimental group had not only learned more vocabulary than the control group, but showed better comprehension of texts where these words occurred. Torgesen (2007) and his colleagues described vocabulary knowledge as the —breadth and depth of knowledge about the meaning of words. Before readers arrive at determining the meaning of a word, they need to recognize the word on the page, and they need to do so effortlessly and with a high degree of automaticity (Stanovich, 2000; Grabe, 2009). Automaticity word recognition is important because decoding and comprehension compete for the reader’s short-term memory capacity (Kautman & Franco, 2004).

The number of words a reader must know to readily comprehend a text is staggeringly high. A 98% threshold of known words to understand a text has been posited by different researchers (Nation, 2005). When they considered three text short novels, He discovered that knowledge of approximately 5,000 word families would be needed to complete the reading task at the 97-98% coverage threshold. Grabe (2009) cites reports of several vocabulary researchers who estimate that graduating high school students would be likely to have a lexicon of approximately 40,000 words. When considering the running count of 2000-word academic text, Nation (2001) found that about 80% of the words were high frequency. They included both function words like —the or -a and content words such as —government, —adoption or —represent. The remaining words involved a more specialized lexicon and were distributed among the three categories of academic vocabulary (9%), technical vocabulary (5%), and low-frequency (5%) (Nation, 2001). Related to this text analysis, (Levine & Reves, 1990) determined that second language readers of academic text deal more easily with special terminology than they do with general vocabulary.

Successful readers come to the reading task with a substantial vocabulary base which they further built up through exposure to text. Adolescents who do not possess a large enough vocabulary to be successful need to be instructed on selected new vocabulary (Torgesen, 2007). They also need to learn word analysis skills (Nation, 1990), as students after third grade learn new words both through inferring their meaning through the context and through knowledge of morphology (Graves, 2000). He adduced that strategies can assist readers to overcome comprehension issues when they come across unknown words by engaging in a —psycholinguistic guessing game which involves the consideration of context clues aders can also decide to derive the word’s meaning through their knowledge of morphology, or

they may employ their morpho-syntactic knowledge to determine the word's part of speech from its position in the sentence (Grabe, 2009).

Syntax is the second linguistic variable that has been proposed as a factor in students' comprehension and ability to recall information (Hudson, 2007 & Grabe, 2009). Grammar knowledge and grammar sensitivity have been shown to impact both the level of understanding and the process of reading (Siler, 1994). Investigating the effects of syntactic and semantic violations and their interaction on second and fourth grade students' oral reading performance, Siler (1994) found syntax to have a higher effect than semantics. Participants who violated sentences syntactically during the oral reading task also violated them semantically, but the reverse was not the case. He also noted that the syntactic and/or semantic violation remained intact across grade levels

Siegel and Ryan (1988) studied a total of 282 students aged seven through fourteen, half normally achieving students and half students with two different learning disabilities (reading and arithmetic) or with attention deficit disorder. In this study, grammatical sensitivity was measured through four distinct tasks, the ability to correct grammatically incorrect sentences, understanding of acceptable word order, control over regular and irregular morphological features, and the ability to remember varied grammatical structures. The researchers found that normally achieving students developed grammatical sensitivity in the early elementary grades, whereas students with reading disabilities became aware of basic grammatical language functions later and still lagged behind in middle school. Additionally, students with a reading disability scored lower on all tasks than the other students (Siegel & Ryan, 1988). These results illustrate that syntactical awareness or knowledge impacts the performance on reading tasks.

Secondly, are the form-related features; text variables have been investigated by L1 and L2 specialists in numerous disciplines, including literacy, linguistics, communication, rhetoric, cognitive psychology, and sociology (Alderson, 2000). Research conducted in these fields has supported the assumption held in L1 and L2 reading research and instruction that texts have structures above the sentence level, and that patterns of organization directly influence how writers compose texts and how readers read them (Grabe, 2009). Different terms have been utilized to describe this phenomenon, including rhetorical organization, discourse structure, text type, or text structure. Ellis (2006) described text structure as " how the ideas in a text are interrelated to convey a message to a reader". According to (Dole et al., 1991), knowledge of text structure encompasses both story grammar knowledge for narrative text and general knowledge of the overall or top-down structure of expository text. They

provide a valuable review of research studies that illustrate the role of knowledge about text structure in readers' ability to distinguish important from unimportant information as well as in recalling information.

Classroom research has shown that expository texts cause readers to experience more comprehension difficulty than narrative text (Taylor & Beach, 1984; Sáenz & Fuchs, 2002), but that text structure instruction can help both L1 and L2 students comprehend expository text (Carrell, 1985; Taylor & Beach, 1984). Sáenz and Fuchs (2002) researched the effect of text structure on reading fluency and comprehension with 111 high school students enrolled in remedial reading and special education classes. The participants read two narrative and two expository texts aloud and then verbally answered ten comprehension questions. The researchers reported that not only did expository text result in less fluent reading, but this type of text also significantly impacted the students' comprehension.

Taylor and Beach (1984) conducted a seven-week reading instruction study with a total of 114 middle school students who were assigned to one of two instruction groups or a control group. The experimental instruction group received instruction and practice in the production of a hierarchical summary of social study material covered in class. The second group received conventional directed reading lessons that required written answers with the same material, whereas the control group did not receive any special instruction on the material. Pre-post test and written recall analyses showed that the instruction and practice of hierarchical summary enhanced students' recall for relatively unfamiliar social studies material and resulted in higher post-test results compared to the other two groups for the passage of relatively unfamiliar text. Both the experimental group and the conventional instruction group had higher post-test scores on relatively familiar material than the control group. The researchers hypothesized that when reading familiar material the rigor of the hierarchical summary procedure may not be necessary, as the students are able to process the gist of the material without it.

Although conducted with adult ESL students Carrell's (1985) training study related to text structure deserves mention here because the texts used in the instruction were highly reflective of the types of text that students at the secondary level typically encounter. The five-week study involved 25 adult intermediate-level ESL students who were assigned either to an experimental group that received training on top-level rhetorical organization of expository discourse, or a control group that performed linguistic operations with the same texts that consisted of grammar exercises, sentence analysis, cohesion and vocabulary practice. Carrell found that the experimental group recalled significantly more information

from the two texts read for the post-test than the control group in high-level idea units, medium-level idea units, and low-level idea units. Additionally, the experimental group's means for high-, mid-, and low-level idea units recall were higher than those of the control group. Carrell concluded that the overt teaching about top-level rhetorical organization of text had facilitated the ESL students' reading comprehension.

Also, the psychological factors which have a lot of impact on learning outcomes has been investigated by educational psychologists for quite some time. Practitioners at all levels, but especially at the middle and high school levels have talked about the difficulty of working with disengaged students: As anyone who has spent time with middle and high school students can attest, attempting to build the skills of disengaged adolescents is a futile enterprise. Whether expressed as defiant noncompliance or passive —checking out, student who refuses to learn will succeed in that effort. (Learning Point Associates, 2005) specific to reading in the L1 setting, Guthrie and colleagues studied and presented empirical evidence of the direct positive effect of motivation and engagement on reading comprehension and learning (Guthrie, 2001; Guthrie & Wigfield, 2000; Wigfield & Guthrie, 1997; Guthrie, Wigfield, Metsala & Cox, 1999). However, since their empirical work on Concept-Oriented Reading Instruction (CORI) was conducted with students in elementary school, and focused on the role of intrinsic motivation in facilitating reader engagement in instructional reading and learning settings, this line of investigation is not directly connected to the present study.

As McKenna, Kear, and Ellsworth's (1995) national survey has shown, students' attitudes toward recreational and academic reading changes considerably between first and sixth grade, going from positive to indifferent. Given this trend of declining positive attitude toward reading, students' attitudes in the upper middle and high school grades are likely to be similar if not more pronounced. Secondly, the situational context of standardized reading achievement tests does not lend itself to the application of engaged reading behaviours as described by Guthrie and his colleagues. They cannot display self-directed behaviour by starting and stopping their reading —at appropriate times (Guthrie, Wigfield & Perencevich, 2004,); they cannot be socially interactive and question each other on the author's intent or their understanding of the text; and they are most likely more driven by the extrinsically motivated performance goal of obtaining as high a score as possible rather than being mastery-oriented. In short, the high-stakes testing situation does not foster the kind of reading motivation in which the individual's long-term —goals, values, and beliefs with regards to topics, processes and outcomes of reading (Guthrie & Wigfield, 2000,) come into full play as they would in an instructional situation.

A line of research on psychological factors and reading comprehension that does offer the potential of linking the reading process to outcomes in the context of standardized testing is that of interest, especially in the case of situational interest which is short-lived and caused by either text or test (Krapp, Hidi & Renniger, 1992). In their examination of the multidimensional nature of learning from text, Jetton (2000) identified, among others, the role of reading goals and motivation as important elements in the reading process. Within motivation, important analyses of learning theory and empirical research on motivation and interest were conducted by Schiefele (1991) who asserted that motivation is always determined by content, and is directly related to specific activities, tasks, and topics or subjects.

Personal reading motivation in the domain has been shown to affect reading comprehension by numerous researchers. For example, Brantmeier (2006) reported on two experiments that investigated the interrelationship between subject-matter knowledge, motivation, and recall of lengthy passages in physics and immunology. Although the research was conducted with undergraduate and graduate students and not with secondary school-aged students, the findings bear notice since no main difference was found between the undergraduate and graduate students, pointing to a stable phenomenon. Additionally, content-area expository text, as previously explained, presents a large proportion of text types and passages from which adolescent readers are expected to learn. Jeton et al. (2004) found that students performed lower on the written recall task than their peers when they had little topic or domain knowledge and reported general disinterest in said topic or domain. Other studies confirming such findings have led to general agreement among L1 reading researchers that a positive relationship exists between personal motivation, prior knowledge, and comprehension (Brantmeier, 2006).

Second language reading research settings have not yet yielded such consensus. As Brantmeier (2006) and Grabe (2004) correctly state, research has produced a significant amount of research findings that suggest a positive relationship between motivation, interest, and learning. When applied to reading research settings, however, there are not only significantly fewer studies, but the evidence presented indicates little effect of motivation and topic knowledge on comprehension. Pulido (2004) did not detect a significant relationship between prior knowledge and topic interest on multiple choice tests in their sample of 104 Spanish-speaking students who were enrolled in English for Academic Purposes programme.

Similarly, Brantmeier (2006) reported on a study with young adult learners of Spanish in which she found that the participants' source of motivation was similar to that in first language studies, namely cohesion, prior knowledge, engagement, and interest. However, reading motivation that was related to the three different comprehension assessment tasks was unique to this study.

2.4 Importance of English Reading Comprehension to Language Learning

The word 'reading' means so many things to so many people (Yalcin, 2002). It is the only known time machine that can recreate the events of the past and open the vistas of the future (Yalcin, 2002). Adegbile (1999) defined reading as: the complete act of recognizing visual symbols and interpreting these symbols in terms of the reader's background experiences. He pointed out that reading is regarded as a complex process involving the recognition and correct interpretation of visual stimuli as intended by the encoder. Ngwoke (2006) defines it as the recognition and conscious reproduction of written or printed symbols, letters, words, word group and sentences either mentally or vocally by means of eye or finger contact. It can also be conceptualized as one's ability to acquire information by identifying written symbols". In this context, "eye contact" relates to humans that have no visual impairment, whereas finger contact relates to the blind that make use of the Braille writing. Liu (2006) pointed out that reading is a specialized and complex skill involving a more general or lesser skills.

The first of the skill is ability to recognize ink marks on a page. The second is the ability to correlate the patterned shape or written marks on paper with spoken language, (these are referred to as normal linguistic elements) while the third is purely an intellectual one, that is, the ability to identify the written marks on the paper by way of the formal elements of language, e.g. sounds or words – with the meanings they symbolize. According to (Unoh, 1983) cited by Akande (1996) reading is a complex language processing behaviour that entails interpreting or getting meaning from written or printed material. Caldwell (2002) said that reading is the process of recognition, interpretation, a perception of written or printed material and finally, a process of communication from the writer to the reader which involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension. Reading thus involves an understanding, not only of literal sense or meaning of written or printed material, but also the meaning implied by the author's mood, tone, intent and attitude towards his subjects, readers and even himself.

The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless (Gunning, 2002). Although difficult to define, reading comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind. Aukman and Aukeman (1981) harped on the idea that comprehension is the act or process of understanding the nature and meaning of something; the act or process of grasping with the mind. Meaning resides not on the printed page but in the mind of the person who reads the words. Leech (1981) opined that comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. On the other hand, it is a process of negotiating understanding between the reader and the writer. It is a more complex psychological process and includes linguistic factors, such as phonological, morphological, syntactic and semantic elements, in addition to cognitive and emotional factors. The reader receives information from the author via the words, sentences, paragraphs, and so forth, and tries to understand the inner feelings of the writer. The process of reading deals with language form, while comprehension, the end product, deals with language content (Yalcin, 2002). Unoh (1980) and Okwilagwe (1992) have identified eight skills of reading comprehension. These involve locating details, recognizing the main ideas, drawing conclusions, recognizing cause and effect relationship, understanding of words in context, making interpretations and making inferences.

Yalcin (2002) stated that reading involves an interactive combination of bottom-up (i.e., the readers perceive input progressing from the lowest level of reading (e.g., interpretation of symbols) to the higher levels processes (e.g., assigning of meanings to words) and top-down (i.e., the readers generate hypotheses, and use prior knowledge and experience to form inferences (Hudson, 1988; Stanovich, 1980). Bottom-up reading is a linear process from graphic symbols to meaning responses. Readers check words individually, sound them out phonetically, move forward to the structure and meaning of larger syntactic units, such as sentences. That is, they perceive input progressing from the lowest level of reading, i.e., interpretation of symbols, to the higher levels of assigning overall meaning. Based on Eskey (2005), bottom-up processes are composed of a broad array of various complex skills, such as word recognition, spelling, morph-phonemic processing and morph- syntactic parsing. Top-down reading is a hypothesis-driven process. For example, readers predict what will come next, test their predictions and adjust or confirm them. They use background knowledge to create inferences and decode symbols only when necessary for comprehension.

In reading, both processes are regarded as equally important. The extent to which top-down or bottom-up reading process is involved more or less in a particular reading context depends on the nature of the reading text, the readers' reading purposes, their language proficiency, their attitudes toward reading, their interests in reading a particular text, and their available background knowledge associated with the text they read (Alderson, 2000; Koda, 2005). It should be noted that there are two levels of interactiveness in reading (Grabe, 1991). The first is that the readers interact with the text as an attempt to construct meaning using both the knowledge from the text and the background knowledge they have about the text. The second is that interactiveness involves multiple simultaneous component skills which range from automatic to strategic.

Reading is also a process that involves the transmission of an idea through several imperfect media. For example, the author must have a clear idea in his mind, and then reduce this idea to written language; this will be printed; and finally the reader looks at the printed word and forms an idea. Reading can be thought of as being on two levels at once. First of all, the reader should get the objective information i.e. facts. According to Phakati (2006) these facts require little interpretation or judgment. Then on a higher level, the reader should be able to get subjective information, i.e. the tone and the mood of the story, unstated ideas or the overall information. It might only hint at other situations with which the reader is supposed to be familiar. Or the reader might be expected to generalize from the specific facts given, in order to get a main idea.

(Duke & Pearson, 2001) also stated that reading comprehension consists of several levels of understanding, beginning with an understanding of the literal meaning of text. Skilled readers go beyond this literal meaning, however, to develop an understanding of the context in which the passage was written, its genre, its purpose, and its relationship to other knowledge about the world and the specific situation addressed in the text. Research indicates that good readers actively construct meaning by interacting with the text they read with a purpose, and they use a variety of strategies before, during and after reading. Active readers read fluently and accurately, make predictions as they read, draw on prior knowledge to understand text, make inferences, can analyze text structure, are able to summarize what they have read, can extract the "big ideas" from text, monitor their own comprehension, can read a variety of genres

Authors may not state the main purpose of a piece of writing. It is for the reader to bring his background knowledge and thinking ability to get the main idea. "Readers who can only read facts and nothing more can never be called good readers." On the other hand,

readers who can get the facts seldom get the subjective points. While teaching reading comprehension, the teacher must always keep in mind that the goal is to understand what the author meant. Brown (2007) writes that undoubtedly students of any language need to be able to read in that language. However, it is not very clear what is exactly meant by reading. Native speakers read a big deal of material each day depending largely on their motivation for reading. Reading in a foreign language is a very useful and relatively painless way to improve the command over the target language. When students already have a thorough understanding of the basic structure and vocabulary of the language, they are able to tackle and enjoy authentic texts on subjects of their interest.

The benefits of reading widely and relatively long texts are enormous for students with a relatively high level of proficiency in the language. They have different needs and different problems from those which they faced at lower educational levels. As they have already studied the vast majority of structures and ways of expressing meaning in English, these students need to be well familiar with the intricacies of these structures, rather than learning ever more. Through reading they can have better understanding of “the subtleties and shades of meaning carried by the use of a particular choice of words in a particular context.” Grammatical Structures and vocabulary can be learned easily through reading a lot. While students are about to complete their formal study of the “structural elements of English”, vocabulary will continue growing. Hussain (2005) writes that a person who comprehends English language has the following capabilities:

- He is able to read
- He is able to understand “the lexical and the structural meanings of the words, phrases and sentences.”
- He can take in complete phrases or groups of words at once and when reading aloud, use appropriate sounds, juncture, stress and intonation pattern.
- He can guess the meaning of unfamiliar words while reading a text.
- If he is unable to guess the meaning of an unfamiliar word, he can find out it in a dictionary.
- He can skip unnecessary information while skimming.
- He is able to read silently without moving his lips.
- He is able to differentiate between opinion and facts.
- He can locate the topic sentence in a paragraph.
- He can make a summary of important points.

- He can distinguish between various moods of the writer.
- He can recognize the meanings of various graphic signals such as punctuation marks, etc.

Vaughm (2004) writes that reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading. The “attainment of simple reading” is not the quest. An insight, compassion, open-mindedness and tolerance must be developed. So many of young readers are interested only in fast – paced thrillers, which leave little room for reflection and shiver readers when asked to read a classic agitate with loud groans (Phakati, 2005).

He further defines reading as a process involving the following seven steps:

- Recognition i.e. the knowledge of the alphabetical symbols. This step takes place the instant before the physical reading begins.
- Assimilation – by which light is reflected from the word received by the eye and transmitted, via the optic nerve, to the brain.
- Intra – integration – a process equivalent to the basic comprehension, referring to the linking of all parts of the information being read with all other appropriate parts.
- Extra – integration i.e. bringing of previous knowledge to the material being read and making appropriate connections, analyzing, appreciating, selecting and reading.
- Retention i.e. the basic storage of information.
- Recall i.e. being able to get back from the storage whenever and whatever is needed.
- Communication i.e. the use to which the information is immediately or eventually put.

Reading is indeed very important in learning any language. To give reading its due importance in various systems of language learning, it is a dire need of time to understand the importance of reading in language learning with particular reference to learning English as a second language. Language skills are usually grouped as receptive skills i.e. reading and listening, and productive skills i.e. speaking and writing. People who use a language have a number of sub – skills within each of the four main skills (Acar, 2005). The basic purpose of reading in first language learning is somehow different from that of second language learning. In foreign language learning, reading is often used for purposes which are different from those found in mother – tongue. The most typical use of reading in a foreign language class is to teach the language itself. In this way, vocabulary, structures and other things can

be learnt through reading in a foreign language and to extend command over that particular language (Acar, 2006)

Knowledge of all kinds is a powerful determinant of reading comprehension. This includes knowledge of words, knowledge about syntax and about story structure, and knowledge about the subject matter addressed in the text. This complex system of knowledge allows readers to make inferences regarding literal meanings such as connecting pronouns to their referents as well as more complex inferences of meaning based on how elements of the text relate to each other and how the passage relates to other knowledge the reader brings with her.

Prior knowledge regarding the topic of reading passages is one of the most important kinds of knowledge children bring to reading comprehension. To a certain extent, readers with prior knowledge may even be able to compensate for undeveloped word recognition skills or unfamiliarity with vocabulary. In most cases, students rely on both prior knowledge and word recognition skills to make sense of text. Reading lots of genres, seeing many kinds of words, asking predictive and analytic questions before and after readings can also have positive effects on both vocabulary and comprehension (Hiebert, 2006). Students who develop a positive attitude toward reading are more likely to read independently and to sustain their interest in reading as they advance in school. While attitudes about reading are not directly related to initial reading achievement, motivation is clearly important to developing children's identity as readers (Snow, Burns, & Griffin, 2008).

Early intervention is the key to preventing later reading problems, and depends upon monitoring for reading with comprehension early in the reading process. Having students retell stories or recount what they have learned from informational texts is one way to check for problems with reading comprehension. With support from teachers, low achievers can learn many of the strategies that good readers use when interacting with text. The teacher starts by naming the strategy, talks about when the strategy would be used, discusses how the strategy could be integrated with other strategies, shows students that it works by modeling it or doing it, thinks-aloud, practices the strategy together with the students, uses guided practice, ends with independent practice (Duke & Pearson, 2001; National Reading Panel, 2000)

For effective teaching, the teacher could use the following before reading: teach cognitive strategic reading strategies such as K-W-L activities (assessing prior knowledge of a topic) do "picture walks" and make predictions, review key words or new vocabulary, choose rich and interesting literature or texts relating to student experiences, select content-

area texts to teach reading, During reading, the instructor could do the following; model for students how to monitor their own comprehension by using think-aloud, use self-questioning strategies, such as "What do I already know about puppies?" "How is this similar to what we learned last week in our unit on caring for pets?" Ask and have students look for answers to focusing questions as they read

Then for teaching Strategies to use after reading, teachers of English language must ensure that students work in cooperative learning groups or with a peer to discuss and interpret text. They are to answer both literal comprehension questions, for which they can refer directly to the text, as well as more cognitively challenging questions, which require the students to make inferences, make graphic representations to demonstrate what they have learned and summarize the big ideas in the text. For fiction, have students use story maps and analyze story structure. Also, do oral and retellings of readings, using pictures when they are learning story parts such as beginning, middle, and end. Teachers can use prompts such as "Tell me what happened in this story in your own words, as if I were a friend who's never heard it," or "What happened next?" to encourage students to elaborate about what they know. Also, prompt for information about the plot, the progression of events, climax, and story resolution if students do not offer this information in their retellings. For non-fiction, have students write summaries, opinion pieces, or other responses. Sewjee (2008) writes that reading has more important part to play than speaking and listening for a learner as without reading he cannot achieve his goals. While reading a book he can travel to all around the world while sitting in his place and can make contact with all kinds of people and comes across all sorts of dialects. He learns to distinguish between good and bad and acquires all kinds of information, which helps to be a better speaker and a better writer.

Guthrie (2008), on the other hand, sees reading as a process involving the following seven steps: Recognition i.e. the knowledge of the alphabetical symbols. This step takes place the instant before the physical reading begins. Assimilation – by which light is reflected from the word received by the eye and transmitted, via the optic nerve, to the brain. Intra – integration, a process equivalent to the basic comprehension, refers to the linking of all parts of the information being read with all other appropriate parts. Extra – integration i.e. bringing of previous knowledge to the material being read and making appropriate connections, analyzing, appreciating, selecting and reading. Retention; that is, the basic storage of information. Recall; that is, been able to get back from the storage (mind) whatever is needed. Communication i.e. the use to which the information is immediately or eventually put.

Reading is indeed very important in learning a language. To give reading its due importance in language learning, it is time to understand its importance in language learning with particular reference to learning English Reading Comprehension. Connecting reading to comprehension is therefore an excellent way for students to gain a feel for text organization, apply vocabulary and concepts, and understand ways text can enhance or hinder comprehension. (Sewjee, 2008)

2.5 English Reading Comprehension Models

Reading comprehension in the English Language involves a complex set of processes and abilities. Several cognitive processes are assumed to be imperative to the development of reading, particularly the reading of words. It is agreed that the understanding of written text calls upon both bottom-up word recognition processes and top-down comprehension processes (Perfetti, 1999). Reading comprehending texts involve the flexible use of different sources of information, including in some cases, the integration of linguistic information with graphic information. Research on text comprehension has moved towards models in which memory-based and constructivist aspects of comprehension are more integrated. Adegbile (2001) postulated five processes to be significant in the acquisition of reading. The first involves phonology, the association of sounds with letters and exceptions to the basic sound-letter correspondence rules being one of the most important skills necessary to develop in this category. Second, understanding of syntax, or the way in which words are put together to form phrases, is also thought to be an important process in reading. The third process, working memory, refers to the ability to hold information in the short term memory, while handling information coming in and acquiring information from the long term memory. Semantics, or the comprehension of meaning, is the fourth process thought to be important in reading. Last, orthography or the understanding of writing rules and knowledge of spelling is hypothesized to be integral to the reading process.

Then, are the several models of Reading comprehension which are based on cognitive processing (Ruddell, Ruddell, & Singer, 1994). For example, the LaBerge-Samuels Model of Automatic Information Processing Samuels, (1994) emphasizes internal aspects of attention as crucial to comprehension. Urua (2004,) defines three characteristics of internal attention. The first, alertness, is the reader's active attempt to access relevant schemata involving letter-sound relationships, syntactic knowledge, and word meanings. Selectivity, the second characteristic, refers to the reader's ability to attend selectively to only that information requiring processing.

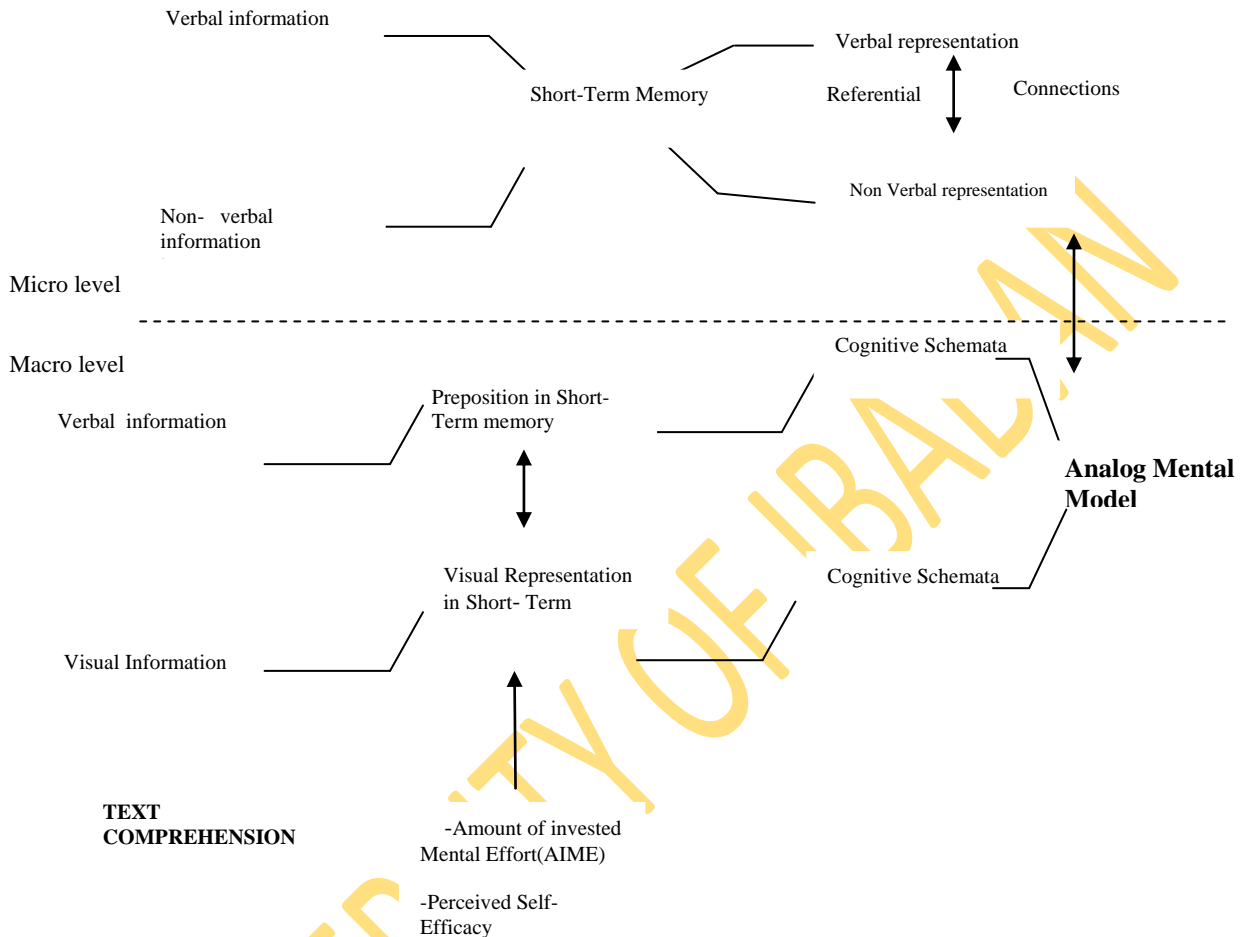
The third characteristic, limited capacity refers to the fact that our human brain has a limited amount of cognitive energy available for use in processing information. In other words, if a reader's cognitive energy is focused on decoding and attention cannot be directed at integrating, relating, and combining the meanings of the words decoded, then comprehension will suffer. Automaticity in information processing, then, simply means that information is processed with little attention (Samuels,1998). Comprehension difficulties occur when the reader cannot rapidly and automatically access the concepts and knowledge stored in the schemata.

On Kintsch (1998) model of text comprehension, when a reader reads a text, an understanding of the text is created in the reader's mind. The process of constructing a situation model is called the comprehension process. (Kintsch 1988) assumed that readers of a text build three different mental representations of the text: a verbatim representation of the text, a semantic representation that describes the meaning of the text and a situational representation of the situation to which the text refers. The propositional representation consists initially of a list of propositions that are derived from the text.

After having read a complete sentence, this list of propositions is transformed into a network of propositions. If the text is coherent, all nodes of the network are connected to each other. The situational representation is comparable with the mental models described by Johnson-Laird. According to him, text comprehension can be improved by instruction that helps readers use specific comprehension strategies. An example of reading ability is vocabulary knowledge: there may be a causal connection between vocabulary knowledge and reading comprehension. Another example is related to a cognitive aspect. A learner selects relevant information from what is presented and constructs mental representations of the text. This process is moderated by individual differences, such as prior knowledge, abilities, preferences, strategies and effective factors.

Figure 1

Model of text comprehension



Source: Chun, M. (1997). Research on text comprehension in multimedia environments. Language Learning & Technology

One other example of a cognitive-based model is Rumelhart's (1994) Interactive Model. Information from several knowledge sources (schemata for letter-sound relationships, word meanings, syntactic relationships, event sequences, and so forth) are considered simultaneously. The implication is that when information from one source, such as word recognition, is deficient, the reader will rely on information from another source, for example, contextual clues or previous experience. Adegbile (1999) terms the latter kind of processing interactive-compensatory because the reader (any reader) compensates for deficiencies in one or more of the knowledge sources by using information from remaining knowledge sources. Those sources that are more concerned with concepts and semantic relationships are termed higher level stimuli; sources dealing with the print itself, which is

phonics, sight words, and other word-attack skills, are termed lower level stimuli. The interactive-compensatory model implies that the reader will rely on higher-level processes when lower-level processes are inadequate, and vice versa.

Stanovich (1998) extensively reviews research demonstrating such compensation in both good and poor readers.

Reading Comprehension as socio-cognitive processing. A socio-cognitive processing model takes a constructivist view of reading comprehension; that is, the reader, the text, the teacher, and the classroom community is all involved in the construction of meaning. Urau (2004) states, "The role of the classroom's social context and the influence of the teacher on the reader's meaning negotiation and construction are central to this model as it explores the notion that participants in literacy events form and reform meanings in a hermeneutic (interpretation) circle." In other words, this model views comprehension as a process that involves meaning negotiation among text, readers, teachers, and other members of the classroom community. Schema for text meanings, academic tasks, sources of authority (i.e., residing within the text, the reader, the teacher, the classroom community, or some interaction of these), and socio cultural settings are all brought to the negotiation task. The teacher's role is one of orchestration of the instructional setting, and being knowledgeable about teaching/learning strategies and about the world.

Reading Comprehension as Transactional; the transactional model takes into account the dynamic nature of language and both aesthetic and cognitive aspects of reading. According to Rosenblatt (2004), every reading act is an event, or a transaction involving a particular reader and a particular pattern of signs, a text, and occurring at a particular time in a particular context. Instead of two fixed entities acting on one another, the reader and the text are two aspects of a total dynamic situation. The meaning does not reside ready-made 'in' the text or in the reader but happens or comes into being during the transaction between reader and text. Thus, text without a reader is merely a set of marks capable of being interpreted as written language. However, when a reader transacts with the text, meaning happens. Schemata are not viewed as static but rather as active, developing, and ever changing. As readers transact with text they are changed or transformed, as is the text. Similarly, "the same text takes on different meanings in transactions with different readers or even with the same reader in different contexts or times".

Reading comprehension as transactional-socio-psycholinguistic; Building on Rosenblatt's transactional model, Goodman (2006) conceptualizes literacy processing as including reading, writing, and written texts. He states, Texts are constructed by authors to be

comprehended by readers. The meaning is in the author and the reader. The text has a potential to evoke meaning but has no meaning in itself; meaning is not a characteristic of texts. This does not mean the characteristics of the text are unimportant or that either writer or readers are independent of them. How well the writer constructs the text and how well the reader reconstructs it and constructs meaning will influence comprehension. But meaning does not pass between writer and reader. It is represented by a writer in a text and constructed from a text by a reader. Characteristics of writer, text, and reader will all influence the resultant meaning. In a transactional-socio psycholinguistic view, the reader has a highly active role. It is the individual transactions between a reader and the text characteristics that result in meaning. These characteristics include physical characteristics such as orthography the alphabetic system, spelling, punctuation; format characteristics such as paragraphing, lists, schedules, bibliographies; macrostructure or text grammar such as that found in telephone books, recipe books, newspapers, and letters; and wording of texts such as the differences found in narrative and expository text.

Finally, to concretize reading comprehension models into applicable skills include applying one's prior knowledge and experiences to the text, understanding vocabulary and other concepts, linking ideas, recognizing the author's purpose, distinguishing between facts and opinions, and making inferences or drawing reasonable conclusions. Poor readers cannot actively process text. Teaching students to use strategies that target the aforementioned skills or the individual difficulties they encounter can increase comprehension (Adams, 1994) Strategy instruction seems to consistently improve the abilities of students to see relationships in reading selections and to grasp meaning while actively engaging students. Explicit and systematic instruction is linked closely with improved outcomes in reading comprehension. Thus, learning experiences must entail active participation from both students and teacher, determine what students need, and adapt to meet the needs of each learner in order to progress in reading.

The Bernhardt's Compensatory Model, depicts reading comprehension and the development of reading proficiency. It considers individual variance in reading performance and is fixed on the application of two theoretical constructs central to second language acquisition transfer of language and literacy skills from first language to second language, rooted in the Linguistic Interdependence Hypothesis, and second language proficiency, based on the Linguistic Threshold Hypothesis. The model's current form evolved from two prior attempts (Bernhardt, 1991; Bernhardt, 2000) to explain the distribution of factors involved in

second language reading comprehension, and consists of three dimensions or knowledge sources

Figure 2.

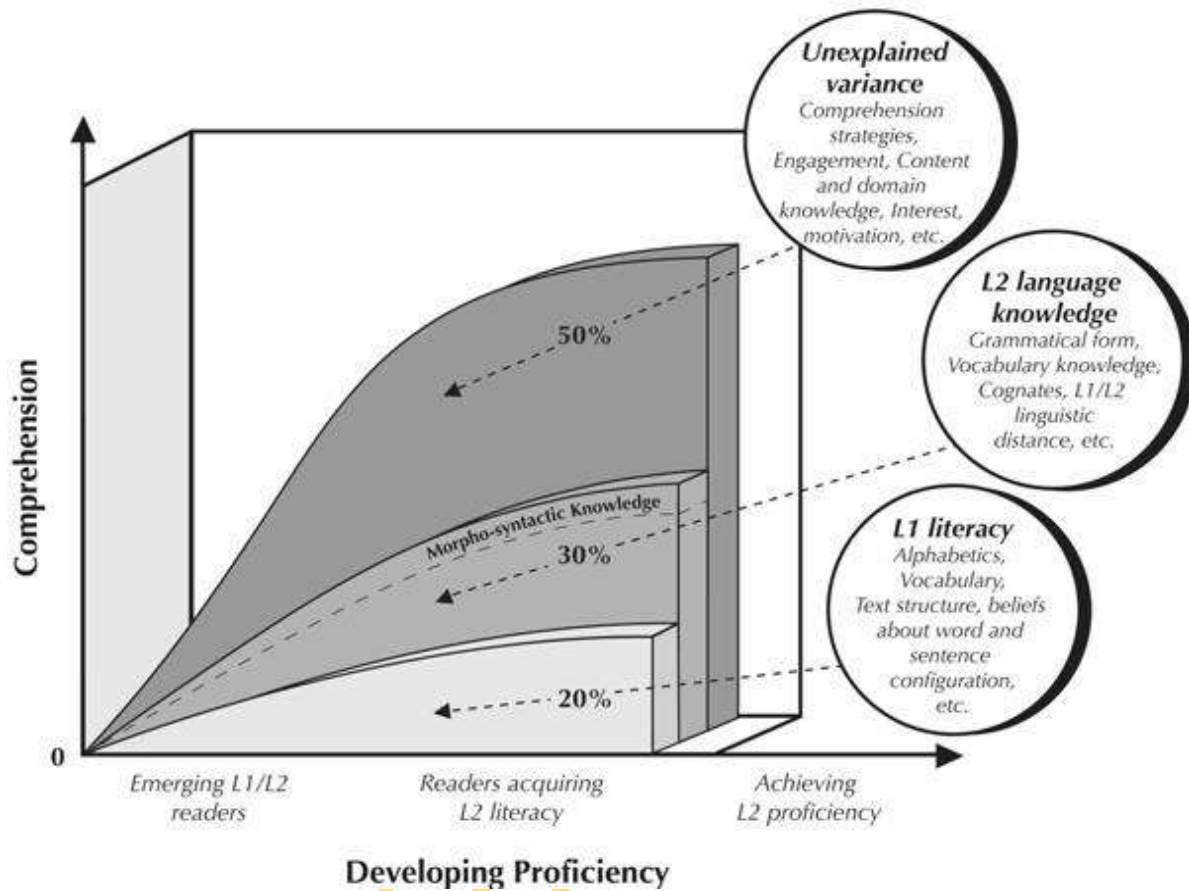


Figure 2. A compensatory model of language reading.

(Bernhardt, 2005 & Halpern, 2009). Reprinted with permission from Cambridge University Press.

The first dimension in the Compensatory Model of Second Language Reading, First language Literacy, contributes 20% to the variance found in second language reading performance. It consists, on the one hand, underlying skills whose proficiency requires a certain degree of automaticity and fluency (Grabe, 2009). Examples of these skills are alphabets, oral/aural language, or vocabulary. On the other hand, it also involves knowledge of text structure, beliefs about word and sentence configuration and schema knowledge in the first language. According to Grabe (2009) these skills, knowledge, and beliefs, if developed in the first language reader, can be transferred to the students' reading context.

Second Language Knowledge which accounts for 30% of variance is the second dimension of the model. It contains factors such as learners' morpho-syntactic knowledge, as well as presence or absence of cognates, and linguistic distance between the two languages in

question. The dashed line in the second language knowledge portion of Figure 1 indicates that Bernhardt (2000) adopted Brisbois' (1995) estimate of 27% word knowledge and 3% grammar knowledge necessary for proficient second language learners. Learners whose first language exhibits relative closeness to the Second language in terms of cognate vocabulary and word order encounter fewer difficulties in acquiring the Second language than those whose first language is largely unrelated, as would be Asian languages and Indo-European languages.

Together with first language literacy, second language knowledge constitutes only half of the variance in second language reading comprehension, failing to provide satisfying explanations of the second language process (Bernhardt, 2005). Bernhardt thus added a third dimension called unexplained variance (Bernhardt, 2000; Bernhardt, 2005). Unexplained Variance includes numerous factors such as comprehension strategies, engagement in the reading process or text, content and domain knowledge, interest, motivation, and so on that are also found in a myriad of studies involving readers. In other words, unexplained variance includes factors that are neither exclusive to second language acquisition theory nor to the second language reading processes.

Bernhardt argues that instead of offering a sequential view of the second language reading process where one skill or dimension adds to the other, the three dimensions of the Compensatory Model of Second Language Reading —operate synchronically, interactively, and synergistically (Bernhardt, 2005). Second language readers pull from more developed knowledge sources (i.e., First language Literacy Knowledge, Second language Proficiency, or Unexplained Variance) to compensate for less developed areas to comprehend text. The three dimensionality of the model made possible by this compensatory aspect invites researchers to go beyond the bivariate nature of statistical analysis that looks at the relationship between dimensions or individual skills to investigate the contribution of various factors to second language reading comprehension.

Despite its utility to second language reading researchers due to the fact that it attempts to tease out linguistic factors unique to second language readers from more general reader-related factors, the Compensatory Model for Second Language Reading (Bernhardt, 2005) is exclusively focused on the reader. However, other factors bear direct impact on reading comprehension. Various descriptions and definitions of the reading process have been proposed over the years. Many of these, such as Durkin's —intentional thinking during which meaning is constructed through interaction between text and reader, (Harris & Hodges, 1995) or The National Reading Panel's —intentional and thoughtful interaction between the

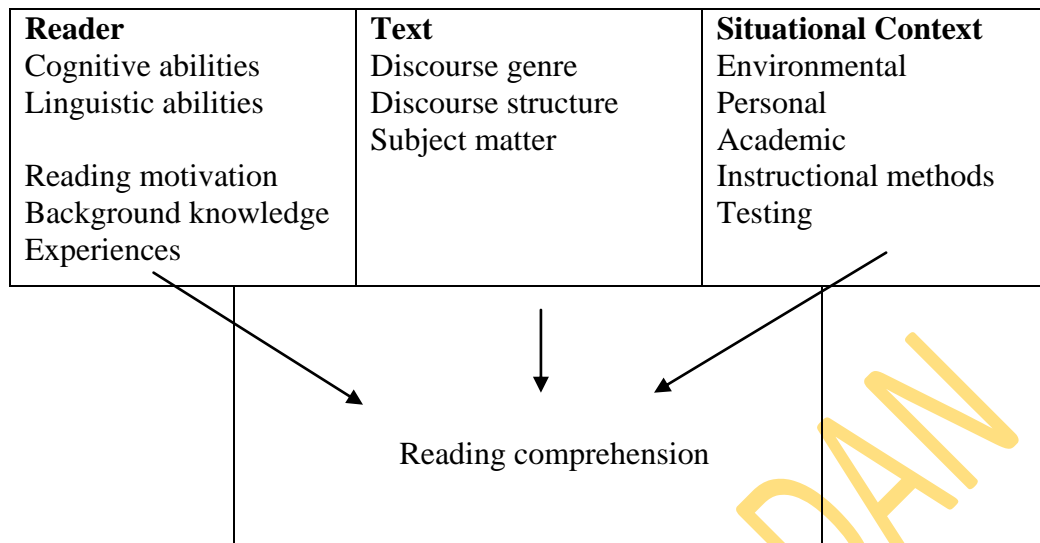
reader and the text (National Reading Panel, 2000) made mention of the presence and the relationship of two fundamental aspects or facets of reading: the Text and the Reader. Also, is the Interactive model of reading comprehension (Kintsch, 1998) which provides the framework for the study of individual variation in the development of reading comprehension.

In addition to these facets that answer the question of who reads and what is being read (Grabe & Stoller, 2001), researchers have reached consensus that a third element needs to be considered, although variations of what it should be called remain in the literature. What some (Grabe & Stoller, 2001; Irwin, 2007) term the purpose of reading is described by others as the context or as the situational context. Regardless of this element's characterization, though, its role is to answer the question of why, when and where the reading takes place (Irwin, 2007).

The Reader brings various cognitive abilities, linguistic skills and capabilities, experiences, as well as dispositions to the act of reading (Alderson, 2000; Grabe & Stoller, 2002; Sweet & Snow, 2003a & Hedgcock & Ferris, 2009). Good readers possess decoding skills, vocabulary and grammar knowledge. They have knowledge of various topics and discourse types, and they utilize metacognitive skills to monitor comprehension and act upon comprehension breakdown. Finally, successful readers have a sense of self-efficacy and reading motivation to extract meaning from the text. As Bernhardt's previously described model shows, readers draw upon linguistic skills in both their first language and the second language, and they bring to the act of reading literacy skills developed in both their native language and the second language.

The text encompasses factors such as discourse genre, text structure and form, (i.e., textbook and hypertext), as well as subject matter (Sweet & Snow, 2003; Hudson, 2007; Hedgcock & Ferris, 2009). These factors impact the level of effort the reader has to expend to comprehend the text. Without the requisite topic background, knowledge of writing conventions, and knowledge of terminology, most readers are unable to fully comprehend texts.

Figure 3. The Three Facets of Reading.



The situational context, the term favoured in this study for reading, is influenced by the purpose for reading comprehension and the setting in which the reading takes place which is the environment and the psychological factors on students performance. These purposes can be seen as broad categories such as, environmental or informational (Goodman, Watson & Burke, 1987) or focused toward a specific goal. Grabe (2009) lists six purposes for academic reading which include, for instance, skimming or scanning for information, reading for learning, and reading to evaluate, critique, and use information. Only a few literacy experts (Hudson, 2000) have included testing as one of the situational context factors, although it would seem natural that this particular purpose of reading directly impacts the reader's psychological and cognitive behaviours. Making students aware of the rhetorical organization of texts also contributes to reading fluency and efficiency. It is important to include exercises that train students in the identification of textual features and the macrostructure of different genres. Some existing textbooks use a genre-based approach, but this is usually limited to the teaching of writing. And in most cases it is restricted to only one genre, namely letters. It is essential to apply the approach to other genres (descriptions, narratives, expository texts, etc.) and to integrate it into reading lessons.

Among the activities that can be used for this purpose are the uses of graphic representations of text organization (Grabe and Stoller 2001). This could include displaying cohesive devices (substitution, ellipsis, reference, and conjunction); creating headings; unscrambling paragraphs; and locating discourse markers that signal specific relationships, such as compare-contrast and cause-effect. The recognition of these discourse features requires advanced skills, and training to identify them.

In the view of De Debat (1994) model, the nature of reading-how people learn to process textual information-has been researched by cognitive and behavioral scientists for many decades, and their work has contributed contrasting theories about what works best in the teaching of reading. As a result, language educators can choose among a wide variety of teaching methods and techniques for students learning to read in their second language. Reading is a crucial skill for students of English as a Second Language and English as a Foreign Language, and understanding the rationale behind these methods is essential for teachers who want to improve their reading lessons.

Two main approaches explain the nature of learning to read: (1) bottom-up processing, so called because it focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page, and (2) top-down processing, which focuses on the background knowledge a reader uses to comprehend a written text. The bottom-up approach is associated with a teaching methodology called phonics, while the top-down approach is associated with schema theory. Lively debate still occurs about which approach is more valid, but for many years now the top-down approach has had a greater influence on ESL/EFL pedagogy.

The traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" (Omaggio 1993). Language learning was characterized as a response system that humans acquire through automatic conditioning processes, where some patterns of language are reinforced (rewarded) and others are not, and only those patterns reinforced by the community of language users will persist" (Omaggio 1993). Behaviorism became the basis of the audio-lingual method, which sought to form second language habits through drilling, repetition, and error correction.

Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray & Rogers, 1956 cited in Kucer, 1987). According to (Samuels & Kamil, 1988), the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words, where "little attempt was made to explain what went on within the recesses of the mind that allowed the human to make sense of the printed page". In other words, textual comprehension involves adding the meanings of words to get the meanings of clauses (Anderson, 1994). These lower level skills are connected to the visual stimulus, or print, and are consequently concerned

with recognizing and recalling. Language is a code and the reader is a passive decoder whose main task is to identify graphemes and convert them into phonemes.

As with the audio-lingual teaching method, phonics requires a strong emphasis on repetition and on drills using the sounds that make up words. Information is received and processed beginning with the smallest sound units, and then proceeding to letter blends, words, phrases, and sentences. The bottom-up model describes information flow as a series of stages that transforms the input and passes it to the next stage without any feedback or possibility of later stages of the process influencing earlier stages (Stanovich, 1980). The ESL and EFL textbooks influenced by this perspective include exercises that focus on literal comprehension and give little or no importance to the reader's knowledge or experience with the subject matter, and the only interaction is with the basic building blocks of sounds and words. Most activities are based on recognition and recall of lexical and grammatical forms with an emphasis on the perceptual and decoding dimension.

In the 1960s a paradigm shift occurred in the cognitive sciences. Behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for learning, which gave new explanatory power to how humans acquired their first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained "how such internal representations of the foreign language develop within the learner's mind" (Omaggio, 1993).

Ausubel (1968), an early cognitive psychologist, made an important distinction between meaningful learning and rote learning. An example of rote learning is simply memorizing lists of isolated words or rules in a new language, where the information becomes temporary and subject to loss. Meaningful learning, on the other hand, occurs when new information is presented in a relevant context and is related to what the learner already knows, thereby being "easily integrated into one's existing cognitive structure" (Omaggio, 1993). According to Ausubel (1968), learning that is not meaningful will not become permanent. This emphasis on meaning eventually informed the top-down approach to L2 learning, and in the 1960s and 1970s there was an explosion of teaching methods and activities that strongly considered the experience and knowledge of the learner.

These new cognitive and top-down processing approaches revolutionized the conception of the way students learn to read (Goodman, 1967 & Smith, 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is "a dialogue between the reader and the text" (Grabe, 1988). It is seen as an active cognitive

process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson 1994). Reading is not a passive mechanical activity but "purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making sense of written language rather than decoding print to sound" (Smith, 1994).

Another theory closely related to top-down processing also had a major impact on reading instruction. Schema theory describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, is fundamental for efficient comprehension to take place. According to Nunan (1999), schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences. Smith (1994) calls schemes the extensive representations of more general patterns or regularities that occur in our experience. As an example, he uses our generic scheme for a classroom, which allows us to make sense of classrooms we have not previously been in. This means that past experiences will be related to new experiences, which may include the knowledge of "objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information" (Kucer, 1987).

Anderson (1994) research shows that recall of information in a text is affected by the reader's schemata and explains that a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message. Comprehension is "activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse" (Anderson, 1994). For Anderson and Pearson (1988), comprehension is the interaction between old and new information: To say that one has comprehended a text is to say that she has found a mental 'home' for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information. Therefore, a learner's schemata will restructure itself to accommodate new information as that information is added to the system (Omaggio 1993)

Schema theorists make a distinction between formal schemata (knowledge about the structure of a text) and content schemata (knowledge about the subject matter of a text). Carrell (1984) states that prior knowledge of content and formal schemata enable readers to predict events and meaning as well as to infer meaning from a wider context. Content schemata refer to the message of the text, and, if the topic is familiar, the reading task will be more productive and efficient. As Anderson (1994) explains, a reader comprehends a

message when he is able to bring to mind a schema that gives account of the objects and events described in the message.

Formal schemata refers to the way that texts differ from one another; for example, a reading text could be a letter to the editor, a scientific essay, or a work of fiction, and each genre will have a different structural organization. Knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like (Smith 1994). For example, if readers know that the typical format of a research article consists of sections subtitled Introduction, Theory, Methods, Results, Discussion, and Conclusion, that knowledge will facilitate their interaction with the article and boost comprehension. On the other hand, if they are not familiar with this formal schema, teaching it to them could lead to improved reading ability with lasting and beneficial effects.

Schema theory acknowledges that the reader plays a key role in the construction of meaning. Therefore, the reader's age, gender, experience, and culture are important considerations for teachers who want to select readings that will motivate their students. Anderson (1994) notes that when readers cannot locate a schema that fits a text, they may find it incomprehensible. In some cases readers may not have a schema that is pertinent to the text, or they may need help activating the pertinent schema to be able to comprehend the text. In cases like this it may not be possible for the reader to understand the text, and the teacher must be prepared to engage in "building new background knowledge as well as activating existing background knowledge" (Carrell, 1988).

Bransford (1994) also mentions that difficulties in comprehension may be attributed to the lack of background knowledge presumed by the text, and he sees the responsibility of instructors as being twofold: to activate preexisting schemata and to help students to integrate isolated pockets of knowledge into a schema or to build a new one. If the texts to be read have a cultural context that is different than the student's, the issues of formal and content schemata become even more important. McDonough (1995) explains that ESL and EFL students are faced with the difficulty of learning to read in a second language with texts that contain cultural assumptions of the target culture. Therefore, the learner may lack the culture-specific background knowledge necessary to process the text in a top-down manner. McDonough reports several studies that demonstrate how people outside a given culture may misunderstand events with unfamiliar cultural connotations.

The researcher in applying her facets adapted the schema theory to reading in which obviously, the role of the teacher is paramount to activate and build schemata. A first task is to select texts that are relevant to the students' needs, preferences, individual differences, and

cultures. The goal is to provide meaningful texts so the students understand the message, which entails activating existing schemata and helping build new schemata. Fortunately, there is a wide body of research that provides suggestions on how to accomplish this (Carrell, Devine & Eskey 1988). For example, after selecting a text, the following three stages of activities are typically used to activate and build students' schemata:

Pre-reading: At this important stage the teacher should make sure that students have the relevant schema for understanding the text. This is achieved by having students think, write, and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciled reading.

During-reading: This stage requires the teacher to guide and monitor the interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions.

Post-reading: The post-reading stage offers the chance to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed (Tierney & Pearson, 1994). Post-reading activities focus on a wide range of questions that allow for different interpretations. Bloom's taxonomy provides an excellent range of simple to complex questions and activities that are perfect for this stage (Anderson & Krathwohl, 2001)

So far, extensive amounts of research, opinions, and suggestions exist regarding the teaching of the reading skill, and this summary of reading methods is by no means exhaustive. However, with a basic understanding of the theoretical underpinnings of top-down and bottom-up processing, teachers can better take advantage of the most useful methodologies associated with the different approaches. What is important to bear in mind is that relying too much on either top-down or bottom-up processing may cause problems for beginning language readers; therefore, to develop reading abilities, both approaches should be considered, as the interactive approach suggests. As an evaluator teacher, the researcher found that the students who benefit the most from the interactive approach are those poor readers who Approach texts in a painful, slow, and frustrating word-by-word manner. By improving their decoding skills, they are freed to concentrate on global meanings. In the words of Clarke (1988), teachers of English reading comprehension must emphasize both the psycho and the linguistic for effective performance on the part of the students.

2.6 English Reading Comprehension Problems:

Studies have revealed that the poor reading comprehension skill of students in English language is a major cause of the decline in academic achievement and standard of education in Nigeria, (Lockheed & Komenan, 2003). They observed that having difficulties in grasping fully the contents and concepts of the various skills in the target language, English, seem to be one of the most serious problems that students face in reading comprehension. Reading skill is to transform the visual representation of language into meaning. Sawjee (2008) considered comprehension as the acquisition of information about meaning or the extraction of meaning from a text. This has not been easy to achieve by every second language learner. Yelson (2002) identified some causes of comprehension breakdown. He adduced that there is reliable evidence that reading comprehension difficulty can occur in children who are good decoders and spellers and those who are not. The breakdown can occur for any number of reasons. It is important to understand that for a child to adequately comprehend an author's written message, he requires being able to analyze and sort through multiple layers of text meaning.

- First, a child must be able to decode the words on the page.
- Second, the child needs to hold the information in working memory long enough for the information to be more extensively processed.
- Third, the child must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently.
- Fourth, the child needs to access higher order thinking skills to process the written message and go beyond the surface layer of the text and infer possible meaning.

If a breakdown occurs in one or more of these steps then the child may fail to grasp the meaning of the text, which often results in reading comprehension problems and failure. Working memory can be thought of as a mental workspace where new information is held briefly before being transferred to higher level language and executive functions. Reading comprehension tasks can place enormous strain on a child's working memory capacity, particularly if the child has poor language skills. Recent studies have demonstrated a link between working memory problems and poor reading comprehension. Children with poor comprehension skills generally have impaired working memory as well. Cain, Oakhill, and Lemon (2004) deficiency in working memory could be as a result of the following

Deficits in reading ability, particularly receptive reading, can significantly compound students' reading comprehension problems. These are the students who on testing don't

present with language disorder but have low abilities in key language areas, such as grammar, syntax and, perhaps most importantly, vocabulary knowledge; for example, problems with understanding syntactical rules can result in students not understanding the difference between simple, compound and complex sentences, which can result in confusion in understanding the author's intended meaning. This is certainly the case in nonfiction and at times fiction texts where authors, who write history and science texts, use complex and compound-complex sentences routinely to communicate more detailed and elaborate ideas. For instance, in a story like this, 'At last Herbert lay down to sleep. But even though it was very dark, and he was very tired, he could not sleep.' The second sentence contains a compound-complex structure, which some students may find difficult to comprehend when they read it.

When asked questions about this passage, some of them may fail to recognize that it's 'very dark' or that 'Herbert is tired' because of a reason which they do not know. This makes the sentence complex. Certainly, the context of a story helps with its comprehension in that we know Herbert is tired, and on the run from his brother. Here, if read in isolation and without context the students' understanding of this particular sentence tends to unravel. Irwin (2007) reveals that reading comprehension failure is caused by the complexity of the passage and its intricate construction and also the students' lack of experience and knowledge with complex sentences.. The clause 'he could not sleep,' is preceded by the subordinate clause, 'But even though it was very dark,' the coordinating conjunction 'and,' and the main clause, 'he was very tired' could quickly overload a student's working memory capacity and syntactical understanding even if the student had only a mild deficit in working memory and reasonable understanding of syntax.

Another problem is inference. Research indicates that children with reading comprehension problems have poor inference skills. To infer what's happening in a story is a vital cognitive skill. It enables the reader to go beyond surface meaning of a text and to go deep and discover the author's concealed meaning. Of course, in children's fiction not everything on the page is concrete and literal. An important part of reading and comprehending fiction is to infer from what the author doesn't say, but hints at the reader's inability to apply adequate logical principles may lead him into making wrong assumptions or inferences. He may read into a text more than is stated. For instance, in a sentence like the "all the officers has their face blackened ... and the men with their blackened faces slipped by in the dark". This kind of construction may lead a reader to erroneously conclude that all the men on this expedition were officers. Students with poor comprehension skills don't read

between the lines' well. Poor inference skills could result from poor background knowledge, weak vocabulary and semantic word knowledge, and incomplete knowledge of story grammar and prediction.

Again is the reader's failure to recognize the ink marks on a page. If for instance 'é' is read as 'á' meaning may be a distorted one. This could possibly result in something like; 'I put the pen of water on the stove to boil'. This of course, deals with physical perception; and, if care is not taken it may be influenced by differences in pronunciation system or spelling convention in the learning of a foreign language. Another major cause of comprehension breakdown is the inability of the reader to recognize a particular lexical item. If a reader does not know the meaning of word like "log-book" for instance he may find it difficult to understand what the writer is saying about a school system. The inability of the reader to recognise a particular lexical item, according to Lang (2007), may be a product of faulty association as in the case of a reader who understands "concerted action" as being something to do with a concert or music. He goes further by pointing out that, it may be due to a kind of folk etymology as in the case of the reader who understands 'limpet' as a dwarf who has difficulty in walking straight. These and many others the reader is exposed to may cause a breakdown in comprehension.

Another cause is the reader's failure to recognize the grammatical relations existing between the lexical units or the semantics of a particular context. For instance, a sentence like "We'll change the programme has been arranged for London", or "we'll change the programme when we arrive London" is related to only programme as a post modifier or to the whole sentence "we'll change the programme" as an adverb. The reader's failure to have a firm grasp of an author's attitude to his writing is another cause. The implication of this is the reader is expected to have the knowledge of different styles of writing and some awareness of linguistic clues which show whether or not a passage is didactic, ironic, satirical or humorous. For instance, in a sentence like, "that's a brilliantly clever plan" may mean either a genuine praise or rebuke. Learners of a second language should be acquainted with different styles of writing and their stylistic effects.

2.7 Students English Reading Comprehension Anxiety

A substantial amount of research has suggested that reading anxiety has a great effect on students' English Reading Comprehension and language acquisition. Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous

system (Horwitz, 1986). According to Al-Salmi (2011), reading anxiety is a basic human emotion that consists of fear and uncertainty and plays a crucial role in language learning especially reading comprehension. Research has shown that high levels of reading anxiety have tremendous effects on achievement and motivation. Studies that seek to investigate the effects of reading anxiety on specific language consistently claim that oral activities are the most anxiety-provoking situation for learners (Koda, 2005). Currently, most language researchers are exploring the potential influence of anxiety on reading performance in the students learning contexts (Koda, 2005). Since reading is deemed susceptible to anxiety, Sellers (2000) opined that its potential influence should not be underestimated particularly among language learners. This is because anxiety reactions in classrooms are highly associated with learners' low self-perception of their proficiency in the target language. Literature on anxiety revealed that skills like reading cause anxiety reactions among learners especially in higher levels of reading.

Literature on reading anxiety also shows that it prevents learners from successfully reading comprehensively. Two types of anxiety have been identified that influence student performance, state and trait anxiety (Elliot & McGregor 2004 in Liu, 2006). State anxiety is situational and depends upon feelings about a particular context. Trait anxiety is a more static factor that does not change greatly over time. Both types of anxiety may influence student performance on reading comprehension tests. It could be described as feelings of uneasiness, frustration, nervousness, and worry. Existing work has generated context-specific findings with respect to the identification and formulation of this especially in reading comprehension, and the assessment of their impact on the learning experience (Dornyei, 2003). A learner's emotional feelings affect learning efficacy, motivation, and self-confidence. Reading anxiety is also often linked to the fear that one will fail in some way: on an assignment, on a test, when reading in class or when communicating with foreigners (Gregersen & Horwitz, 2002).

Although, anxious language learners share feelings and symptoms of "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxieties, reading comprehension contexts appear to be particularly prone to anxiety arousal (Scovel, 1978). Many learners claim that they have a mental block against reading in English language in contrast to other subjects. Grendler's (2005) work provides more nonverbal clues for detection of anxiety, that is, limited facial activity, less eye contact and less active illustrative and regulatory gestures.

Although essentially anxious language learners share feelings and symptoms of "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxieties Scovel (1991), language learning skills appear to be particularly prone to anxiety arousal. Many learners claim that they have a mental block against learning English Reading Comprehension in contrast to other subjects Horwitz (1986). In particular, Horwitz (1986) defined reading anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". Ozcan (2009) opined that some factors which influence reading anxiety level are instructional level of the student, the instructor, gender, age, native language, usage of foreign language, the length of time he/she studies the second language, final grades, previous experience, instructor-learner interaction, classroom procedures and so on dealing with phonetics and reading comprehension is a tough job for ESL learners. A study done on the phonological working memory and reading in test anxiety situation, demonstrated that "anxious subjects showed poorer comprehension than non-anxious subjects" (Philips, 2010). What the researcher also found was that "high-anxiety subjects produced overt articulation more frequently than low-anxiety subjects"

According to Philips (2010), dealing with phonetics and reading comprehension is a tough job for ESL learners. A study done on the phonological working memory and reading in test anxiety situation, demonstrated that "anxious subjects showed poorer comprehension than non-anxious subjects. What the researcher also found was that high-anxiety subjects produced overt articulation more frequently than low-anxiety subjects. (Caldwell, 2002). Processing difficulties may cause reading avoidance and students just give up if they can't process the words in comprehension passages.

Parents' anxiety over tests makes children nervous. Children's reading anxiety can be reflected by how their parents "react to their performance on tests (Anderson, 2002). The test-anxious person generally believes that not succeeding on a reading test means he will be judged unworthy. This feeling of unworthiness translates into increased reading test anxiety which in turn lowers his performance on the test" (Jackson, 2001).

In a study carried out by Vawuz (2010) to examine the possible relationship between reading anxiety among university English language learners and their performance in comprehending academic texts. This study was conducted based on the assumption that anxiety could be another factor which could explain the differences in comprehension performance among the English language learners. The subjects who participated in this study were the low proficiency Malay English language learners from Kolej Sains dan

Teknologi, Universiti Teknologi Malaysia, Kuala Lumpur who had just entered the university. This study adopted correlation design which employed quantitative approaches. Two survey questionnaires, namely Foreign Language Reading Anxiety Scales (FLRAS) and Cognitive Interference Questionnaire (CIQ) were utilized to measure the level of reading anxiety and the interference in the subjects' cognitive systems of the subjects. Their comprehension performances were measured by means of a reading comprehension test and a written recall task. The results gained from this study indicated that the subjects' comprehension performance were inversely related to reading anxiety which suggests reading anxiety plays a role in influencing the low proficiency English language learners when reading academic texts. In addition, the findings also demonstrated that the interference experienced by the subjects while engaging in the reading tasks was related to the level of anxiety reactions. However, the findings were only generalized to the samples involved in the study.

In another terms, Brown (2000) assumed reading anxiety to be related to fear, frustration, apprehension, uneasiness, insecurity, self doubt, or worry. When one takes the action of learning a language into consideration, anxiety experienced by many learners may be collapsed into a complex psychological phenomenon including both cognitive and affective factors due to the unique nature of language learning (Horwitz, 2001). He therefore defines reading anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process".

MacIntyre (1995) in Adams (2006) asserts that reading anxiety has negative effects on the cognitive processing and behaviour. In fact, the relations among anxiety, cognition, and behaviour are cyclical in the language class, each influencing the other. For example, a demand to answer a question in a language class may cause a student to become anxious, then anxiety leads to worry and frustration. Cognitive performance is diminished because of the divided attention, and therefore performance suffers leading to negative self-evaluations and impaired cognition which further negatively influences performance. According to him, besides the cognition and behaviour, reading anxiety has a potential negative effect on academic achievement, social context, and personality of the language learner.

Moreover, Elkhafai (2005) states that reading anxiety can deter students from pursuing academic or professional careers in which knowing a language is essential for success. Hence, there have been many attempts to uncover what lies under the manifestations of reading anxiety. He pinpoints that the greatest source of reading anxiety is to read in the

target language. Furthermore, frustration of not being able to communicate effectively and the negative beliefs about the target language would likely cause anxiety. According to Rosenfeld (2008), the sources of reading anxiety may also include concepts such as low self esteem, low tolerance of ambiguity, problems with identity, competitiveness, fear of risk-taking, shyness, and classroom activities and methods. In addition to these, Horwitz (2001) points out that the sources of language anxiety may vary according to culture. Clay (2005) identified three main sources of reading anxiety experienced by students. These are; personal reasons, teachers' manner, and the teaching procedures. According to him, personal reasons include negative self assessment of ability, high personal expectations, and irrational beliefs about language learning. Moreover, teachers' manner towards learners and their error as well as the teaching procedures can create anxiety.

According to Cambourne (2008), reading is a problematic skill and consists of difficulties for teaching; therefore, it is likely to cause anxiety. Other than reading, he puts forward that although learners have time to think about the message, to find words and syntactic structures to communicate the message and to change the content and language after the first attempt is written down. Among the four skills, reading comprehension includes many difficulties and complexities for a learner; thus, is a potential source for provoking anxiety in a language classroom (Sellers, 2000).

In the second language context, the reading comprehension process is complicated because there are additional factors to consider such as language ability, cultural background, and learner motivations (Sellers, 2000). Although some teachers of English language have generally assumed that reading is the least anxiety-provoking part of the curriculum, recent attempts dealing with skill-specific anxieties revealed that reading comprehension anxiety does exist and it has negative effects on the cognitive abilities of the learners (Prichard, 2008). Saito 1999 in Yan, 2004 study was first to reveal reading comprehension anxiety as a phenomenon distinguishable from the general language anxiety. Moreover, this study introduced the construct of reading anxiety and offered a scale for the measurement of FL reading anxiety (Foreign Language Reading Anxiety Scale—FLRAS). Participants of the study were 383 students attending French, Japanese, and Russian courses. The results of this study showed that FL reading comprehension anxiety was distinguishable from general FL anxiety and also it indicated that students with higher levels of FL anxiety also tended to have higher levels of reading anxiety and vice versa. It was also clear that although general FL anxiety was independent of target language, levels of reading anxiety were found to vary by

the target language and seem to be related to the specific writing systems and unfamiliar cultural materials.

In another study conducted by Vaughn (2004), the principal goal was to confirm empirically that reading comprehension anxiety exists as a separate and distinct phenomenon in language learning as well as to assess its relationship to reading comprehension. Furthermore, this study explored the effect of language anxiety on the reading comprehension and recall of university level language students and the effect of language anxiety on the reading process itself. Vaughn (2004), study supports the findings of other studies on reading anxiety and suggests that reading anxiety is a separate and distinct phenomenon in language learning. Findings also indicate that more highly anxious students tended to recall less passage content than did those participants who claimed to experience minimal reading anxiety.

In a recent study, Gaskin (2003) investigated the possible relationship between general foreign language classroom anxiety and foreign language reading anxiety along with gender, extended overseas experience, and classroom performance. In addition to this, their study aimed to determine variables and anxiety factors which would be significant predictors of performance among first-year students participating in the study. The results of this study indicate that Foreign Language Reading Anxiety is a specific type of anxiety independent from general classroom anxiety. In addition to this, the findings of this study suggest that the students with overseas experience demonstrated lower anxiety in speaking English and gender was not found to have a significant effect on overall general reading anxieties.

However, it was demonstrated that gender, proficiency, and self-confidence in speaking English played an important role in classroom performance of first-year students. Despite the current interest on FL reading anxiety, there has not been much research on the sources of English Reading Comprehension anxiety. More research on reading anxiety also suggested other types of anxiety that affect English Reading Comprehension acquisition. Al Safi (2003) carried a study on types of anxiety and their effect in English Reading Comprehension. He came up with these. He stated that test anxiety is the uneasiness, apprehension, or nervousness felt by students who had a fear of failing an examination. Students who have the text anxiety experience any of the following, the association of grades with personal want, fear of embarrassment by a teacher, fear of alienation from parents or friends, time pressure or feeling a loss of control, sweating, dizziness, headaches, racing heartbeats, nausea, fidgeting and drumming on a desk. With social anxiety, people feel extremely self conscious and afraid in social situation, public speaking and meeting with

people. Obsessive compulsive is an anxiety disorder marked by recurring persistent thoughts, images and impulses and repetitive behaviours like checking to see that you are writing the correct thing persistently.

In generalised anxiety, relentless and unspecified behaviour of everything is the main characteristic of this type of anxiety disorder. The expectation is that the worst will always happen and affect a student's concentration in the class which brings about irritability. Anxiety could also take the form of phobia which is a disorder characterized by an overwhelming fear of something that possesses no real or immediate danger. People who struggle with this type of anxiety often feel embarrassed and stupid. Post-Traumatic stress anxiety arises after a terrifying event. Symptoms include difficulty in concentration, edginess and detachment from others. Combined, these create uneasiness in students' learning outcomes in English reading comprehension.

Kuru Gonen (2005) conducted a study in a Turkish EFL context to reveal the reasons of students' reading anxiety while they were reading in the target language. In order to find out the sources of FL reading anxiety, students in her study were asked to keep diaries for two months on a weekly basis. Moreover, students were interviewed to support the findings derived from the analyses of the diaries and explore whether there was anything left that they wanted to express. As a result of the analyses, it was found that there are three main sources of FL reading anxiety in a Turkish EFL context. These sources are: anxieties caused by the personal factors, the reading text, and the reading course. The results of this study indicated that FL reading anxiety sources were different than general FL sources as the specific nature of reading including the text and the reading environment had influences on students' experiences of anxiety.

As can be seen from the previous studies mentioned above, the reduction of reading anxiety has an indispensable role on reading comprehension acquisition, and in order to create anxiety-free classrooms and help learners get the pleasure of reading and comprehending in the target language, reading comprehension anxiety needs to be investigated.

2.8 English Reading Comprehension Motivational Aspects

There have been several studies that covered various aspects of motivation with regards to reading comprehension skill. Reading motivation provides a resource that supports the concept of reading to learn and incorporates research-based strategies (Adams, 2006). If a student lacks background knowledge, it would be difficult for her to read anything that would

have much substance for motivation. Background knowledge a variable to students' motivation is a huge key to the reading comprehension process. If a student does not understand what he reads, it will not be long before he does not want to read. In fact, he will probably lose any motivation he had to want to learn to read (Brown, 2000). The reading motivation variable as a whole reveals a student's belief of his own self efficacy in reading, reading involvement, reading curiosity, reading competition, intrinsic and extrinsic motivation to read, and social attitudes of reading like reading to family or friends, or visiting libraries. Engagement with academic task is often said to be the observable manifestation of reading motivation (Guthrie & Taboada, 2004). Sometimes, it is identified by students' on-task behaviour, lack of disruptions during lessons, or completion of activities. Cognitive-oriented researchers argue that an engaged reader is one who is motivated, knowledgeable, strategic, and socially interactive (Guthrie & Wigfield, 2000). This requires that the learner be actively thinking about the reading task. Poloco (2011) said that reading motivation is a force which arouses and sustains behaviour towards the achievement of goals. It is the attention and effort required in completing a learning task and then applying the new material to the work site

Amah (2003) in Tella (2006) studied home and family influences on motivations for reading of children. They write that children who have enjoyable encounters with literacy are likely to develop a predisposition to read frequently and broadly in subsequent years. Their self-initiated interactions with various writings at home are important behavioural indexes of emerging reading motivations. The authors also write that "shared storybook reading" plays an important role in promoting reading motivations and adequate comprehension of the materials.

According to them when the socio – emotional climate is positive, children become interested in reading and enjoy it. Parents' beliefs about the purposes of reading and how children learn to read are very much related to children's motivations for reading. Children of parents, who believe that reading is a source of entertainment, are positive about reading than of those parents who emphasize the skills aspect of reading development. (Torgesen, & Houston, 2009) in a study analyzed primary – grade classroom literacy instruction. They studied 73 activity settings where students were off task at least 25 percent of the time for instructional characteristics positively associated with student reading motivation i.e. choice, challenge, control, collaboration, constructing meaning, and consequences. Student off – task behaviour was prevalent in classrooms where few of these six variables were present and instructional tasks were characterized as 'closed', i.e. where the products and processes were

predetermined. Where there was indication of a high degree of off-task behaviour, a disproportionately high number were from classrooms that used scripted literacy instructional programmes.

Deepti et al (2011) in their work that examined the influence of reading motivation and attitude to reading on the reading strategy use of undergraduate EFL students at Jimma University, Ethiopia. They found that motivated students demonstrated a high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of reading and employed reading strategies most frequently. They also found a link between high reading strategy use and effort, high scores and early support and encouragement from significant others. They also researched to analyze what strategies are pursued to protect self – esteem threatened by a negative self-evaluation of school competence.” 838 students of secondary –school of seventh, eighth and ninth grades were observed. The collected data showed that there are significant differences between the self – esteem enjoyed by successful and unsuccessful students in the seventh grade. Such differences disappeared in the eighth and ninth grades. Success – related differences in domain –specific self – evaluation were also observed. It was stated that the students with low levels of academic achievement in English reading comprehension attribute less importance to school – related areas and reveal less motivation towards reading in school.

Hammamura et al (2008) write that the amount that students read for enjoyment and for school is a major contributor to students' reading achievement and knowledge of the world. 251 students in Grades 3 and 5 were administered questionnaires and a reading test. Results showed that amount of reading for enjoyment was greatest factor of motivation. In contrast, amount of reading for school was mostly for strategy use. However, these predictions were different for students in Grades 3 and 5. Findings of the study indicated that amount of reading is multiply determined by cognitive and motivational constructs, which is consistent with an engagement perspective on reading development.

Poloco (2011) examined the extent that motivational processes facilitate the reading comprehension of texts and the extent of culture's role in children's motivational processes of text comprehension. “Relationships between intrinsic and extrinsic motivation, the amount of reading, past reading achievement and text comprehension were examined by utilizing structural equation modelling.” 384 Chinese and American students of fourth – grade were administered a reading test and two questionnaires regarding “reading motivation and reading amount.” The data showed that intrinsic motivation predicted text comprehension for both students groups and the extrinsic motivation negatively predicted text comprehension except

when associated with intrinsic motivation. The influences of cultural on reading motivation, reading amount, and comprehension were discussed in this regard.

Ozcan (2009), write that there has been extensive debate among scholars and practitioners about the influence of self – beliefs on motivation for reading for academic achievement. He synthesized the findings of longitudinal studies investigating the relation between self-beliefs and achievement using meta –analysis. Estimated effects in this regard were “consistent with a small, favourable influence of positive self – beliefs on reading for academic achievement, with an average standardized path or regression coefficient of .08 for self – beliefs as a predictor of later achievement, controlling for initial levels of achievement.” Stronger effects of self-beliefs were evident while assessing self-beliefs which were specific to the academic domain. Measures of self-beliefs and reading achievement were matched by things like ‘same subject area’.

According to him, under these conditions, the relation of self-beliefs to later reading achievement meets or exceeds Cohen's (1988) definition of a small effect size. (Guthrie, 1997 & De-charms 2004) wrote about “the nature and domain specificity of reading motivation.” They presented initial results according to which two reading instructional programmes, Concept Oriented Reading Instruction and Multiple Strategy Instruction influenced 350 participant learners of approximately third grade’s intrinsic motivation to read and their reading self-efficacy. Each reading programme occurred during the fall of the school year and lasted for 12 weeks. Results of pre – and post test analyses of learners’ responses to a reading motivation questionnaire showed that their intrinsic motivation to read and reading self – efficacy increased only in the CORI group (Wang & Guthrie, 2004.).

To study the possibility that diverging reading motivational – emotional paths occur concomitantly with school experience, a total of 127 children were followed longitudinally as sample from preschool up to grade II. Two different methods tapping motivational-emotional vulnerability were used. The researchers, at preschool age and classroom teachers in grades I and II rated children's task ego-defensive and social dependence orientations. An experimental situation was arranged each year where children's play behaviour with bricks was observed in free play versus in induced pressure situations, and their reading motivational orientations were scored for reading. The results of this study showed that in preschool, the reading motivational-emotional profiles were almost the same among the three prospective reading-level groups, but in grades I and II, classroom teachers rated poor readers as “less task-oriented” and “more ego-defensive and socially dependent” in comparison with good decoders and good readers. It was therefore concluded that early problems in learning to

read and spell are related to reading motivational – emotional vulnerability in learning situations in the school context.

Mori (2002) in a theoretical study of reading motivation described several theories of reading motivation. An underlying theme of the influence of emotions was used to unify the theories. In these theories, emotions and beliefs were thought to elicit different patterns of behaviour such as pursuit of mastery, failure avoidance, learned helplessness and passive aggression. Implications emerged which focused upon creating classroom contexts that foster feelings of autonomy, competence and meaning as the catalysts for developing adaptive, constructive learning.

Pae-Ti (2008) studied the relationship between social class, notions of masculinity, intelligence and reading achievement in 16 year old boys in co –educational comprehensive schools. The study was based on the assumption that for males', extrinsic motivation is the key to academic success. The results showed that intrinsic motivation is a “much stronger predictor of reading achievement than extrinsic motivation, which failed to discriminate between successful and unsuccessful boys.” The research also showed that the least successful boys were those who gave strongest support to the maintenance of the traditional sex roles in society and who themselves intended to follow that role.

Baker & Scher (2002) studied 65 six year old 1st graders from different socio-cultural backgrounds. They and their parents participated in this study for examining children's motivation for reading in relation to parental beliefs and home literacy experiences. The results of this study revealed that the beginning readers had mostly positive views about reading and no differences in motivation were associated with income level, ethnicity, or gender. Children's reading motivation was not associated with frequency of storybook reading or library visits. Frequent use of basic skills books was negatively associated with reading motivation. The study showed importance of measures other than “quantitative indices of home literacy experiences” for the development of motivation for reading. Parents, who believe that reading is pleasurable, convey a perspective that is appropriated by their children. Parents may directly convey this to children through their words or only indirectly through literacy experiences.

Vocca and Vocca (2002) studied the influence of home – based reading interactions on 5 – year – olds' reading motivations and early literacy development. In order to understand the impact of home – based reading practices on young children's literacy development they considered comments made while reading as well as the affective quality of the reading interaction. Five – year – olds were observed reading one familiar and another unfamiliar

book with any member of their family including parents and older siblings. Children under observation were from various African – American and European –American families. Almost 83% of the children were from low income families. Comments made about books and the quality of the interactions was coded. Parents were interviewed about the frequency with which their children engaged in reading activities at home. Assessments were made about their phonological awareness, orientation toward print, and story comprehension during the spring of kindergarten. Their motivations for reading were also assessed at the start of first grade. The study showed that comments about the content of the storybook were the most common type of utterance during reading interactions. Apart from that, the reported reading frequency was also correlated with their early literacy – related skills. The affective quality of the reading interaction was the most powerful predictor of their motivations for reading. The results emphasized the importance of the affective quality of reading interactions for raising children's interest in literacy.

Aarnoutse and Van Leeuwe (2008) carried out a study to determine the degree to which reading comprehension, vocabulary, reading pleasure, and reading frequency can be predicted by earlier measures of the same variables and the degree to which path models and common – factor models explain the correlational structure of the development of these four aspects of reading. It appeared that scores for reading comprehension, vocabulary, reading pleasure, and reading frequency measured at a particular point in time could be predicted quite well. The precision of the prediction for reading comprehension and vocabulary was found to be better than for reading pleasure and reading frequency. A shared common factor did not appear to underlie the development of reading comprehension, vocabulary, reading pleasure and reading frequency. Just as the development of reading comprehension and vocabulary appears to have a common source, the development of reading pleasure and reading frequency also appears to have a common source. Reading pleasure and reading frequency run rather autonomously with respect to reading comprehension and vocabulary.

Noels (2001) carried out an ethnographic study to explore kindergarten children's emergent motivation to read and write; its relation to their developing concepts of reading and writing and to their teachers' instructional goals and classroom norms. The teachers and students constructed literate activity in the classrooms. This construction framed the motivation of students who were at risk for developing learning disabilities in reading and writing. The kinds of reading and writing activity that were sanctioned in each class and the role of collaboration among students coloured their views of the purposes of literacy and their

own ability to learn. Findings of the study reveal that young children have literacy motivation influences, and they are influenced by their classroom literacy culture.

Stiggins (2010) studied motivation for reading on the basis of the fact that several US schools and instructional reforms had sought ways to counter trends of mediocrity in education. These reforms were grounded in structural motivation theories postulating students' learning experiences optimized when instruction is authentic, challenging, demands skills, and allows for student autonomy. This study investigated effects of these structural characteristics of instruction on students' learning experiences. The results showed that high quality learning experiences are indeed authentic, allow choice, and demand student skills. Boring experiences are produced when these instructional characteristics are absent. He concluded that structures of instruction that disaffect students, are very much represented in students' daily school life while those that motivate them toward reading are not frequent enough.

Nikolov (2007) carried out an eight – year cross – sectional study to measure self – esteem, reading and mathematical attainments of eight 2 – 6 year old children. Overall, there were found significant positive correlations between the children's self – esteem and their attainment scores. There were no significant correlations of the discussion centres on the possible link between national testing and self – esteem. Mazzoni, Gambrell & Korkeamaki (1999) examined changes in first – and second – graders' reading motivation across the course of a school year in two countries. They compared students in the United States and Finland. They were set to explore possible developmental patterns in early reading motivation that operate universally across cultural contexts. The most significant finding revealed that in both countries, first – graders' reading motivation significantly increased across the course of the school year. The second – graders' reading motivation did not increase on the other hand. Keeping in view that the children begin school at age 6 in the United States and age 7 in Finland, the result reveals that reading motivation occurred during the first year of schooling for both countries, regardless of age and cultural differences. Findings show a relationship between the initial acquisition of reading skills and reading motivation in that learning to read during the first year of school, in itself, may be a powerful motivator.

Meddings and Thornbury (2009) write that the middle school students are often characterized as disinterested readers. They studied students as primary informants about what motivates them to read in their middle school classrooms. They surveyed 1,765 sixth – grade students in reading and language arts classrooms in 23 diverse schools in the mid –

Atlantic and North Eastern United States. Students described through open ended responses, short answers and checklist items how classroom environments motivated their reading. Follow – up interviews were also conducted with 31 students in 3 classrooms. The researchers identified several findings about positive features of instruction. Students valued independent reading and the teacher’s reading aloud as part of instructional time. When asked what they liked most about time spent in class, students focused on the act of reading itself or personal reasons for reading rather than on social aspects or activities related to reading. Students emphasized quality and diversity of reading materials rather than classroom setting or other people that motivated them towards reading. While the study several issues also emerged about access to reading materials at school.

Manolopoulou-Sergi (2004) writes that studies on reading motivation have found that access to reading materials has an important influence on the amount students choose to read. There are few studies, however, that have examined print access in a comprehensive way to include home, school, and community resources. In this study, surveys and reading tests were administered to a class of eleventh – grade students. Consistent with previous research, convenient access to reading material, regardless of a student's reading ability, was associated with more frequent reading. In addition, more voluntary or "free" reading was associated with higher levels of reading proficiency. Implications for providing students with easier access to reading materials are discussed.

Rueda and Dembo (2004) carried out a study to assess dimensions of activity and achievement. They inquired about many possible dimensions of reading motivation, including self – efficacy, various types of intrinsic and extrinsic reading motives, social aspects of reading, and the desire to avoid reading. The students also completed several different measures of reading activity and reading achievement. The strength of the relations between reading motivation and reading achievement was greater for girls and for white students. “Cluster analyses revealed seven distinct groupings of children based on their motivational profiles that were related to reading activity and, to a lesser extent, to reading achievement.” The study shows that reading motivation is “multidimensional and should be regarded as such in research and in practice.” School libraries can do a lot to motivate students towards reading. School libraries serve as the “factories of intellect.” The library atmosphere sets “behavioural pattern in students” and enables them “to acquire the competencies they need.” Through library, the student is introduced to the “concept of responsibility and accountability while treating the book as library property.” As a matter of

fact, there is “no better place other than a school library to teach the child the art of study through self effort (Reid, 2006)

A theoretical discussion of reading motivation and reading engagement with academic achievement is often said to be the observable manifestation of reading motivation. Sometimes, it is identified by students' on-task behaviour, lack of disruptions during lessons, or completion of activities. More recently, cognitive-oriented researchers argue that an engaged reader is one who is motivated, knowledgeable, strategic, and socially interactive (Guthrie & Wigfield, 2000). This requires that the learner be actively thinking about the reading task. Such definitions make engagement difficult to observe.

Defining and assessing such constructs with diverse learners are particularly difficult. The way a given individual shows interest or displays motivation to engage in a task is culturally defined (Stiggins, 2010). Vasquez, Pease-Alvarez, and Shannon (2001) documented how one child utilizing his classmates as learning resources (a common activity among the Mexican families they studied) was reprimanded for walking around the classroom. The teacher did not understand that the child was demonstrating his engagement with the task by seeking knowledge and verification from his social network of peers within the class.

Not surprisingly, existing theories attempting to explain motivational processes have not been very successful at explaining motivational processes in ethnic minorities (Rueda & Rueda & Dembo, 2004). Cognitive Contributions Dominant theories of reading motivation emerge from a cognitive perspective that conceptualizes motivational processes as individual cognitive processes. Theories stemming from this approach have provided important insights into the factors that produce reading motivation. These have been broken down into three main components: (a) the students' goals and values related to the task i.e., "Why am I doing the task?"; (b) the students' self-efficacy in relation to the task i.e., "Can I do the task?", and (c) an affective component i.e., "How do I feel about the task?"; (Wigfield, 2000).

Goal theory stresses the importance of students' goals to reading motivation (Wigfield & Guthrie, 1997). The reasons students have for reading motivation determine their level of effort and persistence, as well as the strategies they employ in their particular task. Dweck and Legget (2000) defined two major types of goals: learning goals and performance goals. Learning goals reflect a desire to master the task. Students with a learning goal orientation are intrinsically motivated to learn. They employ greater effort and measure their success in terms of their own growth in reading and comprehending a text. Performance goals, on the other hand, are related to extrinsic rewards such as grades and praise. Students with high

reading motivation performance goals compare themselves with other students. They do as much as is required to outperform others. Results from a number of studies show that learning goal orientations lead to higher cognitive achievement (Reid, Hresko, & Hammill, 2001). Task values--a person's incentive for doing a specific task--are also important to reading motivation (Wigfield & Eccles, 1999). Four items help determine an individual's task values: (a) the intrinsic motivation and interest that the task holds for the individual, or how much the person enjoys performing the task; (b) the attainment value, or how important the individual considers the task to be; (c) the utility that the task brings in terms of the individual's future goals; and (d) the cost, or negative aspects, of performing the task (e.g., the demands of the task on the person; the other more attractive tasks that may have to be neglected).

Beliefs regarding an individual's control over learning and performance also impact motivation for reading and achievement. Students who attribute their performance to fixed characteristics such as intelligence tend to expend less effort on a task than do students who attribute their success or failure to controllable factors such as effort (De Charms, 2004). Self-worth theory (Covington, 2002) suggests that, since intelligence is highly valued in our society and an individual's self worth is impacted by their perception of their intelligence, students who attribute performance to a fixed understanding of ability are often motivated to protect their sense of self worth. This is particularly true if they do not feel efficacious toward the task (Bandura, 2004). These students often choose to apply less effort in their endeavours for fear of failure. For these students, failure is indicative of low ability; if they expend a great deal of effort but do not perform well, then they lack ability. On the other hand, if they do not study adequately, then they can believe and have others believe that they did not apply themselves. Sometimes these students do expend effort, but they hide this fact from others and pretend not to care about the tasks. These students often appear disengaged in the reading comprehension classroom.

As discussed above, a cognitive view of reading motivation proposes a clear relation between beliefs, attitudes, and values as mediators of task engagement). When applied to reading specifically, motivation is defined as "...the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000). Thus, cognitive work on reading motivation has focused on the types of literacy tasks in which children are asked to engage and how they engage in them. Cognitive work on reading motivation also considers the authenticity of the tasks and the social interactional aspects of literacy (Parson, 2003).

Researchers at the National Reading Research Centre have been especially influential in translating the research on reading motivation to the domain of reading and literacy, emphasizing psychological (motivational) factors as essential characteristics of reading engagement. Thus, an engaged reader is thought to be motivated to read for diverse purposes but also as an active and strategic knowledge constructor (Guthrie, 2000). Constructing knowledge requires having the conceptual knowledge from which to draw to make sense of the text, and effectively using strategies that facilitate understanding the text. In addition, a number of authors discuss the social aspects of motivation for reading, suggesting that reading motivation involves talking about the task with others (Parson, 2003). These four elements (motivation, conceptual knowledge, strategies, and social interaction) provide a basis from which to build a theoretical framework for reading motivation.

Research further indicates that reading motivation is associated with active teaching approach that leads to higher levels of student achievement. Students are guided through the learning process and are afforded opportunities for success, which include: reading passage, assessment, critical thinking and homework with parent activities. The National Reading Panel (2000) identified comprehension of text as critical to reading successfully. This panel pointed out a series of strategies that influence the meaning of text. The Teacher Edition of Reading Motivation delineated strategies that students can use independently as they read. Pressley (2000) stated that when students learn and apply such strategies, their comprehension improves. Without comprehension, teachers and students become frustrated when students can read words but only have a surface understanding of the printed word. With the absence of reading motivation for effective comprehension, reading for pleasure and knowledge appears to be virtually impossible (Vaughn, 2004). The questions and instructional activities at the end of each unit must accent specific skills and provide practice designed to challenge students and address elements of reading comprehension. Cox and Guthrie (2001) stated that students who are more generally motivated are likely to spend more time engaging in reading, which has been shown to directly contribute to achievement on reading task

2.9 English Reading Comprehension Teaching Methods

The descriptions of reading methods and reading processes, and the illustration of requisite skills and knowledge bases for successful reading and comprehension in both a first and a second language, make it abundantly clear that the extraction of meaning from printed text is an active cognitive undertaking. As learning psychologists moved their focus away

from the behaviourist view of sequential mastery of sub skills and embraced a cognitive based view of constructing meaning as a result of interactions between the reader, the text, and the context (Dole, 1991) the use of reading comprehension methods took centre stage. Comparisons of successful and unsuccessful, good and poor, expert and novice, or skilled and less skilled readers have revealed that reading involves numerous simultaneous actions or strategies on the part of the reader (Sheorey & Mokhtari, 2002). As a result of research findings on these comparison studies, leading literacy experts have recommended explicit comprehension instruction that is comprised of teaching reading methods throughout the curriculum (Sadik, 2005).

Torgesen (2007) said that good methodology is the most powerful means of developing proficient comprehenders and reading increasing comprehension and thereby preventing reading comprehension problems. Teachers enact a wide range of instructional practices that they use thoughtfully and dynamically. Most people do not realize how complex teaching is. Effective teachers do more than teach specific strategies or make available to students a wide variety of texts. Indeed, effective teachers of reading engage in a diverse array of instructional methods (NRP, 2000; Pressley et al., 2000)

A review of studies on effective teachers' methods of teaching reveals some of these important instructional methods and activities. For example, teachers establish a complex set of organizational and management routines in their reading comprehension classrooms, which they use to ensure a minimal amount of disruption, a maximal amount of time-on-task and provide an atmosphere of support and encouragement (Sheorey & Mokhtari, 2002). In their reading comprehension classrooms, readers feel comfortable taking risks and are expected to achieve. For example, they ask high-level comprehension questions that require students to make inferences and to think beyond the text. Students are encouraged to make connections between texts they read and their personal lives and experiences. Comprehension instruction gives students access to culturally important domains of knowledge and provides a means of pursuing affective and intellectual goals (Sheorey & Mokhtari, 2002).

Whereas some researchers have questioned the extent to which teachers use research-based best methods in their reading comprehension instruction, other researchers have pointed to teacher quality as one of the most critical variables in student achievement. Teacher quality is defined in many ways, from advanced degrees to deep subject matter knowledge to deep pedagogical knowledge Darling (2002). Whatever way it is defined, it is clear that the expertise of the teacher matters, and it matters a lot. In an extensive review of the research on teacher quality and student achievement, he found that teacher quality and

expertise consistently and accurately predicted students' achievement. Obinegbo (2003) said that good methodology can be effective in providing students with a repertoire of strategies that promote comprehension monitoring and foster comprehension.

A number of significant researchable issues are related to the role of vocabulary in enhancing comprehension.

These are divided into four subsets:

- selecting the words to teach,
- teaching strategies for learning words independently,
- fostering word consciousness, and
- examining the interplay between different components of a vocabulary curriculum.

Because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ good method is necessary to improve reading comprehension. To construct meaning, students must monitor their understanding and apply strategic effort (Bronwyn, 2010). To further enhance reading comprehension, good comprehenders also use strategies that help them retain, organize, and evaluate the information they are reading. Among these strategies is a well-defined set that we know, as a result of rigorous investigation and replication, leads to improved comprehension when employed by readers. This set of strategies includes concept mapping, question generating, question answering, summarizing, and story mapping as delineated in the NRP report (2000).

Numerous descriptions and definitions of reading methods have been proposed. Some have been described broadly as processing strategies that help readers make sense of text (Anderson, 1991; O'Hara, 2008). One definition that encompasses the vision of the interaction between the reader, the text, and the situational context under which the reading occurs was put forth by Grendler (2005) —a cognitive behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. In addition to the identification and classification of reading methods which will be described below, researchers have also investigated the role that metacognition plays in comprehension.

The term meta-cognition first appeared in the literature in the early 1970s (Kaufman, & Franco, 2004), and by the end of the decade learning psychologists had already concluded that meta-cognition plays a considerable role in all facets of learning, including oral communication, writing, problem-solving, memory, self-control, language acquisition, and, of course, reading comprehension (Ikeda, & Takeuchi, O. 2003). Meta-cognition, in its most

basic explanation is thinking about thinking. Some describe it as —knowledge of what we know Grabe (2004) or as —a cognitive process where one is aware of his or her own thinking.

In terms of reading comprehension methods, research has shown that teachers and readers have to be meta cognitively aware of their actions or use of methods to comprehend the text, and that good readers are able to reflect on their thinking and comprehension as they engage in the reading task (Bronwyn, 2010). Sheorey and Mokhtari (2008) describe metacognitive awareness of reading methods as —deliberate, conscious procedures used by readers (teachers and learners) to enhance text comprehension (Sheorey & Mokhtari, 2008). They differentiate three kinds of knowledge: declarative, procedural, and conditional. Furthermore, they describe readers as those who know not only a set of methods to use, but know how to put them into action, and when and why to employ them. In other words, readers have to monitor their comprehension of the text and adjust the methods when a breakdown of understanding occurs.

Guthrie and Taboada (2004) offer a similar description of readers. They explained that readers must be deliberate in their use of methods and that to perform this deliberate act, they need to have competence in the use of a number of methods and be aware how these help in different situations. Additionally, they underscore, readers have to be motivated to use the methods. These two portrayals align well with Bryson (2003) explanation that regulation of cognition includes planning of method use and monitoring of understanding. He also highlights the important role of evaluation after the method was employed to ensure that the reading comprehension problem was solved.

Smith (2000) noted that the method of teaching reading comprehension could be regarded as the vehicle through which a message can be delivered. Harris and Mujer (2005) refer to methodology as the process of teaching and learning which brings the learning relationship with the skills and knowledge that are specified and contained within the curriculum .Oxford Advanced Dictionary defines it as a way of proceeding or doing things. According to Bronwyn (2010), as any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in any particular subject. Teachers need to use different teaching methods in order to reach all students effectively. A variety of teaching strategies, knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for their class. He stressed that the first step to choosing a reading comprehension teaching method is to assess the students. This assessment

can be formal or informal. Formal assessments include standardized tests, tests from the textbook or the curriculum being used, or teacher-created tests.

These assessments can give you an idea of the previous instruction that the students have received as well as their academic level. The students in your class may have undergone various teaching methods and quality of reading comprehension instruction in previous years. Informal instruction is, as the name suggests, much less formal. Good teachers know their students. If you have been teaching a particular group of students for some time, you probably already know quite a bit about their interests, ability levels, and learning styles. If the group of students is new to you, you can make a point of asking them, individually or in a group, about their interests and academic strengths (Bryson, 2003). Depending on the age of the children, they may also be able to write about this, or answer some form of questionnaire about their hobbies, interests, previous instruction, strengths, and weaknesses. Students generally enjoy talking about themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your reading comprehension teaching methods (Bronwyn, 2010).

Once you have assessed your students, you need to plan for different reading comprehension teaching methods. Direct instruction is the most common form of instruction. This is the lecturing method of teaching. Many teachers of English language use this teaching method almost exclusively, as it is considered simplest since one can cover large amounts of material in a short period of time (Ibode, 2004). However, this is not the most effective teaching method to reach all students, especially younger ones, who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels.

According to Olobode (2005) there are different methods of teaching; the conventional method which is regarded as the existing traditional method of instruction in the normal classroom setting. There exist several methods of such conventional methods of instruction which have permeated our educational system over the years. Among such conventional methods of instruction are demonstration method, advance organizer method, individualised method, computer assisted method, project method, field trip method, mastery method among others.

The project method of instruction is a plan, task or activity embarked upon by learners in order to obtain a desired goal. The project method involves the teacher putting up a problem or problems before the learners in an attempt to challenge their curiosity. The tasks so placed before the learners generate opinion in the form of possible solutions. As a result,

students are encouraged to seek information from different sources to enrich their study in order to foster independent thinking, self-confidence, and social responsibility.

There is of course the questioning method which is otherwise known as the Socratic Method and which is regarded in the teaching parlance as the most effective weapon in the teacher's armory (Ayodele & Adegbile, 2007). According to them, the method may be applied even in opening a lesson, in developing a lesson and rounding up some of the concepts taught during a lesson.

There is also the lecture method. This method seems to be a child of necessity because it obviously arose from the need for teachers to cope with large classes of learners which is the bane of developing countries, especially in higher institutions. The lecture method involves the oral presentation of facts and concepts to a group of students who take notes as the lecture lasts. Consequently, the lecture method (Ayodele et al, 2007) is one which involves the teacher or lecturer in talking according to a pre-planned structure scheme. Many teachers also use this teaching method almost exclusively, as it is considered the simplest, and one can cover large amounts of material in a short period of time.

In mastery learning method, the teacher monitors closely the progress in individual student and ensures that concepts and process are understood before the student progresses to the next stage. Akinsola (2002) also worked on mastery learning and enhanced mastery learning. Aremu (1998) considered the effects of cardboards students' achievement. Afolabi (2001) studied comparative effectiveness of the problem solving strategy and advance organizer method in teaching at the SS level. He also investigated the relationship between mental imagery problem solving.

Demonstration method of teaching involves the teacher showing students a process or procedure such as science process, a cooking procedure or computer procedure. Involving students in demonstration allows this method to be less passive (Ibode, 2004). This means teaching by displaying of instructional situation with an audiovisual explanation of an idea, process or product.

Inquiry-based learning is a teaching method which is rapidly gaining popularity. Based on the scientific principle of this method, it can be used for virtually all subjects. Using inquiry-based learning takes a lot of time, energy, and planning, but it is often very effective. Students practice problem solving and critical thinking skills to arrive at a conclusion. This teaching method is extremely student-centred and student-directed, and can be modified for students at any level, reaching them where they are. Teachers will generally need to start by modelling the process to the students.

Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning, students are put in small groups to work together. They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together. Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels.

Another teaching method is explanation. This form is similar to lecturing where the teacher teaches a lesson or one gives a speech, by giving a discourse on a specific subject that is open to the public, usually in the classroom. This can also be associated with demonstrating and modeling. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer.

Also, is the collaborating method. Collaborating allows students to talk among each other and listen to all view points of discussion or assignment. Students' are made to work in groups. It helps students think in an unbiased way. When this lesson is going on, the teacher assesses the lesson of working as a team, leadership skills, or presenting with roles. Learning by teaching is a widespread method, adapted by (Kolawole 1998). The students take the teacher's role and teach their peers. This method aids the poor comprehenders especially when they are in the midst of their peers.

Lockheed, and Komenan (2003) state that Nigerian reading comprehension classroom is dominated by teacher centred methods, which have been found to be ineffective in promoting learning at secondary schools levels. Lecture and teacher demonstration method dominate our classroom interaction. Adegbile (2001) on the other hand, comments that Nigeria teachers have the knowledge of content and different methods of teaching but the knowledge of how to apply the skill is weak.

Stella (2000) submitted that the methodology set the objectives of the lesson, act as the students' motivator and consist of patterned behaviour that are definite step by which the teacher influences learning and academic performance of the students. This is further buttressed by Obanya (1980) who posits that teacher's method of teaching contributes much to the failure of the students and that most of the teachers were found not motivating students by making subjects real and interesting, which also result in students' failure especially in public examination.

Of all these methods of instruction, no one method could be said to be the most appropriate for teaching reading comprehension rather, classroom experiences show that in most cases, two or more teaching methods are combined by teachers in classroom practice. In this regard, Obemeata (1980) cautioned that there is no such thing as the correct method of teaching. According to him, a variety of methods may be applicable to the same topic or subject and that one method may be more fruitful than another in a particular context while the reverse may be the case in a different context. Therefore, the onus remains on teachers of English language to be conceptually alert to the dynamics of teaching-learning in the classroom in order to apply appropriate instructional method.

According to Macaro (2006) the explicitness with which teachers teach English Reading Comprehension strategies makes a difference in learner outcomes, especially for low-achieving students. Understanding the nature of the reading comprehension problems experienced by many students who are low achieving has helped in developing instructional approaches that enhance the reading comprehension abilities of these students. An important instructional method for these learners consists of making instruction very explicit. Explicit instruction provides a clear explanation of the criterion task, encourages students to pay attention, activates prior knowledge, breaks the task into small steps, provides sufficient practice at every step, and incorporates teacher feedback. It is particularly important for the teacher to model the reading comprehension strategies being taught.

The fact that there is no such thing as the best method is recognized by many educationists. According to Ayodele (2007), a teaching method or strategy is as good as the practitioner handling it and its success is dependent on many other factors such as the learning atmosphere, the learners' readiness for the learning task, the aids to support the learning tasks. Afolabi (2009) also opined that the best for a teacher is to be well equipped and he/she should be ready to apply one and change it into another, and let that one melt into yet another, until the lesson ends. According to Onogwere (2000), teachers should improve their teaching methods in order to enhance better understanding and application among the students so that their interest could be aroused. Thus, there is need to explore approaches that will improve students' achievement as results (WAEC, 2010) indicated that the conventional teaching approach is deficient in meeting the needs of the majority of learners. Afolabi, (2009) also suggested that the various teaching methods in use by classroom teachers be investigated and observed for their pedagogical activities and the intensity of their use. There is therefore, the need for one to carry out more surveys to elicit a more sincere reading comprehension response that can give a more reliable response.

Finally, (Ayodele, & Adegbile, 2007) indicate that adequate methodology which emphasizes active student engagement in hands-on opportunities improves reading attitudes toward English reading comprehension and indicates a positive contribution on achievement in English reading comprehension. Juel (2008) emphasised that active instruction must include a wide range of instructional approaches: small groups, class discussion, concrete objects, hands-on experiences and reading. In reading motivation for students, teachers can ask students to think aloud, consider different options for responses; show evidence for the response reached, and put their thoughts in writing. All of these ways help students to organize their thinking and assist teachers in determining the level of understanding of reading concepts and the adequate methods to be employed in teaching. Studies also indicate that teaching methods which emphasize active student engagement improve attitudes toward learning and indicate a positive contribution to achievement. This indicates that active teaching method is associated with higher levels of student performance in English reading comprehension.

2.10 Students' Attitude towards English Reading Comprehension.

Productive teaching and learning are dependent upon influential factors such as understanding the importance of positive learning attitudes students need in order to learn a language successfully (Engin, 2009). Several researchers have developed scales to measure students' attitudes toward reading comprehension which some researchers have used in their evaluation of English reading comprehension. English reading comprehension attitude is an integral part of the development and use of lifelong reading skills. The ultimate success of instruction is strongly affected by the reader's attitude which might affect them. Gardner (2006) proposed that proficiency in any language is caused directly by virtue of certain factors like attitudes to learning that help students achieve higher performance since they exhibit the desire to learn the language when interacting with a particular language learning situation.

Researchers have theorized that attitudes affect one's motivation and subsequent achievement by increasing the amount of time learners engage in reading (Adebiyi, 2006). Evidence has linked reading attitude with ability and reported that poor readers comprehend less and generally have more negative attitudes than better readers who comprehend better (Parker & Paradis, 1986). Other studies have shown consistent attitudes toward reading regardless of ability (Lazarus & Callahan, 2000 in Norris-Holt & Shukutoku, 2001). A study found that students' attitudes toward academic and recreational reading steadily declined

across the elementary school years and the learners' attitudes to learning in the sense that if a student feels alienated and disengaged from the learning contexts in school, his or her potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced" (OECD, 2004). This study showed a sharp decline in low-ability students' attitudes across grade levels.

Reading attitudes have been assessed to determine attitudinal differences between girls and boys. Throughout grades one through six, the attitude score for girls tended to be more positive than for boys (Parker & Paradis, 2001). Another study found that the responses of girls to reading attitude surveys were significantly more positive than boys. It was discovered that girls are significantly more likely to read stories, magazines and poems than boys, whereas boys are more likely to read comics, newspapers and information books (Sainsbury, 2004).

Students' reading attitudes have also been measured with students with disabilities and compared to their non-disabled peers. Lazarus and Callahan (2000) found that students with learning disabilities who received reading instruction in special education resource rooms comprehend and express reading attitudes that equaled or exceeded those expressed by low and average non-disabled students. Gifted students tend to have different perceptions and attitudes toward English reading comprehension. A study by Martin (1984) explored the reading comprehension attitudes of gifted students. The results indicated that gifted students have negative attitudes toward reading comprehension. These students found most school-related material to be boring and preferred spending their time in other ways.

Studies with large populations can sometimes give a more detailed analysis and insight into attitudes of students toward English reading comprehension. A 1995 study completed by McKenna, Kear, and Ellsworth is the most comprehensive study completed on the English reading attitudes of elementary students. The study used a national sample of over 18,000 students in grades one through six. The study found that attitudes declined throughout the elementary years due to social factors and expectations.

Estes (1981) developed a scale to measure students' attitudes toward English reading comprehension. He chose to use a Likert scale because of its accuracy and ease of use and asked a group of 27 teachers to submit statements related to attitude toward English reading comprehension. From those statements, he selected 28 to pilot-test with 283 students from grades 3-12. Analysis revealed that younger students had more positive attitudes toward reading. He includes the twenty-item attitude scale, along with the response values assigned to each letter. Students responded with A, B, C, D, or E, with A representing —strongly agree

and E representing —strongly disagree. For example, an A response on a positive question receives 5 points, while an A response on a negative question receives 1 point. He recommends administering the survey pre and post to gauge students' changes in attitude to English reading comprehension.

Roettger (1980) examined the reading attitudes of elementary students who were good readers, but had poor attitudes toward English reading comprehension as measured on the Estes Reading Attitude Scales (ERAS). She stated that the children were selected because their attitude scores and actual reading performance contradicted the belief that children who read well have positive attitudes toward reading while those who do not read well have negative attitudes, (Roettger, 1980). She discovered through interviews conducted a year after the initial administration of the attitude scale that students had different expectations for English reading and comprehension.

The high attitude/low performance students thought of reading as a tool for survival, while the low attitude/high performance students thought of reading comprehension as —...a means of gaining specific information to help them get good grades, do their school work, and learn more about the world. For them, learning and performing well in school had a high priority, (Roettger, 1980). The low attitude/high performance students talked about reading and comprehending as a skill and enjoyed specific types of books, while the high attitude/low performance students could name more general types of books that interested them. Students in both groups expressed the desire to have more time in school to read and to discuss what they read with other students and the teacher. This supports the use of motivation in schools.

Rowell (1992) also developed an attitude scale for English Reading Comprehension, which he called A Scale of Reading Attitude Based on Behaviour. He started the process by selecting three categories of reading: reading for pleasure, reading in the content areas, and reading as it takes place in reading classes, (Rowell, 1992). Similarly to Estes (1981), he also used a Likert scale, which ranged from always occurs to never occurs. However, his attitude scale contained sixteen items rather than twenty. Also, unlike Estes (1981), his scale was designed for teachers to fill out based on the students' observable behaviour. For example, the first item states; the student exhibits a strong desire to come to the reading circle or to have reading instruction take place (Rowell, 1992). Since the teacher had to observe each student and each behaviour separately, this attitude scale took a much longer time than the Estes (1981) to administer, thereby making it impractical for teachers with limited time or large classes. He stresses that teachers need to make a decision whether to allow students to fill out an attitude scale or to have teachers observe students and fill out this attitude scale,

which Rowell (1992) tested for its reliability and validity for English reading comprehension classroom use.

Mikulecky (1994) developed a reading attitude survey, the Mikulecky Behavioral Reading Attitude Measure (MBRAM), for his dissertation. During the construction of the instrument, he conducted a pilot test in 1995 and conducted statistical analyses for construct and concurrent validity as well as test-retest reliability. He field-tested the instrument with 1750 seventh through twelfth-grade students. The survey consists of 20 questions rated on a five-point Likert scale with one representing —very unlike me and five representing —very like me. Some questions asked how much the student read and were mainly worded so that someone who loved to read would rate himself or herself highly, while someone who disliked reading would rate himself or herself low.

Mikulecky and Wolf (1977) administered the MBRAM to 135 seventh-graders in order to examine the effect of USSR and reading games on secondary students' reading attitudes. All groups showed a decline in positive reading attitudes; however, the USSR group demonstrated the smallest loss in mean reading attitude score, while the reading games group demonstrated the greatest loss. The researchers speculated that the briefness of the treatment, twenty minutes a week for ten weeks, might have led to the lack of statistically significant differences between groups and that reading attitudes take time to develop and change. Heitema (2002) analyzed the factor structure of the MBRAM with 411 gifted seventh and eighth-grade students. Their results indicated that the instrument was a unidimensional measure of attitude, but did not measure Krathwohl's five stages of attending, responding, valuing, organization, and characterization. They cautioned that the instrument should be regarded as experimental and should not be used for decision-making about student placement or about instructional programmes.

Sainsbury (2004) also evaluated the MBRAM to determine whether or not it measures Krathwohl's five stages of attitude and is a true hierarchical scale. He administered the instrument to 198 undergraduate teacher education students and used the Guttman Scale Analysis procedure to examine whether or not the MBRAM is a unidimensional index of reading attitudes. His findings indicated that the instrument was useful in determining the reading attitudes of adults. One important finding was that —69% of the pre service teachers were classified at one of the two lowest stages of attitude internalization (attending or responding). This finding may help teacher educators be able to determine the reading attitudes of prospective teachers who will in turn influence their future students.

Herrold, Stanchfield, and Serabian (1999) studied the effects of a listening-to-literature programme on the attitudes of middle school students toward reading. They stressed the importance of modeling as a highly motivating behaviour for students and chose the teacher reading to the students as the modeling behaviour to examine. Using a pre-test-post-test design, the Reaction Toward Reading Attitude Scale (RTRAS) developed by Stanchfield was administered to sixth, seventh, and eighth-grade students. They found that boys enjoyed listening to the teacher read stories more than girls. Another interesting finding was that both boys and girls had little desire to read during their free time. This fits with the findings of McKenna, Kear, and Ellsworth (1995) that by grade six, students have become largely indifferent to reading. Although they did not study SSR, they did look at teacher modelling behaviour through oral reading as a way to motivate students, especially boys, to read.

McKenna, Kear, and Ellsworth (1995) surveyed over 18,000 children in first through sixth grades about their attitudes toward recreational and academic reading. They used the instrument developed by McKenna and Kear (1990) to measure students' attitudes toward both types of reading. They explained that attitude can affect students' reading achievement and that poor attitude might lead to students choosing not to read. They reported several findings: positive attitude in grade one had declined by grade six, girls had more positive attitudes than boys and the gap widens with age, and that ethnicity had little effect on either recreational or academic reading attitude.

Overall, they noticed a negative trend in students' attitudes toward reading as they got older and progressed in school. McKenna, Kear, and Ellsworth (1995) state that the overall negative trend in reading attitude can be explained in part by the increasing impact of poor reading ability in the upper grades. Because the students don't read well, they have a poor attitude toward reading, which makes sense, since most students probably, have a negative attitude toward activities they do not perform well. This study only studied students up to sixth grade; therefore, more research is needed on secondary readers' attitudes.

Mitchell, Ley & Goldenberg, 2008 examined high school students' reading attitudes and behaviours. They stated that little previous research had been done with a high school population, but that high achieving readers generally have a more positive attitude toward reading than low achieving readers. Their findings were that females reported more positive attitudes toward reading for enjoyment purposes than males and that high school students generally read to be successful in school and not for their own personal enjoyment. Students in grade 12 had a more positive attitude toward reading for individual development than students in grade nine, but neither their reading for enjoyment nor levels of voluntary reading

was statistically significant for grade level. Students in the most advanced classes reported more positive attitudes toward reading than students in the less advanced classes. Overall, the high school students in this study reported that they read mostly for its contribution to their success in school.

In the opinions of (Ehrman, Humphreys & Spratt, 2008) a learner's attitude relates to all facets of his or her education. A learner's attractiveness or repulsiveness to English Reading Comprehension can be determined by his or her attitude towards the subject. According to them, attitude has the cognitive, affective and behavioural components. The attitude of a learner towards a subject determines the measure of his attractiveness or repulsiveness to the subject. In their opinion, negative attitude leads to poor achievement just as positive attitude leads to better achievement. It has been emphasized that in ESL situations there are opportunities to master the target language through direct exposure to the target language which may improve the learners' attitudes to and increase the motivations to learn the target language. Wang (2000) opined that attitude towards any subject has been found to effect the learning of such a subject. Many educators in the field of language learning proposed that teachers should try to understand what inspires students and explore what they find difficult when they learn L2 (Merisuo-Storm, 2007).

In another study, Gardener (2006) observed that success in mastering a language depends not so much on intellectual capacity or, language aptitude as on the learner's attitude towards the particular language. According to him, attitude could help the language learning process by changing student's orientations towards particular linguistic cultural groups and there by modify their reading motivation to learn that language. King (1981) cited in Fakeye (2002) found that a positive attitude towards English language and English reading comprehension in particular account for success in learning. This finding was re-echoed by Gioia (2004) when he reported that American college students' positive attitude towards German were correlated with proficiency in German.

Students' attitude toward English Reading Comprehension, therefore, has been found to be one of the personal variables that contributed to the learning of English reading comprehension. Developing favourable attitudes as means of enhancing performance in the learning of English reading comprehension should be emphasized. Positive attitude more often contributes to successful learning and higher academic performance.

2.11 Achievement in English Reading Comprehension.

Achievement is generally a pedagogical terminology used while determining learners' success in reading comprehension and which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences (Walsh & Snyder 2004). Research on achievement in English language has focused on identifying different types of goal orientations among students, the motivational processes that are associated with these different goals, and the conditions that elicit them.

Mahdalena (2007) stated that there are two factors that influence the students' reading comprehension achievements and they are related to one another, they are: internal factor and the external factor. The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest. Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. The external factor has a close relationship to the reading material and subject teacher. The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students. The subject teacher should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

Parson (1990) in his study stated that achievement is the successful accomplishment of or performance in a socially defined task or goal. Findings suggest that the quality of instruction affect both the students learning rate and achievement levels (Fettler 2001; Walsh & Snyder 2004). Ajufo (2007) asserts that it is the task of the teacher to tactically develop the appropriate skills that will pull those varying students' background in a way that will foster certain common attitudes and values that will allow students have similar interpretation in schools that will elicit academic achievement. In addition to the search for academic achievement and improvement, it is seemingly necessary to explore in predictive terms, students' personal characteristics because most human activities involve psychological constructs which develop right from birth. As Chauhan (2003) puts it, poor school achievement is a behavioural deviation that is symptomatic of maladjustment.

In an experimental study, Roettger, Szymczuk, and Millard (1999) investigated the reading performance for third through sixth-grade students. They modified the Estes Achievement Scale toward reading and tested the validity and reliability of their new Reading speed and accuracy (8.6 to 9.2), three months in vocabulary (8.6 to 8.9), and four months in

comprehension (8.2 to 8.6). Their findings found that the programme had some positive influence upon the reading achievement of ninth grade students in vocabulary and comprehension. These results showed that, even when students' attitudes became more negative, their reading achievement improved. She concluded by stating, —If SSR is to be incorporated successfully into the secondary school curriculum, different levels of student ability and maturity must be considered along with the right of the students to determine when and where he/she will read for pleasure (Minton, 1980). She based this conclusion on the idea that the current trend is to meet the individual needs of students; however, SSR is based on the belief that everyone reads at the same time. She stresses that students need to learn to read independently and it does not have to be all at the same time like it is during SSR.

Maynes (1982) reported on an elementary school principal who took students showing deficiencies of half a grade level or more on the Gates-McGinitie Reading Test for reading achievement to the library for 45 minutes during the noon-hour break four days out of five each week for six months. The results were neither positive nor negative. Maynes (1982) stated, —There is no indication in these results that the poor readers have acquired a new appreciation for reading as a result of their U.S.S.R. experience. However, she cautioned that the programme had only been going on for two years and there might be long-term effects in the future that could not be measured at that time.

Swanson (1992) examined the relationship between proficiency toward reading comprehension and reading comprehension achievement by correlating first-grade students' scores on the Heathington (1995) reading attitude inventory with their reading scores on the Metropolitan Achievement Test. Although she found no significant correlation between reading attitude and reading achievement for the group of students as a whole, she reported, —Significant correlations between attitude inventory and reading achievement scores of .48 ($p < .01$) for 48 females and of .32 ($p < .01$) for 43 blacks suggested higher degrees of association for these two select groups (Swanson, 1982). She concluded that younger students usually have positive attitudes toward reading, while older students develop negative attitudes when reading becomes more of an academic task, rather than a pleasurable one.

Dwyer and Reed (1989) contend, —Little empirical research appears to have been undertaken to determine effects of Sustained Silent Reading on achievement toward reading. They then report on eight studies that researched the effects of SSR on reading achievement. The studies that examined had mixed results; some studies produced positive results in students, while others produced negative results toward Reading. However, the researchers

cautioned that the negative result might have resulted from flaws in implementing the programme. They conducted their own study with fourth and fifth grade students and found that boys performed better in reading comprehension than girls. They concluded that the question of whether motivation and effective methodology enhance achievement toward reading remain essentially unanswered.

One other study of a measure of reading achievement, the measure, used an eye-tracker to record ten undergraduate students' eye movements as they took the DRP. Paulson and Henry (2002) explained —The eye tracker records eye position by measuring pupil and corneal reflections with an infrared reflection source and are accurate to within half a degree of vision angle. The eye-movement data are captured and produced as a series of x and y coordinates, which analysis software superimposes on a bitmap image of the text that was read. Fixation order and duration are available, that is, where the reader looked and for how long the reader looked there. Eye movements can reveal how a reader comprehends text. For example, readers fixate longer on unfamiliar words and shorter on predictable words.

Paulson and Henry (2002) concluded that the results of this study suggest that the eye movements of students taking the DRP do not in any way correspond to those of their reading of the unclosed, baseline passages which, for all these passages may lack in aesthetic appeal, resemble much of the reading college and high school students are asked to complete. They speculated that students used their test-taking strategies rather than reading comprehension strategies because of the close nature of the test. They further strongly stated that the DRP is not an accurate measure, or even a modest approximation of the reading comprehension process. The DRP doubtlessly measures something, but it may not be reading, and it certainly is not the reading comprehension process—in fact this test appears to cause readers to radically alter their reading processes simply to complete the assessment successfully (Paulson and Henry, 2002).

Using reading as an achievement factor, (Sternberg, Kaplan, & Borck, 2007) found that reading motivation and behaviour modification led to improved academic achievement, while Johnson (2005) concluded that students who allotted greater amount of time to reading exhibit greater achievement gains. Jones & Miles (2003) agreed that the relationship between innate characteristics and achievement of secondary school students is paramount. Adegbile (2000) asserted in his study that secondary school students' reading habit should be well developed irrespective of sex, subjects or socio-economic background. He concluded among other things that students' positive achievement is dependent on their reading attitude and academic abilities in the class. Whether children read or not is determined by their attitudes

toward reading. If children do not like reading or they think that reading is boring, their negative attitude toward reading will hinder their reading comprehension and improvement. Motivations are relevant because research indicates that higher ability readers are more interested and have higher intrinsic motivation for reading as well as a higher value for reading activities (Wigfield & Guthrie, 1997).

Wang (2000) suggests that a positive attitude toward reading is essential for adequate comprehension and literacy development. Students' experience and confidence in reading, parents' attitudes toward reading, and teachers' ways of teaching contribute to children's attitudes toward reading. The question raised is, if a student is nurtured and the attitude towards English reading comprehension instilled when the instructional method is mainly aimed at the level of the cognitive domain and the reading environment conducive for learning, can positive English reading comprehension attitude be maintained? This is the question the researcher hopes to find out at the end of the study.

2.12 English Reading Comprehension Classroom Environment and Students' Achievement

When thinking about the classroom reading environment especially reading comprehension, it is helpful to consider three guiding principles: student independence, student ownership, and purpose (Hoxby, 2000). On independence,

- are there designated areas in the room where materials are stored for reading comprehension?;
- are materials and tools labeled?
- can students easily access the materials they need?
- Is there a leveled library where students can select texts that match their independent reading levels?
- Are there areas in the room that students can select to work independently with a partner and with a small group?
- Does the environment reflect the collaborative efforts of both the teacher and students?
- Are there places in the room where the work of students can be displayed for the audience?
- Have students had a role in developing the library?
- Does the library reflect their interests and who they are as readers?

- Are signs and charts made with and by the students rather than commercially purchased? It is more meaningful to let students make welcome signs, calendars, labels and charts. It gives students ownership over the classroom and they are more likely to understand their purpose as well as use them effectively and independently.
- Do students have a voice in how the classroom looks, sounds and feels?
- Does everything in the classroom have a purpose that supports teaching and learning reading comprehension?
- Are all charts purposeful and reflective of the current units of study in reading, writing, math, science, and social studies?
- Are all teacher materials, tools and papers neatly stored and organized so that they are quickly accessible?
- Is there a meeting area for the purpose of whole class discussions, meetings, mini-lessons, modeling, and demonstrations?
- Are there areas in the room for small group work

For adequate learning environment in an English reading comprehension classroom instruction, teachers take steps to purposefully accommodate the needs of students in order to build upon their individual strengths and remedy their academic skill gaps. Teachers who commit to differentiating instruction in their classrooms believe that all students can learn, understand well that one size does not fit all, and embark on a quest to reach each student. The classroom environment and structure demand as much attention as the tools of assessment and the selection of instructional materials. Students move both physically and psychologically through their school days. Thus, the classroom environment embodies the physical and affective tone or atmosphere in which teaching and learning take place (Adisa, 2004).

Lighting is one of the most critical physical characteristics of the reading comprehension classroom, which should be considered as an active element of the total educational environment. The visual environment affects a learner's ability to perceive visual stimuli and affects his behaviour, which consequently has a remarkable impact on the achievement of such learner Diller (2008). Good lighting contributes significantly to the aesthetic and psychological characteristics of the learning environment, while poor lighting leads to undesirable impact such as the abuse of the visual organs and senses (Agomoh, 2006). Dim lighting and cool colours have adverse effects due to the fact that they can

facilitate student's sleeping in the class. Colour choices can also have impact on the teaching/learning process.

Snorky (2004) found that colour influences students' interest towards performance, behaviours and learning. In fact, they cited the most important reasons for using bright colour effectively in learning environments. These reasons include the belief that colour affects a student's attention span and the student's/ teacher's sense of time. Olubode (2006) declared that colours liked by students influence their muscular tension and psychomotor control. Therefore, the reading comprehension classroom environment needs bright colours that will be comfortable for students as their attention moves from class work to various parts of the room.

Spaces and sitting arrangement in the reading comprehension classroom settings can also evoke emotional responses and elicit or inhibit behavioural responses Osundu (2006). Educators and school facility planners need to design classrooms to be capable of producing desirable learning outcomes. Regarding the sitting arrangement, Dfes (2004) indicated that inadequate facilities were considered a major cause of poor learning outcomes. The sitting arrangement in some Nigerian secondary schools can hinder learning outcomes because of overcrowding together with noise and fatigue, which constitute psychological and emotional stress for the teachers and the students alike. This makes it impossible for learning to take place effectively because the students are under stress. Based on the research in the area of the classroom and academic achievement, it is vital that educational consultants and administrators should be critically aware of the importance attached to the compatibility between the reading comprehension classroom environment and students' achievements.

Dun's (1998) study highlighted that the spatial structure of the classroom refers to how students are seated, the language materials, projects displayed, instructional materials, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The research on English reading comprehension classroom environment suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Tomlinson, 2006). In addition, the classroom should be set up to set the stage for the teacher to address the academic, social, and emotional needs of students. The standards for determining what spatial lay-out is most appropriate to fulfill these functions include: ways to maximize the teacher's ability to see and be seen by all his or her students; facilitate ease of movement throughout the classroom; minimize distractions so that students are best able to actively engage on highly effective practices—classroom environment in

academics; provide each student and the teacher with his or her own personal space; and ensuring that each student can see presentations and materials posted in the classroom make the lighting comfortable enough for the students.

According to Abiodun (2009) the arrangement of the classroom can serve as a powerful setting event for providing students effective instruction and facilitate (or inhibit) positive teaching/learning interactions. As with other aspects of instruction, the physical arrangement of the reading comprehension classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs. In the process of teaching and learning at school, classroom management stands at a position of essential importance. Doyon (2011) said that a good reading comprehension classroom creates a learning environment in which effective teaching and learning occur while poor classroom environment often damages the students' desire for learning and spoils the teacher's passion for teaching no matter how well he has prepared for the lesson.

According to Stricherz (2004), from the moment a student enters a classroom, the teacher is communicating, both overtly and covertly, the value he/she places on learning and the degree of acceptance of students as individuals. The walls and artifacts chosen by the teacher can communicate a warm welcome or dull acceptance of responsibility. "Environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom." The physical reading environment is no less important as students move through elementary, middle, and high school. Stricherz recommends a classroom environment that is flexible with varied kinds of furniture: tables of different shapes and sizes, spots for quiet individual work, areas for collaboration. A rug or a comfortable chair can do much to communicate a personal touch that makes a classroom much more than just another room in the school. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students individually, in small groups, and as a whole class.

The reading classroom structure can represent "students valued here," with the inclusion of posters and other visual effects that recognize student cultures and interests. The walls can be a resource for learning and showing off student work. Cummings (2000) suggests conducting an interest inventory with students and creating a plan to address those interests within the classroom environment and through instruction. Teachers, too, should use the classroom environment as a means to communicate their own interests and background to

engage students and strengthen rapport. Rothenberg and Fisher also share "Fifteen Interactions for Teacher Expectations and Students' Achievement (TESA)" that highlight key ideas for setting a positive reading classroom tone to support students in their learning. Among the TESA suggestions, the teacher learns:

- The significance of being physically close to students as they work
- How to praise the students' learning performance
- How to apply active listening techniques with students
- How to ask questions, give compliments, or make statements related to a student's personal interest or experience
- How to stop a student's misbehavior in a calm and courteous manner

As humans, we react to the world around us. Children are especially sensitive to the obvious and subtle behaviours of their teachers in the context of the reading comprehension classroom setting. The classroom environment and setting are powerful elements in the hands of the teacher; they cannot be overlooked. Fabunmi (2006) discovered early in his own career just how central a teacher is to the academic and emotional welfare of each child. He summarized his philosophy in these words: I have come to the frightening conclusion that the teacher is the decisive element in the classroom. His personal approach creates the climate. His daily mood makes the weather. A teacher possesses a tremendous power to make a child's life miserable or joyous. He can be a tool of torture or an instrument of inspiration. He can humiliate or honour, hurt or heal. In all situations, it is his response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Atanda and Lamed (2000) study also reveals that free flow of communication interaction by teachers in a conducive reading classroom environment has positive effect on students and their learning achievement. Achievement goal theorists posit that the type of goal adopted by individuals at the onset of a task creates the framework within which they interpret and react to events (Abiodun, 2009). The adoption of achievement goals produces an adaptive, learning-oriented response pattern, whereby individuals are concerned with increasing their competence, prefer moderately challenging tasks, persist in the face of difficulties, have positive affect toward learning, value ability and normatively high outcomes, attach importance to developing new skills, see outcomes as dependent on the effort invested, and strive to achieve goals based on self-referenced standards (Diller, 2008). Conversely, the adoption of achievement goals results in an adaptive reading motivational and response pattern, whereby individuals are concerned with gaining favourable judgments

of their competence, prefer easy tasks, try to outperform others and to achieve success with little effort, withdraw in the face of difficulties, attribute failure to lack of ability, have negative affect toward learning, and need public recognition for their achievements (Jackson, & Davis, 2000).

While the particular goal a student adopts may be influenced by individual factors such as prior experience, or the influence of his/her family, several investigators have argued that the reading comprehension classroom environment can exert a major influence on the salience of a particular goal and hence on its adoption. However, there has been systematic analysis of the influence of reading classroom structure on students' achievement. Based on a survey of the relevant research literature, Ames (1992) derived three classroom structures which were found to impact on the adoption of an effective reading comprehension learning environment versus performance achievement goal orientation, namely, the design of the learning tasks, evaluation practices, and distribution of authority.

According to Ames' analysis, an achievement goal will be salient when: the task is characterized by a focus on the meaningful aspects of the learning activities, novelty, variety and diversity, is challenging, helps students to establish short-term self-referenced goals, and promotes the development and employment of effective learning strategies; evaluation is characterized by focusing on individual improvement, progress and mastery, recognition of effort, providing opportunity for improvement, and viewing mistakes as a legitimate part of the learning process; authority implementation is characterized by allowing students' participation in decision making, providing opportunities to develop responsibility and independence, and supporting the development of self-management and monitoring skills. Ames (1992) emphasized that the three classroom structures should not be viewed as autonomous or contributing independently to student achievement but rather as working in concert; consequently, in order to modify the classroom learning environment in a manner which would promote the adoption of an effective goal.

Dfes (2004) stated that for effective performance of a child to be, the reading comprehension learning environment needs to be conducive to learning, allowing the children space and time to interact with the learning and teaching process. The organisation of the reading comprehension classroom is as important as the organising of the curriculum or the organising of the learning. It needs to provide within that organisation the facilities to allow the teaching and learning to progress smoothly. He goes further to say that measures for positive teaching and reading comprehension learning environment that will enhance better achievement include ;

- a recognition that the teacher treats pupils fairly and is committed to teaching them
- effective reading comprehension classroom routines such as the ways pupils enter and leave and the way lessons begin and end
- strategies for making learning dynamic, interesting and challenging for achievement.

Tomillson (2003) in his work says that pupils should feel secure, both in terms of the physical reading comprehension environment and emotionally. Classroom displays which support learning must be up to date and attractive. Table and seating arrangements will be varied to suit different teaching strategies and pupil groupings so as to enhance the learning process. Every time pupils enter the reading comprehension classroom, they respond according to their perceptions of how issues such as those above are being supported and implemented. When pupils enter the reading comprehension room they are given clear messages about the importance of learning and what is expected of them. Within the reading comprehension room, there is information and other support they might need. The furniture need not always be in the same place but are organised to help them learn. If the teacher teaches in several rooms, then it may be possible to work with another teacher who shares one of the rooms. The advantage is that you can share ideas and tasks. Ensure that you talk to and involve any other teacher who shares the room, explaining what you are doing and why. He may not be able to help, but at least he will be able to encourage the pupils to support and sustain your efforts effective performance and achievement.

The reading comprehension learning environment must be welcoming and exciting. There must be enough space for the display of items and are the display areas must be well utilized. The items must convey enthusiasm for the subjects taught. The pupils' contribution to the displays must be adequate. The display must be able to reinforce good working habits through the use of questions. The displays must include news and notices that are current. The learners must readily locate the resources that they may need. The routines and systems must be in place to support the use of the resources. Visual clues must be displayed to encourage independence through the use of systems, routines and the organization of the classroom. The children must be trained to care for the resources and keep them in order. The resources provided must meet the needs of all the children. The physical layout must provide opportunities for different groupings. There will be clearly defined areas to provide a focus for different learning experiences. There must be space for both noisy and quiet activities. Information must be made available about classroom rules. The dominant arrangement of the furniture must be provided. They must be fixed or adaptable for different activities. The

arrangement must allow the teacher move around the class easily. Best places to be in order to monitor the work of the group must be created. Best places to be in order to address the class and involve them in question and answer sessions must also be made available.

In the work of Osondu (2006) he said that Nigeria public secondary schools classrooms are in pitiable conditions with leaking roofs, cracked walls, no writing desks, no writing materials, no libraries, no laboratories, not even chairs and tables for students and teachers. He stressed that according to the Nigeria policy on education, for effective teaching and learning, the teachers pupils ratio shall be 1:34 (Nigerian Policy on Education, 4th edition, 2004). But the practice is far from this policy. Cases of a teacher facing class size of more than 50 students are a common sight. With such a number of students in reading comprehension classroom much of the instructional times definitely go into classroom management. Miller (2008) in his work concluded by saying that the qualified teachers of English language are not just there and where they are the government want one to believe there is not enough money to pay for their services. He emphasized that there is dearth of technically qualified teachers.

Due to the dwindling prestige of the teaching profession occasional by the poor remuneration of teachers, there are very few serious minded teachers of English language going into education. The few qualified teachers are leaving the profession in search of greener pasture with the very few qualified teachers lost to other more lucrative profession, the schools are left with the only option of employing anybody to teach English language with negative impact on reading comprehension. He concluded that even these qualified teachers in Nigeria operate from not too friendly environment. There is difficulty in having those tools required for efficient discharge of teaching responsibilities in English reading comprehension.

Olube (2006) also agrees that there is poor quality of education in the secondary level, thus, she suggested for a repackage of Nigerian educational system through the curriculum, the learners, the teaching process and the teachers themselves. Edozie (2001) found that improper maintenance of fixtures led to lower achievement and students' performance such as misinterpretation of the written word on handout or the chalkboard. He maintained that inappropriate illumination levels abuse the human sight and have physiological consequences. Ndukwu (2002) discovered that students achieved better in a well-ventilated classroom. Likewise (Bacharach, Bauer & Shebb, 1999) conducted a test of glare conditions at various locations in the room under various levels of illumination. Students were given tasks such as reading numbers, two pencils on ruled paper and reading print on various stock

papers. The tasks were performed under different types of illumination systems. According to the researchers, the significant factors that affect loss of contrast in an English language classroom situation are visual tasks, type of lighting and the reading classroom colours. Therefore reading classroom lighting plays a particularly critical role in students' learning outcomes because of the direct relationship, between good lighting and students' achievement. This was corroborated by Phillips, (2001) in his study concerning the impact of lighting in the English reading classroom situation.

The school policy on building structure recommended that at least 20% of the wall space should be devoted to windows (ERO, 2000). Lightbown and Spade (2003) suggested that the proper use of colour in a class can convert a monotonous atmosphere into a pleasing, exciting stimulating one. Jackson and Poyser (2001) declared that colours liked by students influenced their muscular tension. All these indicate that good physical reading comprehension classroom environment is very essential for learning achievement. It is important to stress why good physical reading comprehension classroom environment is part of this study as it is also in Doyon (2011) literature review. For many educators, the classroom environment and management evoke several terms such as order, discipline, cooperation, and misbehaviour. These terms are casually mentioned sometimes but are not well defined, often leaving the reader to assume that they are either mere synonyms or antonyms.

Doyon (2011) literature review concerning reading classroom management, however, offers some appropriate working definitions that help distinguish each term. First, imagine a hierarchy of concepts where order is at the top with discipline below. According to him, order prompts engagement whereas a teacher uses discipline to curb misbehaviour. The result is cooperation. Misbehaviour, as Doyon contends, is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behaviour held by the teacher, the students, or the school staff. Thus, a common assumption is to equate management with discipline, only focusing on an individual student's misbehaviour with the goal of achieving student cooperation. Yet, as Ezepu (1992) pointed out, cooperation rather than engagement in the sense of involvement with content is the minimum requirement for student behaviour. In other words, engagement is learning, cooperation is passivity.

However, as Doyle et al (1996) contend, order in classrooms, especially English reading comprehension classroom, as in conversation is achieved with students and depends upon their willingness to follow along with the unfolding of the event. They argue further

that, 'order' is not an absolute silence, or a rigid conformity to rules, although these conditions are sometimes considered necessary for a particular classroom event to be realized in the situation. Furthermore, order is much broader than discipline or cooperation. It includes: organizing classroom groups, establishing rules and procedures, reacting to misbehaviour, monitoring and pacing classroom events, and the like (NCAC 2006) which will cumulate to students' performance and achievement.

2.13 English Reading Comprehension Classroom Environment and Students' Attitude

The English reading comprehension classroom environment varies across the range of education contexts. According to Yoon (2007) the English reading comprehension classroom systems are developed by teachers to support the policies and procedures to manage the academic performance and attitude of students within instructional environments and arrangements. This system is designed to accommodate the vast majority of students by setting rules and expectations, teaching desire, academic and social behaviours, and organizing the activities of all including staff members. Woolfolk (2007) sees the reading classroom environment as the environment created for students by the school, teachers and peer group. He believes that when teachers are interacting with students, they should take note of their individual differences, learn their names, make themselves available to them and encourage them to develop positive attitude

Emeke (2002) in defining attitude to learning was of the opinion that individual behaviour is based on certain predetermined patterns, which are activated by environmental stimuli. According to her, the quality of instruction for teaching learning situation is governed by presentation, explanation and ordering which eventually has influence on students' attitude. She also opined that the teacher should determine in advance how best to present a given task. To this effect, the quality of instruction can affect both students' learning rate and achievement. (Adeleke, 2007) asserted that the teacher's affective disposition may have a profound effect on a student's attitude to learning and subsequently exert a significant influence on a student's performance.

Layne (2009) referred to attitude as feeling and shape behaviour towards learning and remarked that it would be a serious omission in the process of teaching the students if the formation of preferred attitude and evaluation of attitudes are not deliberately planned for and included in the school curriculum. Anoma (2005) also explained that a positive attitude towards a subject assists the students to perform well in school subject. However, Bewadji (2000) and Kolawole (2005) established that students attitude to reading in Nigeria is

negative. Abundance of literature has shown that students have poor reading attitude (Onukaogu 2002). This is why the Reading Awareness Society for Development in Africa (RASDA) was established. However, students still continue to perform poorly in English reading comprehension.

Biggar (2005) attempted to investigate reading comprehension classroom climate or classroom interaction pattern and discovered that it has great impact on either facilitating or inhibiting students' attitude. English Language classroom is characterized by a rigid pattern, particularly the acts of asking questions, instructing and correcting students' mistakes. Teachers are usually the ones who select and initiate topics for conversation and restrict students' responses. Teachers in traditional English reading comprehension classrooms tend to dominate the interaction and speak most of the time because they think that close and persistent control over the classroom interaction is a precondition for achieving clear instructional goals. Thus, scholars like Dole et al (2001) suggest that teachers should give their students more opportunities to initiate topics for conversation.

Atanda and Lameed (2000) studies on the reading comprehension classroom environment show that the physical arrangement can affect the behaviour of both students and teachers and that a well-structured reading comprehension classroom tends to improve student academic and behavioural outcomes, but lack of discipline among teachers and students because of improper arrangement of the classroom can retard achievement and attitude in learning. In addition, the reading comprehension classroom environment acts as a symbol to students and others regarding what teachers' value in behaviour and learning (Tomlinson, 2006). If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn (Osundu 2006, Adams, M. 2006). However, a well-arranged reading comprehension classroom environment is one way to more effectively manage instruction because it triggers fewer behaviour problems and establishes a climate conducive to learning. Amuseghean (2007) therefore, opined that to avoid these, teachers have to plan purposeful activities which will allow learners to be actively involved in the learning activities taking place in the classroom. Disseminating information only should be discouraged; rather students should be encouraged to engage in all English reading comprehension activities.

Since Doyle's literature review, research concerning whole-class instruction has left the traditional or regular classroom instruction, that is, the more common context which includes instrumental music or physical education. Whole-class instruction was only studied

in a regular classroom when compared to cooperative learning. Oxford (1999), a secondary school English language teacher, claimed that he spent more time dealing with students' behaviours than teaching content. According to him, the teacher's primary role was telling students what to do, academically and socially. Thus, students' learning in his classroom included teacher-centered lectures and individual seatwork from an assigned text. While his students did their seatwork, Oxford stayed at the front of the room, having students come to him for questions. If students do not know what to do for the assigned task, Oxford will simply repeat the instructions. For instance, Stright (2002) observed Oxford consistently telling a student; don't do it that way; do it like it is in the book, keep doing it until you get it. After these observations, Oxford was asked to describe and justify his pedagogical decisions and teaching philosophy.

According to Oxford, managing a classroom include joking with students at the beginning of the lesson to sort of being their friend, and making sure that they are on task when instruction began. He also admitted, treating students in different ways and making demands of some task that will never mar others but rather develop a positive attitude towards English language and English reading comprehension. Yoon (2007) found that while Oxford desired a disciplined classroom, his expectations for the treatment of the students were inconsistent, whereas his teaching style (that is lectures and seatwork) did not vary.

A very common research method has been to investigate some particular aspects of physical reading comprehension classroom environment and draw conclusions based on the relationship of one or two discrete variables to reading comprehension and learning. Reid (2006) challenged this approach and suggested that it would be more meaningful to consider the interrelation of physical features and instructional activities in what he labeled a functional approach to the environment in a given training organization. Organizational training environments are a major research interest and have been well reported in the literature of (Propst, 1998 & Curran, 2003) who summarized the problem in the study of reading comprehension classroom environment thus: "How well do we know the class or the workplace? They have suffered from being too close and too familiar-literally under our noses, within sight and touch. Little attention has been paid to the reading comprehension physical environment because of over familiarity with its overt characteristics but also because of the tendency of physical arrangements to static formality. There is also a widespread assumption that physical settings have little impact on organizational functioning or learning outcomes especially students' attitude towards learning.

Goldenberg (2008) found that the concept of English reading comprehension classroom setting is prominent, especially in education. Kolawole (2005) assumed that there is evidence that the English reading comprehension physical environment does affect human behaviour and attitude. Viewing the person as a part of the environment Marshall (1999) claimed that the consideration of these differences among individuals by the instructor would inevitably result in happier and more satisfied students. Okpala et al (1988) claimed that trainers and education planners need to consider the overall impression a facility makes on students both inside and outside the classroom. The reading comprehension environment created by the sum of these subjective design considerations either help or hinder the ultimate goal which are positive attitude and successful learning. Obidike (2004) called for learning-engineered environments because if we specify the environment completely enough, we can predict human behaviour exactly.

Arranging the physical English reading comprehension environment of the classroom is one way to improve the learning environment and to solve problem of behaviours before they occur. Researches on the classroom environment have shown that the physical arrangement can affect the behaviour of both students and teachers; Cumming (2000) and that a well-structured classroom tends to improve students' academic and behavioural outcomes. In addition, the classroom acts as a symbol to students, parents and inspectors regarding what teachers' value in behaviour and learning (Cumming, 2000). If a reading comprehension classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functions of the day as well as limit what and how students learn. However, a well-arranged reading comprehension classroom environment is one way to effectively manage instruction because it triggers fewer behaviour problems and establishes a climate conducive to learning.

The spatial structure of the reading classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall learning environment. The research on classroom environments especially reading comprehension classrooms suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Weinstein, 2001). In addition, the reading comprehension classroom should be set up to set the stage for the teacher to address the social and emotional needs of students. The standard for determining what spatial lay-out is most appropriate to fulfill functions include: ways to maximize the teacher's ability to see and be seen by all his or her students; facilitate ease of movement throughout the classroom; minimize distractions so that

the students are best able to actively engage in academics; provide both students and the teacher their own personal spaces; and ensuring that each student can see presentations and materials posted in the classroom.

According to Bolton (2009) large class size was perceived by teachers as the second most important factor affecting pupil academic performance. In support of this view (Little & Thompson, 1999) state that pupils can fall behind in reading comprehension or experience academic failure where large classes do not permit the teacher to give personalized or individual attention to the pupils. Because of the expansion started in the late 1970s Nigerian schools have been over-populated. Unfortunately, however, the increasing number of students is not being matched by increasing the number of teachers proportionately. The result is large classes with student population between 50 and 60 to a class

Learning styles have also been analysed in relation to the physical reading comprehension environment. Garrison (2004) called for a balance between classroom design and instructional activity to increase student achievement. Dunn and Dunn (1998) proposed a theory that includes environmental, emotional, sociological, and physical stimuli as elements of learning style. Environmental stimuli are exterior to the person and include sound, light, temperature, and design. Physical stimuli are seen as internal and include perceptions (per the five human senses), intake, time and mobility. (Straight & Supplee , 2002) claimed that studies conducted during the last decade have found that students' achievement increase when teaching methods match their learning environment. Those methods include important environmental factors that are often overlooked in educational planning.

Several studies, both in higher education settings, primary and secondary schools, have established a relationship between place or space and learning. In stating that the physical arrangement of most classrooms reveals much about the learning process (Becker, Sommer, Bee, and Oxley, 2004) concluded that their data support the notion that simply altering the physical structure without any accompanying change in the social structure will not produce real change in the life of the students. In a Canadian study, Sheu and Wang (2007) found that communicative behaviour was adversely affected by negative feelings derived from the inhospitable physical attributes of the college reading classroom found that the background of an interaction between a teacher and student can have a strong impact on the quality of that interaction.

Studies presenting data on how individuals conceptualize the physical reading environment can help us build models. Miller (2009) offered four types of reading classroom designs that correspond to four different beliefs and conceptions-the vision-of the child as a

learner. The rectangular reading classroom with moveable furnishings served the active learner. The circular classroom with opportunity for interpersonal interactions supported the social learner. Finally, the open classroom, which appears at times to be chaotic and sensory-enriched, facilitated the stimulus-seeking learner.

In declaring that little systematic attention has been paid to the role that the physical environment (the built or constructed environment) might play in the process of instruction, Atwell (2007), noted that environments do not teach per se, and it is unlikely that variations in physical classroom setting alone within broadly defined limits of human tolerance should have a significant impact on student achievement (although some investigators have sought to establish such a link). Studies that actually focused on changes in learning behaviours when physical environment attributes were modified are often inconclusive or contradictory. If Atwell (2007), concerns are correct, this ambiguity is to be expected, but it is not possible to separate environment from learning in that the two work hand in hand. As Johnson (2004) has described, the relationship between the physical, the social, and the psychological factors that make the total environment and the extent to which the single variables that compromise each of these factors bear upon the total matrix of a class is less than clear. One reason for this lack of clarity stems from the general tendency of educators to ignore or outrightly reject the role the environment might play in the dynamics of learning or teaching.

Snorky (2004), states that the crucial issue on the role of physical reading comprehension classroom environment and students' learning outcome is the relationship between the philosophy of education and how the physical setting can be used to implement that philosophy. They suggested that the physical design offers a symbolic message of what one expects to happen in a particular place. Gladwell (2009) outlined how sensory factors were important to learning environments, observing that "traditionally, teachers have depended upon their own common sense observations of how sensory stimuli work in the learning environment. Some of the research findings confirm such observations; other findings provide new information and insights". The adult education literature has paid only brief attention to the relationship between physical setting and learning. Certain members of the Adult Education Association of the United States of America were actively investigating this relationship. Udentia (1988) saw one-fourth of learning as dependent on the facility. Tomlinson (2003) viewed the classroom environment as important to the task of sustaining the learner's commitment. He concluded from a review of literature on classroom setting, that while physical reading comprehension classroom environment does activity and productivity, how it does so depends on the learners' perceptions. Concern for the older learners and the

physiological changes of aging have led some adult educators to recommend changes in the physical environment to compensate for learner deficiencies (Snorky, 2004).

Often the reading comprehension classroom environment is presented as one of many tools that an educator can manipulate in instructional design. Looking at the reading comprehension classroom from an administrative point of view, Snorky (2004), acknowledged that requirements for physical facilities for an adult learning laboratory will vary with the purpose of the laboratory, its organizational affiliation, and the availability of fund, to be influenced by their surroundings than children, their motivation will increase through adequate space, appealing decoration, and useable furnishings. Layne (2009) emphasized the environment as one of several components of a total learning environment: of no little importance and perhaps the first component to be considered is the classroom environment. The above supports the concept that the reading comprehension classroom environment is an important element in instructional activity. However, neither learning nor reading comprehension environment is a single-sided concept. Both have multiple dimensions that must be understood holistically in order to capture the true nature of the relationship of physical space and the students' learning outcomes.

In attempting to synthesize prior research findings in order to develop new conceptual model for understanding the reading comprehension environment in learning, the researcher realized the need that must allow multiple types of learning environments. This must address the complex nature of relationships between physical settings and learning activities by allowing for interaction among several variables, including both the physical dimensions of a space as instructional variables and the multidimensional outcomes of learning. Layout of the learning environment causes many structural attributes of a place. Heating, ventilation, type of lighting, furniture, audiovisual equipment, and the human bodies occupying the space are all part of the layout. But also included are learning purposes, which determine many physical dimension requirements. For instance, Gladwell (2009) described how a sociopetal seating arrangement (a semicircular seating arrangement that facilitates face-to-face sitting among learners' enhances participation when group discussion is on.

When layout alone is examined, as has too often been the case, the question of how a reading learning environment is controlled is often ignored. The interrelationship of authority and layout allows for a more complete understanding of how a particular educational setting might be perceived by certain learners. Slavin (1989) told the story of a programme's failure to attract students because the building smelled too much; like a school to potential adult learners, suggesting that they recalled earlier times when they had little power to effect

change or control aspects of the physical layouts of their learning environments. To understand the relationship of physical classroom to learning means that educators can examine the appropriateness of a learning situation in various ways. Emphasis can be placed on the structural reality as well as on individuals' perceptions of those realities. Thus, if nothing can be done to change a particular attribute, attention can be given to altering individuals' perceptions of it. For example, if a room has a high density, the task is to transform feelings of crowdedness into feelings of closeness and cooperation among the learners. In most settings, individuals' expressed needs for personal space can help the group interact more effectively through mutual respect of these space requirements though it is not an ideal situation Snorky (2004).

Most researchers agree that well-arranged reading comprehension classroom settings reflect the following attributes: Clearly defined spaces within the reading comprehension classroom that are used for different purposes and that ensure students know how to behave in each of these areas (Bhattacharya, 2002). For instance, classrooms will contain a high-traffic area around commonly shared resources and spaces for teacher-led instruction or independent work, such as rows of desks. A classroom for students with learning and behaviour problems may have separate quiet spaces where a student can cool down or work independently (Quinn, Osher, Warger, Hanley, Bader, & Hoffman, 2000), personal spaces that each student can call his or her own and areas for large and small group activities that set the stage for specific kinds of interactions between students and teacher. There may also be spaces to store items, computers, or audio-visual equipment.

Seating students in rows facilitates on task behaviour and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students (Shores, Gunter, & Jack, 1993). It is useful to strategically arrange the reading classroom to limit student contact with high traffic areas, such as the space surrounding the pencil sharpener and wastebasket, instructional areas; and to seat easily distracted students farther away from high traffic areas. All students should have a clear view of the teachers and vice versa, at all times. In addition, the traffic pattern in the reading classroom allows the teacher to be in close physical proximity to high maintenance students. There are some evidences that are useful to limit visual and auditory stimulation that may distract with attention and behaviour problems (Cummings 2000). There is a good reason to strategically place students with special needs or behaviour problems in close proximity to the teacher's desk (Wolfgang, 2004). Finally, it is advantageous to keep the classroom orderly and well organized (Evans, 2007).

The physical arrangement of the English reading classroom can serve as a powerful setting event for providing students effective instruction and facilitate (or inhibit) positive teaching and learning interactions. As with other aspects reading classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs. (Miller, 2009). Another response to difficult behaviours in a TAFE (2006) setting has been developed by Mark (2004) in Yoon (2007) from Tropical North Queensland TAFE. The process known as classroom profiling (a bit like the TV programme) is based on the observation of classroom or workshop interactions between teachers and students with the aim of providing the teacher or supervisor with suggestions on how the climate of the learning situation can be improved: The observations are carried out in a non-judgmental and non-prejudicial way by another person who has been trained to assist the teacher or trainer. The teacher is then provided with strategies to try in their classroom or workshop and further reflection on the effects of changed teacher behaviour are monitored and discussed. The foundation of the programme is the ten micro-skills for managing behaviour, which are teacher strategies adapted from Mark Davidson's (2004) own experiences as an educator, developed and refined through discussion with trained profilers at annual 'refresher' courses that:

- establish clear expectations and make these explicit in the classroom, workplace or workshop
- give clear and economical instruction and allow time for the instructions to be understood
- don't overload the students with too many rules but stick to the ones you have established with them
- acknowledge positive behaviours and learning
- be a mobile teacher with body language that creates confidence and respect
- give minimal attention wherever possible to disruptive behaviours
- confront poor attitude/behaviour with choices and consequences
- follow through on instructions
- plan for ways in which ongoing disruptive behaviour can be handled and ask for assistance
- provide opportunities for debriefing the effects of bad behaviour in the students.

An Australian perspective on reading comprehension classroom discipline and management by (Lopez, Salas, & Flores, 2005) is an absorbing trek through the multiplicity

of problems that can beset the teacher. This publication is practical and descriptive, providing many case stories that we can all identify with. The authors carefully divide the sources of unhelpful behaviour into three possible locations; the classroom, the teachers and the teaching context. An understanding of all of these forces operating on our learners helps to develop effective and sympathetic pedagogical practices.

Dysfunctional families are more prevalent than they should be often. Teachers and trainers provide the one safe context for learners in these situations. Deprivation of love, excessive control, family restructuring, abuses of various kinds, damage to self- concept and violence are features of dysfunctional family situations that are often 'acted out' in a classroom setting. The problems that originate in society that can impact on reading classroom environment and its' management include the impact of a technologically saturated life (particularly amongst younger learners), peer pressure, racial and class conflicts, unemployment and poverty, substance abuse and gang activity. The problems that occur within the reading classroom, workshop or workplace that may account for unsociable or difficult to manage attitudes/behaviours include instruction without context, failure to teach problem solving skills, non acceptance of the students' situations, competitive grading, excessive coercion, system of punishment and reward.

A good reading comprehension learning environment helps to achieve a greater degree of classroom tranquility. Elements of lesson preparation such as the distribution of materials, pacing and maximizing on task behaviour all contribute to a more settled reading classroom environment (Cambourne, 2008). Motivation for reading and clear learner guidance are also identified as significant factors in reducing reading classroom disruption Ezequ (2004) and the physical layout of the reading classroom can be effective and improve relationships There is a body of research in the area of reading classroom facilities and their relationship to teachers' attitude to work.

Lopez, Salas, & Flores (2005) found that the quality of a reading environment is related to some psychological factors; and if the reading classroom environment is not conducive to teaching and learning it will lower the teachers' performance and demoralise the students. They concluded that human nature makes people feel better about themselves when their surroundings are pleasant. Adewumi (2002) found that improper maintenance of fixtures led to lower students' performance such as misinterpretation of the written word on textbooks or at the chalkboard. Akube (1991) maintained that inappropriate illumination levels abuse the human sight and have physiological and psychological consequences. He discovered that students achieved better in a well-ventilated reading comprehension classroom.

2.14 Appraisal of Reviewed Literature

WAEC Chief Examiner's report (2011) stated that academic success in Nigeria is significantly low and decreases yearly. To find solution to this academic problem, numerous studies have been conducted in the cognitive domain. In other words, people believe that cognitive ability alone should be used in measuring or assessing the students' performance, taking fewer cognisance of psychological factors like students' reading anxiety, reading motivation, teaching methods and reading comprehension classroom environment in relation to senior secondary school students performances in English Reading Comprehension. In Nigeria, not much research has been carried out in these areas. However, some of the bulks of researches on the variables have only been carried out in other parts of the world.

Although, many studies have shown the effects of prior knowledge in reading comprehension and acquiring background knowledge in foreign language classrooms; many of them often focused on developing various reading strategies such as previewing, skimming and scanning, summarizing, reviewing, critical thinking, understanding text structure and most importantly, vocabulary building. None has examined the contributions of reading anxiety, reading motivation, teaching methods and reading comprehension classroom environment on English Reading Comprehension. Many researchers consider vocabulary knowledge to be an important variable that affects reading comprehension in both first and second language learning (Alderson, 2000; Joshi, 2005; Qian, 2002; Ricketts et al., 2007). Adegbile (2001) also investigated the cause of students' poor performance in English in the teaching of reading and speaking skills. So far, Feast (2002) Kolawole (2005) and Fakeye (2006) investigated factors that influence performance in some subject areas. This explained why this study considered certain factors that influenced students learning outcomes in the English reading comprehension

A line of research on psychological factors and reading comprehension that does offer the potential of linking the reading process to outcomes is that of interest (Krapp, Hidi & Renniger, 1992). In their examination of the multidimensional nature of learning from text, Jetton (2000) identified, among others, the role of reading goals and motivation as important elements in the reading process. Within motivation, important analyses of learning theory and empirical research on motivation was conducted by Schiefele (1991) who asserted that motivation is always determined by content, and is directly related to specific activities, tasks, and topics or subjects. Brantmeier (2006) reported on two experiments that investigated the interrelationship between subject-matter knowledge, motivation, and recall of lengthy

passages in physics and immunology. Similarly, Brantmeier (2006) reported on a study with young adult learners of Spanish in which she found that the participants' source of motivation was similar to that in first language studies, namely cohesion, prior knowledge, engagement, and interest. However, reading motivation that was related to the three different comprehension assessment tasks was unique to this study.

Reading anxiety, the research target of this work, belongs to another category, which refers to the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient (Gardner & MacIntyre, 1993). Unfortunately, little research has been conducted to date on the role of reading anxiety in English reading comprehension (Sáenz, & Fuchs, 2002). Her studies were done on Spanish and not on English Reading Comprehension. Another one carried out on Japanese ESL students tried to find the relationship between foreign language classroom anxiety scales and foreign language reading anxiety scales. The two measure completely different components. It would be interesting to carry out a study in another setting where English is one of the spoken languages. Therefore, the pervasive impact of anxiety on the reading comprehension process makes the identification of reading anxiety an important component of research. In this respect, this study shed considerable light on the reading anxiety phenomenon by investigating the reading anxieties of students of different proficiency levels.

Okunola (1985) and Faposi (1987) however noted that the low level of students' learning performance can be related to the decline in the level of capital investment in terms of provision and maintenance of school, teaching and facilities in education. During Okpala's lecture, the state of classroom environment especially the seating arrangement was revealed and even Agomoh (2006) looked into the school compound environment as a factor to child's friendliness. All the above researches worked on school environment but they failed to establish a kind of Standard English Reading Classroom environment that would make learning environment conducive which was one of the concerns of the researcher.

The relationship between students overall academic achievement in the content areas and their reading proficiency has been examined by scholars. Butler and Castellon-Wellington (2000) compared students' performance in content areas to concurrent performance on a proficiency test and found a correlation between the two. Ulibarri, Maria, Spencer and Rivas (1981) examined the relationship between Hispanic students' performance in English language tests and their achievement in Mathematics and discovered that the language test data were not very useful in predicting achievement in Mathematics. Bayliss and Raymond (2004) examined the link between academic success and language proficiency

and concluded that the relationship between academic achievement and language proficiency disappears as students approach native-like proficiency levels. As a result of the conflicting findings, it became pertinent to further examine the extent to which senior secondary school students' proficiency in English Reading Comprehension would predict their learning outcomes in Ondo State.

Bowers and Burkett (1997) found that improper maintenance of fixtures led to lower students' performance such as misinterpretation of the written word on handout or at the chalkboard. Knirck (1989) maintained that inappropriate illumination levels abuse the human sight and have physiological consequences. Mayron and Nations (2000) discovered that students achieved better in a well-ventilated classroom. The maintenance of environment varies across the range of education contexts. According to Walker et al (1995), classroom systems are developed by teachers to support the larger school – wide policies, procedures to manage the academic performance and social behaviour of students within instructional environments and arrangements.

Learning styles have also been analysed in relation to the classroom environment. Dunn and Dunn (1998) proposed a theory that includes environmental, emotional, sociological and physical stimuli as elements of learning style. Environmental stimuli are exterior to the person and include: sound, light, temperature and design. Physical stimuli are seen as internal and include: perceptions (per the five human senses), intake, time and mobility. Roger (2002) claimed that studies conducted during the last decade have found that student's achievement increase when teaching methods match their learning environment. Those methods include important environmental factors that are often overlooked in educational planning. (Proshansky and Wolfe 2001) state that the crucial issue is the relationship between the philosophy of education and how the setting can be used to implement that philosophy. They suggested that the physical design and textual materials offer a symbolic message of what one expects to happen in a particular place. McVey (2001) outlined how sensory factors were important to classroom learning environments, observing that teachers depend upon their own common sense of how sensory stimuli work in the reading environment. Some of the research findings confirm such observations; other findings provide new information and insights. It could therefore be concluded that human nature makes people feel better about them when their surroundings are pleasant which further called for further research.

On teachers method of teaching, although much work has been done such as that of Akinsola (1998), on mastery learning and enhanced mastery learning; Aremu (1998) who

considered the effects of cardboards students' achievement and Afolabi (2001) whose study was on comparative effectiveness of the problem solving strategy and advance organizer method (Adegbile, 1999 & Obinegbo, 2003) in teaching at the SS level. Most of these researchers reported significant effect of variation of achievement on the experimental group. In effect, these researchers on methodology in most cases only identified some teaching strategies and went to the field to examine the relative effectiveness of these strategies. Very little has been done to examine to what extent these and other variables contribute to learning outcomes on the students. There was, therefore, the need for one to carry out more surveys to elicit a more sincere and reliable responses. This explained why this study considered how the afore mentioned variables contributed to students learning outcomes in the English Reading Comprehension

UNIVERSITY OF IBADAN

CHAPTER THREE

3.0 METHODOLOGY

This chapter describes the research methodology, which includes the type, population, sample and sampling procedure, instrumentation, data collection and data analysis procedures.

3.1 Research Type

The study was a survey research that adopted correlational approach.

3.2 Population

The target population for this study comprised the following:

1. All the eighteen Local Government Areas in Ondo State
2. The three senatorial zones of Ondo State
3. All the SSS 2 students of English Language
4. One hundred and sixty-two Public Senior Secondary Schools in Ondo State
5. The teachers of English Language.

3.3 Sample and Sampling procedure

Multistage sampling technique was adopted in the selection of samples. Sampling proportion to size was employed to choose seven local government areas from the three senatorial zones in Ondo state. Fifty-four Senior Secondary Schools out of the one-hundred and sixty-two public senior secondary schools from the selected local government areas in the three senatorial zones were chosen. All the fifty-four teachers of English language and an arm of each of the classes of the selected SS2 students that comprised 2055 were involved in the study.

Table 3.1 Multi-stage sampling technique

Senatorial Zone	Educational Zone	L.G.A	Available Schools in the Selected L.G.A.	No of Schools Selected
Ondo central	Ondo Akure	Ondo West	31	10
		Akure South	27	09
		Ile-oluji/Okeigbo	24	08
Ondo South	Odigbo	Odigbo	20	07
		Okiti-pupa	22	07
Ondo North	Owo	Akoko-North West	20	07
		Owo	18	06
Total	03	07	162	54

3.4 Instrumentation

Six instruments were used for data collection:

Students' Three Factor Scales (STFS) that comprised three instruments

1. Students English Reading Comprehension Anxiety Scale (SERCAS).
2. Students English Reading Comprehension Motivation Scale (SERCMS)
3. Students Attitude Towards English Reading Comprehension Scale (SATERCS).
4. English Reading Comprehension Classroom Environment Observational Checklist (ERCCEOC)
5. English Reading Comprehension Achievement Test (ERCAT)
6. English Reading Comprehension Teaching Methods Observational Scale (ERCTMOS)

3.4.1 Students' Three Factor Scales (STFS)

The Students' Three Factor Scales (STFS) was made up of the Students English Reading Comprehension Anxiety Scale (SERCAS), Students English Reading Comprehension Motivation Scale (SERCMS) and Students Attitude Towards English Reading Comprehension Scale (SATERCS). The Students English Reading Comprehension Anxiety Scale (SERCAS) was adapted from (Adams & Hyesook, 2007) and the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986). The original five-point Likert scale was changed into a four point Likert scale in order to avoid clustered

responses toward the middle of the scale. Wen (1997) extrinsic and intrinsic reading motivation scale with foreign language motivation questionnaire was carefully adapted from the motivation surveys settings by (Clément & Kruidenier, 1983) for Students English Reading Comprehension Motivation Scale (SERCMS) while the Students Attitude Towards English Reading Comprehension Scale (SATERCS) was developed by the researcher to elicit information on students' attitude towards English reading comprehension.

These instruments were modified by the researcher based on the competent suggestions of experts from the Institute of Education and the Department of Psychology. They were trial tested on 50 students from schools not selected for the study. Cronbach Alpha was used to determine the reliability coefficient of the scales and the following were obtained: English Reading Comprehension Anxiety Scale ($r = 0.91$) English Reading Comprehension Motivation Scale ($r = 0.94$) and Students' Attitude towards English Reading Comprehension Scale ($r = 0.88$)

STFS consisted of four sections; A-D.

- Section A contained both introduction and some demographic information of the respondents
- Section B consisted of twenty items; fifteen negative and five positive English reading comprehension anxiety statements.
- Section C consisted of twenty items that assessed the English reading comprehension motivation level of the students.
- Section D comprised thirty items made up of fifteen positive and fifteen negative items on students' attitude towards English reading comprehension.
- Sections B, C and D also comprised the section on which respondents agreed or disagreed on a four point Likert type scale; Strongly Disagree (SD); Disagree (D) Agree (A) and Strongly Agree (SA).

For data collection, the STFS was scored on a modified 4-point Likert scale and the negative items were reversed during data analyses.

3.4.2 English Reading Comprehension Classroom Environment Observational Checklist (ERCCEOC)

The researcher developed this instrument which comprised two sections. The first section consisted of the background information, that is, the name of the school, class and the number of students in the class. The second section comprised items for obtaining information about instructional materials available in the classroom. It contained information on the adequacy of items like instructional materials, language books, reading space, projects displayed e.t.c. in the class.

It was given to experts in the Department of Teacher Education and Institute of Education for content validity. Based on their advice, some modifications were made. Pilot study was carried out in ten schools not meant for the study. Scott Pie was used to determine the reliability coefficient of the instrument and 0.88 was obtained.

The checklist was used to rate the English reading classroom environment in terms of adequate, just adequate, not adequate and not present in all the schools.

3.4.3 English Reading Comprehension Teaching Methods Observational Scale (ERCTMOS)

This was adapted from (Afolabi, 2009) to elicit information on the teaching methods used by the teachers of English language. Some teaching activities that made up selected methods of teaching English reading comprehension were outlined and meant to measure the degree of their use by the teachers. The researcher and her assistants observed and indicated how often the methods were used by teachers in the course of teaching. All the items were ticked according to the degree of their usage by the teachers. The activities in the instrument were numbered serially in 62 steps of activities for the 12 methods. They were numbered thus: Mastery Learning (1-8), Advance Organizer method (9-10), Problem solving method (11-16), Demonstration method (17-22), Laboratory method (23-27), Discovery method (28-30), Lecture method (31-34), Concept mapping(35-40), Discussion method (41-45), Mental Imagery method (46-51), Cooperative method (52-56) Questioning method (57-62).

ERCTMOS was scored as 3 for “Always”, 2 for “Often”, 1 for “Occasionally”, and 0 for “Never”. The instrument was given to experts from Educational Evaluation in the Institute of Education and the Department of Teacher Education for content validity. Based on their amendments, the instrument was administered on ten (10) Senior Secondary School II teachers of English language for trial testing. A reliability coefficient of 0.86 was obtained using Scott Pie.

3.4.4 English Reading Comprehension Achievement Test (ERCAT)

This instrument was used to measure the students' achievement in English reading comprehension. Two reading passages with 20 questions were adapted for use from (Adegbile, 1999). Before the selection of the passages and the 20 questions, three passages were tested on 50 students in two schools for trial testing (not the selected schools). Item analysis was done on the 50 items from the three English comprehension passages and the item difficulty of the test varied from 0.4 - 0.6. ERCAT was administered on a sample of 50 SSS 2 English language students for trial testing using test-retest which yielded a reliability coefficient of 0.84 using Kuder-Richardson formula (KR-20), Twenty items with high indices of discrimination were selected.

The researcher prepared a Table of Specification (The Test Blue Print) that consisted of two comprehension passages with 20 items, each with four alternative options A, B, C and D. The ERCAT items were categorized under 3 headings; Knowledge 30%, Comprehension 30% and Higher Thinking 40%. The application, analysis, synthesis and evaluation were collapsed to higher thinking.

Students' total scores represented their achievement in English reading comprehension. ERCAT was rated as 1 mark per each correct item; the total mark was 20. It was marked based on the adopted marking scheme. Students, who scored 14 and above were considered to have performed very well, and those who scored between 09 -13 were considered to be moderate. Students below this score, that is, 0- 08 failed.

Table 3.2 Table of Specification

S/N	Topics	Knowledge 30%	Comprehension 30%	Higher Thinking 40%	Total%
1	Registers	02 (1, 12)	03 (5, 13, 14)	01 (11)	06
2	Figures of speech	01 (18)	01 (6)	03 (2, 8 17)	05
3	Homonyms/synonyms	01 (10)	02 (4, 7)	02 (15, 20)	05
4	Tenses	01 (9)	02 (3, 16)	01 (19)	04
	Total	05	08	07	20

3.5 Data Collection

Before the commencement of data collection, the schools to be used were visited to secure the consent of the school authorities and to discuss the importance of the research and the need for cooperation of the teachers of English Language. The researcher arranged with the schools to fix the dates and time for data collection. She trained the ten research assistants who were resident and conversant with the various parts of the towns that were used for the work on the procedures of administering the instruments through instructions and trial-testing sessions. The researcher with these research assistants had ample rapport with the students, the teachers of English language and the school authority. The whole exercise lasted for six weeks.

3.6 Scoring of the Instruments

The instruments were scored as shown in Table 3.3

Table 3.3 Scoring of the instrument

STFS	Scores	ERCCEOC	Scores
Strongly agreed	4	Adequate	3
Agreed	3	Just adequate	2
Disagreed	2	Not adequate	1
Strongly disagreed	1	Not present	0
ERCTMOS		ERCAT	
Always	3	High	14 – 20
Often	2	Moderate	09 – 13
Occasionally	1	Failed	08 – 00
Never	0		

3.7 Data Analysis Procedure

The descriptive and multiple regression statistical analysis were used in analysing the data collected, based on the six research questions stated in chapter one. Frequency and percentages were used to answer research questions one and two using the students' responses from sections B - D under Students' Three Factor Scales, while multiple regression was used to answer research questions 3 - 6 and correlation analysis was used to explain the relationship among the independent variables as they jointly predict the dependent variables.

3.8 Methodological Challenges

The importance of English reading comprehension in relation to education in Nigeria can never be exhaustive. Studies on the subject are ever relevant to the progress of students' achievement and teachers' methodological know-how. Research into reading comprehension aspect of the Senior Secondary Curriculum is still very scanty. Therefore, a study of English reading comprehension in Senior Secondary Schools in Ondo State which the researcher did had some methodological challenges.

The theoretical basis of the study of psychological factors, English reading comprehension, classroom environment and teachers' methods of teaching as correlates of students' learning outcomes encountered some methodological challenges; one of which was essential library and bibliographic resources, particularly the local-based sources (Nigeria) on the variables for the study. These volumes were considered critical for quality literature review and for contextualizing the theoretical framework on related studies. In the light of this, it was observed that most researchers in Africa (Nigeria inclusive) lacked the materials for researches as the libraries in African countries are under-stocked and library services provided, like inter library loans, are often not as efficient as they ought to be.

This was frustrating to the researcher who was eager to locate research within the broader field of inquiry. The solution that seemed to be available was the use of the internet, and internet based electronic retrieval systems like electronic based journals from internet. However, this was frustrating the more, because most of the Nigeria cyber-cafes did not make use of good server systems.

Power fluctuation was another hindering factor. There was always epileptic supply of power which slowed down research. The possible solution to the above named problem was the use of documentation centres like NISER and the University library.

Another methodological challenge was information dissemination. It was not easy to spread the results of any research in Nigeria to the appropriate level. To proffer solution to this problem, the researcher made use of writings in the local journals, seminars and personal money to send down the write up to the appropriate quarters.

3.9 Design Challenges

There are many studies that have been carried out on English reading comprehension as a whole, but few works are available on the aspect carried out as far as English reading comprehension is concerned. Although researchers have used various methods like

observation, experimental and other research types, no one single method of evaluation yielded the total needed result to solve the problem holistically. Therefore, the ex-post factor still remains the best design since it was only the schools in the senior secondary that have been presenting students for WASC and NECO that were used.

3.10 Instrumentation Challenges

More often than not, questionnaires revealed the intent of a given study to respondents. Hence, there was the respondent's readiness to supply responses along the so perceived line of thought of the researcher, which was at variance with the actual situation. To minimize these problems, efforts were made to have some items negatively formulated in the Three Factor scales to avoid a response set. It was also envisaged that the respondents might not understand the items in the questionnaire the way the researcher intended or not ready to respond with high integrity, so, the instruments were trial tested before they were finally taken to the field.

Besides, the use of "undecided" the middle (neutral) category was deliberately excluded from the response format in the Three Factor Scales as a measure to plug the escape route to respondents with apathy. But this was not without its own limitation in that respondents with genuine reluctance were those who were undecided, unclear or just neutral to responses of either agreed or disagreed and so they were or might be forced to do otherwise.

The use of an achievement test for this study also posed some challenges. Measures obtained from an achievement test cannot be taken in absolute terms, since there were many test factors that were latent and difficult for the researcher to control. Guessing rightly was another aspect of the achievement test that could not be completely avoided. The researcher went around it by ensuring near uniform conditions for all the testee-respondents. Further still, the 20 items were inadequate to test every detail of the content of reading comprehension in the English language curriculum. However, to do otherwise was practically impossible, considering the time limit at the disposal of both the respondents and the researcher. Meanwhile the use of test blueprint for the construction of test items was anticipated to enhance the representativeness of all the units of the content.

3.11 Challenges Relating to Data Collection Procedure

Attrition problem with the selected sample was anticipated due to the time lapse between the first and second administration of the instruments for data collection.

Meanwhile, the researcher was convinced that the robustness of the statistical analysis employed had put the effect of the problem under control.

3.12 Informed Consent

Informed consent involved informing and getting appropriate approval from those who were concerned in the study. Adequate permission was sought from the various heads of schools i.e. principal, heads of department and the teachers of English language that must be seen in the schools in order to make the study hitch-free. All the teachers and the students needed for the study were positively carried along. Although, in some schools, the Continuous Assessment Test affected the timely conduct of the test.

UNIVERSITY OF IBADAN

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter elucidates the findings of the present study, which is introduced based on the order of the research questions. It begins with a restatement of the questions. The description of the sample and the descriptive statistics, the multiple regression analyses (MRA) and the qualitative analysis are then given. The final section of each consists of the discussion.

4.1 Research Question 1: What is the attitude of students towards English reading comprehension?

To answer this question, the percentage of each rating was found.

Table 4.1: Frequency counts, percentages, mean scores and standard deviation of students' attitude towards English Reading Comprehension

S/N		Agreed	Disagreed	Mean	Std Dev'n
		Freq (%)	Freq (%)		
1	Reading comprehension is an important aspect of English Language	1789 (87.1%)	266 (12.9%)	3.21	.724
2	English reading comprehension is interesting to study	1819 (88.5%)	236 (11.5%)	3.24	.657
3	English reading comprehension makes me feel uncomfortable	186 (9.1%)	1869 (90.9%)	1.60	.708
4	I am happier in an English reading comprehension class than in any other class	1739 (84.6%)	316 (15.4%)	3.15	.802
5	I feel happy whenever I am called upon to read English reading comprehension passages in the class.	1741 (84.7%)	314 (15.3%)	3.26	.810
6	I feel at ease in English reading comprehension classes because of the teacher's way of teaching	1408 (68.5%)	647 (31.5%)	2.92	1.058
7	I enjoy reading comprehension passages in class	1789 (87.1%)	266 (12.9%)	3.30	.937
8	I have always enjoyed English reading comprehension lessons	1796 (87.4%)	259 (12.6%)	3.30	.800
9	I fear being called to read English in the class	483 (23.5%)	1572 (76.5%)	1.80	.921
10	I dislike attending English reading comprehension classes	254 (12.4%)	1801 (87.6%)	1.62	.877
11	I attend English reading comprehension lessons because it is a	1700	355	3.15	.936

	core aspect of English Language.	(82.7%)	(17.3%)		
12	My teacher's method of teaching is discouraging.	292 (14.2%)	1763 (85.8%)	1.51	.812
13	English reading comprehension lessons are always boring.	160 (7.8%)	1895 (92.2%)	1.59	.755
14	I feel at home when I meet other people who speak English with ease.	1417 (69%)	638 (31%)	2.80	1.158
15	Our teacher is a master of the subject	1828 (88.9%)	227 (11.1%)	3-49	.755
16	The way our teacher teaches English reading comprehension is interesting	1926 (93.7%)	129 (6.3%)	3.70	.608
17	I like taking part in reading competitions at school.	1703 (82.9%)	352 (17.1%)	3.19	.902
18	English reading comprehension lessons should not have been made compulsory in secondary school level.	632 (30.8%)	1423 (69.2%)	1.99	1.173
19	English reading comprehension is too difficult to learn	306 (14.9%)	1749 (85.1%)	1.59	.833
20	I prefer reading textbooks of other subjects to English reading comprehension	553 (26.9%)	1502 (73.1%)	2.04	.944
21	It does not matter the way this aspect is taught, I am not interested.	342 (16.6%)	1713 (83.4%)	1.68	.879
22	My teacher forces one to read in the class	527 (25.6%)	1528 (74.4%)	1.93	.957
23	I do not like to read in English language outside the classroom	376 (18.3%)	1679 (81.7%)	1.83	.799
24	English reading comprehension class is always boring.	274 (13.3%)	1781 (86.7%)	1.64	.851
25	I don't bother to go to my teacher for further explanation after his comprehension lesson	900 (43.8%)	1155 (56.2%)	2.35	1.172
26	My parents would appreciate it if I do well in English comprehension examination.	1902 (92.6%)	153 (7.4%)	3.62	.705
27	My teacher of English language manner of reading is worthy of emulation	1777 (86.9%)	268 (13.1%)	3.34	.898
28	Good command of English will accord me high respect among my colleagues	1821 (88.6%)	234 (11.4%)	3.37	.719
29	When one is good in reading in English language, he will do well in other subjects	2026 (98.6%)	29 (1.4%)	3.60	.555
30	I want to do well in English because it guarantees good job and further educational advancement.	1986 (96.6%)	69 (3.4%)	3.65	.605

The result of table 4.1 showed the ratings of students' attitudes towards English reading comprehension. It revealed that 1787 (87.1%) agreed while 266 (12.9%) disagreed with the statement that English reading comprehension is an important aspect in English Language. To the statement that English reading comprehension is interesting to study, 1819 (88.5%) agreed, while 236 (11.5%) disagreed. One thousand, eight hundred and sixty-nine (90.9%) disagreed while 186 (9.1%) agreed that English reading comprehension makes them feel uncomfortable. On the item that students felt happier in English reading comprehension class than in any other class 1739 (84.6%) agreed while 316 (15.4%) disagreed with the statement. Also, 1741 (84.7%) agreed while 314 (15.3%) disagreed with the statement that they felt happy whenever they were called upon to read English comprehension passages in the class.

The results further revealed that 1408 (68.5%) agreed while 647 (31.5%) disagreed with the statement; "I feel at ease in English reading comprehension classes because of teacher's way of teaching". One thousand, eight hundred and eighty-nine (87.1%) of students agreed and 266 (12.9%) disagreed with the opinion that they had always enjoyed English reading comprehension lesson. Also, 1796 (87.4%) agreed and 259 (12.6%) disagreed with the statement that they enjoyed reading comprehension passages in the class. To item 9; 483 (23.5%) agreed while 1572 (76.5%) of students disagreed. Two hundred and fifty-four (12.4%) agreed and 1572 (76.5%) disagreed with item 10 that they disliked attending English reading comprehension classes.

One thousand, seven hundred (82.7%) of the students agreed with item 11 while 355 (17.3%) disagreed with the statement that "I attend English reading comprehension lessons because it is a core aspect of English language". On the contrary, 292 (14.2%) agreed with item 12, and 1763 (85.8%) disagreed with the statement that their teachers' teaching method was discouraging. The majority of the students also disagreed with the statement that English reading comprehension lessons were always boring. In that, 1895 (92.2%) disagreed and 160 (7.8%) agreed. In item 14, 1417 (69%), agreed while 638 (31%) disagreed with the statement that students felt at home when they met other people who spoke English.

One thousand, nine hundred and twenty-six (88.9%) of the students agreed that their teacher was a master of the subject and 227 (11.1%) disagreed. For item 16, 1926 (93.7%) agreed while 129 (6.3) disagreed that the way their taught English reading comprehension was interesting. To the statement, "I like taking part in reading competition in my school", 1703 (82.9%) agreed while 352 (17.1%) disagreed. On English reading comprehension lessons should not have been made compulsory in secondary school level, 632 (30.8%)

agreed while 1423 (69.2%) disagreed. Students also showed positive attitude to reading comprehension when 1423 (69.2%) disagreed with the statement that reading comprehension was too difficult to learn while 632 (30.8%) agreed.

The table also showed that 342 (16.6%) agreed while 1713 (83.4%) disagreed with the statement “It does not matter the way this aspect is taught, I am not interested”. To the statement that my teacher forces one to read comprehension in the class 527 (25.6%) agreed while 1528 (74.4%) disagreed. Three-hundred and seven-six (18.3%) of students agreed and 1679 (81.7%) disagreed with the statement that they did not like to read English comprehension outside the classroom. Also, 274 (13.3%) agreed and 1781 (86.7%) disagreed with the fact that English reading comprehension class was always boring. Nine hundred (43.8%) of the students agreed that they did not bother to go to their teacher for further explanation after their comprehension lessons while 1155 (56.2%) disagreed.

On my parents would appreciate it if I do well in English comprehension examination, 1902 (96.2%) agreed while 153 (7.4%) disagreed. One thousand, seven hundred and seventy-seven (86.9%) of the students agreed, while 288 (13.1%) disagreed with the statement that their teacher of English language manner of reading was worthy of emulation. Most of the students, 1821 (88.6%) agreed while 234 (11.4%) disagreed with item 28 that good command of English would accord them high respect among their colleagues. Responses to item 29 showed positive disposition of students to English comprehension in which 2026 (98.6%) agreed and 29 (1.4%) disagreed with the statement that when one was good in reading in English language, he would do well in other subjects. One thousand, nine hundred and eighty-six (96.6%) of the students agreed with the statement on item 30 that they wanted to do well in English language because it would guarantee a good job and further educational advancement for them as against 69 (3.4%) that disagreed with the statement.

Furthermore, in answering research question I, the mean scores of the responses were calculated for each of the items. Any mean score below 2.5 was regarded as unfavourable attitude to English reading comprehension of that particular statement since the maximum response score for each item was 4 and minimum was 1. The cut –off mean therefore was the average of the maximum and minimum scores (2.5). Any mean score from 2.5 and above was regarded as high and favourable attitudes and any below it was regarded as low. As revealed in table 4.1, seventeen items ; 1, 2, 4, 5, 6, 7, 8, 11, 14, 15, 16, 17, 26, 27, 28, 29 and 30 had their mean responses above 2.5 which indicated high and favourable attitude, while thirteen items; 3, 9, 10, 12, 13, 18, 19, 20, 21, 22, 23, 24 and 25 had their mean responses below 2.5.

It is, therefore, deduced that secondary school students had favourable attitudes towards English reading comprehension.

Discussion

It is explicable from the first research question that students' attitude towards English reading comprehension was favourable. This explained that majority of the students were conscious of the fact that one's attitude influenced his/her performance towards reading comprehension skill suggesting that students who developed positive attitudes toward reading comprehended better. Arguably, they demonstrated the willingness to imbibe English reading comprehension as a skill to be studied for purposeful achievement in their academics. It supports the finding that positive attitude enhances performance in English reading comprehension learning whereas negative attitude does not (Adebisi, 2006). Linked to this is (Adeosun, 2004 & Fakeye, 2010) study that a student's performance in English language learning depends on his/her attitude. The finding equally agrees with some results of earlier research which Anoma (2005) stated that the favourable attitude of students has a direct influence on their achievement in reading. These scholars in their separate studies found that favourable attitude was highly related to performance in reading comprehension.

This consistency agrees with Adams (2006) study that the attitude of a learner towards a subject determines the measure of his attractiveness or repulsiveness to the subject. In his opinion, negative attitude leads to poor achievement just as positive attitude leads to better achievement. Fakeye (2010) concludes that favourable attitude is a good means of predicting how successful a learner would be at English language learning in general and English reading comprehension in particular.

Adebisi's (2006) submission stated that a positive and favourable attitude more often than not leads to successful learning and that achievement of any learner depends on his attitude towards the learning materials. It also accords perfectly with the findings of (Adebisi 2006 & Fakeye, 2006) who in their various studies found that favourable attitude is a noticeable variable that contributes positively to English reading comprehension. Widyastutik's (2005) conducted a study on the relationship between students' favourable and negative attitudes towards and their achievement to English reading comprehension at Salatiga. The result showed that their attitude was favourable towards English reading comprehension. Sari (2006) conducted a research entitled "The students' attitude toward Reading III in Trimester I 2005/2006 in the English department of Satya Wacana Christian University, Salatiga". She focused her study on students' attitude toward reading material

such as article, book and newspaper. The result also showed that the students of Trimester I 2005/2006 in the English department of Satya Wacana Christian University, Salatiga had favourable attitude to English reading comprehension III.

Although the researchers findings did not agree with Hess (2004) study which observed that attitude is age-dependent and King (2007) who stated that attitudes are enduring though modifiable by experience or by persuasion and are also learnt rather than innate. However, the indication from Lawal (2004) study shows that the interest of a learner towards a subject matter a lot and that attitude toward reading comprehension influences reading comprehension achievement.

Students' attitude, therefore, is found in this study to be a variable that contributes favourably towards English reading comprehension. This shows that a student who has favourable attitude towards English reading comprehension will perform well in reading and comprehend better which is a means of enhancing performance in the learning of the skill. To sustain their interest in reading as they advance in school, positive attitudes towards the skill must be encouraged by teachers of English language through the use of different and motivating teaching methods and provision of adequate reading environment. Reading motivation is clearly important to developing children's identity and attitude as readers. With support from teachers, low achievers can learn many of the strategies that good readers use when interacting with the text.

Research Question 2: What is the status of an English reading comprehension class?

Table 4.2: Frequency Counts, Percentages and Mean Score of English Reading Comprehension Classroom Environment

S/N	Description	Adequate		Just Adequate		Inadequate		Not present		Mean	Std Dev'n
		N	%	N	%	N	%	N	%		
1	Instructional materials	-	0.0	16	29.6	25	46.3	13	24.1	2.06	.738
2	Language books	-	0.0	20	37.0	29	53.7	5	9.3	2.28	.627
3	Walking space	-	0.0	32	59.3	22	40.7	-	0.0	1.59	.496
4	Reading space	-	0.0	-	0.0	16	29.6	38	70.4	1.30	.461
5	Arrangement of furniture	-	0.0	21	38.9	22	40.7	11	20.4	2.19	.754
6	Seating arrangement	-	0.0	-	0.0	41	75.9	13	24.1	1.76	.432
7	Number of students on a bench	-	0.0	23	42.6	31	57.4	0	0.0	2.39	.529
8	Number of students in a class	-	0.0	52	96.3	2	3.7	-	0.0	2.04	.191
9	Colour/texture of the classroom	-	0.0	-	0.0	54	100	-	0.0	2.00	.000
10	Display of students' works	-	0.0	1	1.9	40	74.1	13	24.1	1.78	.462
11	Hanging of relevant charts	-	0.0	40	74.1	6	11.1	8	14.8	2.59	.740
12	Portable chalk board/white board	-	0.0	43	79.6	8	14.8	3	5.6	2.74	.556
13	Projects displayed	-	0.0	8	14.8	46	85.2	-	0.0	2.51	.359
14	Resource centre	-	0.0	19	35.2	20	37.0	15	27.8	2.07	.797
15	Ventilation	-	0.0	36	66.7	18	33.3	-	0.0	2.20	.655
16	Language charts	-	0.0	13	24.1	41	75.9	-	0.0	1.24	.432
17	Electronic gadgets	-	0.0	-	0.0	1	1.9	53	98.1	1.02	.136
18	Colourful posters/picture	-	0.0	1	1.9	1	1.9	52	96.3	1.06	.302
19	Bulletin board	-	0.0	18	33.3	29	53.7	7	13.0	2.20	.655
20	Fan	-	0.0	-	0.0	1	1.9	53	98.1	1.02	.136

Table 4.2 showed the result of status of the English reading comprehension class on students learning outcomes. The findings of the observations indicated that 16 (29.6%) of the instructional materials were just adequate, 25 (46.3%) were inadequate while instructional materials were not present in 13 (14.1%) of the ERC class. Twenty (37.0%) of the language books were just adequate, 29 (53.7%) were inadequate as 5 (9.3%) of language books were not present. For walking space, 32 (59.3%) showed just adequate space and 22 (40.7%) showed inadequate. The reading space for reading comprehension was inadequate with 16 (29.6%) while they were not present in 38 (70.4%) of the English class observed. Furniture arrangement was 38.9% just adequate, 22 (40.7%) inadequate as the furniture was not present in 11 (20.4%) of the English comprehension class. Students seating arrangement was inadequate in 41 (75.9%) of the classrooms and there was no special arrangement present in 13 (24.1%). Twenty- three, (42.6%) of the classes observed had just adequate number of students on a bench while 31 (57.4%) of the classes were inadequate. The majority of the classes 52 (96.3%) had just adequate number of students as 2 (3.7%) of them were inadequate.

All the fifty-four (100%) English reading comprehension classes observed had inadequate colour or texture. For the display of students' work, only 1 (1.9%) was just adequate, 40 (74.1%) were inadequate and there was no display of students' work in 13 (24.1%) of them. Hanging of relevant charts were just adequate in 40 (74.1%) of the classes, inadequate 6 (11.1%) while not present in 3 (5.6). In display of projects, 8 (14.8%) of the classes was just adequate and inadequate in 46 (85.2%) of the classes. Resource centres in 19 (35.2%) of the schools visited were just adequate, 20 (37.0%) were inadequate while 15 (27.8%) had no resource centre. English comprehension classrooms' ventilation was just adequate in 36 (66.7%) of the classes and inadequate in 18 (33.3%).

Electronic instructional gadgets were not present in 53 (98.1%) of the classrooms and was inadequate in 1 (1.9%). Colourful pictures were just adequately present in 1 (1.9%), inadequate in 1 (1.9%) and not present at all in 52 (96.3%) of the classrooms. Eighteen, (33.3%) of the classes contained just adequate bulletin board, 29 (53.7%) inadequate bulletin boards as 7 (13.0%) of the classes had no bulletin board. Classes observed showed that Electric fan was not present in 54 (98.1%) of the classrooms and inadequately present in 1 (1.9%). It was therefore, discovered from the results on table 4.2 that the status of the English reading comprehension classroom environment was not adequate for learning English reading comprehension in most of the secondary schools.

Discussion

The findings revealed that the status of the English Reading Comprehension classroom was not adequate for learning in most of the secondary schools. The resource materials that were supposed to be present during the course of teaching/learning were either not adequate or present. The effect of this could be said to account for some of the students' poor performances in both internal and external examinations as revealed in the results of our students in WAECE and NECO examinations. Besides, the non provision of enabling reading environment was observed during the testing period when the students were not so attentive during the teaching and learning sessions which could have accounted for the poor performance of some of them. Some of the schools had no learning facilities and many of the students had no textbooks. This prevented them from participating actively in vocabulary development and other areas involved in reading comprehension lessons.

This therefore agrees with the literature on poor academic performance by students which revealed the class environment as one of the factors that influence students' learning outcomes (Little & Thompson, 1999). In support of the students' English reading comprehension classroom environment as a factor in academic achievement, (Little & Thompson, 1999) noted that the difficulties resulting in failure by students may not necessarily lie with the child but with the educational system and in particular the environment. Thus, the inadequate resource materials for teaching, language books and overload of schedule are conditions which can lead to teachers' poor performance, ineffectiveness as well as students' poor performance.

This argument is again consistent with (Agomoh, 2006 & Dfes, 2004) claim that lack of resource materials for teaching has a direct effect on the students' ability to perform and an indirect impact on their reading motivation and attitude. No matter how motivated or competent a student may be, lack of resources will prevent him from accomplishing his responsibilities and may even result in frustration and de-motivation. Aduwa-Ogiegbaen (2002) Cynthia and Strange (2006) also submitted that modern instructional facilities are rarely found in English reading comprehension classes while facilities like audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and news papers are rarely used

The Sun Publication of September 15, 2010 reported findings of a research commissioned by the World Bank and the British Overseas Development Administration stating that many secondary schools in Nigeria do not make available to school pupils textbooks, appropriate reading materials, library and laboratory facilities. The perception of a

situation of this nature as having so much effect on students' academic performance or as responsible for the high rate of academic failures among students is supported by Abiodun (2009) claim that difficulties expressed by failing students may be due to lack of material information for learning. A supposedly English reading comprehension classroom learning environment devoid of necessary learning materials will more likely result into learning difficulty and hence failure by the learner.

Osundu (2006) noted that students' learning performance could be related to the decline in the level of provisions and maintenance of the English reading comprehension classroom learning environment, teaching and inadequate facilities. According to Lockheed (2009) the implication which this result has for the education stakeholders is to consider that learning can only yield desired fruits only by provision of adequate (both in quality and in quantity) resource/instructional materials for teaching, if the system is to function effectively.

It is therefore imperative that all stakeholders with the support of the states Ministries of Education should provide the necessary infrastructure and instructional materials needed for effective teaching and learning of English reading comprehension in our public secondary schools for the development of positive attitudes and adequate achievement of this skill.

4.3 Research Question 3: What are the composite contributions of psychological factors (reading anxiety and reading motivation), classroom environment and teachers teaching methods to students' achievement in English reading comprehension?

Table 4.3: Summary of Multiple Regression Analysis Model showing composite effects of Independent Variables on Students Achievement in English Reading comprehension.

MODEL	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG	REMARK
Regression	42.774	15	2.852	22.156	.000	*
Residual	252.132	1959	.129			
Total	294.907	1974				

R = 0.381
R² = 0.145
Adjusted R² = 0.138

* = significant at P < 0.05

Table 4.3 showed that there was positive contributions among the fifteen independent variables two psychological factors (reading anxiety and reading motivation), classroom environment and twelve teaching methods (mastery learning, advance organiser, problem solving, demonstration, laboratory, lecture, concept mapping, discussion, mental imagery, cooperative and questioning methods) and students achievement scores in English reading comprehension ($R = 0.381$) It also revealed that 13.8% (adjusted $R^2 = 0.138$) of the total variance in English Reading Comprehension achievement score was accounted for by these fifteen independent variables. Since $F_{(15,1959)} = 22.156$, $p < 0.05$. It, therefore, implied that the composite contributions of the independent variables on reading comprehension achievement were significant.

Discussion

The findings revealed that the combinations of the independent variables that is: reading anxiety, reading motivation, English reading comprehension classroom environment and teacher's teaching methods had significant contributions to students' achievement in English reading comprehension. This shows that conducive classroom environment promotes reading and when teachers create contexts for students' engagement by providing prominent knowledge goals through adequate, diversified and purposeful methodology using their background knowledge and also create incentive connections to reading, positive performances increase. When meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, important, and relevant are created and provided, students' performances in English reading comprehension become higher, resulting in a greater willingness to achieve than when their reading anxiety is high.

This is in line with the work of Obemeata (1980) as he concludes in his book that if all the factors are provided, they will enhance students' learning outcomes. This argument is consistent with Rothenberg's et al (2007) claim that lack of resource materials and inadequate teaching methods could lead to students' reading anxiety and lack of reading motivation. These may have direct influence on the students' achievement and an indirect influence on students' reading motivation and satisfaction. No matter the competence of the students, these factors, if not properly utilized, may prevent them from accomplishing their responsibilities. Also, Onukaogu (2002) noted that the low level of students' learning performance could be related to the decline in the level of capital investment in terms of provisions and maintenance of classrooms, teaching and inadequate facilities in education.

To improve students' achievement in English reading comprehension a combined contribution of the variables must be taken into consideration. The students need teachers to teach them English reading comprehension using adequate teaching methods and creating conducive environment to increase reading motivation and reduce reading anxiety. This result is also explicable when one considers the fact that the way a teacher delivers his/her lesson can arouse and sustain the interest of the learners, thus increasing achievement.

Therefore, teachers of English language should endeavour to tease out teaching methods which best suit any topic of instruction to aid learners' mastery and achievement of the stated objectives. Instructions must involve the explicit teaching of lessons that enable students to acquire relevant knowledge from text. Explicit teaching includes teacher modeling and coaching, with direct explanation for why methods of reading comprehension are valuable and how and when to use them. Fundamental to this, is reading motivation learning which in essence is self-perceived competence. In all domains of reading, students must be given the sense of self-perceived competence when they are taught reading comprehension strategies for learning from text.

4.4 Research Question 4: What is the relative contribution of psychological factors (reading anxiety and reading motivation), classroom environment and teachers' teaching methods to students' achievement in English reading comprehension?

Table 4.4: Multiple Regression Analysis showing Relative Contributions of Independent Variables on Students' Achievement in English Reading Comprehension

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Standard Error	Beta		
Constant	14.866	.740	—	20.081	.000
Mastery Learning	.047	.007	.152	6.490	.000*
Advance Organizer	-.013	.011	-.033	-1.191	.234ns
Problem solving	-.033	.006	-.119	-5.243	.000*
Demonstration	.014	.007	.054	2.073	.038*
Laboratory	-.012	.008	-.038	-1.482	.139ns
Discovery	-.028	.007	-.096	-4.241	.000*
Lecture	.021	.008	.063	2.645	.008*
Concept Mapping	-.015	.007	-.049	-2,146	.032*
Discussion	.016	.007	.054	2.239	.025*
Mental Imagery	.016	.004	.091	3.736	.000*
Cooperative	-.018	.006	-.079	-3.057	.002*
Questioning	.014	.005	.068	2.902	.004*
Reading Anxiety	.003	.009	.010	.387	.699ns
Reading Motivation	-.060	.005	-.284	-12.269	.000*
Classroom Environment	.010	.003	.096	3.728	.000*

*= significant at $p < 0.05$

ns = not significant

Table 4.4 showed the relative contribution of each independent variable to achievement in English reading comprehension. It was deduced from the table that mastery learning had the highest significant contribution ($\beta = 0.152$, $t = 6.490$, $p < 0.05$); followed by mental imagery ($\beta = 0.091$, $t = 3.736$, $p < 0.05$), classroom environment ($\beta = 0.096$, $t = 3.728$, $p < 0.05$), questioning method ($\beta = 0.068$, $t = 2.902$, $p < 0.05$), Lecture method ($\beta = 0.063$, $t = 2.645$, $p < 0.05$), Discussion method ($\beta = 0.054$, $t = 2.239$, $p < 0.05$) and demonstration method ($\beta = 0.054$, $t = 2.073$, $p < 0.05$) in that order.

Other independent variables that had significant contributions to student' English reading comprehension achievement were concept mapping method ($\beta = -0.049$, $t = -2.146$, $p < 0.05$), cooperative method ($\beta = -0.079$, $t = 0.057$, $p < 0.05$), Discovery method ($\beta = 0.096$, $t = -4.241$, $p < 0.05$), problem solving method ($\beta = -0.119$, $t = -5.243$, $p < 0.05$) and reading motivation ($\beta = -0.284$, $t = -12.269$, $p < 0.05$). Laboratory method, advance organiser method and reading anxiety had no significant contributions to the achievement in reading comprehension. In all, twelve out of the fifteen independent variables built into regression model contributed significantly to reading comprehension achievement while the remaining three did not.

Discussion

The findings from the study revealed that twelve independent variables contributed to students' achievement in English reading comprehension. The results on the methods used by the teachers of English language showed that the majority of them followed most of the steps that led from one method to the other as they taught their lessons. This implies that the combination of more than one effective teaching method in teaching/learning situation elicits students' achievements. The most potent contributors and relevant teaching methods used by the teachers which led to students' achievements were mastery learning, demonstration, lecture, discussion, mental imagery and questioning methods. This was explicit in the study where students performed better because teachers made use of adequate teaching methods and also combined some of the methods while teaching. Classes with adequate instructional materials produced students with higher achievement scores.

Mastery learning in this study involved setting desired level of performance, brief review of previous lesson via other methods, stating objectives of new lessons, teaching of new lesson, test and class exercise, feedback, re-teach, test and re-testing until the set criteria for mastery was achieved. (Obinegbo, 2003 & Akinsola, 2007) from their respective studies found that mastery learning improved students' achievement. Thus, mastery learning

combined with other potent methods helped to improve both high and low ability students' achievement in English reading comprehension.

This followed Grabe (2004) suggestion that the explicitness with which teachers teach comprehension makes a difference in learner outcomes. It also concurs with the work of Torgesen (2007), which stated that good and adequate methodology are the most powerful means of developing proficient readers, thereby preventing reading comprehension problems. Afolabi (2009) said that good methodology can be effective in providing students with a repertoire of strategies that promote comprehension monitoring and foster comprehension. The findings agree with (Ayodele's & Adegbile's 2007) work that a teaching method is as good as the practitioner handling it. They also opined that the best for a teacher is to be well equipped and he/she should be ready to apply one and change it into another and let that one melt into yet another, until the lesson ends.

Brown,(1996) instructional research with poor readers and comprehenders stated that differential instruction deny students the kinds of instruction that advance reading comprehension. (Pressley,2001 & Bronwyn, 2010),) believed that effective teachers of reading comprehension must engage in diverse arrays of instructional methods to bring out the best from the students. This shows that proper instructional methods must be used to help students comprehend expository text, including teaching them to use generic questions to self question. In addition, it is common for a class of students to be at a variety of levels in any particular subject (Graves, 2000). Teachers need to use different teaching methods to reach all students effectively. A variety of teaching strategies, knowledge of student levels, and an implementation of which strategies are best for particular students' help teachers know which teaching methods will be most effective for their class.

The finding on reading motivation revealed it contributed significantly to students' academic achievement. It is therefore explicit that when a child's zeal to reading is developed through several instructional strategies, incentives and encouragement learning becomes interesting and the determination to excel increases. Instruction should be made interesting when/while learning English reading comprehension. Adequate activities and materials must be put in place in making the learning of this skill active, investigative and adventurous as much as possible. Such activities must be those that take into account, learner's feelings towards English reading comprehension. The finding corroborates Poloco (2011) study which stressed that successful students succeed when their reading motivation for achievement is higher. Adebisi (2006) stressed that good impartation of reading skill on the part of the

teacher coupled with student's interest in the subject are good motivating factors which when combined together would result to better achievement in English reading comprehension

Similarly, the report by Ige (1996) that academic achievement is highly correlated with student's reading motivation lends a good support to the present findings. It shows that the more a student is motivated the better the academic achievements of the subject studied and as a student's reading motivation increases, so does his academic achievement. It also concurs with the findings of (Guthrie & Wigfield, 2005) that reading motivation has significant contribution on reading comprehension even when complexity and difficulty of the passage increases. The finding supports the views of researchers that there is a correlation between the language of instruction, motivation and overall academic achievement of learners (Ajibade 1993 & Feast 2002). In separate studies, (Feast, 2002 & Graves, 2001) found a significant and positive relationship between reading motivation and performance at the University as measured by the students Grade Point Average (GPA).

Thus, the indication from this study showed that the motivation of a learner towards reading matters a lot. Reading motivation is a good motivator to better achievement on students. This is why there is the need to motivate students so as to arouse and sustain their interest in learning English reading comprehension.

This study also found that the English reading classroom environment contributed to students' learning achievement in reading comprehension. This shows that a well-structured learning environment of the classroom is one way to improve students' learning outcomes. This is in consonance with (Atanda & Lameed, 2006) study on reading classroom environment which showed that the physical arrangement contributes to the performance of students and that a well-structured reading comprehension classroom tends to improve student academic outcomes. Lack of proper arrangement of the classroom retards achievement in learning. Abiodun (2009)'s study reveals that free flow of communication interaction by teachers has positive effects on students and their learning achievement and Tomlinson (2006) believes that conducive classroom environment has positive effects on students and brings about high learning outcomes among them.

Therefore, for proper and better academic achievement of students in English reading comprehension, adequate methods must be adopted by teachers to inculcate learners' interest. The teacher could use the following before reading: teach cognitive strategic reading strategies such as assessing prior knowledge of a topic, do picture walks and make predictions, review key words or new vocabulary, choose rich and interesting literature or texts relating to students' experiences, select content-area texts to teach reading (Mourad

(2009). During reading, the instructor could do the following; model for students how to monitor their own comprehension by using think-aloud, use self-questioning strategies, such as "What do I already know about puppies?" "How is this similar to what we learned last week in our unit on caring for pets?" Ask and have students look for answers to focusing questions as they read

After reading, work in cooperative learning groups or with a peer to discuss and interpret text, answer both literal comprehension questions, for which they can refer directly to the text, as well as more cognitively challenging questions, which require students to make inferences, make graphic representations to demonstrate what they have learned, summarize the big ideas in the text. For fiction, have students use story maps and analyze story structure. Oral and retellings of readings could be done using pictures when they are learning story parts such as beginning, middle, and end. Teachers can use prompts such as "Tell me what happened in this story in your own words, as if I were a friend who's never heard it," or "What happened next?" to encourage students to elaborate about what they know. Also, prompt for information about the plot, the progression of events, climax, and story resolution if students do not offer this information in their retellings. For non-fiction, have students write summaries, opinion pieces, or other responses.

Connecting reading comprehension is an excellent way for students to gain a "feel" for text organization, apply vocabulary and concepts, and understand ways text can enhance or hinder comprehension. Good impartation of these with background knowledge on the part of the teacher; coupled with students' reading motivation in the subject and conducive reading classroom environment would go a long way into improving English reading comprehension Doyon (2011) .

4.5 Research Question 5: What are the composite contributions of psychological factors (reading anxiety and reading motivation), classroom environment and teacher’s teaching methods on students’ attitude towards English reading

Table 4.5: Summary of Multiple Regression Analysis Model showing Composite Contribution of Independent Variables on Students’ Attitude towards English Reading Comprehension.

Model	SUM OF SQUARES	DF	MEAN SQUARE	F	Sig
Regression	6402.076	15	426.805	684.874	.000*
Residual	1220.825	1959	.623		
Total	7622.901	1974			
R = 0.916 R ² = 0.840 Adjusted R ² = 0.839					

*= Significant at P<0.05

Table 4.5 showed that there existed strong positive relationship among the fifteen independent variables; two psychological factors (reading anxiety and reading motivation), classroom environment and twelve teaching methods (mastery learning, advance organiser, problem solving, demonstration, laboratory, lecture, concept mapping discussion, mental imagery, cooperative and questioning methods)) and students’ attitudes towards reading comprehension ($r = 0.916$). The table also elicited that 83.9% (adjusted $R^2 = .839$) variance in students’ attitudes towards English reading comprehension was accounted for by the fifteen independent variables. The composite contributions of these independent variables on students’ attitude towards reading comprehension was also significant $F_{(15, 1959)} = 684, 74$; $p < 0.05$

Discussion

The multiple regression analysis revealed that the independent variables (reading anxiety, reading motivation, English reading classroom environment, mastery learning, demonstration, discovery, lecture, concept mapping, discussion, mental imagery, cooperative and questioning) contributed significantly to the students’ attitude to English reading comprehension. This agrees with (Adeniyi & Bello 2007) that when a classroom is properly organized with adequate instructional and learning materials that produce conducive

environment to learning; when the teachers use adequate teaching methods that elicit the best responses from the students and when all the psychological factors are taken care using the best antidotes to support the type of schedule and activities that improve learning and reduce reading anxiety, students attitude towards English reading comprehension becomes positive and favourable. A lot of positive improvement would be noticed in their comprehension activities with fewer behavioural problems.

This corroborates the work of (Playhart & Scackett, 2004) who found that measure of constructs such as social skill, attitude, interest, personality and teacher's methods/strategies are valid predictors of performance in USA colleges. Also Abiodun (2009) used a broad set of predictors that capture non-cognitive indicators which found that these influence the students' learning outcomes. Adebisi (2006) submission also shows that students' positive attitudes or feelings influence their performance. This is also in line with the work of Feast (2002) who found that the attitude of a learner towards a subject would determine the measure of his attractiveness or repulsiveness to the subject.

According to Anoma (2005), in his study on students who had been studying English reading comprehension for five years; the result showed a significantly high level of positive attitude towards the learning of English. In the views of Adeosun (2004), the attitude of a learner may be measured based on the language learning environment, the instructional materials, the teacher, the learner's peers, the parents and other factors. Each factor controls the motivation to read and may positively influence his reading anxiety.

This finding, therefore, relates to the context that for adequate and excellent performances by students, their attitude towards English reading comprehension needs to be taken care of and the most feasible way to integrate this is meta-cognition into the teaching of reading which tries to encourage and train students to use reading strategies in their reading activities. In strategy training, teachers can make their students be aware of their learning methods, appraise their learning behaviour and monitor their psychological activity to improve reading performance.

In view of this, the students are made to always actively engage in texts in a meaningful way even when they encounter a lot of difficulties in their reading processes. The students' reading attitude would be directly geared to his or her enjoyment of the reading process and he would discover that the more favorable it is, the more that person will read and comprehend; the less favorable it is, the less time that person will spend reading. This will be achieved with the provision of human and material resources for effective teaching and learning and taking cognizance of the students' psychological feelings.

4.6 Research Question 6: What are the relative contributions of psychological factors (reading anxiety and reading motivation), classroom environment and teaching methods on students' attitude towards English reading comprehension?

Table 4.6: Multiple Regression Analysis showing Variables on Students' Attitude towards English Reading Comprehension.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Standard Error	Beta		
Constant	62.461	1.629	—	38.344	.000*
Mastery Learning	.100	.016	.065	6.366	.000*
Advance Organiser	.146	.024	.073	6.144	.000*
Problem solving	-.017	.014	-.012	-1.242	.214ns
Demonstration	.066	.015	.049	4.336	.000*
Laboratory	-.105	.018	.066	-5.909	.000*
Discovery	.150	.014	.102	10.439	.000*
Lecture	-.243	.018	-.143	-13.842	.000*
Concept Mapping	.065	.016	.041	4.136	.000*
Discussion	.118	.015	.079	7.616	.000*
Mental imagery	-.065	.009	-.072	-6.855	.000*
Cooperative	-.228	.013	-.194	-17.440	.000*
Questioning	-.073	.010	-.072	-7.029	.000*
Reading Anxiety	-.368	.019	-.217	-18.945	.000*
Reading Motivation	.812	.011	.759	75.763	.000*
Classroom Environment	-.016	.006	-.032	-2.878	.004*

*= significant at $p < 0.05$

ns= not significant

Table 4.6 showed that fourteen of the independent variables two psychological factors (reading anxiety and reading motivation), classroom environment and twelve teaching methods (mastery learning, advance organiser, demonstration, laboratory, lecture, concept mapping discussion, mental imagery, cooperative and questioning methods) introduced into the model had relative significant contributions to students' attitudes to English reading comprehension. On critical examination of the table, it revealed that motivation had the highest contribution ($\beta = 0.759$, $t = 75.763$, $p < 0.05$) to students attitudes towards reading

comprehension, followed by discovery ($\beta = 0.102$, $t = 16.439$, $p < 0.05$), discussion ($\beta = 0.079$, $t = 7.616$, $p < 0.05$), mastery learning ($\beta = 0.065$, $t = 6.144$, $p < 0.05$), advance organizer ($\beta = 0.073$, $t = 6.144$, $p < 0.05$), demonstration ($\beta = 0.049$, $t = 4.336$, $p < 0.05$), concept mapping ($\beta = 0.041$, $t = 4.136$, $p < 0.05$) and classroom environment ($\beta = -0.032$, $t = -2.878$, $p < 0.05$) in that order. The following variables also had significant contributions. Laboratory ($\beta = -0.072$, $t = -6.855$, $p < 0.05$), questioning ($\beta = -0.072$, $t = -7.029$, $p < 0.05$) and lecture ($\beta = -0.143$, $t = -13.842$, $p < 0.05$). Only problem solving method did not contribute significantly to students' attitudes towards English reading comprehension.

Discussion

The researcher found that fourteen out of the fifteen independent variables contributed significantly to students' attitude towards English reading comprehension. These were mastery learning, advance organizer, demonstration, laboratory, discovery, lecture, concept mapping, discussion, mental imagery, cooperative and questioning teaching methods with reading anxiety, reading motivation and reading comprehension classroom environment. It is, therefore, explicit from the result that in schools where every positive step was taken in the teaching/learning situation of English reading comprehension, the attitude of the students was positive and reading comprehension became an interesting skill that every student wanted to acquire. In creating positive attitudes towards English reading comprehension the students' learning potential increased, reading motivation ran high and reading anxiety reduced. In reading comprehension classrooms where teachers reflected critically about the teaching situation and used adequate teaching methods with instructional materials, identified learning or instructional problems, and instituted methods to solve them, the reading anxiety of the students reduced and their reading motivation increased.

These findings agreed perfectly with Pendidikan's (2006) discovery that teachers should understand not only the material and method in teaching but also the students' reading attitude towards English reading comprehension since they determine the success of language teaching process. Students who have positive attitude towards English reading comprehension and whose reading anxiety are alleviated through motivation master reading better than the students who have negative attitude towards it (Unoh, 1995 & Idogo, 2011). They have stronger reading motivation to learn, while students who have negative attitude do the opposite, hence, attitude is an important factor in English reading comprehension and language learning. For this reason, teachers should build favourable attitudes in the teaching/learning process and create a conducive and friendly reading environment which

helps students in mastering this particular skill (Feast 2002). This also agrees with the work of (Bronwyn, 2010) which offered a similar description of readers which explained that teachers must be deliberate in their use of methods and to perform this deliberate act, they need to have competence in the use of a number of methods and be aware how these help in different situations. Additionally, readers have to be motivated to the use of the methods.

Ige (1996) and Onogwere (2000), in relating attitude to achievement under some teaching methods, concluded among other things that there was a relationship between attitude and student's achievement in English language. The attitude of the learners will guide the teachers in planning their lessons. They concluded by saying that if these inherent factors are not considered, they will produce poor performance and in turn negative attitude to the subject.

Reading motivation which was the most potent contributor contributed significantly to students' attitude towards English reading comprehension. It was found to contribute to reading comprehension tasks, and in particular, students' performance on reading comprehension assessments. Students who had positive ratings in their reading motivation scales performed higher and were seen to have positive attitude towards English reading comprehension and reading than those who were not. It was found that the students who were more generally motivated spent more time engaging in reading, which directly contributed to their reading tasks, reading attitudes and achievement in ERCAT. These highly motivated students performed and had better results than the lowly motivated students.

This corroborates Phakiti (2011) finding which stressed that successful students have significant higher reading motivation for achievement than unsuccessful students. Similarly, the report by John (1996) that attitude is highly correlated with students' reading motivation lends a good support to the present findings. The position of Ayotola (1998) also shows that when pupils are demotivated in the subject, it affects the way they react or listen to the teacher. Therefore, the attitude of the learner towards a particular subject matters a lot. Attitude, according to the author is a high motivating factor which leads to better performance and positive attitude on the part of the learner. Positive attitude and high motivation when displayed particularly in English reading comprehension serve as an encouragement even to the teacher. The teacher disseminates his teaching to the best of his ability making use of all available resources rather than resorting to the use of chalk and talk when learners show negative attitude. Moreover, when students display positive attitude in learning, the teacher is motivated and forgets every other hindrances (Graves, 2001).

Hudson (2007) also observed that success in mastering a language depends not so much on intellectual capacity, learning environment, teacher's method of teaching or, language aptitude as on the learner's attitude towards the particular language. To him, attitude could help the language learning process by changing students' orientations towards particular linguistic groups, modify their reading motivation and enhance their attitude to learning the language. This agrees with the assertion that when the attitude of a student is properly focused, the student, even if low in academic ability often does well in the class.

The result on reading anxiety on students' attitude towards English reading comprehension showed that reading anxiety contributed to students reading attitudes. This showed that the more anxious the students were, the more they developed negative attitudes towards reading and the lower they performed in reading comprehension activities. This extrapolated that reading anxiety contributed to students' performance and their attitudes toward reading comprehension. The researcher also found higher levels of reading anxiety in lower achieving students than higher achieving students prior to testing. This suggested that reading anxiety increased their frustration levels which then impacted performance and attitude. It was found that increased reading anxiety had a negative contribution to students' attitude.

The finding is consistent with that of Yan (2004) and Ozcan (2009), who found that high level of anxiety among her Chinese participants contributed significantly to their language study. Horwitz (1986) claimed that many learners' experience anxiety in response to at least some aspects of language learning. What is worth noting is that there was negative attitude towards English reading comprehension classes as shown by the top-rated anxiety statements: "I worry when my classmates read better than I do. I become nervous when I have to answer questions orally in English reading comprehension class and anxious about the consequences of failing the test.

Also, reading anxiety from the findings above is attributed to the nature of the subject. There are varied views of research findings that inadequate preparation for test in reading comprehension can cause anxiety. Even as test-anxiety may be reduced or controlled, reading anxiety does not necessarily enhance performance even though reading comprehension anxiety and performance are significantly related. The result of the findings is also in accordance with the findings of Wolfgang (2004) and Ubom (2002) where pressure of timed tests and risk of public embarrassment produce tension among students. Although, Ozcan (2009) in his opinion, was of the view that reading anxiety is a very common symptom and a certain amount is useful to the individual as it acts as a stimulant and increases

efficiency. In Stiggin's (2010) study, on reducing anxiety in the performance of students, he believed that if students were given the right amount of encouragement to do simple tasks in class, and if adequate teaching methods are used by teachers then students would not experience reading anxiety and would excel in their academics

On English reading comprehension environment, the researcher found that when the physical English reading comprehension environment of the classroom was properly arranged and all the necessary facilities provided the students' attitude to learning improved but, when the instructional materials were inadequate or not present, students' attitude became discouraging. It is therefore important to solve the problem of negative attitudes before they occur (Snorky, 2004). This is in line with the researches on the reading classroom environment which have shown that the physical arrangement can affect the attitude of both students and teachers and that a well-structured reading classroom environment tends to improve students' academic outcomes. In addition, the reading classroom environment acts as a symbol to students, parents and inspectors regarding what teachers' value in behaviour and learning (Cumming, 2000).

Therefore, if a reading comprehension classroom environment is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functions of the day as well as contribute negatively to students learning outcome. However, a well-arranged reading comprehension classroom environment is one way to effectively manage instruction because it triggers fewer attitudinal problems and establishes a climate conducive to teaching and learning. It, then, behooves on education stakeholders to take every necessary step that would enhance the English reading comprehension classroom environment for students' positive performance and attitude to the skill.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

In this chapter, a summary of the findings, the educational implications and the recommendations are presented. The limitations of the study and suggestions for further research are also highlighted.

5.1 Summary of Findings

The following are the major findings of the study:

1. Majority of the students had favourable attitude towards English reading comprehension.
2. The status of the English reading comprehension classroom environment was not adequate for learning English reading comprehension in most of the secondary schools.
3. There were positive contributions among the fifteen independent variables two psychological factors (reading anxiety and reading motivation), classroom environment, twelve teaching methods (mastery learning, advance organiser, problem solving, demonstration, laboratory, lecture, concept mapping, discovery, discussion, mental imagery, cooperative and questioning methods) and students achievement scores in English reading comprehension.
4. Twelve out of the fifteen independent variables built into regression model contributed significantly to reading comprehension achievement while the remaining three; laboratory method, advance organiser method and reading anxiety did not.
5. There also existed strong positive contributions among the fifteen independent variables; reading anxiety, reading motivation, classroom environment, mastery learning, advance organiser, problem solving, demonstration, laboratory, lecture, concept mapping, discovery, discussion, mental imagery, cooperative and questioning methods on students' attitudes towards English reading comprehension
6. Fourteen of the independent variables; reading anxiety, reading motivation, classroom environment, mastery learning, advance organiser, demonstration, laboratory, lecture, concept mapping, discovery, discussion, mental imagery, cooperative and questioning methods introduced into the model had relative significant contributions to students' attitudes towards English reading comprehension

5.2 Implications

1 teachers of English language should try as much as they could to motivate the students in order to alleviate their fears during the course of instructions.

2 Educational stakeholders should engage in programmes that can motivate the students to improve their academic performance.

3 It is also hoped that these findings will serve as resource materials for educators, teachers of English language, school authorities, psychologists, counselors, government, parents and significantly others who are concerned with the academic progress of the students.

5.3 Recommendations

Based on the summary of the findings, this study has the following recommendations for English reading comprehension teaching and learning.

1 Considering the central role of attitude towards English reading comprehension, education stake holders and parents should endeavour to create conducive environment for students to improve and develop more favourable attitudes towards the aspect. In addition, the teachers of English language should evolve effective teaching and learning methods for English reading comprehension to enhance students' positive attitude towards the skill. Teacher's personality goes a long way in influencing students' attitude towards learning.

2 Furthermore, school administrators should encourage regular attendance at seminars/workshops for teachers of English Language to keep them abreast of innovations in the teaching of the subject.

3 Government should provide basic facilities in schools such as library and well equipped classrooms that will contain all the modern technological gadgets. These will further give the students opportunities to develop positive attitudes to English reading comprehension.

4 Teachers should keep it in mind that the frustration their students feel may be related to a skill specific anxiety like reading anxiety. Identifying to what extent students experience reading anxiety may help instructors to take certain precautions to lower the level of anxiety in the English reading comprehension classroom. Moreover, by recognizing and dealing with reading anxieties of students, teachers may organize anxiety-free classroom environments in which learners can become effective readers. In order to help the students overcome their reading anxieties the teachers should include some activities for less proficient learners.

Furthermore, they can bring reading materials which students like and are interested in, to turn reading into an enjoyable activity.

5. Teachers should enhance the learners feeling of esteem by arranging varieties of learning experiences. They should try not to send their students away from their instruction when they are anxious to use what they have been taught and eager to learn more by associating subjects with liked and admired situations, things or individuals.

6. Physical classroom environment being an important variable in the teaching and learning process, especially English reading comprehension, must be well catered for in order to increase the students' learning outcomes. The study revealed that majority of the schools had unfavourable classroom environment as most of the classrooms could not meet the standard for conducive learning. The teaching materials, relevant charts, instructional materials, language laboratory for oral lessons were not available in the classrooms or in the shelves or cupboards and where they were, they were not adequately used. These must be catered for.

6 The relationship between reading motivation and achievement is greater when students have enough textual materials and reading spaces. This shows that reading motivation is multidimensional and should be regarded as such in practice. Libraries can do a lot to motivate students towards reading. Libraries serve as the factories of intellect. The library atmosphere sets behavioural pattern in students and enables them to acquire the competence they need. Through library, the student is introduced to the concept of responsibility and accountability while treating the book as library property. As a matter of fact, there is no better place other than a library to teach the child the art of study through self effort. Being of utmost importance, education stakeholders should endeavour to provide adequate text materials with functional language libraries or e-libraries with current information for students.

7 Furthermore, teachers of English should be aware of learners' personal and reading attitude such as persistence of learning and then adapt the instructional methods to their types of characteristics. Learners feel self-achievement or satisfaction when they believe their actions will result in successful completion of challenging tasks. Teachers' awareness of students' attitude should be related to the degree of task demand. They should understand that students are most motivated by learning activities and assignments when the level of challenge is moderate. In other words, if a student does give up a task, a teacher should make the task more or less challenging. This means that teachers of English language should consider students' reading attitudes and their level of language proficiency.

8. Finally, teachers of English language should always consider the varying academic ability of learners when planning their instructional programmes. This can help reduce reading anxiety in the classroom. First, they can employ activity types that cause lower levels of reading anxiety (such as pair work) and gradually introduce activity types that cause higher levels of reading anxiety (such as speech giving). Moreover, they can help students to better cope with reading anxiety-provoking situations themselves: such as giving advice on effective reading style. Authentic reading comprehension samples with teaching and learning strategies that will maximize competence of the learners must be used by teachers to provide practice for students in reading.

5.3.1 Limitations of the study

The use of small geographical coverage (i.e. the use of one state out of the thirty-six states in Nigeria) did not make for good generalization.

The long period for data collection process and changing of dates by some Principals created some challenges.

Another major limitation of this study was the number of students and teachers sampled for this study on the whole. 2,160 students were expected to respond to their various questionnaires. This posed a problem as it was difficult to retrieve some of the questionnaires from them.

Getting to the difficult terrains was a big problem. As a result, some of the research assistants opted out at the last minute.

5.3.2 Suggestions for Further Studies

The present study focused on senior secondary school English reading comprehension. Further researches could thus be directed at the study of English reading comprehension in the junior secondary school which is the foundation level and also across all the classes and it could cover more geographical areas.

The study emphasized only psychological factors like reading anxiety and reading motivation, classroom environment and teaching methods like mastery learning, advance organizer, demonstration, laboratory, discovery, lecture, concept mapping, discussion, mental imagery, cooperative and questioning on senior secondary school. There are other related factors that can contribute positively or negatively to students' learning outcomes in English reading comprehension at the junior secondary school. This could be replicated in other geographical zones apart from just a state in the South West.

It is also necessary to replicate this present study on a large scale to cover the whole thirty six states and the Federal Capital Territory, Abuja.

This study is largely non-experimental. It may be necessary to adopt some experimental studies into the prediction of the independent variables investigated.

5.3.3 Conclusion

This study has confirmed the importance of English reading comprehension learning at the senior secondary school level. It established the fact that the independent variables of reading anxiety, reading motivation, the child's classroom environment and the teacher's teaching methods are indeed contributors of students learning outcomes.

It is, therefore, of utmost importance that reading motivation is improved through the provision of interesting reading materials that should be pertinent to the students reading proficiency levels. If they are motivated towards reading these materials; sensitized to their hidden comprehension problems; helped to change their attitudes towards reading; helped to become independent and self-directed readers; if they are given enough time to exercise their understandings of the materials and adopt and use proper and adequate teaching methods, reading anxiety will be controlled or even extinguished by the students and teachers. Phillips (2010) stated that in today's proficiency-oriented classroom, teachers must continue to view reading anxiety as a serious problem to be confronted in the effort to encourage students to further their education in learning languages.

Therefore, the more desirous through positive motivations students feel to read and comprehend the more effort they will make in their English reading comprehension learning as one of the most important skills in English language. Learning this aspect, will not only contribute to the development of better and more positive and favourable attitudes towards the skill, but also to other English language skills. Motivation orientations will also facilitate the reduction of reading anxiety learners feel in English reading comprehension classrooms. When the learning environments are made conducive by education stake holders, students' learning outcomes in English reading comprehension at the senior secondary school are bound to improve with higher and better performance in both internal and external examinations

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APPENDIX 1

UNIVERSITY OF IBADAN
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INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION

STUDENTS' THREE FACTOR SCALES (STFS)

These three factor scales are designed to investigate the students' reading anxiety level, reading motivation level and attitude towards English reading comprehension. You are therefore employed to respond to it as honestly as possible. Your response shall be treated with utmost confidentiality since this is meant purely for research purpose.

SECTION A

Candidate's name: _____ (optional)

Age: 12-14 (), 15-17 (), 18-20 ()

Gender: Male (), Female ()

SECTION B

Please tick the one that is applicable to you

	Reading Anxiety scale	SA	A	D	D
1	I get nervous when I don't understand every word in the passage				
2	I feel unhappy when other students read better than I do				
3	I feel nervous when I have to read loud in the class				
4	I don't feel nervous when the teacher of English language asks questions I haven't prepared in advance				
5	I am usually at ease during English reading comprehension tests in the class				
6	I would not be nervous reading in the class				
7	I worry about the consequences of failing my reading comprehension tests				
8	I don't worry about making mistakes in English reading comprehension class				
9	Even if I am well prepared for English reading				

	comprehension lessons, I still feel nervous about it				
10	I am afraid that my teacher of English language will always find fault with everything I do				
11	I become nervous when I have to answer the questions about what I have read in the class				
12	I become nervous when I have to answer questions orally in English reading comprehension class				
13	In English reading comprehension class, I get so nervous that I forget things I know.				
14	The more I study for an English test, the more confused I get.				
15	During English reading comprehension class, I find myself thinking about things that have nothing to do with the lesson.				
16	It embarrasses me to volunteer answers in my English reading comprehension class.				
17	I feel very self-conscious about speaking English in front of other students.				
18	I worry that my classmates will get a higher grade than I will.				
19	I worry when my classmates read better than I do.				
20	When I am on my way to English class, I feel very sure and relaxed.				

SECTION C

	Reading Motivation scale	SA	A	D	SD
1	Reading in English is not important to me: It is a waste of time.				
2	I would not voluntarily read in English unless it is required as homework or assignment.				
3	I do not have any desire to read in English even if the content is interesting.				
4	I often feel lazy or bored when I engage in reading assignments for English classes				
5	I read in English merely because it is required for graduation.				

6	I like reading English novels in their original texts.				
7	Reading comprehension passages in English is a challenge I enjoy.				
8	I get immersed in interesting stories especially if they are written in English.				
9	I tend to get deeply engaged when I read in English.				
10	Even when the reading materials are dull and uninteresting, I always finish the assignments.				
11	By learning to read in English, I hope to enhance my ability to read English newspapers and/or magazines in original texts.				
12	By reading in English, I hope to enhance my ability to browse the internet in English.				
13	Reading in English is important because it will make me a more knowledgeable person.				
14	I love reading in English because it is mentally challenging.				
15	By reading in English, I hope to learn more about various opinions of the English people.				
16	I don't get discouraged when I am corrected in English.				
17	I am learning to read in English because I might work or study in any of the common wealth countries in the future.				
18	I think I am good at reading in English.				
19	I think my fluency in reading English is native-like or almost native like.				
20	My grades for English classes with emphasis on reading are always excellent.				

SECTION D

S/N	Students 'Attitude Towards English Reading Comprehension	SA	A	D	SD
1	Reading comprehension is a difficult aspect of English Language				
2	English reading comprehension is interesting to study				
3	English reading comprehension makes me feel uncomfortable				
4	I am happier in an English reading comprehension class than in any other class				
5	I feel happy whenever I am called upon to read English reading comprehension passages in the class.				
6	I feel at ease in English reading comprehension classes because of the teacher's way of teaching				
7	I enjoy reading comprehension passages in class				
8	I have always enjoyed English reading comprehension lessons				
9	I fear being called to read English in the class				
10	I dislike attending English reading comprehension classes				
11	I attend English reading comprehension lessons because it is a core aspect of English Language.				
12	My teacher's method of teaching is discouraging.				
13	English reading comprehension lessons are always boring.				
14	I feel at home when I meet other people who speak English with ease.				
15	Our teacher is a master of the subject				
16	The way our teacher teaches English reading comprehension is interesting				
17	I like taking part in reading competitions at school.				
18	English reading comprehension lessons should not have been made compulsory in secondary school level.				
19	English reading comprehension is too difficult to learn				
20	I prefer reading textbooks of other subjects to English reading comprehension				
21	It does not matter the way this aspect is taught, I am not				

	interested.				
22	My teacher forces one to read in the class				
23	I do not like to read in English language outside the classroom				
24	English reading comprehension class is always boring.				
25	I don't bother to go to my teacher for further explanation after his comprehension lesson				
26	My parents would appreciate it if I do well in English comprehension examination.				
27	My teacher of English language manner of reading is worthy of emulation				
28	Good command of English will accord me high respect among my colleagues				
29	When one is good in reading in English language, he will do well in other subjects				
30	I want to do well in English because it guarantees good job and further educational advancement.				

APPENDIX 11

**ENGLISH READING CLASSROOM ENVIRONMENT OBSERVATIONAL
CHECKLIST**

Instrument A: Classroom Background

1 Name of School.....Class.....

2 Number of the students.....

Section B

Checklist for English Reading Comprehension Classroom Environment

Checklist For English Reading Comprehension Classroom Environment (CERCCE)		Adequate	Just adequate	Inadequate	Not present
1	Instructional materials				
2	Language books				
3	Walking space				
4	Reading space				
5	Arrangement of furniture				
6	Seating arrangement				
7	Number of students on a bench				
8	Number of students in a class				
9	Colour/texture of the classroom				
10	Display of students' works				
11	Hanging of relevant charts				
12	Portable chalk board/white board				
13	Projects displayed				
14	Resource centre				
15	Ventilation				
16	Language charts				
17	Electronic gadgets				
18	Colourful posters/pictures				
19	Bulletin board				
20	Fan				

APPENDIX 111
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ENGLISH READING COMPREHENSION TEACHING METHOD OBSERVATIONAL SCALE. (ERCTMOS).

- 1 Name of School.....
- 2 Class.....
- 3 Number of the students.....

SECTION B

	Activities/steps	Always	Often	Occasioa lly	Never
1.	Setting desired level of performance				
2.	Brief review of previous lesson via other methods				
3.	Stating objectives of new lesson				
4.	Teaching of new lesson				
5.	Test and class exercise				
6.	Feedback				
7.	Re-teach				
8.	Test				
9.	Searching for the previous knowledge in the form of question, quiz presentation of organizer in advance of learning materials				
10.	Teaching new lesson by conventional or expository method				
11.	Analysis of the problem				
12.	Identification of basic/relevant facts				
13.	Identification of appropriate techniques adopted				
14.	Carry out solution by using techniques adopted				
15.	Checking the solution				
16.	Generalizing the result				

17.	Teacher problem solving on the board or deductive proofs of the content				
18.	Teacher engaging in practical skills like phonetic sounds				
19.	Making use improved instructional materials where necessary				
20.	Engaging in group discussion with the students				
21.	Organizing quiz, games & puzzle				
22.	Experimenting in language laboratory where available				
23.	Learner's involvement in discovery of language relations and properties				
24.	Engagement of the learner's in some thinking as he collects data, plays a game				
25.	Exploration of language applications, by providing facilities for incorporating practice in learning English.				
26.	Explanation of language application in other discipline relevant to the ones they are exploring				
27.	Engagement of the learner in the evaluation, and acquisition of special practical skills for dealing with given content areas of English.				
28.	Instructional materials or hints provided				
29.	Guides students to use instructional materials or hints				
30.	Students identify/find out facts for themselves				
31.	The teacher clearly states the purpose and major theme of the lecture				
32.	Develops the lecture/lesson in a logical fashion that the learner can follow				
33.	Includes clues that point out that logical development of the concepts steps-by-step.				
34.	The teacher endeavours to provide concrete examples with some sort of summarizing device				
35.	Selects the item for mapping problem to solve				
36.	Chooses and underlines relevant facts or concept				

37.	Arranges the concepts from the complex to simple				
38.	Clusters the concepts based on level of criteria like same level of complexity and those that are closely inter-related				
39.	Concept arranged in form of a two-dimensional array analogous to a road map.				
40.	Linking related concept with lines, which are labeled in proposition form				
41.	Graded questions prepared				
42.	Briefs students for direction rule				
43.	Grouping (of students)				
44.	Outlining discussion rule				
45.	Teacher goes round and monitors groups				
46.	Teacher makes his own visual imagery of what the students can envision when reading or completing other academic task				
47.	Seeks to model imagery strategy to your students by discussing with them what you in mind				
48.	Encourages students who have mental imagery skills to use them and teach those who do not have the skill				
49.	Uses simple methods to support the use of mental imagery				
50.	Provides initial background knowledge to anchor the new one with aids of the imagery				
51.	Helps students to interpret their drawings and its importance to their understanding information recall and for prediction off what can happen next.				
52.	Groups students into units				
53.	Itemizes/provides the instructional materials				
54.	Gives guidelines for activities				
55.	Evaluates learners performance				
56.	Gives corrective measure				
57.	Produces the model sentences for imitation				

58.	Students imitates words in the passage based on previous knowledge				
59.	Graded questions prepared				
60.	Students answer questions from the passage				
61.	Students think and share ideas with the teacher				
62	Students ask and answer questions before and after reading				

UNIVERSITY OF IBADAN

APPENDIX 1V
ENGLISH READING COMPREHENSION ACHIEVEMENT TEST
(ERCAT)

PASSAGE 1

Read the following passage carefully and answer the ten (10) questions on it. Each question is followed by four options lettered A-D. You are to select the correct option for each question.

At all levels of education (primary, secondary or tertiary), the English language is very important. It plays a dominant role in the Nigerian society. A candidate without at least a pass in the English language at the school certificate level cannot proceed into any higher institution of learning.

For a student to succeed in any academic endeavour, he should be able to read with understanding and to express himself very clearly in English. For a student to hold his own in the tertiary institutions, he should have a firm grasp of the English language. This is necessary because it is the language of education at that level.

English language is used in our law courts, by politicians and on the mass media. In order to keep abreast of new developments in other parts of the world (since all the literature on this is in English) a very sound understanding of the English language is necessary.

A research study has confirmed that there has been a falling standard in the performances of the Nigerian adolescents in the English language because, as the finding goes, students do not study English properly. Students tend to opine that since texts on other subjects are written in English language, their contact with English through these other texts should be sufficient to equip them with enough mastery of the language.

Some Nigerians who have gone abroad, report that native English speakers there find it very difficult to understand them when they express themselves. The problem here is not in the area of grammar but that of pronunciation, stress and intonation. This explains why oral English has been introduced in both our secondary schools and teachers colleges. However, the point is not being made here that we should aim exactly at Queen's English but rather at the Received Pronunciation (R.P)- a kind of pronunciation which is more widely accepted as a model.

The "Received Pronunciation" should be emphasized because in classroom practice, speech has been regarded as the bedrock of language work. Odurinde points out that a good

grounding in speech work is seen as naturally constituting a good basis for learning to read and write in a well planned language course. In most of the West African countries, for example Nigeria, Ghana and Sierra Leone where English Language is used as the second language, ability to speak natural informal English are very essential.

Answer the following questions:

- 1 From the passage we can conclude that the dominant role of English language in the Nigerian Society is as a
 - a. Medium of expression in our educational system
 - b. Tool with which one can be a good politician
 - c. Medium of expression at the secondary school level
 - d. Tool with which one can argue in the law court

2. What does the writer mean by “a firm grasp of the English language”?
 - a. Ability to read the English texts clearly
 - b. Having a sound understanding of the English language
 - c. Ability to speak English language
 - d. Acquiring a shallow knowledge of the English language

3. From the passage we can say that Nigeria adolescents perform poorly in English language because
 - a. They offer too many subjects
 - b. There are no relevant texts
 - c. They do not know how to study English
 - d. They are not taught pronunciation

4. From what we have read in the passage we can conclude that the major problem of some Nigerians in some developed countries is
 - a. How to study English properly
 - b. How to write good English expressions
 - c. That of stress, intonation and pronunciation
 - d. Reading texts in English

- 5 From the passage it is clear that to go further in learning a candidate must
- Be able to speak English language
 - Be able to read English texts well
 - Have a sound writing skill
 - Have a credit pass in English
- 6 What do you think the writer means by “Received Pronunciation”?
- American pronunciation
 - Standard English pronunciation
 - Use of stress and intonation
 - British pronunciation
7. Oral English is introduced at almost all the levels of our education in order to enhance
- Speaking, writing and grammar skills
 - Writing, reading and listening
 - Grammar, reading and listening
 - Speaking, reading and listening
8. “Keep oneself abreast of the new development” which of the following explains this expression?
- Travelling to other parts of the country
 - Travelling to other parts of the world
 - To spread one’s arms while reading
 - To be informed of the latest events, ideas and discoveries
9. From the passage we can say that the writer knows that some Nigerians cannot be understood when they speak abroad because
- He is also good at pronunciation
 - He is informed by his brothers and friends
 - Some Nigerians speak badly at home
 - He reads of it in some English texts
10. Which of these is the most suitable title for the passage?
- English language and the native speaker

- b. Oral English in the educational system
- c. The need to learn English language
- d. Nigerian learners of English language

PASSAGE 11

Read the following passage carefully and answer the 10 questions that follow it. Each question is followed by four options lettered A-D. You are to select the correct option for each question.

One of the chief occupations in Nigeria is farming. The weather is very conducive while she is blessed with many human and natural resources. Although more than 65% of the people of Nigeria are farmers, it is rather unfortunate that productivity is very low. The country has in fact, resorted to importing some food items like rice.

Let us therefore consider some of the factors which may be responsible for the low productivity in agriculture. In the first instance, not many farmers can afford mechanized farming. So, tractors, plough, harvesters and a host of the other modern implements are not commonly used. Instead, such implements as hoes and cutlasses are very common.

In the second instance, lack of capital is another factor militating against agriculture. Most Nigerian farmers are very poor while some of the commercial banks are not ready to give out loans. Many of these farmers do not have the wherewithal to obtain loans from the banks. Sometimes the government assists some farmers who grow some specific crops by lending them money to buy seeds or seedlings. Such cash crops are grown for money.

Lack of storage facilities is also one of the reasons for low productivity. There are some perishable goods such as tomatoes, round peppers and others which are very common during the rainy season. Since there is no storage facility, they cannot be preserved for a very long time and this often times result in their scarcity during the dry season.

Another reason for low agricultural productivity is bad roads. It is observed that many of the feeder roads in Nigeria are terribly bad to the extent that goods cannot be conveyed from where they are produced to where they will be sold or consumed. This explains why some farmers are improvident, consuming heavily without considering the future needs. Since the roads are bad and there is no storage facility, there is bound to be a very low productivity for fear of wastage.

Let us conclude that Nigerian farmers should be properly educated in all the aspects of agriculture. They should be kept abreast of innovations in the area of agriculture. How and

when to apply fertilizer and to plant certain crops should be taught. All hands should be on deck in making Nigeria a great country in the area of agriculture.

Answer the following questions:

- 11 In the opening paragraph, we can say that the word 'she' is used to refer to
- Productivity
 - Land
 - Weather
 - Nigeria
- 12 According to the passage, the major example of crude implements are
- Harvesters and hoes
 - Cutlasses and tractors
 - Hoes and tractors
 - Hoes and cutlasses
- 13 The three modern implements identified by the writer are
- Tractors, harvesters, plough
 - Plough, hoes, harvesters
 - Harvesters, cutlasses, hoes
 - Hoes, plough, tractor
- 14 One of the major factors affecting agriculture is
- Too many farmers
 - Lack of electricity
 - Lack of storage facility
 - Poor land
- 15 From the passage we can conclude that
- Nigeria farmers should be sent to schools
 - Education is necessary for effective farming
 - There should be more schools of agriculture
 - Nigerian farmers should read newspapers

- 16 How does the government assist some farmers who grow some specific crops?
- By giving them fertilizer
 - By lending them money
 - By giving them seed or seedlings
 - By giving them land
- 17 By 'cash crops' we mean crops which are
- Grown in the rainy season
 - Grown in the dry season
 - Grown for money
 - Bought for consumption
- 18 The expression "all hands should be on deck" used in the passage means
- There should be enough capital
 - Everybody should be able to contribute meaningfully
 - All farmers should put their hands on the desk
 - There should be enough land.
- 19 From what we have read in the passage, we can conclude that without education
- Agriculture cannot be developed
 - Nigeria can still make it in life
 - Farmer can produce in large quantity
 - The crops cannot grow
- 20 Which of the following factors encourages farmers to consume as they produce without considering the future?
- Bad roads
 - Lack of storage facility
 - lack of capital
 - use of crude instruments

APPENDIX V

MODEL ANSWERS TO THE COMPREHENSION QUESTIONS.

Item No	ERCAT	ERCAT
1	A	D
2	B	E
3	C	A
4	C	C
5	E	B
6	B	B
7	D	C
8	D	B
9	B	A
10	C	B

APPENDIX V1

Correlations Matrix

	Mean	Std Deviation	N
Mastery learning	23.87	1.251	2055
Advanced Organiser	4.99	.969	2055
Problem Solving	17.54	1.406	2055
Demonstration	17.91	1.441	2055
Laboratory	9.00	1.256	2055
Discovery	6.82	1.324	2055
Lecture	13.50	1.204	2055
Concept Mapping	17.83	1.210	2055
Discussion	14.65	1.323	2055
Mental Imagery	12.67	2.136	2055
Cooperative	13.31	1.654	2055
Questioning	16.86	1.971	2055
Motivation	65.7226	1.84118	2055
Classroom Environment	37.6061	3.84183	1975
Anxiety	46.34	6.361	2055
Ercat	12.32	1.932	2055
Attitude	96.81	9.548	2055

Correlations Matrix

	Mean	Std Deviation	N
Mastery learning	28.41	1.754	54
Advanced Organiser	5.11	.925	54
Problem Solving	19.06	1.323	54
Demonstration	11.61	1.420	54
Laboratory			54
Discovery	7.17	.986	54
Lecture	11.54	1.145	54
Concept Mapping	16.02	1.000	54
Discussion	14.74	1.200	54
Mental Imagery	18.81	1.543	54
Cooperative	18.09	2.086	54
Questioning	12.41	1.000	54
Anxiety	46.3481	1.15365	54
Motivation	65.6866	1.87785	54
Attitude	96.7839	2.00807	54
Classroom Environment	37.67	3.826	54
Ercat	12.3153	.37911	54

